BROWARD COLLEGE FACTBOOK

ACADEMIC YEAR 2010-2011
&
FALL 2011

Note: The information presented in this report is current through December 15, 2011. Edits, revisions and/or corrections of historical data made after this time could yield slightly different results.

Prepared by the Office of Institutional Research, Planning, and Effectiveness
President: J. David Armstrong, Jr.
Classes began: Fall of 1960
Accreditation: Commission on Colleges of the Southern Association of Colleges and Schools (SACS)
Type of institution: Public community college
Calendar: Semester, with summer terms

### Academic Year 2010-2011 Enrollment
- 67,264 Students (Unduplicated Headcount)
- 353,007 Enrollments (Duplicated Headcount)
- 31,180 Full-Time Equivalent (Florida DOE definition)

### Fall 2011 Enrollment
- 41,710 Students (Unduplicated Headcount)
- 136,034 Enrollments (Duplicated Headcount)
- 12,271 Full-Time Equivalent (Florida DOE definition)

### Academic Year 2010-2011 Awards
- 42 Bachelor of Applied Science (BAS)
- 23 Bachelor of Science (BS)
- 4,294 Associate in Arts Degrees (AA)
- 849 Associate in Science Degrees (AS)
- 190 Associate in Applied Science Degrees (AAS)
- 336 Technical Certificates
- 288 Vocational Certificates
- 187 Applied Technology Diplomas
- 30 Other Awards

**6,239 Total Awards**

Broward College (BC) is committed to fostering a learning-centered community that celebrates diversity and inclusion by empowering and engaging students, faculty, and staff. BC offers certificate programs, two-year university-transfer degrees, two-year career degrees designed to meet the critical community workforce needs and baccalaureate degrees in selected programs. BC, now in its 51st year, serves 66,000 students from 152 countries and most of the 50 U.S. states through a variety of delivery systems, including traditional classes in person, online and in blended format. Our population extends worldwide with programming that includes international centers in four foreign countries.
VISION STATEMENT
Broward College will be a destination for academic excellence, serving students from local communities and beyond. The college will embrace diversity – student, faculty, staff, and business partnerships – and foster a welcoming, affirming, and empowering culture of respect and inclusion. The college will stand at the leading edge of technological and environmentally sound innovation, providing attainable, high-quality educational programs. Broward College will be recognized for its recruitment and retention of diverse, outstanding faculty and staff whose primary focus will be to promote the success of each individual student while supporting lifelong learning for all students. As a model post-secondary institution, the college will connect its students to diverse local and global communities through technical, professional, and academic careers.

MISSION STATEMENT
The mission of Broward College is to achieve student success by developing informed and creative students capable of contributing to a knowledge- and service-based global society. As a public community college accredited to offer associate degrees, selected baccalaureate degrees, and certificate programs, the institution and its District Board of Trustees are committed to fostering a learning-centered community that celebrates diversity and inclusion by empowering and engaging students, faculty, and staff.

CORE VALUES
• Academic Excellence and Student Success: Achieving student success through high-quality, learning-centered programs and services while continuously evaluating and improving student learning outcomes that reflect the highest academic standards. This is accomplished by providing flexible educational opportunities accessible to all students, regardless of time or place.

• Diversity and Inclusion: Creating a community that celebrates diversity and cultural awareness while promoting the inclusion of all its members.

• Innovation: Developing and implementing the most emergent technologies and teaching/learning methods and strategies to create learning environments that are flexible and responsive to local, national, and international needs.

• Integrity: Fostering an environment of respect, dignity, and compassion that affirms and empowers all its members while striving for the highest ethical standards and social responsibility.

• Sustainability: Ensuring effective, efficient use of college resources while implementing fiscally sound practices and environmentally sustainable initiatives that can be modeled in collaboration with our community.

• Lifelong Learning: Promoting the educational growth and development of all individuals through a variety of postsecondary professional, technical, and
The Broward College District Board of Trustees brings together community leaders with diverse backgrounds who provide dedicated leadership to the college and its activities. Florida’s governor appoints this group of outstanding local citizens.

As the governing board of the college, they are the stewards of BC’s commitment to excellence, while they guide the college and implement the goals enumerated in their mission statement. Their desire to provide students with the academic skills needed for transferring to universities, to enhance skills to be competitive in the rapidly changing job market, and to offer opportunities for continuing education, personal growth and enrichment is a challenge they approach with enthusiasm.

As a team, these dynamic community leaders are fully engaged in providing a future that offers increased higher education opportunities for Broward County residents.

MEMBERS

Sean Guerin, Chair
Sean Guerin, Vice Chair
John A. Benz, Trustee
Elizabeth Tonkin, Trustee
Pamela Stephany, Trustee
About BC
As the first public higher education institution in the county, Broward College functions as the principal provider of undergraduate higher education for the residents of Broward County. The college provides associate and baccalaureate degrees, and technical and occupational training for the citizens of Broward County, its district by law. As one of the 28 public community colleges in the Florida system, Broward College is designed to be a community-based institution that offers a comprehensive range of programs responsive to changes in the community and in technology. Where appropriate, these programs are articulated with the public school system, area vocational schools, and upper-level institutions to ensure that students can move smoothly from one system to another.

The college’s district board of trustees, its legal governing body, serves as a corporate body with all powers necessary for governance and operation. The college operates under statutory authority and rules of the Florida Department of Education. State appropriations and student fees provide operational funding for college programs. Construction and building maintenance funds are provided through statewide capital outlay bonds, not through local property taxes.

History
In 1959, the Florida Legislature authorized creation of the Junior College of Broward County and members of the community began work on making the college a reality. An influential group of Broward community leaders lobbied Washington D.C. officials to provide land at the former Forman Field in Davie, a training site for World War II Naval aviators. A local advisory board was assembled in October 1959 and guided by the State Board of Educational Regulations, began developing programs and hiring staff. The college’s first president, Dr. Joe B. Rushing, vice president for administration at Howard Payne College in Brownwood, Texas, was appointed March 17, 1960. He reported for work on April 7.

In summer of 2008, the college underwent one further name change, to Broward College, after the college received State Board of Education and legislative approval to begin offering baccalaureate degree programs in teacher education. The College submitted a substantive change to is regional accreditation association SACS and received approval to office level two bachelor degree programs. The College is also approved to offer students Title IV Student Financial Aid funds for all degree levels and eligible certificates. At the same time, the college began offering online associate degree programs in 13 areas.

In 2009, the college received approval by the State Board of Education to offer four additional baccalaureate degree programs. They are: nursing, information management, supervision and management, and technology management.
Hugh Adams Central Campus
The A. Hugh Adams Central Campus is located in Davie. The Adams Campus is situated on 150 acres in a traditional college setting equipped with an aquatic complex and athletic facilities. The campus has more than 25 buildings housing the Buehler Planetarium and Observatory, the Ralph R. Bailey Concert Hall, the Fine Arts Theatre, the Institute of Public Safety, a student services center, state-of-the-art science laboratories, health science simulation equipment, and computer science laboratories, as well as facilities to support academic disciplines. The campus also operates three other sites: the Willis Holcombe Center and the Institute for Economic Development in downtown Fort Lauderdale, and the Tigertail Lake Center in Dania Beach. In addition, the Adams Central Campus houses the University/College Library, a research facility jointly funded by Broward College and Florida Atlantic University. The campus hosts two educational partners on site: Florida Atlantic University, Davie Campus, and the College Academy @ Broward College, a high school operated in partnership with the Broward County Public Schools.

Willis Holcombe Center
The Willis Holcombe Center is located in the heart of Fort Lauderdale. In partnership with FAU, the center forms the Higher Education Complex on East Las Olas Boulevard. The center also houses the college's district administration offices as well as more than 210,000 square feet of high-tech classroom space consisting of wired classrooms, science and technology labs, and a full array of student services. The center is surrounded by many cultural and municipal resources, including the Broward County Main Library, the Broward Center for the Performing Arts, the Museum of Discovery and Science, the Fort Lauderdale Museum of Art, and picturesque Riverwalk along New River.

Institute for Economic Development
The Institute for Economic Development is located within the Willis Holcombe Center. The institute offers a variety of continuing education courses, corporate training services, customized workforce development resources, support groups and training for women transitioning into the workforce.

Tigertail Lake Recreational Center
The Tigertail Lake Recreational Center is located in Dania Beach. The center offers conference and picnic areas and classes in aquatic activities and water sports. The Broward College Adventure Learning Course also is housed there, providing low and high ropes challenge programs and leadership and team-building activities.

North Campus
North Campus is situated in Coconut Creek and covers approximately 113 acres. North Campus has more than a dozen buildings that include the multipurpose Omni Auditorium, the joint-use Broward County North Regional/Broward College Library and the 65,000 square-foot student services building. Also on campus is the JA World Huizenga Center, which houses two Junior Achievement programs: Finance Park and Enterprise Village. Programs at the facility serve approximately 24,000 fifth-graders and 24,000 eighth-graders from public and private schools in Broward and Palm Beach counties annually.
Coral Springs Center
The Coral Springs Center is located in the heart of Coral Springs. The center is approximately 19,000 square feet, located in an historic building in the Village Square Shopping Center. The center will offer general and technical education and business administration classes for students in associate and baccalaureate programs.

Judson A. Samuels South Campus
Located in Pembroke Pines, the Samuels South Campus' buildings are arrayed on a tract covering 103 acres. The campus also operates four centers: the Pines Center in the Academic Village at 16957 Sheridan Street, the Weston Center at 4205 Bonaventure Boulevard, the Broward College Automotive Training and Marine Center of Excellence, in Miramar at 7451 Riviera Boulevard and the Miramar Town Center at 2050 Civic Center Place. In addition, the campus is home to the Aviation Institute and the joint-use Broward County South Regional/Broward College Library. The Aviation Institute, located adjacent to North Perry Airport, offers programs to prepare students for FAA and FCC certification and employment in the aviation industry.

Pines Center
The Pines Center is located in the Academic Village in Pembroke Pines. The center is part of a 77-acre Jeffersonian-inspired educational complex that includes the Broward County Southwest Broward Regional Library and the Pembroke Pines Charter High School, as well as an athletic/aquatic complex and a wetlands nature reserve. The center offers credit and non-credit courses designed to prepare a diverse student population for educational and career opportunities.

Weston Center
The Weston Center is located on the second floor of the Broward County Weston Branch Library and offers credit and non-credit courses. An 18-month fast-track Associate in Arts degree in business administration also is offered onsite to accommodate the busy lives of working adults.

Broward College Maroone Automotive Training Center and Marine Center of Excellence
The Broward College Maroone Automotive Training Center and Marine Center of Excellence at Miramar share approximately 23 acres near the Broward/Miami-Dade county line. The center provides classrooms, administrative offices and work bays. The automotive technology program is a highly technical, interactive course of study designed to train students as automotive technicians ready for immediate employment upon graduation. The Marine Center of Excellence offers a specialized, comprehensive program in marine engineering management, and is accredited by the American Boat and Yacht Council and partners with the Marine Industries Association of Florida.

Miramar Town Center
The Miramar Town Center is the home of the college’s air traffic control program and also offers credit and non-credit courses to meet the needs of the community. Broward College’s facility is on the second floor of the Broward County Miramar Library and Education Center, within the Miramar City Hall complex. The Miramar Library and Education Center is a partnership facility, bringing together Broward College, the City of Miramar, Broward County Libraries Division and Nova Southeastern University.
Goal 1 - Student Success
Promote student success through high quality learning-centered programs and services while continuously evaluating and improving student learning outcomes that reflect the highest academic standards. We will assist our students in establishing their educational goals and in reaching their desired levels of academic achievement, career development, and leadership development, while offering financial assistance to support them.

Goal 2 - Human Capital Investment
Enhance the College’s strategic human capital capability and competitive advantage by recruiting, developing and retaining diverse and talented faculty, staff, and administrative and professional leaders. Respond directly to the demographic changes in Broward County and perpetuate the College’s reputation as a premier learning institution that embraces diversity, equity and inclusion.

Goal 3 - Access, Enrollment and Workforce Demand
Monitor and provide maximum access to learners to support increased workforce and enrollment demands and align workforce education programs with skill requirements of the new economy. Develop and implement the most emergent technologies and teaching/learning methods and strategies that are flexible and responsive to local, national, and international needs.

Goal 4 - Resource Development and Cost Efficiencies
Increase and/or improve innovative entrepreneurial actions across the College by creating new revenue sources. Advance community relationships and partnerships and ensure effective, efficient use of College resources while implementing fiscally sound practices, in a healthy and safe environment while also supporting environmentally sustainable initiatives.

Goal 5 - Quality Improvement and Accountability
Expand our efforts to engage in on-going, institution-wide research-based planning and evaluation processes that incorporate a systematic review of academic programs, educational and administrative support services that result in continuous improvement and institutional quality.

Goal 6 - Community Awareness and Image
Communicate the partnership role that the college and community share and embrace, by coordinating consistent messages that reflect the importance of those relationships, as demonstrated through the vision, mission, goals, and core values of the institution.
# Headcount of Students and Special Populations: Academic Year 2007-2011

## Headcount (Credit and Non-Credit): Academic Years 2007 - 2011

![Bar Chart](chart.png)

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated headcount (All students)</td>
<td>58,979</td>
<td>59,053</td>
<td>61,159</td>
<td>64,628</td>
<td>67,264</td>
</tr>
<tr>
<td>Duplicated count of all students (credit seats)</td>
<td>257,345</td>
<td>270,094</td>
<td>294,605</td>
<td>328,903</td>
<td>353,007</td>
</tr>
<tr>
<td>Unduplicated headcount (Credit students)</td>
<td>51,393</td>
<td>52,563</td>
<td>56,041</td>
<td>60,475</td>
<td>63,713</td>
</tr>
</tbody>
</table>

### Students by credit type

- **Credit only**
  - 46,224 (78%)
  - 44,712 (76%)
  - 47,610 (78%)
  - 50,650 (78%)
  - 52,935 (79%)
- **Credit and continuing education**
  - 5,169 (9%)
  - 7,851 (13%)
  - 8,431 (14%)
  - 9,825 (15%)
  - 10,778 (16%)
- **All students taking at least one credit course**
  - 51,393 (87%)
  - 52,563 (89%)
  - 56,041 (92%)
  - 60,475 (94%)
  - 63,713 (95%)
- **Continuing education only**
  - 7,586 (13%)
  - 6,490 (11%)
  - 5,118 (8%)
  - 4,153 (6%)
  - 3,551 (5%)
- **Taking at least one continuing education course**
  - 12,755 (22%)
  - 14,341 (24%)
  - 13,549 (22%)
  - 13,978 (22%)
  - 14,329 (21%)
### Headcount of Students and Special Populations: Academic Year 2007-2011

<table>
<thead>
<tr>
<th>Special populations</th>
<th>AY 2007</th>
<th>AY 2008</th>
<th>AY 2009</th>
<th>AY 2010</th>
<th>AY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>% credit</td>
<td>n</td>
<td>% credit</td>
<td>n</td>
</tr>
<tr>
<td>First-Time-in-College Students**</td>
<td>8,338</td>
<td>16%</td>
<td>8,416</td>
<td>16%</td>
<td>8,829</td>
</tr>
<tr>
<td>Dual Enrolled***</td>
<td>1,612</td>
<td>3%</td>
<td>1,801</td>
<td>3%</td>
<td>2,231</td>
</tr>
<tr>
<td>Early Admit****</td>
<td>44</td>
<td>0%</td>
<td>46</td>
<td>0%</td>
<td>58</td>
</tr>
</tbody>
</table>
| ** Taking at least one credit course, with an enrollment code of HN (High School New) in any term of the academic year**
| *** Taking at least one credit course, with an enrollment code of DC, DN, DR in any term of the academic year**
| **** Taking at least one credit course, with an enrollment code of EC, EN, ER in any term of the academic year**

<table>
<thead>
<tr>
<th>Students by course instructional method</th>
<th>AY 2007</th>
<th>AY 2008</th>
<th>AY 2009</th>
<th>AY 2010</th>
<th>AY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students only taking fully online courses</td>
<td>1,072</td>
<td>2%</td>
<td>1,491</td>
<td>3%</td>
<td>1,607</td>
</tr>
<tr>
<td>Students only taking blended courses</td>
<td>232</td>
<td>0%</td>
<td>321</td>
<td>1%</td>
<td>491</td>
</tr>
<tr>
<td>Students only taking traditional courses</td>
<td>42,156</td>
<td>82%</td>
<td>40,622</td>
<td>77%</td>
<td>40,880</td>
</tr>
<tr>
<td>Students taking multiple instructional methods</td>
<td>7,933</td>
<td>15%</td>
<td>10,129</td>
<td>19%</td>
<td>13,063</td>
</tr>
</tbody>
</table>
### Credit* Course Taking Patterns: Academic Years 2007-2011

<table>
<thead>
<tr>
<th>Campus* location</th>
<th>AY 2007</th>
<th>%</th>
<th>AY 2008</th>
<th>%</th>
<th>AY 2009</th>
<th>%</th>
<th>AY 2010</th>
<th>%</th>
<th>AY 2011</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central only</td>
<td>19,404</td>
<td>38%</td>
<td>18,454</td>
<td>35%</td>
<td>18,061</td>
<td>32%</td>
<td>16,686</td>
<td>28%</td>
<td>15,511</td>
<td>24%</td>
</tr>
<tr>
<td>North only</td>
<td>8,378</td>
<td>16%</td>
<td>7,967</td>
<td>15%</td>
<td>8,167</td>
<td>15%</td>
<td>8,289</td>
<td>14%</td>
<td>8,322</td>
<td>13%</td>
</tr>
<tr>
<td>South only</td>
<td>7,017</td>
<td>14%</td>
<td>6,634</td>
<td>13%</td>
<td>6,526</td>
<td>12%</td>
<td>7,096</td>
<td>12%</td>
<td>6,791</td>
<td>11%</td>
</tr>
<tr>
<td>Distance Education only</td>
<td>1,374</td>
<td>3%</td>
<td>1,899</td>
<td>4%</td>
<td>2,219</td>
<td>4%</td>
<td>2,987</td>
<td>5%</td>
<td>3,529</td>
<td>6%</td>
</tr>
<tr>
<td>More than one campus/distance learning</td>
<td>15,220</td>
<td>30%</td>
<td>17,609</td>
<td>34%</td>
<td>21,068</td>
<td>38%</td>
<td>25,417</td>
<td>42%</td>
<td>29,560</td>
<td>46%</td>
</tr>
</tbody>
</table>

*campus where course was taken
## Credit* Course Taking Patterns: Academic Years 2007-2011

<table>
<thead>
<tr>
<th>Students by course instructional method</th>
<th>AY 2007</th>
<th>AY 2008</th>
<th>AY 2009</th>
<th>AY 2010</th>
<th>AY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>% credit</td>
<td>n</td>
<td>% credit</td>
<td>n</td>
</tr>
<tr>
<td>Students only taking fully online courses</td>
<td>1,072</td>
<td>2%</td>
<td>1,491</td>
<td>3%</td>
<td>1,607</td>
</tr>
<tr>
<td>Students only taking blended courses</td>
<td>232</td>
<td>0%</td>
<td>321</td>
<td>1%</td>
<td>491</td>
</tr>
<tr>
<td>Students only taking traditional courses</td>
<td>42,156</td>
<td>82%</td>
<td>40,622</td>
<td>77%</td>
<td>40,880</td>
</tr>
</tbody>
</table>

* Taking at least one credit course

Counts are as of the drop/add date of each term
<table>
<thead>
<tr>
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<tr>
<td></td>
<td>n</td>
<td>%</td>
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<td>%</td>
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<tr>
<td><strong>Sex</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>34,177</td>
<td>58%</td>
<td>34,437</td>
<td>58%</td>
<td>35,836</td>
<td>59%</td>
<td>37,668</td>
<td>58%</td>
<td>39,000</td>
<td>58%</td>
</tr>
<tr>
<td>Male</td>
<td>23,126</td>
<td>39%</td>
<td>23,363</td>
<td>40%</td>
<td>24,711</td>
<td>40%</td>
<td>26,468</td>
<td>41%</td>
<td>27,693</td>
<td>41%</td>
</tr>
<tr>
<td>Unreported</td>
<td>1,676</td>
<td>3%</td>
<td>1,253</td>
<td>2%</td>
<td>612</td>
<td>1%</td>
<td>492</td>
<td>1%</td>
<td>571</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>58,979</td>
<td></td>
<td>59,053</td>
<td></td>
<td>61,159</td>
<td></td>
<td>64,628</td>
<td></td>
<td>67,264</td>
<td></td>
</tr>
<tr>
<td><strong>Race and Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2,219</td>
<td>4%</td>
<td>2,408</td>
<td>4%</td>
<td>2,471</td>
<td>4%</td>
<td>2,565</td>
<td>4%</td>
<td>2,551</td>
<td>4%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>15,908</td>
<td>27%</td>
<td>16,610</td>
<td>28%</td>
<td>17,686</td>
<td>29%</td>
<td>19,244</td>
<td>30%</td>
<td>21,147</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15,970</td>
<td>27%</td>
<td>16,753</td>
<td>28%</td>
<td>18,186</td>
<td>30%</td>
<td>19,926</td>
<td>31%</td>
<td>21,068</td>
<td>31%</td>
</tr>
<tr>
<td>Amer Indian or Alaskan Native</td>
<td>180</td>
<td>0%</td>
<td>160</td>
<td>0%</td>
<td>159</td>
<td>0%</td>
<td>179</td>
<td>0%</td>
<td>196</td>
<td>0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>5</td>
<td>0%</td>
<td>6</td>
<td>0%</td>
<td>16</td>
<td>0%</td>
<td>64</td>
<td>0%</td>
<td>110</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>19,274</td>
<td>33%</td>
<td>18,832</td>
<td>32%</td>
<td>19,350</td>
<td>32%</td>
<td>19,210</td>
<td>30%</td>
<td>18,950</td>
<td>28%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>5,423</td>
<td>9%</td>
<td>4,284</td>
<td>7%</td>
<td>3,291</td>
<td>5%</td>
<td>3,440</td>
<td>5%</td>
<td>3,242</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 18</td>
<td>3,983</td>
<td>7%</td>
<td>4,137</td>
<td>7%</td>
<td>4,287</td>
<td>7%</td>
<td>4,652</td>
<td>7%</td>
<td>5,202</td>
<td>8%</td>
</tr>
<tr>
<td>18 to 19</td>
<td>11,584</td>
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*Age at the beginning of academic year
### Credit Student* Demographics: Academic Year 2007-2011

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### Race and Ethnicity

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### Age **

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* Taking at least one credit course

**Age at the beginning of academic year
### Noncredit Student* Demographics: Academic Year 2007-2011

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<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
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<td>405</td>
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<tr>
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<td>3,622</td>
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<td><strong>Age</strong></td>
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<td>2,370</td>
<td>17%</td>
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<td>11%</td>
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* Taking at least one noncredit course
**Age at the beginning of academic year
### Full-Time Equivalency* (FTE): Academic Year 2007-2011

#### Total FTE: Academic Years 2007 - 2011

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<td>%</td>
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<td>6,677</td>
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<td>5,970</td>
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* Credit classes only
# First-Time-in-College (FTIC) Credit* Students: Academic Year 2007-2011

## Headcount of FTIC Students: Academic Years 2007 - 2011

![Bar Chart: Total FTIC Headcount 2007-2011](chart.png)

<table>
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<th>Year</th>
<th>Total FTIC Headcount</th>
<th>First Generation</th>
<th>Not First Generation</th>
<th>Recent High School Graduates</th>
<th>Sex</th>
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<td>n</td>
<td>%</td>
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<tr>
<td>2007</td>
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<td>41%</td>
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# First-Time-in-College (FTIC) Credit* Students: Academic Year 2007-2011

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</thead>
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<td>333</td>
<td>4%</td>
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<tr>
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<td>2,506</td>
<td>30%</td>
<td>2,673</td>
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<tr>
<td>Hispanic</td>
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<td>3,016</td>
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<td>3,143</td>
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* Taking at least one credit course, with an enrollment code of HN (High School New) in any term of the academic year

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<td>30 to 39</td>
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### Headcount of Dual Enrolled and Early Admit Students: Academic Years 2007-2011

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<td>2,231</td>
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<td>2,784</td>
<td>97%</td>
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## Dual Enrolled (DE) and Early Admit (EA) Credit* Students: Academic Year 2007-2011

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DUAL ENROLLED (DE) AND EARLY ADMIT (EA) CREDIT* STUDENTS: ACADEMIC YEAR 2007-2011

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## Dual Enrolled (DE) and Early Admit (EA) Credit* Students: Academic Year 2007-2011

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### Dual Enrolled (DE) and Early Admit (EA) Credit* Students: Academic Year 2007-2011

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* Taking at least one credit course
## Credit Course Delivery Method and Distance Learning: Academic Year 2007-2011

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### Distance Learning

- **Fully online courses taken (seats)**
  - 12,952
  - 16,739
  - 19,134
  - 25,231
  - 31,560
- **Students only taking fully online courses**
  - 1,072
  - 1,491
  - 1,607
  - 2,020
  - 2,277
- **Number of sections**
  - 566
  - 724
  - 800
  - 1,017
  - 1,296

- **Blended courses taken (seats)**
  - 3,977
  - 5,390
  - 8,652
  - 13,320
  - 20,968
- **Students only taking blended courses**
  - 232
  - 321
  - 491
  - 737
  - 866
- **Number of sections**
  - 165
  - 227
  - 377
  - 570
  - 891

- **Traditional courses taken (seats)**
  - 240,416
  - 247,965
  - 266,819
  - 290,352
  - 300,488
- **Students only taking traditional courses**
  - 42,156
  - 40,622
  - 40,880
  - 40,933
  - 39,635
- **Number of sections**
  - 10,456
  - 10,599
  - 11,253
  - 12,087
  - 12,754

- **Student taking at least one online course**
  - 6,877
  - 8,551
  - 9,776
  - 12,609
  - 15,201
- **Student taking at least one blended course**
  - 3,257
  - 4,540
  - 7,168
  - 9,937
  - 13,421
- **Student taking at least one traditional course**
  - 50,019
  - 50,664
  - 53,822
  - 57,488
  - 60,184
## Credit Course Delivery Method and Distance Learning: Academic Year 2007-2011

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*Campus where course was taken or assigned*
### Immigration Status

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<td>48,503</td>
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<td>9,885</td>
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### Residency Codes

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<td>0%</td>
<td>0</td>
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<td>In Broward County</td>
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<td>92%</td>
<td>48,871</td>
<td>93%</td>
<td>52,591</td>
<td>94%</td>
<td>57,206</td>
<td>95%</td>
<td>60,030</td>
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<td>Not in Broward County</td>
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<td>1,766</td>
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<td>1,565</td>
<td>3%</td>
<td>1,469</td>
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<td>In Country</td>
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<td>1,078</td>
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<td>1,068</td>
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### Top 10 Countries of Birth

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<tr>
<td>United States of America</td>
<td>32,131</td>
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<td>32,676</td>
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<td>35,256</td>
<td>63%</td>
<td>38,668</td>
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<td>Jamaica</td>
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<td>2,971</td>
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<td>3,100</td>
<td>6%</td>
<td>3,206</td>
<td>5%</td>
<td>3,268</td>
<td>5%</td>
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<tr>
<td>Haiti</td>
<td>2,547</td>
<td>5%</td>
<td>2,599</td>
<td>5%</td>
<td>2,792</td>
<td>5%</td>
<td>3,127</td>
<td>5%</td>
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<td>4%</td>
<td>2,622</td>
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<td>764</td>
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<td>1%</td>
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<td>536</td>
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* Taking at least one credit course
### Course Load (Credit Students): Academic Year 2007-2011

#### Credit Students by Course Load: Academic Years 2007-2011

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<th>Full-time</th>
<th>Part-time</th>
<th>Total Credit Headcount</th>
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<td>9,415</td>
<td>41,978</td>
<td>51,393</td>
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<tr>
<td>2008</td>
<td>10,384</td>
<td>42,179</td>
<td>52,563</td>
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<tr>
<td>2009</td>
<td>11,803</td>
<td>44,238</td>
<td>56,041</td>
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<tr>
<td>2010</td>
<td>13,854</td>
<td>46,621</td>
<td>60,475</td>
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<tr>
<td>2011</td>
<td>14,655</td>
<td>49,058</td>
<td>63,713</td>
</tr>
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</table>

**Course load**

- **Full-time***: 9,415 (18%), 10,384 (20%), 11,803 (21%), 13,854 (23%), 14,655 (23%)
- **Part-time**: 41,978 (82%), 42,179 (80%), 44,238 (79%), 46,621 (77%), 49,058 (77%)

**Total Credit Headcount**: Attempted at least 24 credit hours in the academic year

- 2007: 51,393 (100%)
- 2008: 52,563 (100%)
- 2009: 56,041 (100%)
- 2010: 60,475 (100%)
- 2011: 63,713 (100%)

**Average credit hours**

- **Full-time**: 12.9, 13.4, 13.7, 14.4, 14.7
- **Part-time**: 29.0, 29.2, 29.2, 29.7, 29.7

* Based on enrollment in credit classes
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<th>AY 2008</th>
<th>AY 2009</th>
<th>AY 2010</th>
<th>AY 2011</th>
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<td>n</td>
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<tr>
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<td>BSN - Bachelor of Science in Nursing</td>
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<td>25,979</td>
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<td>52,563</td>
<td>56,041</td>
<td>60,475</td>
<td>63,713</td>
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* Taking at least one credit course
### Completions (Credit): Academic Year 2007-2011

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<td>3,660</td>
<td>4,294</td>
</tr>
<tr>
<td>AS – Associate in Science Degree</td>
<td>745</td>
<td>775</td>
<td>739</td>
<td>694</td>
<td>849</td>
</tr>
<tr>
<td>AAS – Associate in Applied Science</td>
<td>139</td>
<td>146</td>
<td>163</td>
<td>165</td>
<td>190</td>
</tr>
<tr>
<td>Total Certificates</td>
<td>817</td>
<td>793</td>
<td>728</td>
<td>623</td>
<td>626</td>
</tr>
<tr>
<td>TC – Technical Certificate</td>
<td>304</td>
<td>473</td>
<td>381</td>
<td>329</td>
<td>336</td>
</tr>
<tr>
<td>VC – Vocational Certificate</td>
<td>482</td>
<td>283</td>
<td>342</td>
<td>292</td>
<td>288</td>
</tr>
<tr>
<td>ATC – Advanced Technical Certificate</td>
<td>31</td>
<td>37</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total Other Award Types</td>
<td>186</td>
<td>313</td>
<td>210</td>
<td>301</td>
<td>215</td>
</tr>
<tr>
<td>ATD – Applied Technology Diploma</td>
<td>171</td>
<td>274</td>
<td>171</td>
<td>244</td>
<td>187</td>
</tr>
<tr>
<td>EPI – Educator Preparation Institute</td>
<td>15</td>
<td>39</td>
<td>39</td>
<td>57</td>
<td>28</td>
</tr>
</tbody>
</table>

Source: BC SAS Portal, History Academic Year Graduates report, 9/13/11
Headcount of Students and Special Populations: Fall Terms 2006-2011

Headcount (Credit and Non-Credit): Fall Terms 2006 - 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td></td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

- **Unduplicated headcount (All students)**
  - 2006: 30,909
  - 2007: 32,126
  - 2008: 34,013
  - 2009: 37,878
  - 2010: 40,460
  - 2011: 41,710

- **Duplicated count of all students (credit seats)**
  - 2006: 97,505
  - 2007: 101,206
  - 2008: 109,356
  - 2009: 123,729
  - 2010: 133,779
  - 2011: 136,034

- **Unduplicated headcount (Credit students)**
  - 2006: 29,903
  - 2007: 31,036
  - 2008: 33,082
  - 2009: 37,020
  - 2010: 39,884
  - 2011: 41,236

**Students by credit type**

- **Credit only**
  - 2006: 29,753 (96%)
  - 2007: 30,770 (96%)
  - 2008: 32,947 (97%)
  - 2009: 36,893 (97%)
  - 2010: 39,774 (98%)
  - 2011: 41,146 (99%)

- **Credit and continuing education**
  - 2006: 150 (0%)
  - 2007: 266 (1%)
  - 2008: 135 (0%)
  - 2009: 127 (0%)
  - 2010: 110 (0%)
  - 2011: 90 (0%)

- **All students taking at least one credit course**
  - 2006: 29,903 (97%)
  - 2007: 31,036 (97%)
  - 2008: 33,082 (97%)
  - 2009: 37,020 (98%)
  - 2010: 39,884 (99%)
  - 2011: 41,236 (99%)

- **Continuing education only**
  - 2006: 1,006 (3%)
  - 2007: 1,090 (3%)
  - 2008: 931 (3%)
  - 2009: 858 (2%)
  - 2010: 576 (1%)
  - 2011: 474 (1%)

- **Taking at least one continuing education course**
  - 2006: 1,156 (4%)
  - 2007: 1,356 (4%)
  - 2008: 1,066 (3%)
  - 2009: 985 (3%)
  - 2010: 686 (2%)
  - 2011: 564 (1%)
### Headcount of Students and Special Populations: Fall Terms 2006-2011

<table>
<thead>
<tr>
<th>Special populations</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>First-Time-in-College Students**</td>
<td>4,620</td>
<td>15%</td>
<td>5,033</td>
<td>16%</td>
<td>5,254</td>
<td>16%</td>
</tr>
<tr>
<td>Dual Enrolled***</td>
<td>827</td>
<td>3%</td>
<td>837</td>
<td>3%</td>
<td>1,051</td>
<td>3%</td>
</tr>
<tr>
<td>Early Admit****</td>
<td>35</td>
<td>0%</td>
<td>38</td>
<td>0%</td>
<td>56</td>
<td>0%</td>
</tr>
</tbody>
</table>

** Taking at least one credit course, with an enrollment code of HN (High School New) in any term of the academic year
*** Taking at least one credit course, with an enrollment code of DC, DN, DR in any term of the academic year
**** Taking at least one credit course, with an enrollment code of EC, EN, ER in any term of the academic year

Counts are as of the drop/add date of each fall term.
### Credit Course Taking Patterns: Fall Terms 2006-2011

<table>
<thead>
<tr>
<th>Campus* location</th>
<th>Fall 2006</th>
<th></th>
<th>Fall 2007</th>
<th></th>
<th>Fall 2008</th>
<th></th>
<th>Fall 2009</th>
<th></th>
<th>Fall 2010</th>
<th></th>
<th>Fall 2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Central only</td>
<td>11,111</td>
<td>37%</td>
<td>11,319</td>
<td>36%</td>
<td>11,089</td>
<td>34%</td>
<td>11,550</td>
<td>31%</td>
<td>10,738</td>
<td>27%</td>
<td>11,147</td>
<td>27%</td>
</tr>
<tr>
<td>North only</td>
<td>6,278</td>
<td>21%</td>
<td>6,192</td>
<td>20%</td>
<td>6,505</td>
<td>20%</td>
<td>7,059</td>
<td>19%</td>
<td>7,024</td>
<td>18%</td>
<td>7,153</td>
<td>17%</td>
</tr>
<tr>
<td>South only</td>
<td>5,571</td>
<td>19%</td>
<td>5,538</td>
<td>18%</td>
<td>5,104</td>
<td>15%</td>
<td>6,249</td>
<td>17%</td>
<td>6,115</td>
<td>15%</td>
<td>6,222</td>
<td>15%</td>
</tr>
<tr>
<td>Distance Education only</td>
<td>764</td>
<td>3%</td>
<td>1,141</td>
<td>4%</td>
<td>1,390</td>
<td>4%</td>
<td>1,650</td>
<td>4%</td>
<td>2,295</td>
<td>6%</td>
<td>2,749</td>
<td>7%</td>
</tr>
<tr>
<td>More than one campus/distance learning</td>
<td>6,179</td>
<td>21%</td>
<td>6,846</td>
<td>22%</td>
<td>8,994</td>
<td>27%</td>
<td>10,512</td>
<td>28%</td>
<td>13,712</td>
<td>34%</td>
<td>13,965</td>
<td>34%</td>
</tr>
</tbody>
</table>

*campus where course was taken
## Credit* Course Taking Patterns: Fall Terms 2006-2011

<table>
<thead>
<tr>
<th>Students by course instructional method</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>% credit</td>
<td>n</td>
<td>% credit</td>
<td>n</td>
<td>% credit</td>
</tr>
<tr>
<td>Students only taking fully online courses</td>
<td>618</td>
<td>2%</td>
<td>902</td>
<td>3%</td>
<td>1,030</td>
<td>3%</td>
</tr>
<tr>
<td>Students only taking blended courses</td>
<td>101</td>
<td>0%</td>
<td>194</td>
<td>1%</td>
<td>276</td>
<td>1%</td>
</tr>
<tr>
<td>Students only taking traditional courses</td>
<td>26,040</td>
<td>87%</td>
<td>26,154</td>
<td>84%</td>
<td>26,085</td>
<td>79%</td>
</tr>
</tbody>
</table>

* Taking at least one credit course
Counts are as of the drop/add date of each term
### Student Demographics (Credit and Noncredit Students): Fall Terms 2006-2011

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>18,751</td>
<td>19,314</td>
<td>20,396</td>
<td>22,467</td>
<td>23,843</td>
<td>24,796</td>
</tr>
<tr>
<td>Male</td>
<td>11,944</td>
<td>12,537</td>
<td>13,440</td>
<td>15,262</td>
<td>16,462</td>
<td>16,686</td>
</tr>
<tr>
<td>Unreported</td>
<td>214</td>
<td>275</td>
<td>177</td>
<td>149</td>
<td>155</td>
<td>228</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>30,909</td>
<td>32,126</td>
<td>34,013</td>
<td>37,878</td>
<td>40,460</td>
<td>41,710</td>
</tr>
</tbody>
</table>

| **Race and Ethnicity** |           |           |           |           |           |           |
| Asian                  | 1,167     | 1,328     | 1,463     | 1,564     | 1,556     | 1,653     |
| Black or African American | 8,693     | 9,171     | 9,950     | 11,569    | 13,023    | 13,868    |
| Hispanic               | 9,176     | 9,952     | 10,789    | 12,418    | 13,414    | 14,048    |
| Amer Indian or Alaskan Native | 93       | 98        | 95        | 109       | 121       | 119       |
| Pacific Islander       | 4         | 5         | 7         | 20        | 58        | 89        |
| White                  | 9,657     | 9,711     | 10,182    | 10,697    | 10,812    | 10,386    |
| Not Reported           | 2,119     | 1,861     | 1,527     | 1,501     | 1,476     | 1,547     |

| **Age**                |           |           |           |           |           |           |
| Under 18               | 1,331     | 1,346     | 1,602     | 1,730     | 1,995     | 2,043     |
| 18 to 19               | 7,385     | 8,238     | 8,900     | 9,587     | 9,507     | 9,132     |
| 20 to 24               | 10,866    | 11,167    | 11,774    | 13,377    | 14,481    | 15,000    |
| 25 to 29               | 3,988     | 4,016     | 4,299     | 5,044     | 5,518     | 5,857     |
| 30 to 39               | 4,100     | 4,038     | 4,163     | 4,660     | 5,139     | 5,491     |
| 40 to 49               | 2,357     | 2,358     | 2,323     | 2,464     | 2,780     | 2,981     |
| 50 to 59               | 728       | 791       | 781       | 885       | 898       | 1,029     |
| 60 and above           | 153       | 169       | 171       | 131       | 142       | 177       |

Counts are as of the drop/add date of each fall term.
### Credit Student* Demographics:
**Falls Terms 2006-2011**

#### Sex

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th></th>
<th>Fall 2007</th>
<th></th>
<th>Fall 2008</th>
<th></th>
<th>Fall 2009</th>
<th></th>
<th>Fall 2010</th>
<th></th>
<th>Fall 2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>18,167</td>
<td>61%</td>
<td>18,704</td>
<td>60%</td>
<td>19,790</td>
<td>60%</td>
<td>21,949</td>
<td>59%</td>
<td>23,481</td>
<td>59%</td>
<td>24,475</td>
<td>59%</td>
</tr>
<tr>
<td>Male</td>
<td>11,685</td>
<td>39%</td>
<td>12,265</td>
<td>40%</td>
<td>13,200</td>
<td>40%</td>
<td>14,974</td>
<td>40%</td>
<td>16,288</td>
<td>41%</td>
<td>16,550</td>
<td>40%</td>
</tr>
<tr>
<td>Unreported</td>
<td>51</td>
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<td>67</td>
<td>0%</td>
<td>92</td>
<td>0%</td>
<td>97</td>
<td>0%</td>
<td>115</td>
<td>0%</td>
<td>211</td>
<td>1%</td>
</tr>
</tbody>
</table>

#### Total credit headcount

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th></th>
<th>Fall 2007</th>
<th></th>
<th>Fall 2008</th>
<th></th>
<th>Fall 2009</th>
<th></th>
<th>Fall 2010</th>
<th></th>
<th>Fall 2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29,903</td>
<td></td>
<td>31,036</td>
<td></td>
<td>33,082</td>
<td></td>
<td>37,020</td>
<td></td>
<td>39,884</td>
<td></td>
<td>41,236</td>
<td></td>
</tr>
</tbody>
</table>

#### Race and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th></th>
<th>Fall 2007</th>
<th></th>
<th>Fall 2008</th>
<th></th>
<th>Fall 2009</th>
<th></th>
<th>Fall 2010</th>
<th></th>
<th>Fall 2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Asian</td>
<td>1,153</td>
<td>4%</td>
<td>1,299</td>
<td>4%</td>
<td>1,427</td>
<td>4%</td>
<td>1,550</td>
<td>4%</td>
<td>1,541</td>
<td>4%</td>
<td>1,635</td>
<td>4%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>8,529</td>
<td>29%</td>
<td>9,012</td>
<td>29%</td>
<td>9,790</td>
<td>30%</td>
<td>11,443</td>
<td>31%</td>
<td>12,931</td>
<td>32%</td>
<td>13,763</td>
<td>33%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8,915</td>
<td>30%</td>
<td>9,639</td>
<td>31%</td>
<td>10,490</td>
<td>32%</td>
<td>12,092</td>
<td>33%</td>
<td>13,174</td>
<td>33%</td>
<td>13,860</td>
<td>34%</td>
</tr>
<tr>
<td>Amer Indian or Alaskan Native</td>
<td>91</td>
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<td>96</td>
<td>0%</td>
<td>94</td>
<td>0%</td>
<td>106</td>
<td>0%</td>
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<td>0%</td>
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<td>0%</td>
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<td>Pacific Islander</td>
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<td>0%</td>
<td>5</td>
<td>0%</td>
<td>7</td>
<td>0%</td>
<td>20</td>
<td>0%</td>
<td>57</td>
<td>0%</td>
<td>89</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>9,351</td>
<td>31%</td>
<td>9,423</td>
<td>30%</td>
<td>9,923</td>
<td>30%</td>
<td>10,491</td>
<td>28%</td>
<td>10,672</td>
<td>27%</td>
<td>10,282</td>
<td>25%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>1,860</td>
<td>6%</td>
<td>1,562</td>
<td>5%</td>
<td>1,351</td>
<td>4%</td>
<td>1,318</td>
<td>4%</td>
<td>1,389</td>
<td>3%</td>
<td>1,492</td>
<td>4%</td>
</tr>
</tbody>
</table>

#### Age **

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th></th>
<th>Fall 2007</th>
<th></th>
<th>Fall 2008</th>
<th></th>
<th>Fall 2009</th>
<th></th>
<th>Fall 2010</th>
<th></th>
<th>Fall 2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Under 18</td>
<td>1,291</td>
<td>4%</td>
<td>1,312</td>
<td>4%</td>
<td>1,559</td>
<td>5%</td>
<td>1,682</td>
<td>5%</td>
<td>1,978</td>
<td>5%</td>
<td>2,023</td>
<td>5%</td>
</tr>
<tr>
<td>18 to 19</td>
<td>7,366</td>
<td>25%</td>
<td>8,213</td>
<td>26%</td>
<td>8,879</td>
<td>27%</td>
<td>9,565</td>
<td>26%</td>
<td>9,486</td>
<td>24%</td>
<td>9,114</td>
<td>22%</td>
</tr>
<tr>
<td>20 to 24</td>
<td>10,717</td>
<td>36%</td>
<td>11,034</td>
<td>36%</td>
<td>11,628</td>
<td>35%</td>
<td>13,269</td>
<td>36%</td>
<td>14,382</td>
<td>36%</td>
<td>14,944</td>
<td>36%</td>
</tr>
<tr>
<td>25 to 29</td>
<td>3,833</td>
<td>13%</td>
<td>3,852</td>
<td>12%</td>
<td>4,167</td>
<td>13%</td>
<td>4,920</td>
<td>13%</td>
<td>5,433</td>
<td>14%</td>
<td>5,789</td>
<td>14%</td>
</tr>
<tr>
<td>30 to 39</td>
<td>3,879</td>
<td>13%</td>
<td>3,776</td>
<td>12%</td>
<td>3,929</td>
<td>12%</td>
<td>4,435</td>
<td>12%</td>
<td>4,987</td>
<td>13%</td>
<td>5,372</td>
<td>13%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>2,132</td>
<td>7%</td>
<td>2,099</td>
<td>7%</td>
<td>2,125</td>
<td>6%</td>
<td>2,266</td>
<td>6%</td>
<td>2,666</td>
<td>7%</td>
<td>2,877</td>
<td>7%</td>
</tr>
<tr>
<td>50 to 59</td>
<td>585</td>
<td>2%</td>
<td>647</td>
<td>2%</td>
<td>681</td>
<td>2%</td>
<td>780</td>
<td>2%</td>
<td>832</td>
<td>2%</td>
<td>964</td>
<td>2%</td>
</tr>
<tr>
<td>60 and above</td>
<td>100</td>
<td>0%</td>
<td>103</td>
<td>0%</td>
<td>114</td>
<td>0%</td>
<td>103</td>
<td>0%</td>
<td>120</td>
<td>0%</td>
<td>153</td>
<td>0%</td>
</tr>
</tbody>
</table>

* *Taking at least one credit course*

Counts are as of the drop/add date of each fall term.
### Sex

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>%</th>
<th>Fall 2007</th>
<th>%</th>
<th>Fall 2008</th>
<th>%</th>
<th>Fall 2009</th>
<th>%</th>
<th>Fall 2010</th>
<th>%</th>
<th>Fall 2011</th>
<th>%</th>
</tr>
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<tr>
<td>Female</td>
<td>680</td>
<td>59%</td>
<td>832</td>
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<td>693</td>
<td>65%</td>
<td>594</td>
<td>60%</td>
<td>437</td>
<td>64%</td>
<td>387</td>
<td>69%</td>
</tr>
<tr>
<td>Male</td>
<td>312</td>
<td>27%</td>
<td>316</td>
<td>23%</td>
<td>287</td>
<td>27%</td>
<td>339</td>
<td>34%</td>
<td>209</td>
<td>30%</td>
<td>160</td>
<td>28%</td>
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<tr>
<td>Unreported</td>
<td>164</td>
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<td>208</td>
<td>15%</td>
<td>86</td>
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<td>52</td>
<td>5%</td>
<td>40</td>
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**Total non-credit headcount**

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<th>Fall 2010</th>
<th>Fall 2011</th>
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<tr>
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### Race and Ethnicity

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<th>%</th>
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<th>%</th>
<th>Fall 2008</th>
<th>%</th>
<th>Fall 2009</th>
<th>%</th>
<th>Fall 2010</th>
<th>%</th>
<th>Fall 2011</th>
<th>%</th>
</tr>
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<td>35</td>
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<td>42</td>
<td>4%</td>
<td>16</td>
<td>2%</td>
<td>19</td>
<td>3%</td>
<td>18</td>
<td>3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>223</td>
<td>19%</td>
<td>252</td>
<td>19%</td>
<td>195</td>
<td>18%</td>
<td>151</td>
<td>15%</td>
<td>121</td>
<td>18%</td>
<td>139</td>
<td>25%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>306</td>
<td>26%</td>
<td>388</td>
<td>29%</td>
<td>354</td>
<td>33%</td>
<td>376</td>
<td>38%</td>
<td>284</td>
<td>41%</td>
<td>224</td>
<td>40%</td>
</tr>
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<td>2</td>
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<td>4</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
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<td>0%</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
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<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>339</td>
<td>29%</td>
<td>361</td>
<td>27%</td>
<td>291</td>
<td>27%</td>
<td>247</td>
<td>25%</td>
<td>167</td>
<td>24%</td>
<td>121</td>
<td>21%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>268</td>
<td>23%</td>
<td>316</td>
<td>23%</td>
<td>182</td>
<td>17%</td>
<td>192</td>
<td>19%</td>
<td>92</td>
<td>13%</td>
<td>57</td>
<td>10%</td>
</tr>
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</table>

### Age

<table>
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<th>Age</th>
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<th>%</th>
<th>Fall 2007</th>
<th>%</th>
<th>Fall 2008</th>
<th>%</th>
<th>Fall 2009</th>
<th>%</th>
<th>Fall 2010</th>
<th>%</th>
<th>Fall 2011</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>42</td>
<td>4%</td>
<td>36</td>
<td>3%</td>
<td>45</td>
<td>4%</td>
<td>50</td>
<td>5%</td>
<td>19</td>
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<td>25</td>
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<tr>
<td>18 to 19</td>
<td>69</td>
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<td>43</td>
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<td>40</td>
<td>4%</td>
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<td>34</td>
<td>6%</td>
</tr>
<tr>
<td>20 to 24</td>
<td>196</td>
<td>17%</td>
<td>228</td>
<td>17%</td>
<td>207</td>
<td>19%</td>
<td>154</td>
<td>16%</td>
<td>134</td>
<td>20%</td>
<td>79</td>
<td>14%</td>
</tr>
<tr>
<td>25 to 29</td>
<td>168</td>
<td>15%</td>
<td>213</td>
<td>16%</td>
<td>153</td>
<td>14%</td>
<td>142</td>
<td>14%</td>
<td>108</td>
<td>16%</td>
<td>80</td>
<td>14%</td>
</tr>
<tr>
<td>30 to 39</td>
<td>243</td>
<td>21%</td>
<td>323</td>
<td>24%</td>
<td>251</td>
<td>24%</td>
<td>246</td>
<td>25%</td>
<td>169</td>
<td>25%</td>
<td>132</td>
<td>23%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>239</td>
<td>21%</td>
<td>288</td>
<td>21%</td>
<td>210</td>
<td>20%</td>
<td>210</td>
<td>21%</td>
<td>123</td>
<td>18%</td>
<td>120</td>
<td>21%</td>
</tr>
<tr>
<td>50 to 59</td>
<td>145</td>
<td>13%</td>
<td>156</td>
<td>12%</td>
<td>102</td>
<td>10%</td>
<td>111</td>
<td>11%</td>
<td>71</td>
<td>10%</td>
<td>68</td>
<td>12%</td>
</tr>
<tr>
<td>60 and above</td>
<td>53</td>
<td>5%</td>
<td>66</td>
<td>5%</td>
<td>58</td>
<td>5%</td>
<td>29</td>
<td>3%</td>
<td>22</td>
<td>3%</td>
<td>26</td>
<td>5%</td>
</tr>
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</table>

* Taking at least one noncredit course

Counts are as of the drop/add date of each fall term
### Course Campus

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td><strong>Central</strong></td>
<td>4,161</td>
<td>48%</td>
<td>4,404</td>
<td>49%</td>
<td>4,614</td>
<td>47%</td>
</tr>
<tr>
<td><strong>North</strong></td>
<td>2,271</td>
<td>26%</td>
<td>2,302</td>
<td>25%</td>
<td>2,582</td>
<td>26%</td>
</tr>
<tr>
<td><strong>South</strong></td>
<td>2,215</td>
<td>26%</td>
<td>2,340</td>
<td>26%</td>
<td>2,567</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>8,647</td>
<td>26%</td>
<td>9,047</td>
<td>26%</td>
<td>9,763</td>
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</table>

* Credit classes only

Counts are as of the drop/add date of each fall term
### Headcount of FTIC Students: Fall Terms 2006 - 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Total FTIC Headcount</td>
<td>4,620</td>
<td>5,033</td>
<td>5,254</td>
<td>5,465</td>
<td>5,352</td>
<td>5,335</td>
</tr>
<tr>
<td>First Generation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First generation</td>
<td>326</td>
<td>7%</td>
<td>1,803</td>
<td>36%</td>
<td>1,939</td>
<td>37%</td>
</tr>
<tr>
<td>Not first generation</td>
<td>4,294</td>
<td>93%</td>
<td>3,230</td>
<td>64%</td>
<td>3,315</td>
<td>63%</td>
</tr>
<tr>
<td>Recent High School Graduates</td>
<td>3,468</td>
<td>75%</td>
<td>3,869</td>
<td>77%</td>
<td>4,128</td>
<td>79%</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,444</td>
<td>53%</td>
<td>2,633</td>
<td>52%</td>
<td>2,784</td>
<td>53%</td>
</tr>
<tr>
<td>Male</td>
<td>2,172</td>
<td>47%</td>
<td>2,380</td>
<td>47%</td>
<td>2,455</td>
<td>47%</td>
</tr>
<tr>
<td>Unreported</td>
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<td>0%</td>
<td>20</td>
<td>0%</td>
<td>15</td>
<td>0%</td>
</tr>
</tbody>
</table>
### Race and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Asian</td>
<td>156</td>
<td>3%</td>
<td>216</td>
<td>4%</td>
<td>199</td>
<td>4%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1,230</td>
<td>27%</td>
<td>1,465</td>
<td>29%</td>
<td>1,522</td>
<td>29%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,624</td>
<td>35%</td>
<td>1,831</td>
<td>36%</td>
<td>1,865</td>
<td>35%</td>
</tr>
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<td>Amer Indian or Alaskan Native</td>
<td>10</td>
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<td>0%</td>
<td>16</td>
<td>0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>1,310</td>
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<td>1,381</td>
<td>27%</td>
<td>1,540</td>
<td>29%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>289</td>
<td>6%</td>
<td>121</td>
<td>2%</td>
<td>111</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Age

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Under 18</td>
<td>481</td>
<td>10%</td>
<td>520</td>
<td>10%</td>
<td>542</td>
<td>10%</td>
</tr>
<tr>
<td>18 to 19</td>
<td>3,141</td>
<td>68%</td>
<td>3,520</td>
<td>70%</td>
<td>3,737</td>
<td>71%</td>
</tr>
<tr>
<td>20 to 24</td>
<td>529</td>
<td>11%</td>
<td>516</td>
<td>10%</td>
<td>508</td>
<td>10%</td>
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<tr>
<td>25 to 29</td>
<td>146</td>
<td>3%</td>
<td>171</td>
<td>3%</td>
<td>160</td>
<td>3%</td>
</tr>
<tr>
<td>30 to 39</td>
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<td>4%</td>
<td>162</td>
<td>3%</td>
<td>167</td>
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<td>40 to 49</td>
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<td>1%</td>
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<tr>
<td>60 and above</td>
<td>7</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
<td>10</td>
<td>0%</td>
</tr>
</tbody>
</table>

* Taking at least one credit course, with an enrollment code of HN (High School New) in any term of the academic year

Counts are as of the drop/add date of each fall term
Headcount of Dual Enrolled and Early Admit Students: Fall Terms 2006-2011

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>n</strong></td>
<td>862</td>
<td>875</td>
<td>1,107</td>
<td>1,258</td>
<td>1,642</td>
<td>1,720</td>
</tr>
<tr>
<td><strong>%</strong></td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Total DE/EA Headcount</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Fall 2006</strong></th>
<th><strong>Fall 2007</strong></th>
<th><strong>Fall 2008</strong></th>
<th><strong>Fall 2009</strong></th>
<th><strong>Fall 2010</strong></th>
<th><strong>Fall 2011</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dual Enrolled</strong></td>
<td>827</td>
<td>837</td>
<td>1,051</td>
<td>1,178</td>
<td>1,519</td>
<td>1,614</td>
</tr>
<tr>
<td><strong>Early Admit</strong></td>
<td>35</td>
<td>38</td>
<td>56</td>
<td>80</td>
<td>123</td>
<td>106</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th></th>
<th><strong>Fall 2006</strong></th>
<th><strong>Fall 2007</strong></th>
<th><strong>Fall 2008</strong></th>
<th><strong>Fall 2009</strong></th>
<th><strong>Fall 2010</strong></th>
<th><strong>Fall 2011</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Generation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First generation</td>
<td>34</td>
<td>39</td>
<td>61</td>
<td>51</td>
<td>32</td>
<td>3</td>
</tr>
<tr>
<td>Not first generation</td>
<td>828</td>
<td>836</td>
<td>1,046</td>
<td>1,207</td>
<td>1,610</td>
<td>1,717</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Fall 2006</strong></th>
<th><strong>Fall 2007</strong></th>
<th><strong>Fall 2008</strong></th>
<th><strong>Fall 2009</strong></th>
<th><strong>Fall 2010</strong></th>
<th><strong>Fall 2011</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>532</td>
<td>551</td>
<td>695</td>
<td>827</td>
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<td>1,133</td>
</tr>
<tr>
<td>Male</td>
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<td>323</td>
<td>407</td>
<td>428</td>
<td>588</td>
<td>583</td>
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<td>Unreported</td>
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<td>1</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Page 43
### Dual Enrolled (DE) and Early Admit (EA) Credit* Students: Fall Terms 2006-2011

<table>
<thead>
<tr>
<th>Race and Ethnicity</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>Asian</td>
<td>60 7%</td>
<td>73 8%</td>
<td>96 9%</td>
<td>106 8%</td>
<td>141 9%</td>
<td>156 9%</td>
</tr>
<tr>
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## Dual Enrolled (DE) and Early Admit (EA) Credit* Students: Fall Terms 2006-2011

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<td>0%</td>
</tr>
<tr>
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<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Unknown (Use Temporarily)</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>West Broward High School</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>24</td>
<td>2%</td>
</tr>
<tr>
<td>West Central Area High School</td>
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<td>0%</td>
<td>0</td>
<td>0%</td>
<td>81</td>
<td>5%</td>
</tr>
<tr>
<td>Western High School</td>
<td>8</td>
<td>1%</td>
<td>15</td>
<td>2%</td>
<td>28</td>
<td>3%</td>
</tr>
<tr>
<td>Westminster Academy</td>
<td>1</td>
<td>0%</td>
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<td>3%</td>
<td>23</td>
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<tr>
<td>Weston High School</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Winter Park High School</td>
<td>1</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

* Taking at least one credit course

Counts are as of the drop/add date of each fall term
### Course Delivery Method

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional only</td>
<td>26,040</td>
<td>26,154</td>
<td>26,085</td>
<td>29,140</td>
<td>29,014</td>
<td>29,226</td>
</tr>
<tr>
<td>Online only</td>
<td>618</td>
<td>902</td>
<td>1,030</td>
<td>1,242</td>
<td>1,445</td>
<td>1,865</td>
</tr>
<tr>
<td>Blended only</td>
<td>101</td>
<td>194</td>
<td>276</td>
<td>310</td>
<td>581</td>
<td>617</td>
</tr>
<tr>
<td>Blended and traditional</td>
<td>818</td>
<td>987</td>
<td>2,383</td>
<td>2,434</td>
<td>3,465</td>
<td>3,920</td>
</tr>
<tr>
<td>Online and traditional</td>
<td>2,082</td>
<td>2,538</td>
<td>2,887</td>
<td>3,311</td>
<td>4,261</td>
<td>4,508</td>
</tr>
<tr>
<td>Blended and online</td>
<td>45</td>
<td>45</td>
<td>84</td>
<td>98</td>
<td>269</td>
<td>267</td>
</tr>
<tr>
<td>Blended, online and traditional</td>
<td>199</td>
<td>216</td>
<td>337</td>
<td>485</td>
<td>849</td>
<td>833</td>
</tr>
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</table>

### Total Credit Headcount

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29,903</td>
<td>31,036</td>
<td>33,082</td>
<td>37,020</td>
<td>39,884</td>
<td>41,236</td>
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</tbody>
</table>

### Distance Learning

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully online courses taken</td>
<td>4,276</td>
<td>5,464</td>
<td>6,494</td>
<td>7,785</td>
<td>10,447</td>
<td>11,722</td>
</tr>
<tr>
<td>Number of sections</td>
<td>618</td>
<td>902</td>
<td>1,030</td>
<td>1,242</td>
<td>1,445</td>
<td>1,865</td>
</tr>
<tr>
<td></td>
<td>181</td>
<td>236</td>
<td>271</td>
<td>308</td>
<td>413</td>
<td>483</td>
</tr>
<tr>
<td>Blended courses taken</td>
<td>1,311</td>
<td>1,609</td>
<td>3,341</td>
<td>3,777</td>
<td>6,512</td>
<td>7,492</td>
</tr>
<tr>
<td>Number of sections</td>
<td>101</td>
<td>194</td>
<td>276</td>
<td>310</td>
<td>581</td>
<td>617</td>
</tr>
<tr>
<td></td>
<td>59</td>
<td>70</td>
<td>147</td>
<td>172</td>
<td>271</td>
<td>347</td>
</tr>
<tr>
<td>Traditional courses taken</td>
<td>91,918</td>
<td>94,133</td>
<td>99,521</td>
<td>112,167</td>
<td>116,820</td>
<td>116,820</td>
</tr>
<tr>
<td>Number of sections</td>
<td>26,040</td>
<td>26,154</td>
<td>26,085</td>
<td>29,140</td>
<td>29,014</td>
<td>29,226</td>
</tr>
<tr>
<td></td>
<td>3,892</td>
<td>3,914</td>
<td>4,088</td>
<td>4,526</td>
<td>4,701</td>
<td>4,936</td>
</tr>
<tr>
<td>Student taking at least one online course</td>
<td>2,944</td>
<td>3,701</td>
<td>4,338</td>
<td>5,136</td>
<td>6,824</td>
<td>7,473</td>
</tr>
<tr>
<td>Student taking at least one blended course</td>
<td>1,163</td>
<td>1,442</td>
<td>3,080</td>
<td>3,327</td>
<td>5,164</td>
<td>5,637</td>
</tr>
<tr>
<td>Student taking at least one traditional course</td>
<td>29,139</td>
<td>29,895</td>
<td>31,692</td>
<td>35,370</td>
<td>37,589</td>
<td>38,487</td>
</tr>
<tr>
<td>Method and campus*</td>
<td>Fall 2006</td>
<td>Fall 2007</td>
<td>Fall 2008</td>
<td>Fall 2009</td>
<td>Fall 2010</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td><strong>Number of students taking traditional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td>15,630</td>
<td>16,264</td>
<td>16,899</td>
<td>18,737</td>
<td>20,063</td>
<td>20,028</td>
</tr>
<tr>
<td>North</td>
<td>8,462</td>
<td>8,491</td>
<td>9,402</td>
<td>10,705</td>
<td>11,545</td>
<td>11,934</td>
</tr>
<tr>
<td>South</td>
<td>8,701</td>
<td>8,936</td>
<td>9,720</td>
<td>11,435</td>
<td>12,899</td>
<td>12,919</td>
</tr>
<tr>
<td><strong>Number of students taking fully online</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td>1,136</td>
<td>1,592</td>
<td>1,959</td>
<td>2,476</td>
<td>3,250</td>
<td>3,708</td>
</tr>
<tr>
<td>North</td>
<td>936</td>
<td>1,158</td>
<td>1,402</td>
<td>1,836</td>
<td>2,383</td>
<td>2,633</td>
</tr>
<tr>
<td>South</td>
<td>1,354</td>
<td>1,578</td>
<td>1,747</td>
<td>1,864</td>
<td>2,605</td>
<td>2,867</td>
</tr>
<tr>
<td><strong>Number of online only students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td>256</td>
<td>397</td>
<td>478</td>
<td>579</td>
<td>728</td>
<td>1,041</td>
</tr>
<tr>
<td>North</td>
<td>193</td>
<td>301</td>
<td>340</td>
<td>544</td>
<td>611</td>
<td>758</td>
</tr>
<tr>
<td>South</td>
<td>343</td>
<td>467</td>
<td>534</td>
<td>571</td>
<td>666</td>
<td>885</td>
</tr>
<tr>
<td><strong>Number of fully online sections</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td>69</td>
<td>94</td>
<td>112</td>
<td>132</td>
<td>173</td>
<td>221</td>
</tr>
<tr>
<td>North</td>
<td>45</td>
<td>58</td>
<td>67</td>
<td>84</td>
<td>109</td>
<td>123</td>
</tr>
<tr>
<td>South</td>
<td>67</td>
<td>84</td>
<td>92</td>
<td>92</td>
<td>131</td>
<td>139</td>
</tr>
</tbody>
</table>

*Campus where course was taken or assigned
Counts are as of the drop/add date of each fall term
### Immigration, Residency and Country of Birth

*(Credit* Students): Fall Terms 2006-2011

<table>
<thead>
<tr>
<th>Immigration Status</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>US Citizen</td>
<td>22,091</td>
<td>74%</td>
<td>23,343</td>
<td>75%</td>
<td>25,202</td>
<td>76%</td>
</tr>
<tr>
<td>Permanent Resident Alien</td>
<td>5,776</td>
<td>19%</td>
<td>5,798</td>
<td>19%</td>
<td>6,144</td>
<td>19%</td>
</tr>
<tr>
<td>Alien</td>
<td>1,614</td>
<td>5%</td>
<td>1,475</td>
<td>5%</td>
<td>1,343</td>
<td>4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>422</td>
<td>1%</td>
<td>420</td>
<td>1%</td>
<td>393</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total Credit Headcount</strong></td>
<td><strong>29,903</strong></td>
<td><strong>31,036</strong></td>
<td><strong>33,082</strong></td>
<td><strong>37,020</strong></td>
<td><strong>39,884</strong></td>
<td><strong>41,236</strong></td>
</tr>
</tbody>
</table>

### Residency Codes

<table>
<thead>
<tr>
<th>Differential Fee</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Broward County</td>
<td>27,509</td>
<td>92%</td>
<td>28,857</td>
<td>93%</td>
<td>31,008</td>
<td>94%</td>
</tr>
<tr>
<td>Not in Broward County</td>
<td>1,240</td>
<td>4%</td>
<td>954</td>
<td>3%</td>
<td>787</td>
<td>2%</td>
</tr>
<tr>
<td>In Country</td>
<td>615</td>
<td>2%</td>
<td>663</td>
<td>2%</td>
<td>648</td>
<td>2%</td>
</tr>
<tr>
<td>Out of Country</td>
<td>539</td>
<td>2%</td>
<td>562</td>
<td>2%</td>
<td>638</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Top 10 Countries of Birth

<table>
<thead>
<tr>
<th>Country</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States of America</td>
<td>18,419</td>
<td>62%</td>
<td>19,380</td>
<td>62%</td>
<td>20,740</td>
<td>63%</td>
</tr>
<tr>
<td>Haiti</td>
<td>1,623</td>
<td>5%</td>
<td>1,623</td>
<td>5%</td>
<td>1,780</td>
<td>5%</td>
</tr>
<tr>
<td>Jamaica</td>
<td>1,846</td>
<td>6%</td>
<td>1,794</td>
<td>6%</td>
<td>1,925</td>
<td>6%</td>
</tr>
<tr>
<td>Colombia</td>
<td>1,594</td>
<td>5%</td>
<td>1,575</td>
<td>5%</td>
<td>1,646</td>
<td>5%</td>
</tr>
<tr>
<td>Peru</td>
<td>588</td>
<td>2%</td>
<td>649</td>
<td>2%</td>
<td>671</td>
<td>2%</td>
</tr>
<tr>
<td>Venezuela</td>
<td>579</td>
<td>2%</td>
<td>619</td>
<td>2%</td>
<td>671</td>
<td>2%</td>
</tr>
<tr>
<td>Brazil</td>
<td>377</td>
<td>1%</td>
<td>365</td>
<td>1%</td>
<td>444</td>
<td>1%</td>
</tr>
<tr>
<td>Cuba</td>
<td>344</td>
<td>1%</td>
<td>342</td>
<td>1%</td>
<td>364</td>
<td>1%</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>256</td>
<td>1%</td>
<td>298</td>
<td>1%</td>
<td>323</td>
<td>1%</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>246</td>
<td>1%</td>
<td>251</td>
<td>1%</td>
<td>275</td>
<td>1%</td>
</tr>
</tbody>
</table>

* Taking at least one credit course

Counts are as of the drop/add date of each fall term
### Credit Students by Course Load: Fall Terms 2006-2011

<table>
<thead>
<tr>
<th>Course load</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Full-time</td>
<td>9,860</td>
<td>33%</td>
<td>10,420</td>
<td>34%</td>
<td>11,398</td>
<td>34%</td>
</tr>
<tr>
<td>Part-time</td>
<td>20,043</td>
<td>67%</td>
<td>20,616</td>
<td>66%</td>
<td>21,684</td>
<td>66%</td>
</tr>
<tr>
<td><strong>Total Credit Headcount</strong></td>
<td>29,903</td>
<td>100%</td>
<td>31,036</td>
<td>100%</td>
<td>33,082</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Average credit hours**

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time</td>
<td>6.6</td>
<td>6.6</td>
<td>6.6</td>
<td>6.7</td>
<td>6.8</td>
<td>6.8</td>
</tr>
</tbody>
</table>

* Based on enrollment in credit classes
Counts are as of the drop/add date of each fall term
### Award Type for Credit* Students: Fall Terms 2006-2011

<table>
<thead>
<tr>
<th>Award Type (Credit and non-credit)</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor Degree Total</strong></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>BAS - Bachelor of Applied Science</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>BS - Bachelor of Science</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>BSN - Bachelor of Science in Nursing</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Associate Degree Total</strong></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>AA - Associate in Arts</td>
<td>17,612</td>
<td>57%</td>
<td>18,560</td>
<td>58%</td>
<td>19,605</td>
<td>58%</td>
</tr>
<tr>
<td>AAS - Associate in Applied Science</td>
<td>1,206</td>
<td>4%</td>
<td>1,275</td>
<td>4%</td>
<td>1,274</td>
<td>4%</td>
</tr>
<tr>
<td>AS - Associate in Science</td>
<td>6,621</td>
<td>21%</td>
<td>6,785</td>
<td>21%</td>
<td>7,693</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Certificate Total</strong></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>ATC - Advanced Technical Certificate</td>
<td>38</td>
<td>0%</td>
<td>31</td>
<td>0%</td>
<td>41</td>
<td>0%</td>
</tr>
<tr>
<td>TC - Technical Certificate</td>
<td>573</td>
<td>2%</td>
<td>608</td>
<td>2%</td>
<td>525</td>
<td>2%</td>
</tr>
<tr>
<td>VC - Vocational Certificate</td>
<td>146</td>
<td>0%</td>
<td>152</td>
<td>0%</td>
<td>146</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Other Awards</strong></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>ATD - Applied Technology Diploma</td>
<td>195</td>
<td>1%</td>
<td>193</td>
<td>1%</td>
<td>185</td>
<td>1%</td>
</tr>
<tr>
<td>EPI - Educator Preparation Institute</td>
<td>33</td>
<td>0%</td>
<td>123</td>
<td>0%</td>
<td>126</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Non-Award Seeking</strong></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>NC - Non-Credit</td>
<td>45</td>
<td>0%</td>
<td>89</td>
<td>0%</td>
<td>120</td>
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</tr>
<tr>
<td>ND - Non-Degree Seeking</td>
<td>3,434</td>
<td>11%</td>
<td>3,220</td>
<td>10%</td>
<td>3,367</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
</tbody>
</table>

* Taking at least one credit course

Counts are as of the drop/add date of each fall term