# 2022-2023

# Fact Book

Department of Institutional Effectiveness and Student Affairs

5230 West U.S. Highway 98
Panama City, Florida 32401
www.gulfcoast.edu

**December 2023**

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| | |
|---|---|
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## District Board of Trustees

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|---|---|
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| **General Counsel for the District Board of Trustees** | Mr. Derrick G. Bennett |

# Table of Contents

# Introduction

The purpose of this publication is to provide the public, and the students, faculty, administration, and staff of Gulf Coast State College with a common set of basic data and statistics from which to develop their perceptions of the college environment. The data and statistics are accurate and precise; however, the college and the environment in which it exists are continually changing and the information presented may change in response.

# About Gulf Coast State College

Serving the community since 1957, Gulf Coast State College was the first public two-year institution to open after the 1957 Florida Legislature established a statewide network of community colleges. Located in Panama City on Florida's Emerald Coast, Gulf Coast is one of 28 public colleges in the state, all located within commuting distance of 96 percent of the population. Dr. Ted W. Booker was named the first president (1957-1960), followed by Dr. Richard E. Morley (1960-1976), Dr. Lawrence W. Tyree (1976-1988), Dr. Robert L. McSpadden (1988-2007), Dr. A. James Kerley (2007-2014), Dr. John R. Holdnak (2014-2022), Dr. Cheryl Flax-Hyman (2022-2023), and Mr. Glen McDonald (2023- present).

The College has gone through several name changes over the decades beginning with Gulf Coast Community College in 1957. In 1958, the name changed to Gulf Coast Junior College, prompted by a change in mission to restrict offerings to academic programs. In 1970, the College changed its name again back to Gulf Coast Community College as its mission expanded to include service to the community. In 2011, the name changed to Gulf Coast State College after receiving accreditation to award four-year degrees, better reflecting the expanding mission within the defined service district.

To serve the higher education needs of African-Americans in the community, Rosenwald Junior College opened in 1958 on the campus of Rosenwald High School, and Calvin Washington was named president. On May 18, 1966, Rosenwald Junior College merged into Gulf Coast Junior College.

The Panama City Campus opened on September 17, 1957, with 181 students, and through the spring of 1960, the College operated in temporary facilities at the Wainwright Shipyard (located across the street from the present location at 5230 West Highway 98). The City of Panama City provided 40 acres for the permanent campus overlooking St. Andrew Bay; the College purchased the remaining 40 acres. Construction of new buildings on the campus began in 1959, with the actual move to the new campus completed the next year.

# Accreditation

Gulf Coast State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Gulf Coast State College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Gulf Coast State College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

## Statement of Values

Holding true to its vision and working continuously on mission, Gulf Coast State College affirms these values as essential to all the college is and does:

- Boldness of vision
- Responsiveness to the community
- Culture of honesty and trust
- Open expression of ideas
- Diversity of thought and culture
- Flexibility and agility
- Ease of access and affordability
- Outstanding teaching and service
- Creativity and innovation
- Purposeful work

## Vision Statement

Gulf Coast State College will deliver life-changing learning opportunities and will join as a full partner in dynamic cultural and economic development of the region.

## Mission Statement

Gulf Coast State College holds students and community of central importance. The college provides many opportunities for learning and offers a range of programs and services to help students become well-educated, productive citizens. The college is equally dedicated to collaborating with the community to help create or improve economic well-being and to offer the space of the college for social dialog, events of art and culture, and other moments that enhance our quality of life.

## Gulf Coast State College Foundation

### History, Vision, and Mission
The Gulf Coast State College Foundation, Inc. was incorporated on October 16, 1967 by the State of Florida as a 501(c)(3) non-profit corporation. The original charter was signed by Dr. Richard Morley, president of Gulf Coast Community College at the time of incorporation, Captain Mark Starkweather, Mrs. Mark Starkweather, Mrs. M.F. Parker, Mr. Amos Howard, Mr. John Moseley, and Mr. Roland Vines. Since that time, the Foundation has grown considerably in membership and assets while remaining faithful to its original philosophy and purpose.

### Vision Statement
Based on the principles of trust and integrity, the vision of the Gulf Coast State College Foundation is to advance the causes of Gulf Coast State College.

### Mission Statement
The Gulf Coast State College Foundation's mission is to create a scholarship program providing educational opportunities to deserving students. Further, the mission of the Foundation is to enhance the educational programs and student services available at Gulf Coast State College. Through the active involvement and leadership of citizens united by these purposes, the Foundation serves as an effective liaison between the College and the community. The Foundation assists the College in enriching the community through cultural opportunities and in enhancing the economic development of the community with educational programs.

# 2022-2027 Strategic Plan

**Direction One: Learning First**
*Create a culture that focuses on student success by promoting academic excellence and continued improvement in the teaching and learning process.*

**Strategic Goals:**
- Provide rigorous, engaging, and evidence-based instructional methods and innovative curricular designs
- Increase methods to incorporate technology into pedagogical practice to optimize student learning
- Provide ongoing and timely professional development on best practices and cross-curricular collaboration
- Increase active and contextualized learning and experiential learning opportunities
- Develop flexible programs and delivery options that allow students and graduates to compete successfully in the local, state, and regional economy

**Key Performance Indicators:**
- Increase the number of students experiencing active and collaborative learning on Community College Survey of Student Engagement (CCSSE) by 4 points over 2022 baseline
- Increase fall-to-fall retention by 10% (2022-2027) disaggregated by student characteristics
- Increase the number of degree-seeking students completing an associate degree within three years (full-time students) and six years (part-time students), disaggregated by student characteristics, by 10% (2022-2027)

**Direction Two: Student Success**
*Continuously develop new and innovative approaches to recruit, retain and graduate students.*

**Strategic Goals:**
- Develop strategic interventions for first-generation students and underrepresented communities
- Provide increased access to robust tutorial support at critical points along student progression
- Embed support services, with a focus on academic advising and mental health services, across clearly defined academic pathways
- Expand opportunities for students to be involved with the community via applied learning such as service learning, civic engagement, experiential learning, and volunteer experiences
- Engage students in extra and co-curricular activities that promote learning outside of the classroom

**Key Performance Indicators:**
- Increase enrollment (FTE) by 10% (2022-2027) disaggregated by student characteristics
- Increase the number of students experiencing support for learning on CCSSE by 4 points over 2022 baseline
- Increase the number of students participating in high-impact practices to include academic advising, service learning, tutorial support and extra/co-curricular activities (establish baseline in 2022-23)
- Increase the number of students completing English and math courses within the first 24 credits by 10% (2022-2027)

**Direction Three: Accessibility and Student Engagement**
*Promote a culture of civility to include openness, trust, collaboration and mutual respect that is built upon a range of diverse backgrounds, ideas, and perspectives that enhance student learning and institutional improvement.*

**Strategic Goals:**
- Implement policies and practices that close achievement gaps in student success and increase retention and completion rates of all students
- Increase accessibility for all students to support the open-door mission of the college
- Develop and implement accessibility and student engagement practices that enhance the campus climate and student success

**Key Performance Indicators:**
- Increase the percentage of students to attend GCSC in the year following high school disaggregated by demographics by 10% (2022-2027)
- Increase enrollment of non-traditional students (age 25 and older) by 4% (2022-2027)
- Develop new programs/initiatives to support student engagement for all student populations

**Direction Four: Community Connections**
*Partner with constituents to align programs to strengthen the educational, social and economic vitality of community.*

**Strategic Goals:**
- Promote college engagement with community organization and businesses to increase the region's awareness of the College's mission and services
- Promote lifelong learning opportunities for all while encouraging creativity, curiosity, and collaboration
- Support the economic and cultural vitality of the communities we serve by training qualified workers
- Initiate, direct, and support leadership in community, cultural, artistic, and intellectual development

**Key Performance Indicators:**
- Increase the number of strategic community and industry partnership (baseline to be established in 2022)
- Increase the licensure/certification pass rate by 5% (2022-2027)
- Increase the number of community events hosted by the College (baseline to be established in 2022)

**Direction Five: Organizational Culture**
*Support the College's vision and mission and invest in its employees to create a dynamic workplace*
.
**Strategic Goals:**
- Ensure financial resiliency and long-term sustainability of the institution
- Regularly review institutional structures and processes for relevancy and efficiency

- Increase opportunities for the College to engage with the community
- Identify, attract, and retain talented faculty and staff with competitive compensation and professional development opportunities
- Celebrate the success of our students and employees

**Key Performance Indicators:**
- Pursue additional resources to support college programs and scholarships
- Increase the number of employees participating in professional development activities (baseline to be established in 2022)
- Increase the number of faculty, staff, and students engaging in community service (baseline to be established in 2022)

# *Student Profiles*

# Student Enrollment

## Annual Unduplicated Headcount Detail
### 2021-22
Source: FCS Annual Fact Book 2.2T
2021-22 SDB HDCNT- 08/04/2023

Students Enrolled in a Course, 6,931, 98%

Students Served, but not Enrolled in a Course,152, 2%
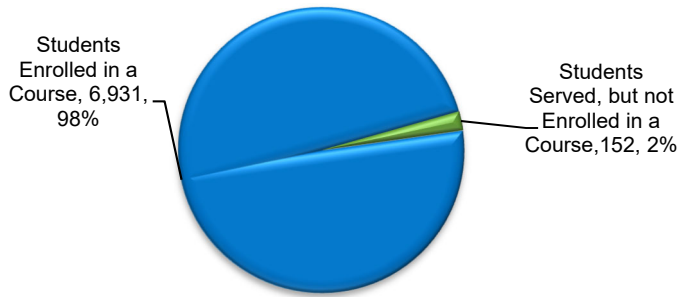
Note: Data includes upper division, lower division and non-credit. Data as of 01/30/2023.

Students Enrolled in a Course - Student reported on the Student Database that was enrolled in any course.

Students Served - Any student reported on the Student Database. May not be enrolled in a course, but was granted an award or acceleration credit or other service.

## Fall 2022 Enrollment
by Student Status
Source: Fall 2022 EOT ETENSRPT

Full-Time 1,804 38%

Part-Time 2,951 62%
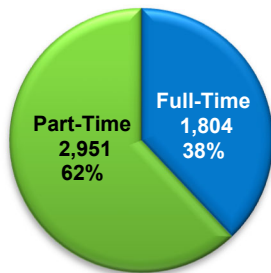
## GCSC Enrollment Trend
## Summer 2013 - Spring 2023
Source: Summer, Fall & Spring EOT EF2REPT Reports

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|
| Summer | 2,648 | 2,429 | 2,477 | 2,319 | 2,170 | 2,303 | 1,874 | 2,009 | 1,885 | 1,884 |
| Fall | 6,674 | 6,441 | 6,197 | 6,070 | 5,676 | 5,361 | 4,914 | 4,715 | 4,622 | 4,755 |
| Spring | 6,362 | 5,933 | 5,712 | 5,504 | 5,317 | 4,500 | 4,688 | 4,211 | 4,217 | 4,352 |
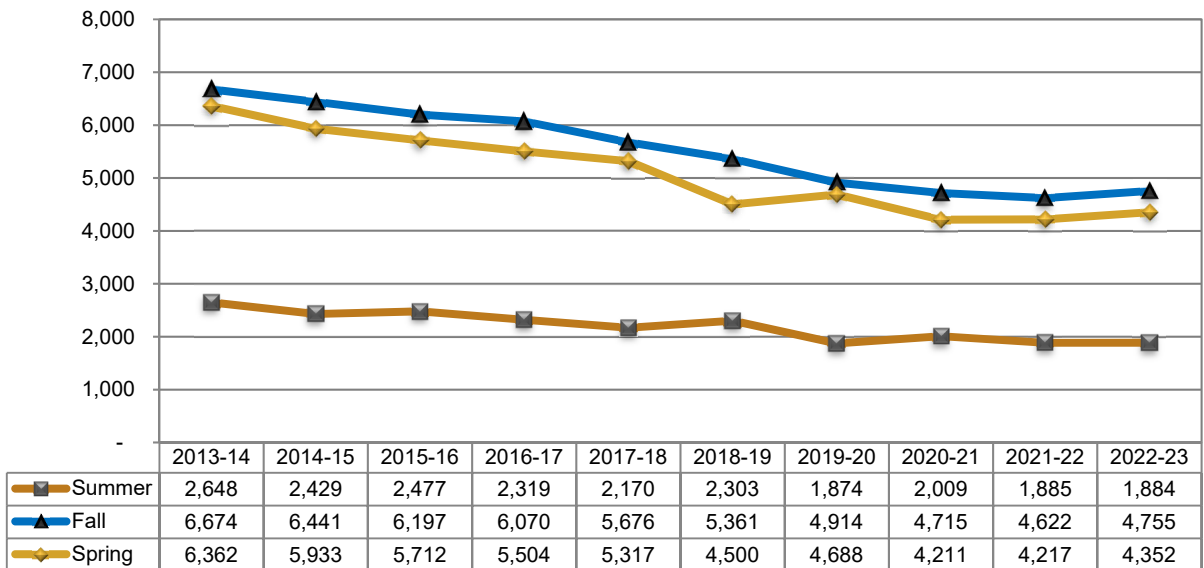
**GCSC Full-Time Equivalent (FTE) Enrollment (Funded)**
**by Discipline – 2022-23**

| Program Area | Summer | Fall | Spring | Total |
|---|---|---|---|---|
| Advanced & Professional (A&P) | 285.6 | 1063.4 | 949.9 | 2,298.9 |
| Postsecondary Vocational (PSV) | 46.6 | 246.4 | 233.8 | 526.8 |
| Career Certificate | 40.6 | 54.1 | 67.4 | 162.1 |
| Developmental Education (PREP) | 4.3 | 22.2 | 12.9 | 39.4 |
| *Total LOWER DIVISION* | *377.1* | *1,386.1* | *1,264.0* | *3,027.2* |
| Upper Division (A&P) | 32.2 | 53.4 | 42.1 | 127.7 |
| **TOTAL College** | **409.3** | **1,439.5** | **1,306.1** | **3,154.9** |

Source: CCTMIS—Spring Ending FTE-3 Enrollment Reports – FTCOLFF

**FTE Enrollment Trend by Discipline (Funded)**
**2015-16 through 2022-23**
Source: CCTMIS—Spring Ending FTE-3 Enrollment Reports – FTCOLFF



| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|
| Baccalaureate | 84.9 | 96.0 | 124.1 | 130.7 | 114.6 | 127.9 | 133.4 | 127.7 |
| College Prep | 73.9 | 70.9 | 64.4 | 50.2 | 43.6 | 31.1 | 32.9 | 39.4 |
| Career Certificatae | 152.9 | 137.8 | 129.8 | 129.5 | 124.0 | 149.7 | 140.0 | 162.1 |
| PSV | 716.8 | 674.7 | 633.0 | 591.8 | 578.5 | 537.5 | 539.9 | 526.8 |
| A&P | 2,798.6 | 2,673.7 | 2,612.9 | 2,372.8 | 2,318.8 | 2,158.1 | 2,162.8 | 2,298.8 |
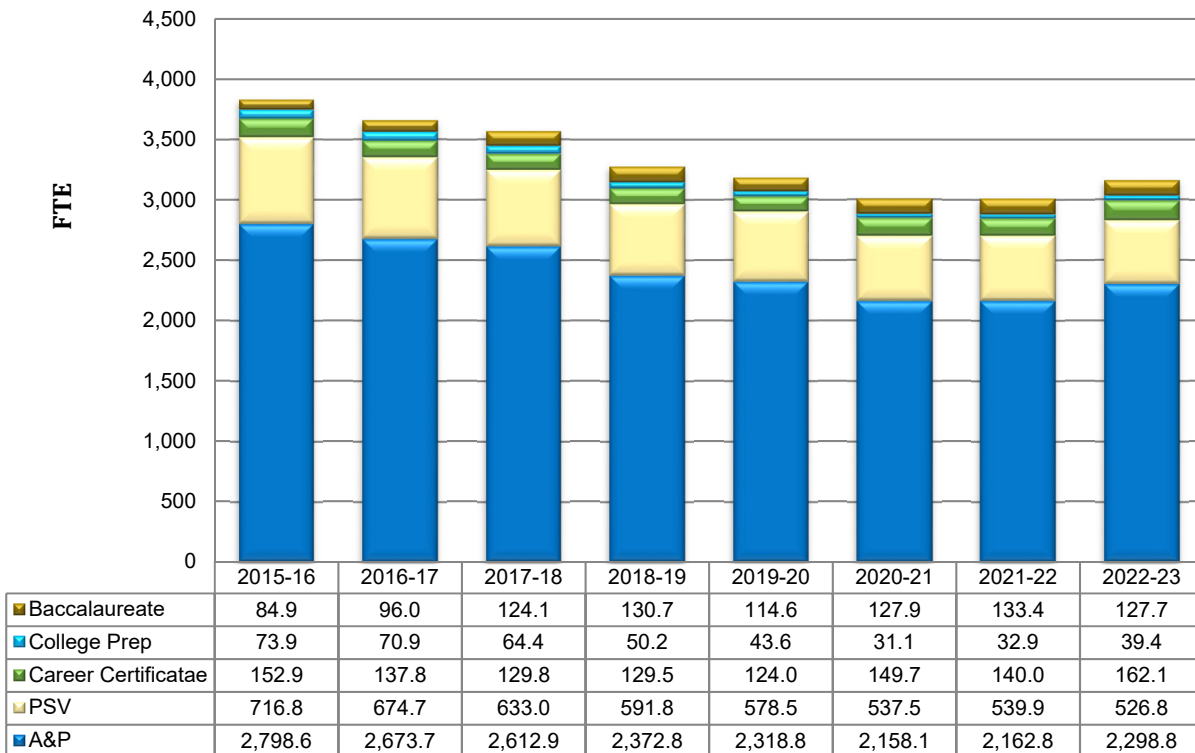
## Fall 2022 Enrollment
## by Gender, by Ethnicity, by County, by Student Type
Sources: Fall 2022 ETENSRPT; extract from Banner Lighthouse



**Gender pie chart:**
- Male 1,733 36%
- Female 3,022 64%

**Ethnicity pie chart:**
- Black Non-Hispanic 9%
- Hispanic 6%
- Other 23%
- White Non-Hispanic 62%

**County pie chart:**
- Franklin 2%
- Gulf 5%
- Other Counties 14%
- Bay 79%

**Student Type pie chart:**
- Dual Enrollment 23%
- New First Time In College 18%
- Transfer 5%
- Other 3%
- Continuing or Returning 51%
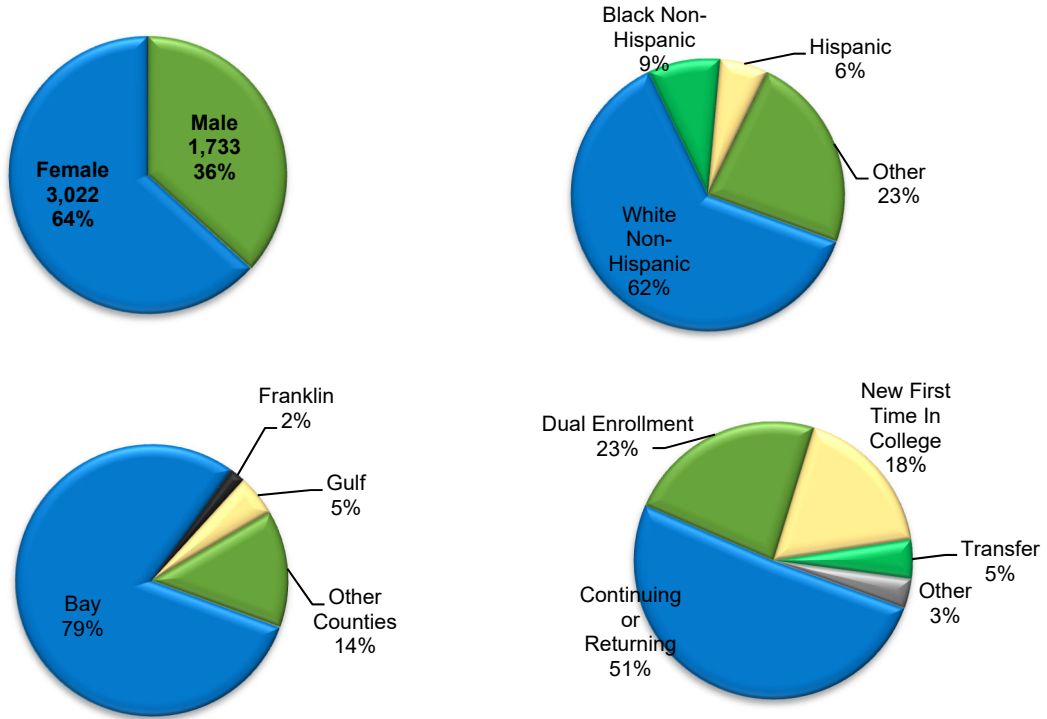
## GCSC Fall 2022 Enrollment by Age Range
Source: Fall 2022 EOT ETENSRPT



**Average Age:**

| | Full-time | Part-time | Overall |
|---|---|---|---|
| | 23 | 24 | 24 |

| Age Range | Full-time | Part-time |
|---|---|---|
| <18 | 32 | 1032 |
| 18-19 | 907 | 306 |
| 20-21 | 302 | 381 |
| 22-24 | 180 | 367 |
| 25-29 | 160 | 315 |
| 30-34 | 95 | 217 |
| 35-39 | 48 | 113 |
| 40-49 | 60 | 144 |
| 50-64 | 10 | 69 |
| 65+ | | 7 |
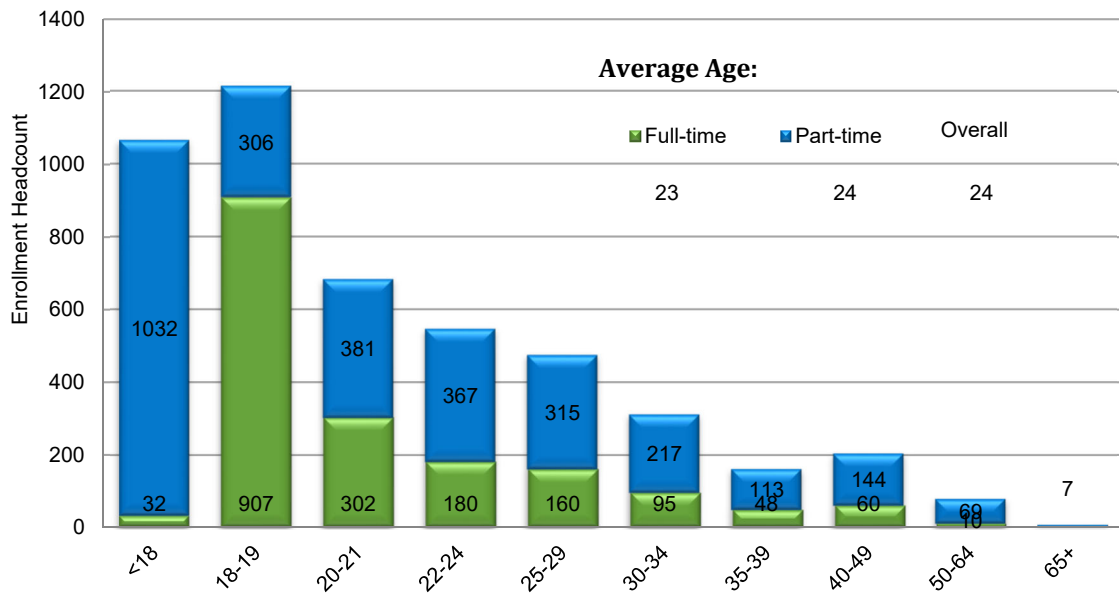
## Summer 2022 Enrollment by Student Type
Souce: Banner Extract

Dual Enrollment 14%
New First Time 5%
Transfer 3%
Other 8%
Continuing or Returning 70%

## Fall 2022 Enrollment by Student Type
Souce: Banner Extract

Dual Enrollment 23%
New First Time 18%
Transfer 5%
Other 3%
Continuing or Returning 51%
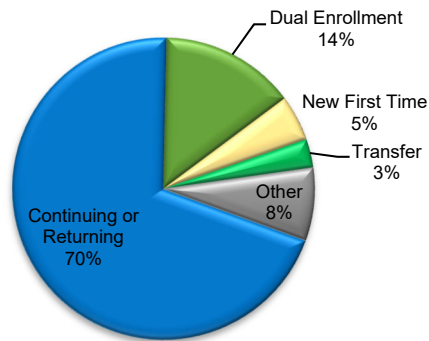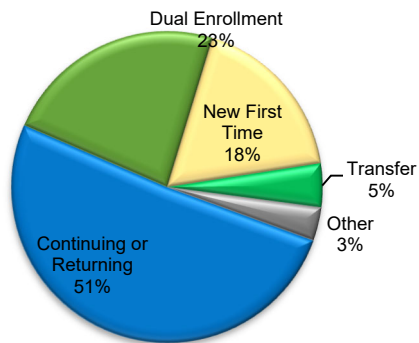
## Spring 2023 Enrollment by Student Type
Souce: Banner Extract

Dual Enrollment 25%
New First Time 4%
Transfer 3%
Other 4%
Continuing or Returning 64%

## Summer 2022 FTE by Student Type
Souce: Banner Extract



Continuing or Returning 76%
Dual Enrollment 11%
New First Time 6%
Transfer 3%
Other 4%

## Fall 2022 FTE by Student Type
Souce: Banner Extract



Dual Enrollment 15%
New First Time 25%
Continuing or Returning 53%
Transfer 6%
Other 1%
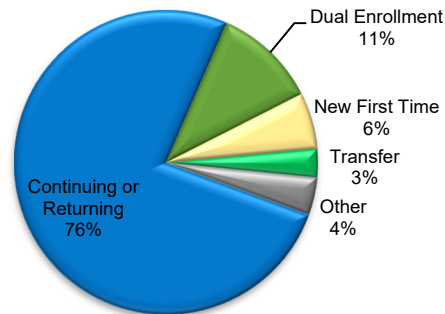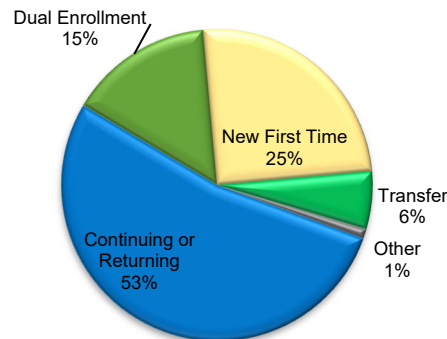
## Spring 2023 FTE by Student Type
Souce: Banner Extract



Continuing or Returning 76%
Dual Enrollment 15%
New First Time In College 4%
Transfer 3%
Other 2%
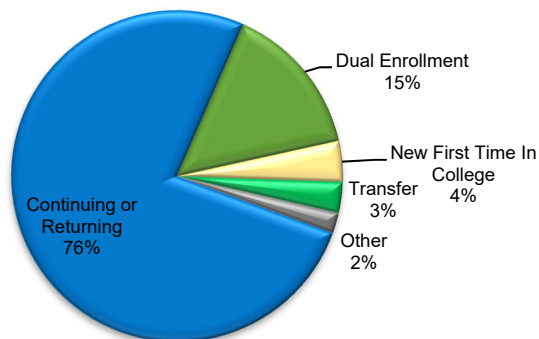
# Dual Enrollment

## GCSC Dual Enrollment
### Fall Heacount and Course Enrollments
Source: Banner Extract



| | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|---|---|---|---|---|---|---|---|---|---|---|
| Headcount | 1,181 | 1,192 | 1,270 | 1,387 | 1,217 | 1,158 | 1,066 | 1,075 | 1,087 | 1,192 |
| Number of Courses | 2,023 | 1,881 | 2,118 | 2,233 | 2,066 | 1,984 | 1,694 | 1,808 | 1,899 | 2,161 |
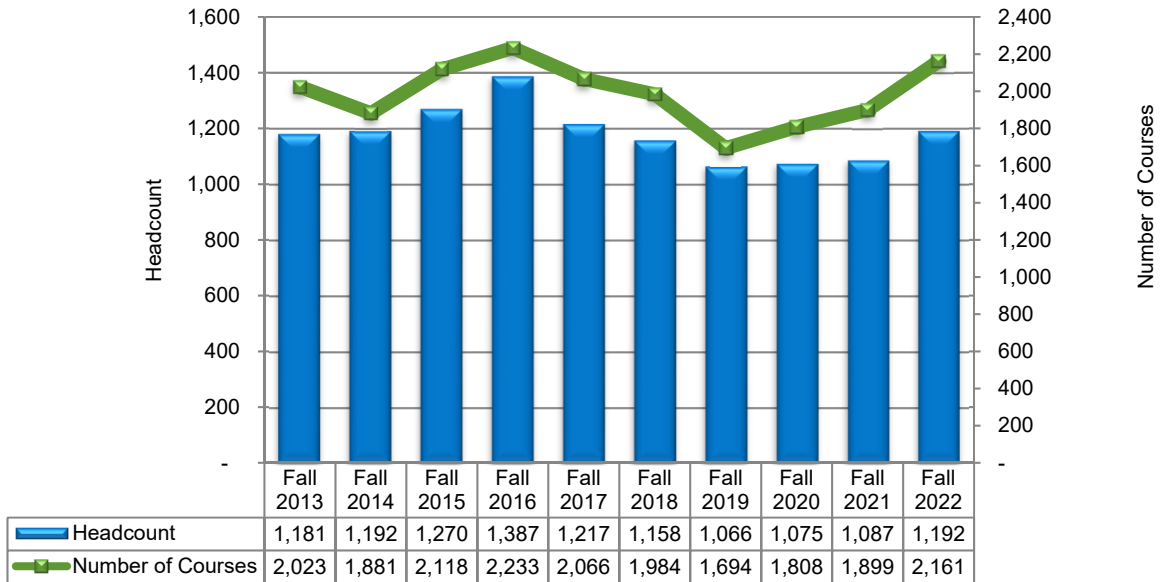
# Economics and Enrollment

## Enrollment vs. GCSC District Unemployment
### 2006 - 2022
Source:: freida.labormarketinfo.com; Fall EOT EF2REPT

$y = -213.64x + 8225.8$
$R^2 = 0.7952$



Legend: Enrollment | Unemployment Rate | Linear Trend (Enrollment)
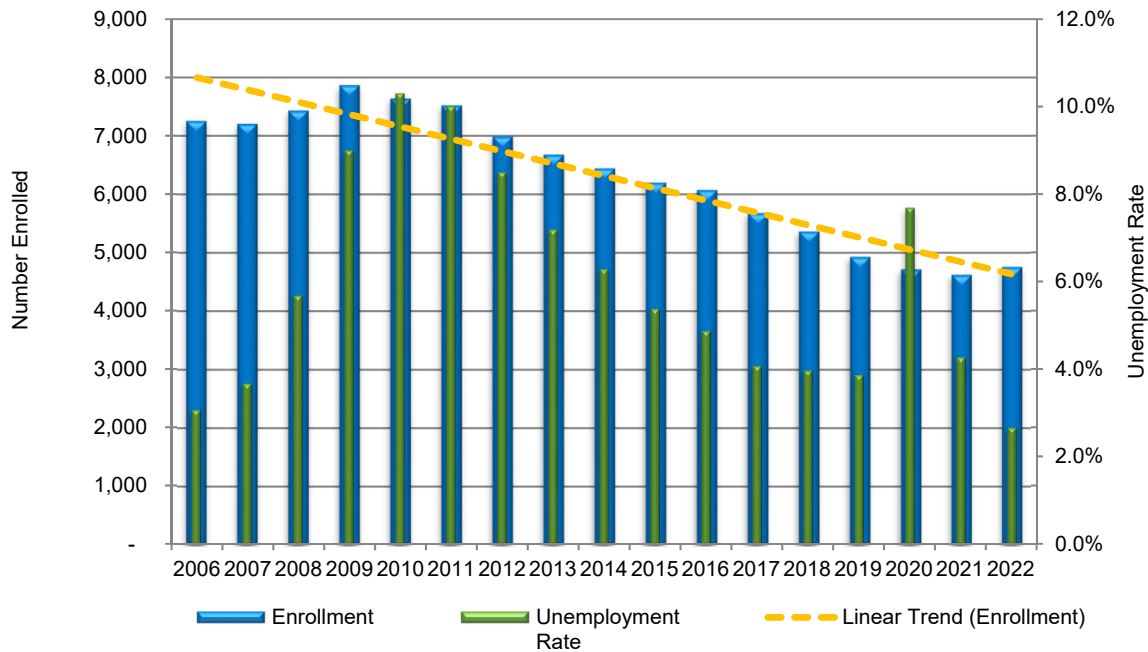
# *Programs*

## Program Enrollment 2022-2023

| DEGREE | CIP | PROGRAM | ENROLLMENT | TOTAL |
|--------|-----|---------|-----------|-------|
| AA | 119240101 00 | Associate in Arts | 2,744 | |
| | | Total A.A. | | 2,744 |
| AS | 013513801 00 | Nursing R.N. | 424 | |
| | 015520201 02 | Business Administration | 117 | |
| | 015111003 08 | Cybersecurity | 96 | |
| | 013510602 00 | Dental Hygiene | 66 | |
| | 016110801 03 | Digital Media/Multimedia Technology | 65 | |
| | 013510909 00 | Surgical First Assisting | 61 | |
| | 013510910 04 | Diagnostic Medical Sonography | 60 | |
| | 013510907 00 | Radiography | 58 | |
| | 016120504 00 | Culinary Management | 55 | |
| | 013510904 02 | Emergency Medical Services | 45 | |
| | 014131210 03 | Early Childhood Education | 42 | |
| | 013510806 01 | Physical Therapist Assistant | 42 | |
| | 013510908 00 | Respiratory Care | 41 | |
| | 016150801 02 | Unmanned Vehicle Systems Operation | 31 | |
| | 015111001 11 | Network Systems Technology | 26 | |
| | 016150000 01 | Engineering Technology | 36 | |
| | 017430103 00 | Criminal Justice Technology | 36 | |
| | 015110201 00 | Computer Programming and Analysis | 31 | |
| | 016040901 00 | Architectural Design & Constr. Tech | 26 | |
| | 015520302 01 | Accounting Technology | 21 | |
| | 012520901 00 | Hospitality & Tourism Management | 17 | |
| | 013510000 02 | Surgical Services | 14 | |
| | 016500502 02 | Theater and Entertainment Technology | 13 | |
| | 017430201 00 | Fire Science Technology | 4 | |
| | 017220302 00 | Paralegal Studies (Legal Assisting) * | 1 | |
| | | Total A.S. | | 1,428 |
| BACHELOR | 110513801 02 | BSN Nursing | 133 | |
| | 110520299 01 | BAS Organizational Management | 100 | |
| | 110111099 01 | BAS Technology Management | 41 | |
| | 110100304 01 | BAS Digital Media | 47 | |
| | | BACHELOR Total | | 321 |
| CAREER CERT | 007430107 00 | Florida Law Enforcement Academy | 91 | |
| | 003513901 00 | Practical Nursing | 95 | |
| | 007430203 00 | Fire Fighter | 69 | |
| | 003510601 07 | Dental Assisting | 29 | |
| | 007430102 00 | Correctional Officer (Traditional) | 30 | |
| | 007430107 02 | Crossover from Correctional Officer to Law Enforcement Officer | 1 | |
| | | CAREER CERT Total | | 318 |

| DEGREE | CIP | PROGRAM | ENROLLMENT | TOTAL |
|---|---|---|---|---|
| A.S. PSV CERT | 004190709 04 | Early Childhood Development Specialization | 2 | |
| | 003510909 08 | Surgical First Assistant CCC | 23 | |
| | 003510904 05 | Paramedic CCC | 11 | |
| | 006120503 01 | Culinary Arts CCC | 11 | |
| | 005111001 18 | Network Security CCC | 2 | |
| | 006100105 07 | Digital Media/Multimedia Production | 3 | |
| | 006150000 07 | Engineering Technology Support Specialist | 0 | |
| | 006500602 09 | Audio Technology CCC | 0 | |
| | 003510909 04 | Surgical Technology Specialist | 1 | |
| | 006120503 02 | Chefs Apprentice CCC | 0 | |
| | 006500102 08 | Digital Media/Multimedia Web Production | 2 | |
| | 005111001 21 | Network Support Technician CCC | 2 | |
| | 005111001 14 | Network Infrastructure CCC | 1 | |
| | 005520302 05 | Accounting Technology Management | 8 | |
| | 005520201 03 | Business Specialist | 2 | |
| | 005520703 08 | Business Entrepreneurship | 1 | |
| | 006150000 09 | Digital Manufacturing Specialist | 1 | |
| | 006150000 12 | Rapid Prototyping Specialist | 0 | |
| | 006150406 01 | Automation | 0 | |
| | 006150503 03 | Alternative Energy Systems Specialist | 0 | |
| | 006480510 02 | CNC Machinist/Fabricator | 1 | |
| | | A.S. PSV CERT Total | | 72 |
| ATD | 003510904 03 | Emergency Medical Technician | 56 | |
| | | ATD Total | | 56 |
| ATC | 003513801 66 | Nursing R.N. | 9 | |
| | | ATC Total | | 9 |
| TOTAL | | | | 4,948 |

Source: Florida College System CCTCMIS—Spring Ending AA1A Report 06/09/2023 18:24:37
Notes: Enrollment figures above are duplicated across programs. Students may be enrolled in more than one program at a time. Program names are as reported by the state—names may have been changed by the time this Fact Book was published.
*Programs discontinued, teach-out provisions in place.

## GCSC 2022-23 Program Enrollment Percent by Program Type
Source: Spring Ending AA1A Report

AA
55.46%

Other
44.54%

AS
28.86%

Voc. Cert
6.43%

AS Cert.
1.46%

ATD
1.13%

ATC
0.18%

BS
6.49%
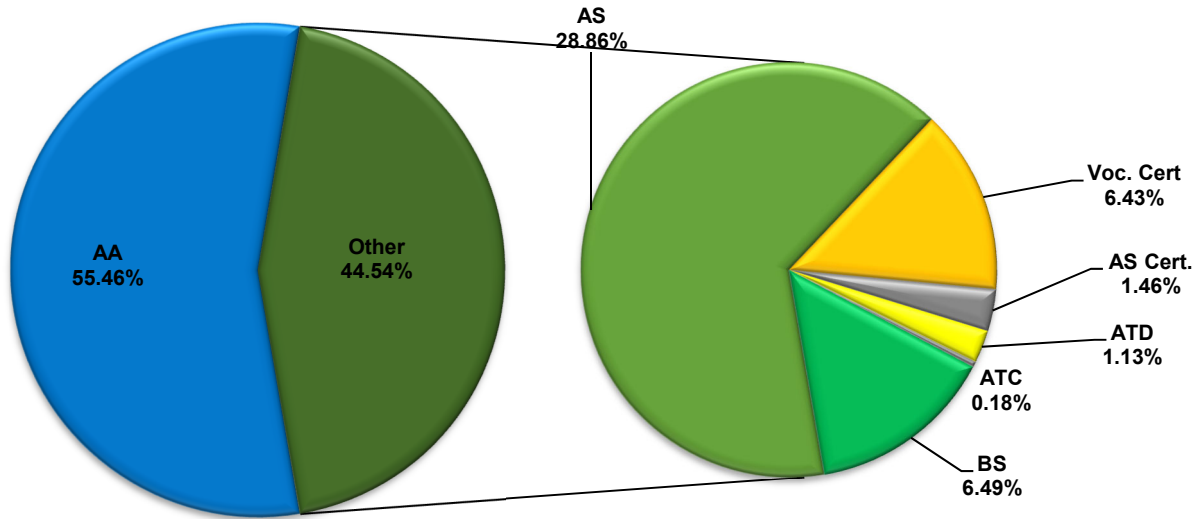
Note: Numbers may not add up to totals due to rounding.

## GCSC 2022-23 Enrollment
## Gender Percent by Program Type
Source: Spring Ending AA1A Report

| | AA | AS | Voc. Cert | AS Cert. | ATD | ATC | BS | Total |
|---|---|---|---|---|---|---|---|---|
| ■ Female | 63.2% | 61.3% | 51.6% | 48.6% | 44.6% | 55.6% | 63.9% | 61.5% |
| ■ Male | 32.3% | 33.7% | 44.0% | 38.9% | 46.4% | 0.0% | 30.5% | 33.5% |
| □ Unknown | 4.6% | 5.0% | 4.4% | 12.5% | 8.9% | 44.4% | 5.6% | 5.0% |
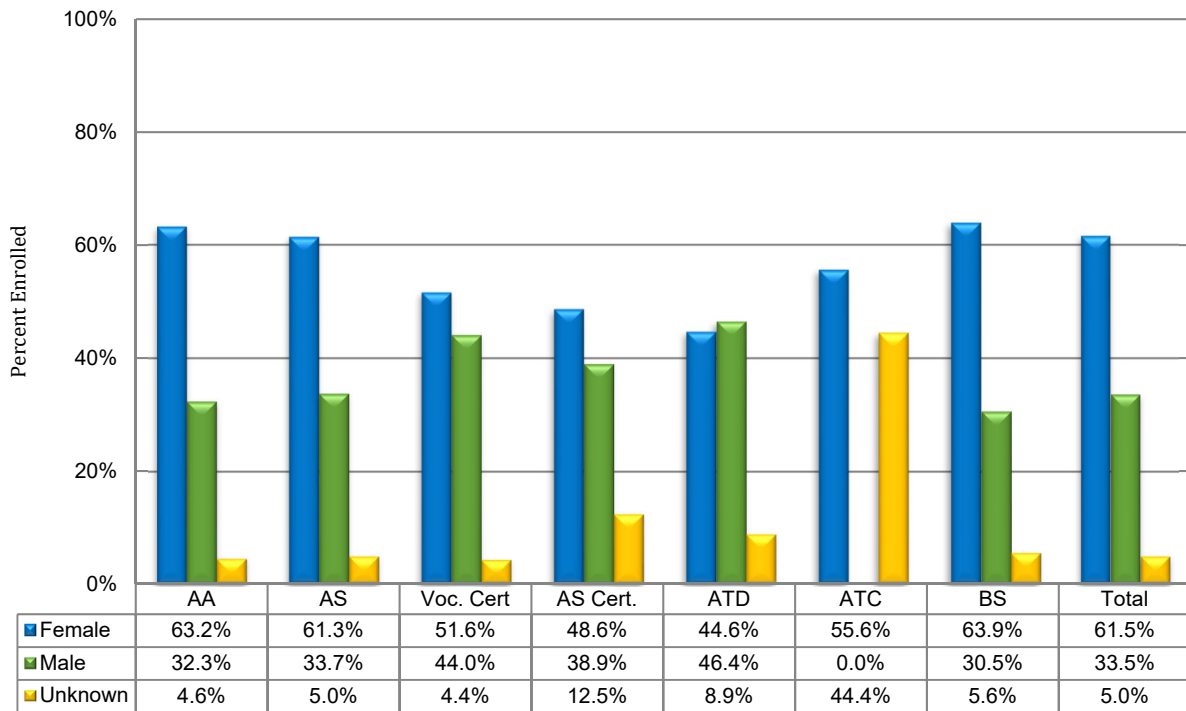
Note:  *Program enrollments are unduplicated by program, but may be duplicated across programs.

# *Student Performance*

# College Readiness

In 2013, the Florida legislature passed a law, SB 1720, which would eliminate remedial education for many Florida students. SB 1720 identifies two groups of students who are no longer required to take college placement tests or enroll in developmental education courses. Exempt students are defined by the bill as: (1) Students who entered 9th grade in a Florida public school in 2003-2004 or thereafter and who earned a standard Florida high school diploma; or (2) students serving as active duty members of the United States Armed Services. Non-exempt students will still be required to take placement tests and developmental education courses as necessary, but they must be provided a variety of education options.

The graphs below depict the 4-year retention and success rates for those students enrolled in an A.A. degree program that have completed preparatory courses plus 18 college credits.

## GCSC 5-Year College Preparatory Retention and Success Rates
### for A.A. Students Completing 18 College Credits and All Preparatory Requirements
Source: State Accountability Reports - Measure 4 Part 2
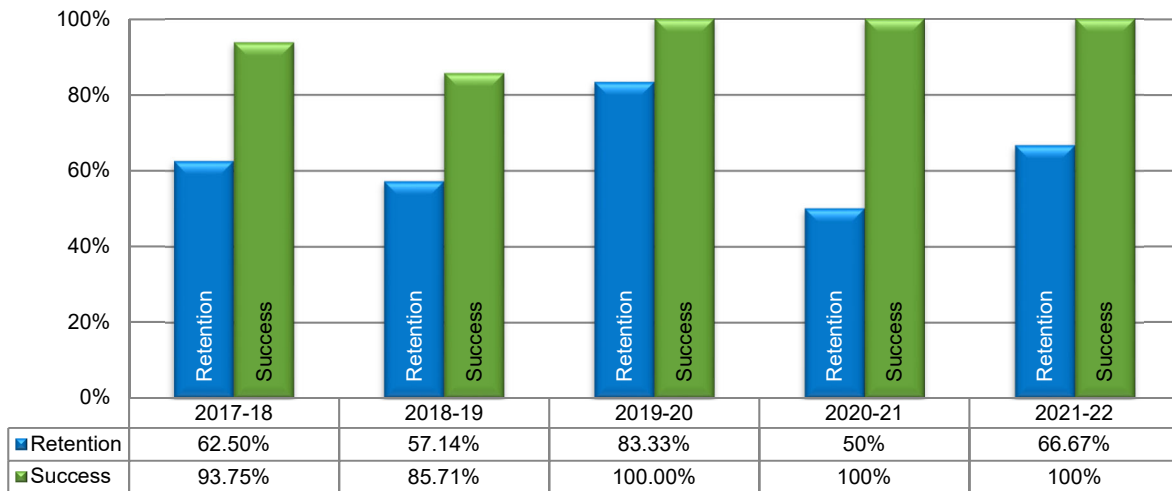


|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Retention | 62.50% | 57.14% | 83.33% | 50% | 66.67% |
| Success | 93.75% | 85.71% | 100.00% | 100% | 100% |

Note: Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100;
**Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100**

**Top 10 Credit Classes for Fall 2022 by Enrollment**

(includes college preparatory courses)

Source:  Banner Extract Fall 2022

| Course | Description | Enrollment |
|---|---|---|
| ENC1101 | English Composition I | 772 |
| POS2041 | American National Government | 711 |
| PSY2012 | General Psychology | 409 |
| MAC1105 | College Algebra | 406 |
| MUL2010 | Understanding Music | 330 |
| ENC1102 | English Composition II | 327 |
| MGF1106 | Math for Liberal Arts | 319 |
| STA2023 | Statistics | 318 |
| EUH1000 | Western Civilization I | 297 |
| ARH2000 | Understanding Visual Arts | 288 |

**Fall 2022 Developmental Education Course Enrollment**

Source:  Banner Extract Fall 2022

| Course | Description | Enrollment |
|---|---|---|
| MAT0012 | Developmental Arithmetic with Algebra | 188 |
| ENC1101C | Enhanced English Composition I | 73 |
| REA0019 | Developmental Reading I and II Combined | 15 |
| ENC0022 | Developmental Writing 1 and II Combined | 18 |

**Top 10 Classes Taken by Dual Enrollment Students at High Schools in Fall 2022**

Source:  Banner Extract Fall 2022

| Course | Description | Enrollment |
|---|---|---|
| MAC1105 | College Algebra | 223 |
| ENC1101 | English Composition I | 172 |
| EUH1000 | Western Civilization I | 135 |
| ENC1102 | English Composition II | 80 |
| MAC1114 | Plane Trigonometry | 71 |
| MAC1140 | Precalculus Algebra | 66 |
| STA2023 | Statistics | 41 |
| PSY2012 | General Psychology | 37 |
| ARH2000 | Understanding Visual Arts | 33 |
| MAC2311 | Calculus/Anal Geometry I | 32 |

### Percent Enrollment by Delivery Method
### Fall 2022
Source: Banner Extract



- Web Based Course 34.4%
- Lab 5.1%
- Other 12.6%
- Lecture 47.8%
- Lecture/Lab 6.4%
- Hybrid 3.7%
- Other 1.3%
- Clinical 1.2%
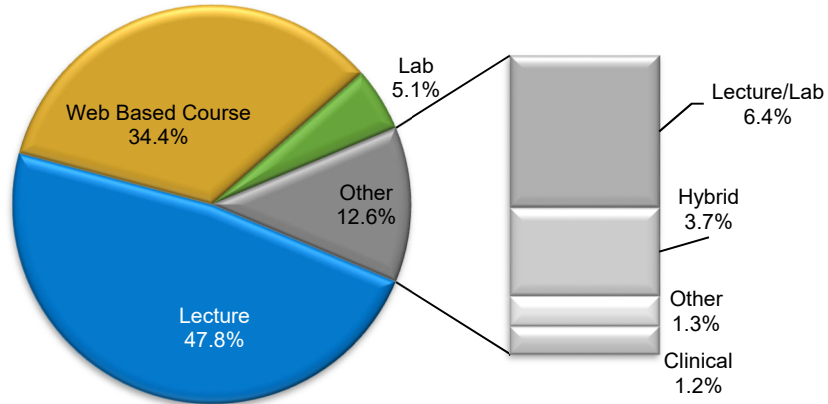
Note: Other includes Instructional Method Unknown, Cooperative Education, Independent Study and Clinical. Grades: P (Passed), NS (Not Show) and X (Audit) were removed.

### GCSC Fall 2022 Grade Distribution for College Credit Course by Delivery Method
Source: Banner Extract
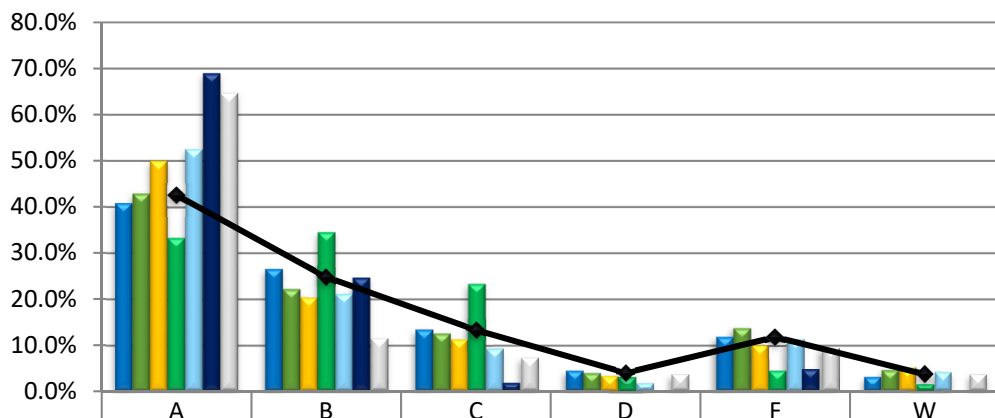


|                   | A      | B      | C      | D     | F      | W     |
|-------------------|--------|--------|--------|-------|--------|-------|
| Lecture           | 40.8%  | 26.5%  | 13.3%  | 4.5%  | 11.8%  | 3.1%  |
| Web Based Course  | 42.8%  | 22.2%  | 12.6%  | 4.0%  | 13.7%  | 4.7%  |
| Lab               | 49.9%  | 20.4%  | 11.3%  | 3.4%  | 10.0%  | 5.1%  |
| Lecture/Lab       | 33.2%  | 34.5%  | 23.3%  | 3.1%  | 4.5%   | 1.4%  |
| Hybrid            | 52.5%  | 21.1%  | 9.3%   | 1.8%  | 11.2%  | 4.1%  |
| Clinical          | 68.9%  | 24.6%  | 1.8%   | 0.0%  | 4.8%   | 0.0%  |
| Other             | 64.6%  | 11.5%  | 7.3%   | 3.6%  | 9.4%   | 3.6%  |
| Grand Total       | 42.5%  | 24.8%  | 13.3%  | 4.0%  | 11.8%  | 3.7%  |

## Retention and Success - AA
### Fall 2018 FTIC Followed through Spring 2022
Source: Accountability Measure 1 Part 2 - 04/10/2023

Enrolled in Good Standing
10.2%

Left in Good Standing
27.9%

Enrolled Not in Good Standing
5.0%

Other
20.8%

Otherwise Not Enrolled
15.8%
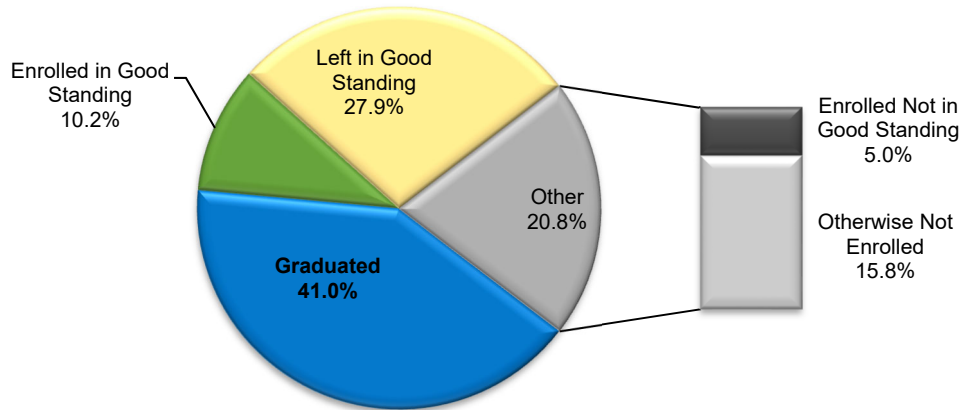
Graduated
41.0%

## Retention and Success - AS, AAS
### Fall 2018 FTIC Followed through Spring 2022
Source: Accountability Measure 1 Part 2 - 04/10/2023

Left in Good Standing
19.0%

Enrolled in Good Standing
28.0%

Enrolled Not in Good Standing
3.0%

Other
22.0%

Otherwise Not Enrolled
19.0%
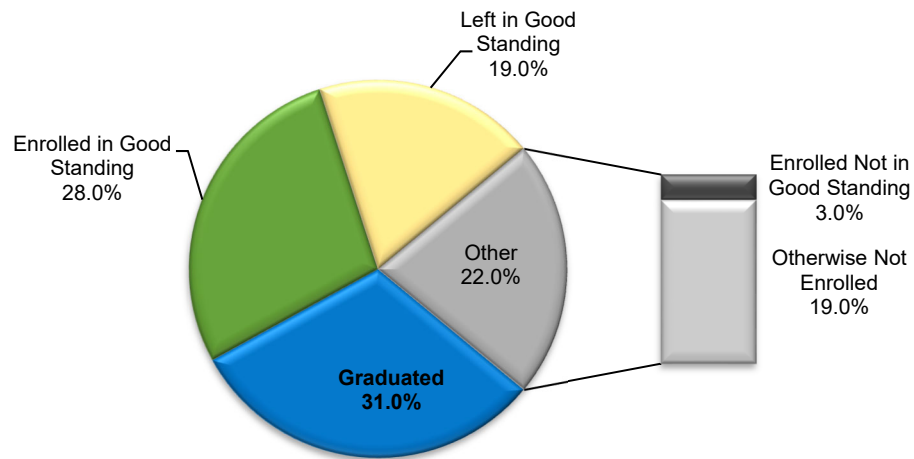
Graduated
31.0%

Note: Percentages may not add up to 100% due to rounding.
Note: Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100;
**Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100**

# Graduates

## GSCS Total Graduates by Year
### Source: Spring Ending AA1A Reports

| Year | Total |
|------|-------|
| 2012-13 | 1061 |
| 2013-14 | 1415 |
| 2014-15 | 1221 |
| 2015-16 | 1345 |
| 2016-17 | 1304 |
| 2017-18 | 1249 |
| 2018-19 | 1241 |
| 2019-20 | 1108 |
| 2020-21 | 1170 |
| 2021-22 | 916 |
| 2022-23 | 947 |
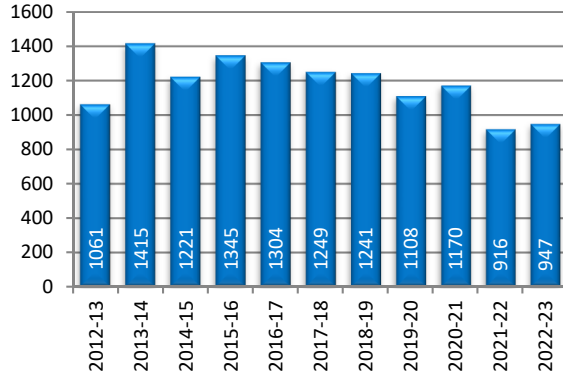
## GCSC Associate in Arts (AA) Degrees Awarded by Year
### Source: Spring Ending AA1A Reports

| Year | Total |
|------|-------|
| 2012-13 | 636 |
| 2013-14 | 629 |
| 2014-15 | 595 |
| 2015-16 | 603 |
| 2016-17 | 568 |
| 2017-18 | 541 |
| 2018-19 | 518 |
| 2019-20 | 488 |
| 2020-21 | 426 |
| 2021-22 | 383 |
| 2022-23 | 390 |
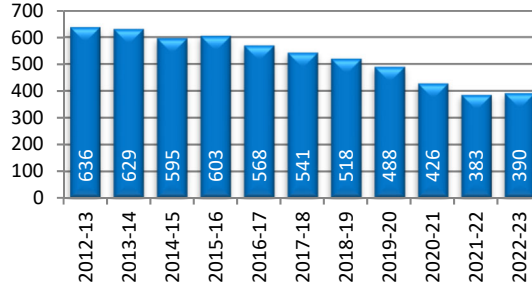
## GCSC AS Degrees Awarded by Year
### Source: Spring Ending AA1A Reports

| Year | Total |
|------|-------|
| 2012-13 | 239 |
| 2013-14 | 307 |
| 2014-15 | 293 |
| 2015-16 | 287 |
| 2016-17 | 289 |
| 2017-18 | 307 |
| 2018-19 | 279 |
| 2019-20 | 289 |
| 2020-21 | 290 |
| 2021-22 | 254 |
| 2022-23 | 255 |
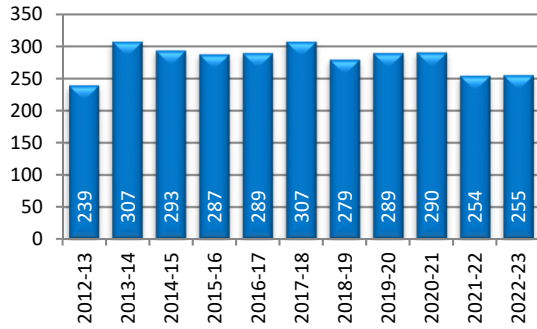
## GCSC Certificates Awarded by Year
### Source: Spring Ending AA1A Reports

| Year | Total |
|------|-------|
| 2012-13 | 150 |
| 2013-14 | 440 |
| 2014-15 | 259 |
| 2015-16 | 399 |
| 2016-17 | 375 |
| 2017-18 | 316 |
| 2018-19 | 345 |
| 2019-20 | 248 |
| 2020-21 | 390 |
| 2021-22 | 200 |
| 2022-23 | 277 |
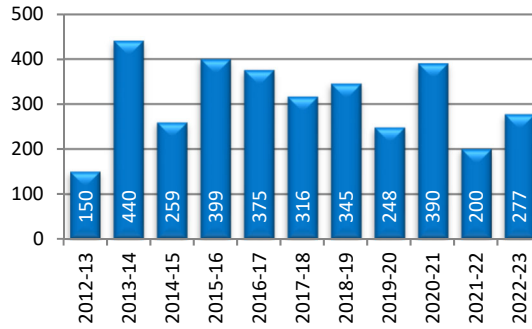
## GCSC Baccalaureate Degrees Awarded by Year
### Source: Spring Ending AA1A Reports

| Year | Total |
|------|-------|
| 2012-13 | 4 |
| 2013-14 | 8 |
| 2014-15 | 48 |
| 2015-16 | 32 |
| 2016-17 | 56 |
| 2017-18 | 67 |
| 2018-19 | 84 |
| 2019-20 | 73 |
| 2020-21 | 64 |
| 2021-22 | 79 |
| 2022-23 | 73 |
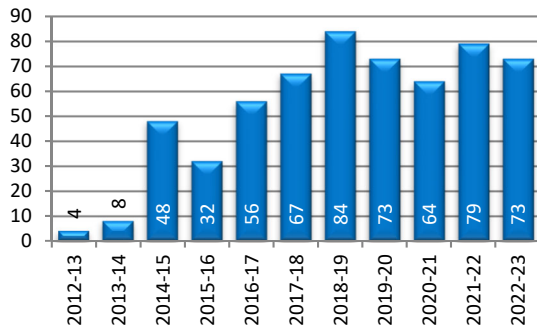
*Certificates include:  PSAV/Vocation Certificates, PSVC/AS Certificates, Applied Technical Diploma, Apprenticeship and Applied Technical Certificates.  Due to an error in the way some major codes were translated from the legacy system (CSRS) to Banner Lighthouse, some certificate completers for 2012-13 were not reported to the State.  Those certificate completers were reported in Summer 2013.

# GCSC Graduates by Gender and Year
**Source : Spring Ending AA1A Report**

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Male | 355 | 555 | 429 | 552 | 502 | 460 | 450 | 392 | 442 | 271 | 333 |
| Female | 668 | 813 | 760 | 795 | 795 | 748 | 735 | 664 | 654 | 592 | 598 |
| Unknown | 38 | 47 | 32 | 68 | 7 | 41 | 56 | 52 | 74 | 53 | 64 |
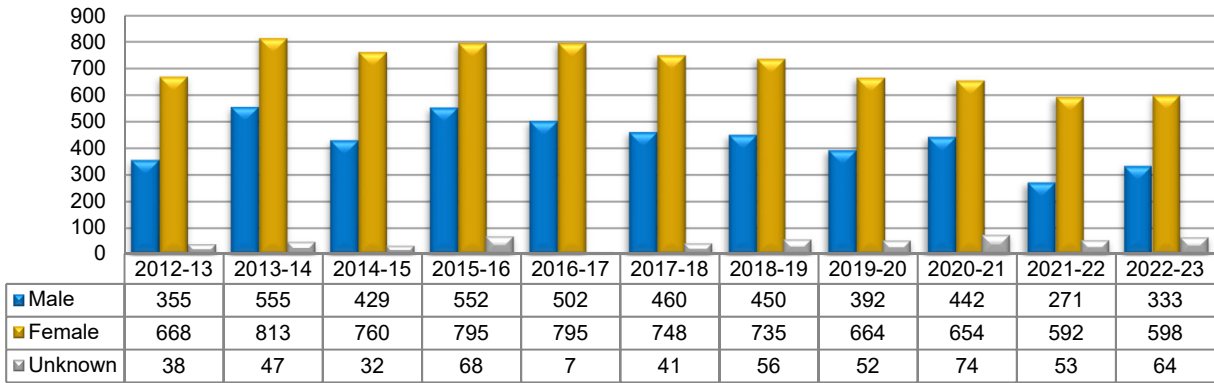
# GCSC 2022-23 Awards
## Percent by Program Type
**Source : Spring Ending AA1A Report**

AA 39.20%
Other 60.80%

AS Cert. 8.24%
AS 25.63%
Voc. Cert. 13.17%
ATD/ATC 6.43%
Bachelor 7.34%
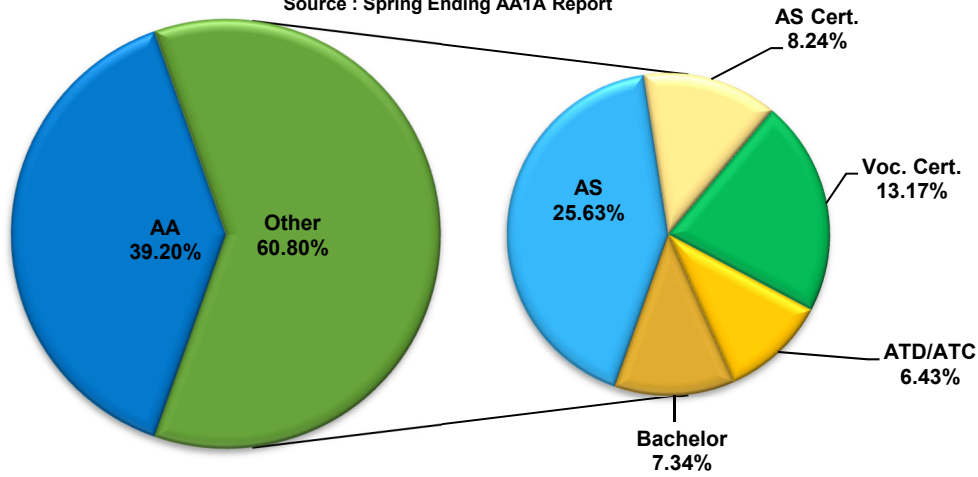
# GSCS 2022-23 Awards
## Gender Percent by Program Type
**Source: Spring Ending AA1A Report**

| | AA | AS | AS Cert. | Voc. Cert. | ATD | Bachelor |
|---|---|---|---|---|---|---|
| Male | 36.4% | 72.2% | 26.8% | 45.8% | 37.5% | 37.0% |
| Female | 59.5% | 22.7% | 58.5% | 48.1% | 46.9% | 56.2% |
| Unknown | 4.1% | 5.1% | 14.6% | 6.1% | 15.6% | 6.8% |
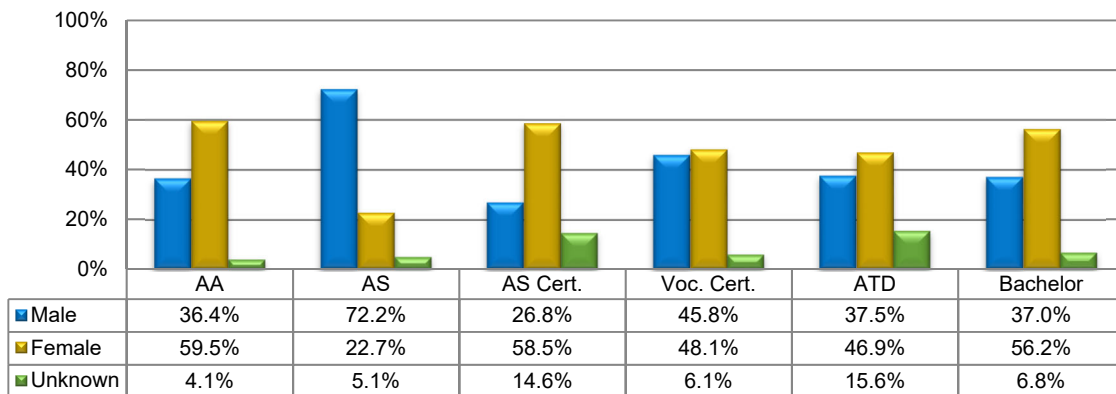
### Grade Point Averages of GCSC AA Degree Students Enrolled in the State University System in 2019-20
Source: Florida College System-- Level I Data Display

| University | GPA |
|------------|-----|
| FAMU | 3.78 |
| FAU | 3.32 |
| FIU | 3.59 |
| FSU | 3.21 |
| UCF | 3.00 |
| UF | 3.27 |
| UNF | 3.60 |
| USF | 3.25 |
| UWF | 3.25 |
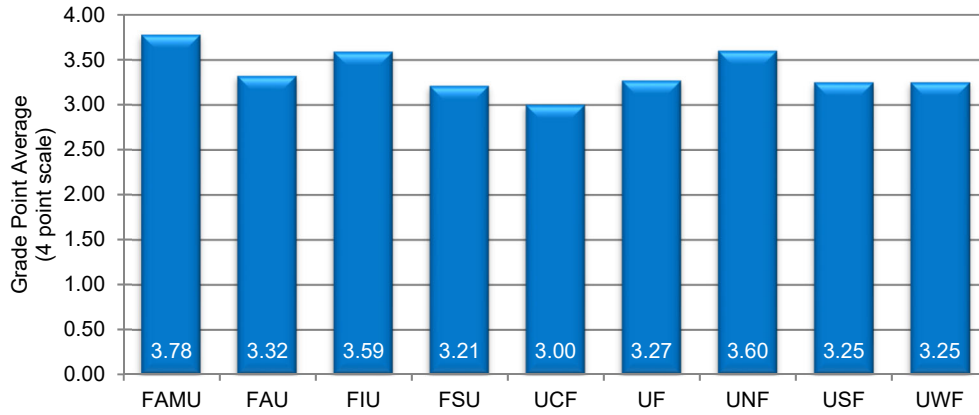
### Cumulative Grade Point Averages of GCSC A.A. Transfer Students Enrolled in the State University System (SUS) in 2019-20
Comparison to Performance of All Florida College and Native SUS Students in SUS

| | GPA |
|---|-----|
| **Mean GPA of GCSC Students** | **3.22** |
| Mean GPA All FL College A.A. Transfer Students | 3.19 |

Source: Florida College System – Level I Data Display

Note: GPAs are based only on grades received at the university. AA transfer students are students in a SUS institution who graduated with an Associate in Arts degree from a Florida state college, entered the SUS institution and remained in the same SUS institution.

# Financial Aid

✦

# Faculty & Staff

✦

# Library

**Annual Financial Aid Awards**
by Amount Awarded
**2022-2023**
Source: CCTCMIS - FAIDCNTS.PDF 9/22/2023

Loans, $2,529,414, 19.8%

All Other Grants, $2,202,894, 17.2%

Scholarships, $1,728,647, 13.5%

Pell, $6,192,377, 48.4%

Student Employment, $137,926, 1.1%
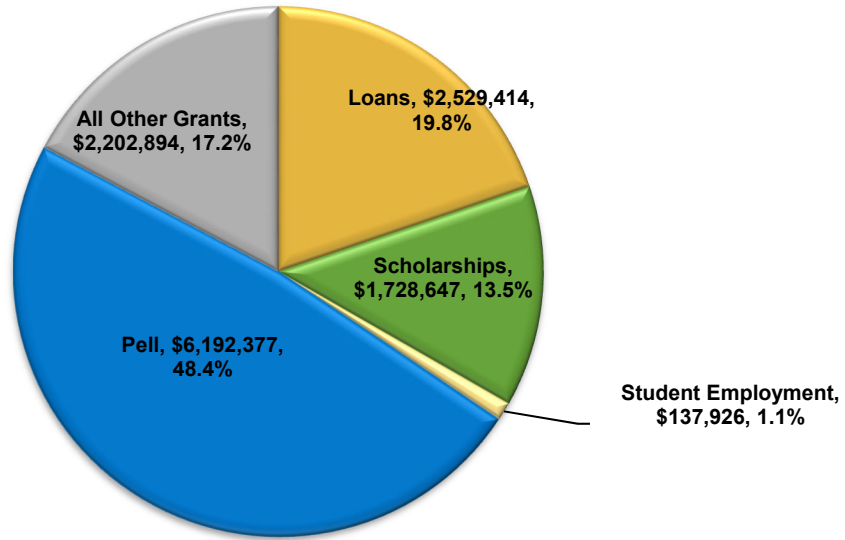
| Award Type | Number of Awards | Average Award | Student Headcount | Average Annual Award/Student |
|---|---|---|---|---|
| Pell Grants | 2,918 | $2,122 | 1,647 | $3,760 |
| All Other Grants | 2,335 | $965 | 1,389 | $1,586 |
| Loans | 743 | $3,404 | 447 | $5,659 |
| Scholarships | 2,434 | $710 | 1,583 | $1,092 |
| Student Employment | 62 | $2,225 | 41 | $3,364 |

Source:  CCTCMIS – FAIDCNTS.PDF 9//22/2023 14:26:37
Note:  Student headcount is unduplicated by award type; however, a student may receive multiple award types.

## Faculty & Staff

### Fall 2022 Instructional Personnel Headcount

| Full-Time | Part-Time | Total |
|:---:|:---:|:---:|
| 93 | 111 | 204 |

Source: Institutional Effectiveness - Banner Extract.

### Fall 2022 Full-Time Faculty by Degree

Source: FCS CCTCMIS - RHDDEGRE Report 01/30/2023



Doctorate 22%
Bachelors 12%
Associate 9%
Other 1%
Masters 56%
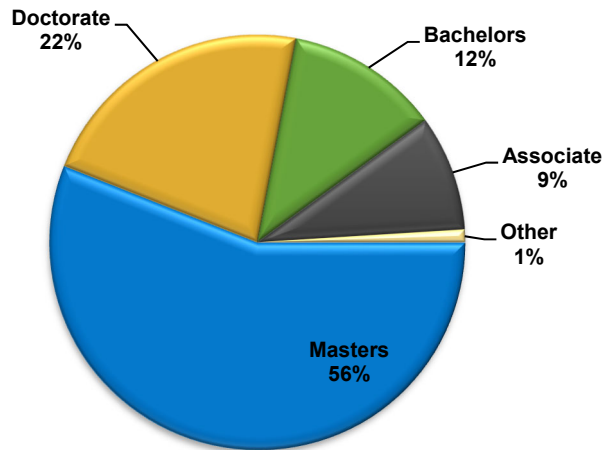
### Fall 2022 Full-Time Employee Headcounts & Percentage by Gender and by Occupational Activity

| Occupational Activity | No. | % Male | % Female |
|---|:---:|:---:|:---:|
| Management Occupations | 10 | 40% | 60% |
| Business & Financial Operations | 26 | 31% | 69% |
| Computer Engineering & Science | 28 | 75% | 25% |
| Community, Social Service, Legal Arts, Design, Ent, Sports & Media | 8 | 25% | 75% |
| Instruction | 137 | 36% | 64% |
| Librarians | 3 | 33% | 67% |
| Library Technicians | 1 | 0% | 100% |
| Student, Academic Affairs, and Other Ed. Services | 5 | 0% | 100% |
| Service Occupations | 30 | 73% | 27% |
| Sales and Related Occupations | 3 | 33% | 67% |
| Office & Administrative Support Occupations | 71 | 18% | 82% |
| Instructional Support | 1 | 0% | 100% |
| Professional Support | 19 | 58% | 42% |
| **Total Full-Time Employees** | **334** | **40%** | **60%** |

Source: Florida College System CCTCMIS-RHDETEAM Report 01/30/2023 14:10:06

# Library

The Library opened to the public in 1976 and was originally named the Learning Resource Center. The 56,644 square foot building includes 117 computers available for student use, including two iMacs, two group presentation areas, and six study rooms.

**2022-23 GCSC Library Statistics**
Source: IPEDS 2021-22 Academic Libraries Survey

| | | |
|---|---|---|
| **Library Staff FTE (excluding student assistants)** | | 4 |
| **Student Assistants (FTE)** | | 4 |
| **Collections** | Physical | Digital |
| Books | 31,549 | 370,000 |
| Databases | | 127 |
| Media | 1,130 | 87,405 |
| **Total Interlibrary Loans Provided to Other Libraries** | 98 | |
| **Total Interlibrary Loans Received** | 36 | |

# *Finance*
## &
# *Budget*

## GCSC 2021-22 Annual Cost Analysis
### Expenditures by Category
Source: Florida College System Fact Book 2023 Table 7.5

Capital Expenses
$609,968
2%

Current Expenses
$7,534,644
23%

**Personnel**
**$24,430,835**
**75%**

Full-Time
$22,279,451
68%

Part-Time
$2,151,384
7%
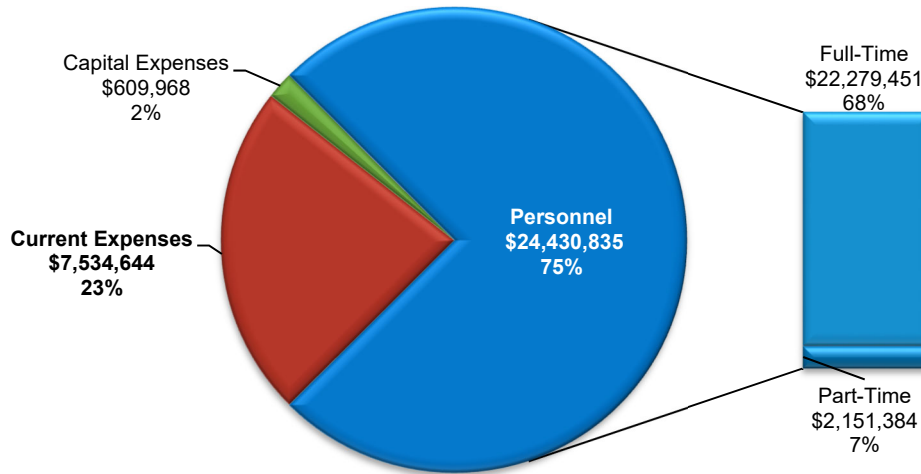
## GCSC 2021-22 Annual Cost Analysis
### Expenditures by Function
Source: Florida College System Fact Book 2023 Table 7.3

Unallocated Costs
$758,904
2%

**Direct Instruction**
**$14,485,519**
**45%**

Plant Operation & Maintenance
$5,683,977
17%

Academic Support
$2,512,081
9%

**Institutional Support**
**$6,251,861**
**19%**

Student Services
$2,450,031
8%
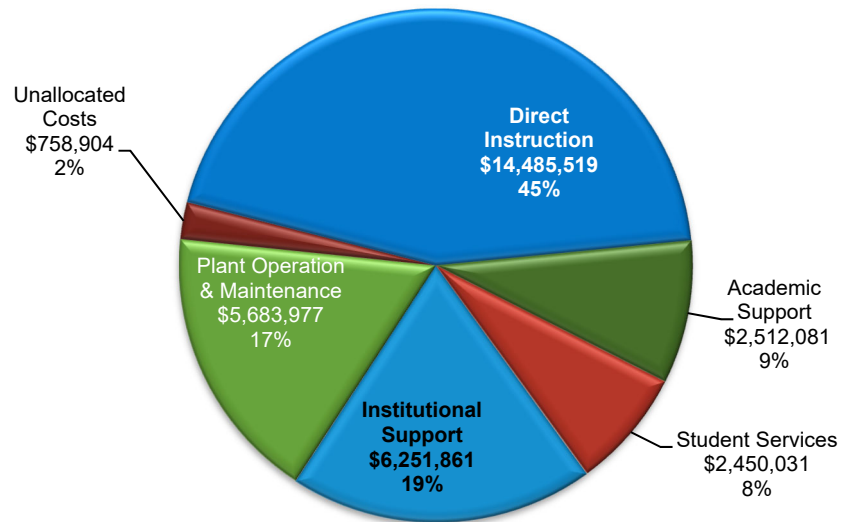
**GCSC Credit Hour Fees for Lower Level College Credit Programs**
**Compared to State Means for Residents and Non-Residents**
**Academic Year 2022-23**

| | Resident | | Non-Resident | |
|---|---|---|---|---|
| Fees | GCSC | State Weighted Mean | GCSC | State Weighted Mean |
| Tuition | $72.92 | $80.68 | $72.92 | $80.68 |
| Out-of-State Tuition | 0.00 | 0.00 | 221.42 | 240.24 |
| Student Financial Aid | 3.65 | 3.97 | 14.72 | 15.49 |
| Student Activity | 7.29 | 7.22 | 7.29 | 7.24 |
| Capital Improvement | 7.29 | 11.02 | 24.69 | 29.55 |
| Technology | 3.65 | 3.97 | 14.72 | 15.65 |
| **TOTAL** | **$94.80** | **$106.86** | **$355.76** | **$389.04** |
| **Total Fees for Academic Year (30 Hours)** | **$2,844.00** | **$3,205.68** | **$10,672.80** | **$11,671.29** |

Source: Florida College System (FCS) Fact Book 2023 Tables (Lower Level) 7.8 and 7.9; Weighted mean is for 28 colleges in FCS. Due to rounding, weighted mean total may not equal.

**Total Per Credit Hour (do not include access fee) for GCSC Programs – Fall 2023**

| Fees | Resident | Non-Resident |
|---|---|---|
| Per A & P, PSV, and College Prep Credit Hour | $98.75 | $359.71 |
| Per Career Certificate Credit Hour | $87.87 | $339.62 |
| Per Baccalaureate Level A & P Credit Hour | $117.59 | $624.34 |
| Source:  GCSC 2023-2024 General Catalog | | |

# *District Profiles*

The Gulf Coast State College district is comprised of three counties: Bay, Franklin, and Gulf. The district stretches over a distance of 73 miles along the Gulf Coast, covering 1,857 square miles.

# Population Demographics

**Population Estimates, Land Area, and Density of GCSC District Counties**

| County | Population | Land Area in Square Mileage (2020) | Person per Square Mile |
|---|---|---|---|
| Bay | 185,134 | 758 | 244 |
| Franklin | 12,498 | 545 | 23 |
| Gulf | 15,314 | 553 | 27 |
| **Total 3-County District** | **232,380** | **1,857** | **125** |

Source: www.census.gov, Population Census July 2022

**Population Growth in the GCSC
3-County District 10-Year Census
1950 - 2020**

| | 1950 | 1960 | 1970 | 1980 | 1990 | 2000 | 2010 | 2020 |
|---|---|---|---|---|---|---|---|---|
| 3-County District Population | 55,963 | 83,644 | 92,444 | 116,059 | 147,465 | 172,606 | 196,264 | 201,859 |
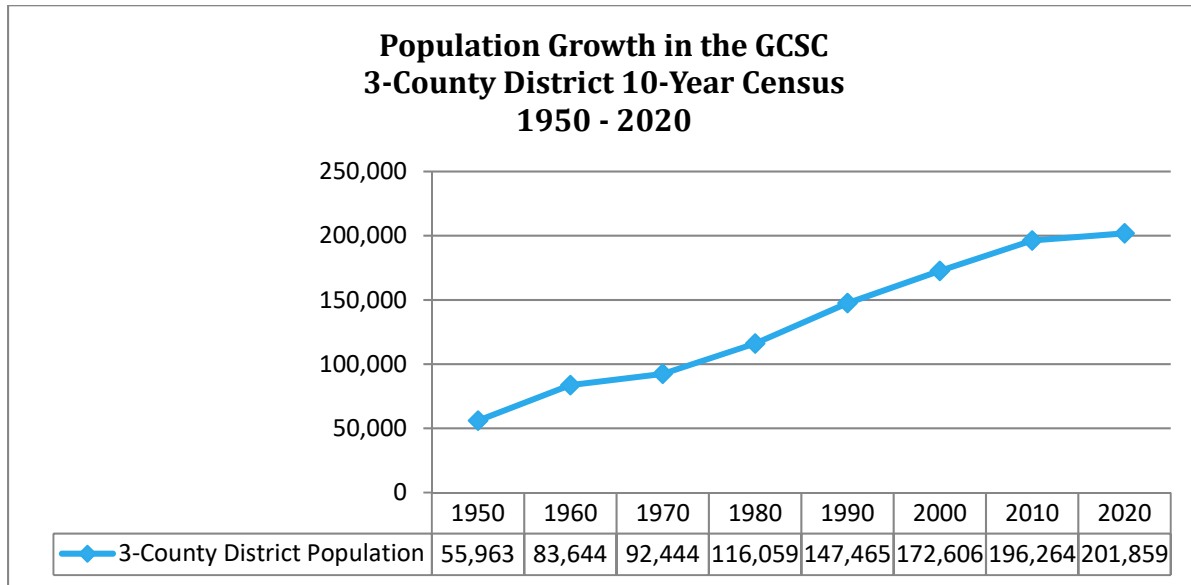
Source: www.census.gov

| Percent Population Change in GCSC Counties Between 2010 – 2020 | |
|---|---|
| **County** | **% Population Growth** |
| Bay | 3.77% |
| Franklin | 7.81% |
| Gulf | -10.53% |
| **Total 3-County District** | **2.85%** |
| **Florida** | **14.54%** |

Source: *www.floridajobs.org/*

| GCSC District Population Percent by Age Range | | | | | |
|---|---|---|---|---|---|
| **County** | **19 & Under** | **20 to 24** | **25 to 44** | **45 to 64** | **65 & Over** | **Median Age** |
| Bay | 23.43% | 5.90% | 26.50% | 27.08% | 17.10% | 40 |
| Franklin | 17.55% | 4.97% | 25.91% | 27.59% | 23.98% | 46 |
| Gulf | 17.19% | 5.56% | 26.91% | 28.77% | 21.57% | 45 |
| **Total 3-County District** | 22.63% | 5.82% | 26.50% | 27.24% | 17.81% | 41 |
| **Florida** | 22.13% | 5.96% | 25.15% | 26.30% | 20.46% | 42 |

Source: US Census Bureau American Community Survey 5-year Estimate, July 2022

## GCSC District Counties Population Percentages by Gender

| | Bay | Franklin | Gulf | 3-County District | Florida |
|---|---|---|---|---|---|
| ■ Male | 49.7% | 54.2% | 55.1% | 50.3% | 49.2% |
| ■ Female | 50.3% | 45.8% | 44.9% | 49.6% | 50.8% |
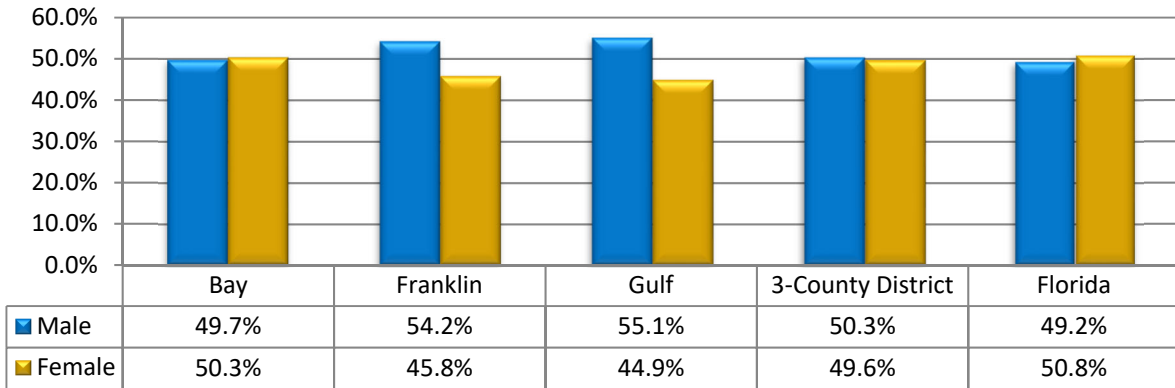
Source: US Census Bureau; population estimates July 1, 2022

## GCSC District Counties Median Age by Gender

■ Male  ■ Female  ◆ All

| | Bay | Franklin | Gulf | Florida |
|---|---|---|---|---|
| All | 41 | 49 | 47 | 43 |
| Male | 40 | 46 | 44 | 41 |
| Female | 42 | 53 | 51 | 44 |
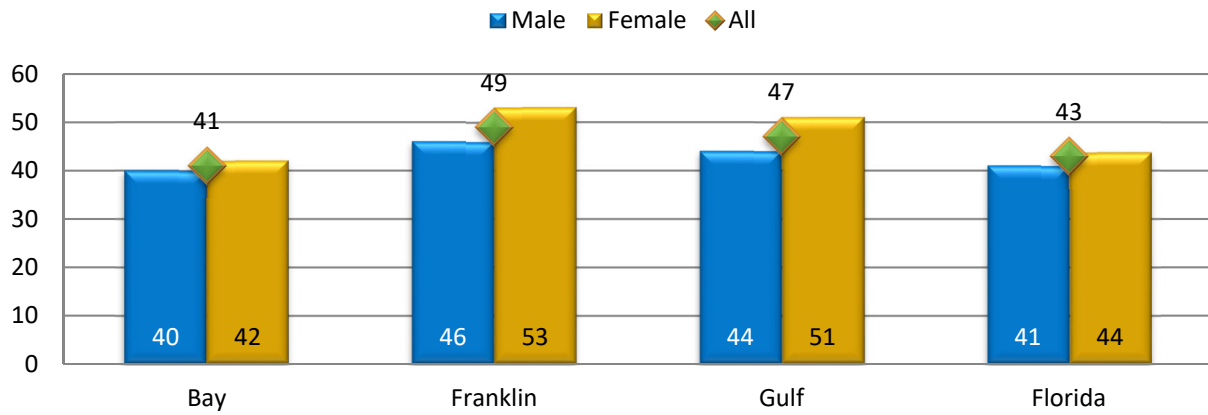
Source: US Census Bureau, County Population by Characteristics; population estimates 2022

## GCSC 3-County District Population Percentages by Ethnicity

| | White | Black | Hispanic or Latino | 2 or More Races | Asian | Other Race |
|---|---|---|---|---|---|---|
| ■ 3-County District | 75.3% | 11.9% | 7.5% | 3.4% | 2.2% | 0.2% |
| ■ Florida | 52.3% | 17.0% | 27.1% | 2.4% | 3.1% | 0.6% |
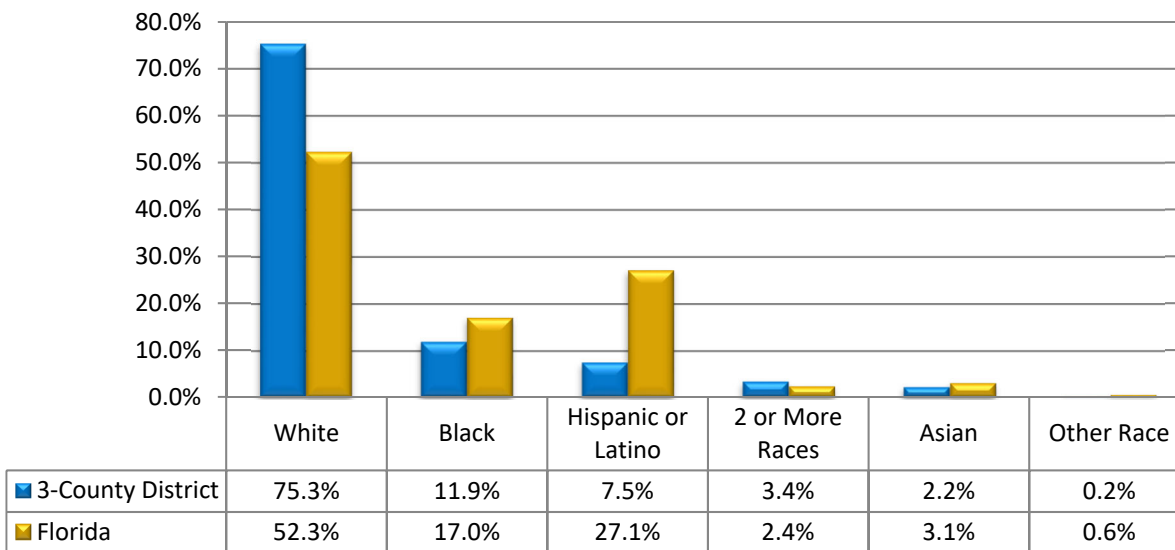
Source: US Census Bureau, QuickFacts; population estimates July 2022

# Local Education

### Educational Attainment Levels by Percent of County Population 25 Years and Over - 2019

|  | Bay | Franklin | Gulf | Florida |
|---|---|---|---|---|
| Less than HS Diploma | 9.3% | 19.3% | 14.6% | 11.8% |
| High School Diploma/Equiv. | 31.0% | 34.6% | 35.8% | 28.6% |
| Some College, no degree | 25.1% | 19.2% | 20.8% | 19.9% |
| Associate Degree | 10.8% | 8.1% | 9.6% | 9.8% |
| Bachelor Degree | 15.2% | 11.6% | 11.4% | 18.9% |
| Graduate or Professional Degree | 8.6% | 7.1% | 7.9% | 11.0% |

### Educational Attainment Levels by Percent of County Population 25 Years and Over - 2020

|  | Bay | Franklin | Gulf | Florida |
|---|---|---|---|---|
| Less than HS Diploma | 9.1% | 18.9% | 14.6% | 10.2% |
| High School Diploma/Equiv. | 29.5% | 36.1% | 32.7% | 27.7% |
| Some College, no degree | 25.2% | 17.5% | 20.9% | 18.9% |
| Associate Degree | 11.7% | 7.0% | 8.6% | 10.0% |
| Bachelor Degree | 15.8% | 11.9% | 14.5% | 20.6% |
| Graduate or Professional Degree | 8.7% | 8.6% | 8.7% | 12.6% |

### Educational Attainment Levels by Percent of County Population 25 Years and Over - 2021

|  | Bay | Franklin | Gulf | Florida |
|---|---|---|---|---|
| Less than HS Diploma | 8.2% | 19.7% | 14.3% | 10.1% |
| High School Diploma/Equiv. | 27.5% | 32.2% | 34.1% | 27.1% |
| Some College, no degree | 23.2% | 19.6% | 21.0% | 18.4% |
| Associate Degree | 12.7% | 7.6% | 9.2% | 10.2% |
| Bachelor Degree | 18.0% | 11.5% | 12.8% | 21.4% |
| Graduate or Professional Degree | 10.3% | 9.4% | 8.6% | 12.9% |

Source:  US Census Bureau, American Community Survey 5-year Estimate 2019, 2020, 2021

| Public High Schools in GCSC District | Private High Schools in GCSC District |
|---|---|
| A. Crawford Mosley High School | Covenant Christian School |
| Bay High School | Eagle Nest Christian Academy |
| Bay Virtual | Kaleidoscope School of Discovery |
| Central High School | Panama City Advanced School |
| Chautauqua Charter School | |
| Deane Bozeman School | |
| J.R. Arnold High School | |
| New Horizons Learning Center | |
| North Bay Haven Charter Academy | |
| Palm Bay Preparatory Academy | |
| Panama City Marine Institute | |
| Rosenwald High School | |
| Rutherford High School | |
| Gulf Virtual | |
| Port St. Joe High School | |
| Wewahitchka High School | Source:  http://www.fldoe.org/schools/;  https://edstats.fldoe.org/ |
| Franklin County High School | |

## GCSC District School Membership
### Grades 9-12, 2020-21

**Pie chart:**
- Bay 90%
- Gulf 7%
- Franklin 3%
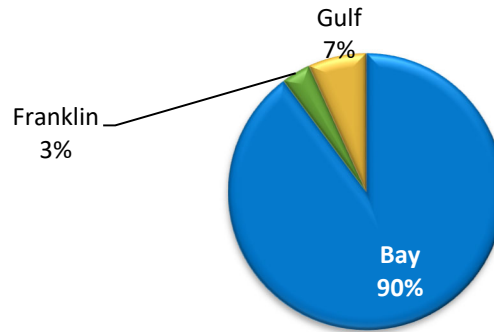
### GCSC District Counties PK-12 Enrollment by Year

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|---|---|---|---|
| GULF | 1,959 | 1,977 | 1,956 | 1,890 | 1,840 | 1,930 | 1,928 |
| FRANKLIN | 1,332 | 1,305 | 1,315 | 1,312 | 1,226 | 1,242 | 1,208 |
| BAY | 28,027 | 28,076 | 28,129 | 25,109 | 25,280 | 26,199 | 27,324 |
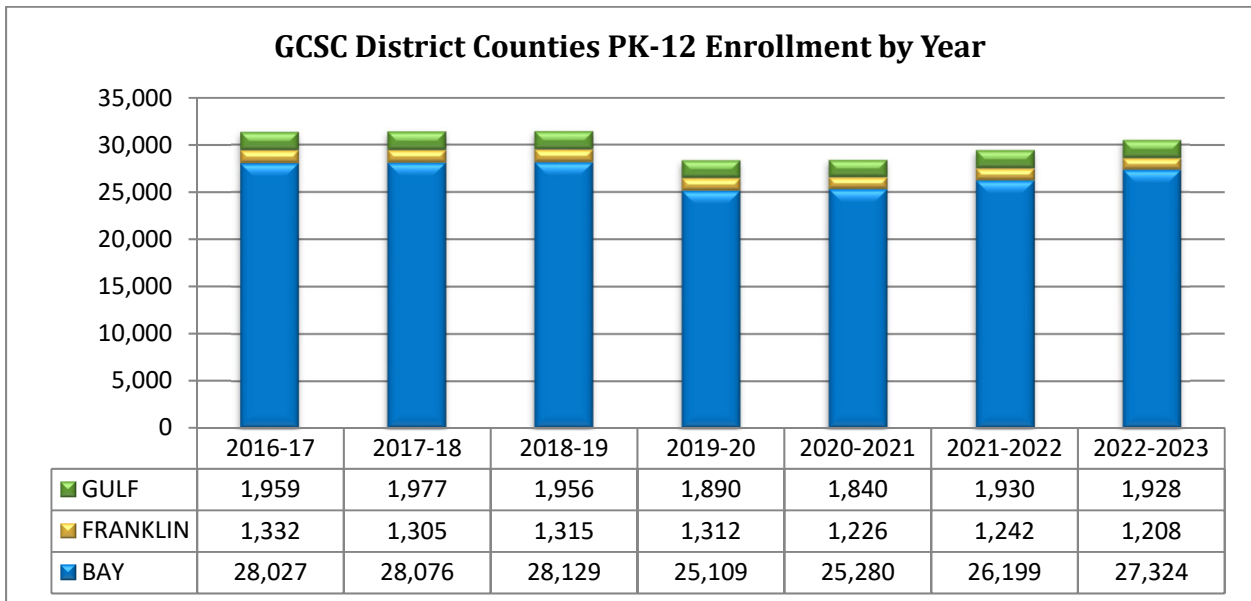
### High School Graduation Rates in the GCSC District
### 2015-16 through 2021-22

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|---|---|
| Bay | 81.0% | 78.0% | 81.1% | 82.50% | 88.50% | 90.20% | 85.30% |
| Franklin | 72.6% | 74.6% | 77.3% | 70.60% | 73.10% | 74.40% | 82.70% |
| Gulf | 81.5% | 84.7% | 82.1% | 83.60% | 85.30% | 86.50% | 90.50% |
| Florida | 80.7% | 82.3% | 86.1% | 86.90% | 90.00% | 90.10% | 87.30% |
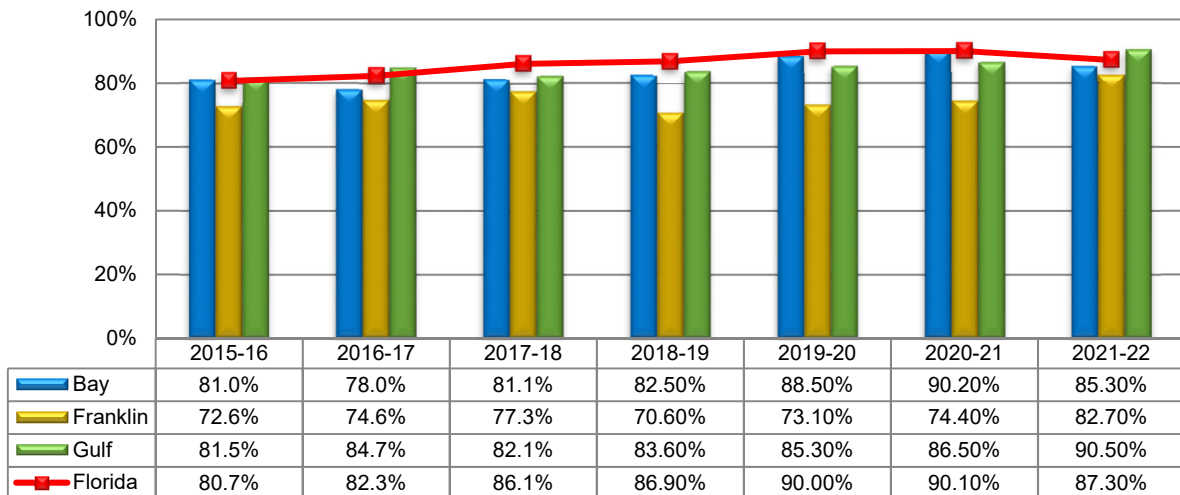
# Area Economics and Labor Force

### GCSC District Income Profile - Median Household Income
### 2017, 2018, 2019, 2020, 2021
, 2020Source: U.S.Census Bureau Small Area Income and Poverty Estimates (SAIPE); http://www.census.gov



| | Bay | Franklin | Gulf |
|---|---|---|---|
| 2017 | $51,633 | $40,158 | $44,135 |
| 2018 | $51,777 | $40,297 | $45,426 |
| 2019 | $58,376 | $47,504 | $53,228 |
| 2020 | $61,332 | $47,206 | $51,593 |
| 2021 | $60,106 | $44,684 | $51,684 |
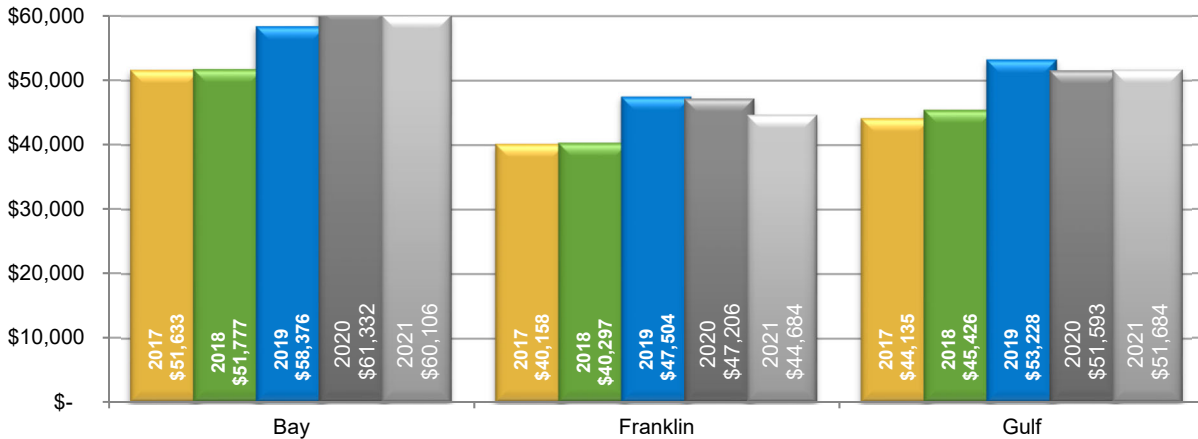
### GCSC District Income Profile
### Average Annual Wages by County- 2022
Source: www.floridajobs.org/labor-market-information/data-center/statistical-programs/quarterly-census-of-employment-and-wages; Average Annual Wages 2022,Total Average All Industries



Statewide Average $63,781

| Bay | Franklin | Gulf |
|---|---|---|
| $50,459 | $39,873 | $47,115 |
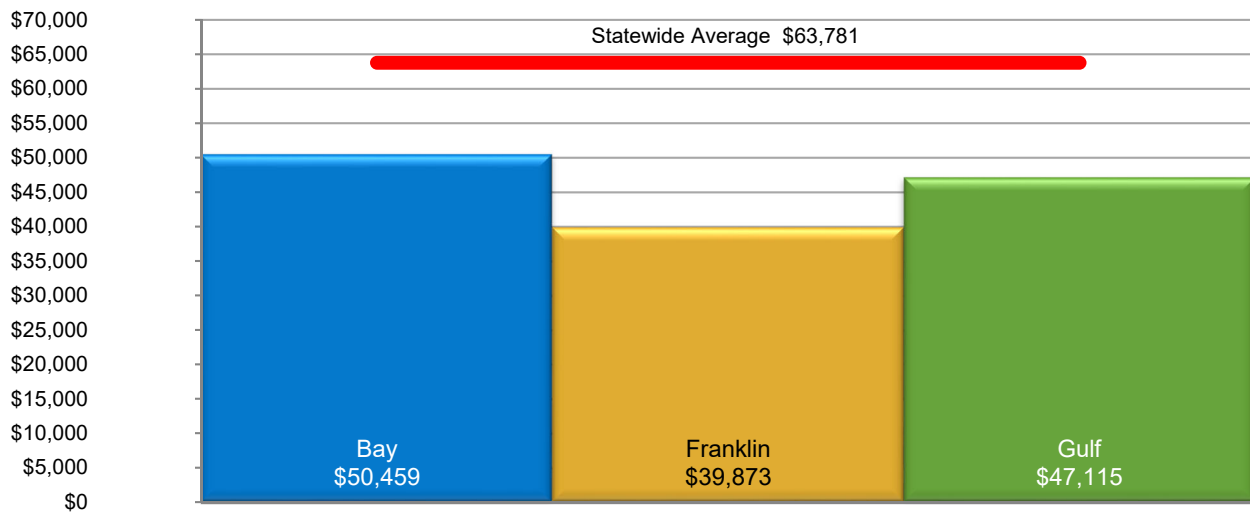
## GCSC District Labor Force by Year by County
## Annual Averages 2013 - 2022
Source: http://data.bls.gov

Number of Persons in Labor Force
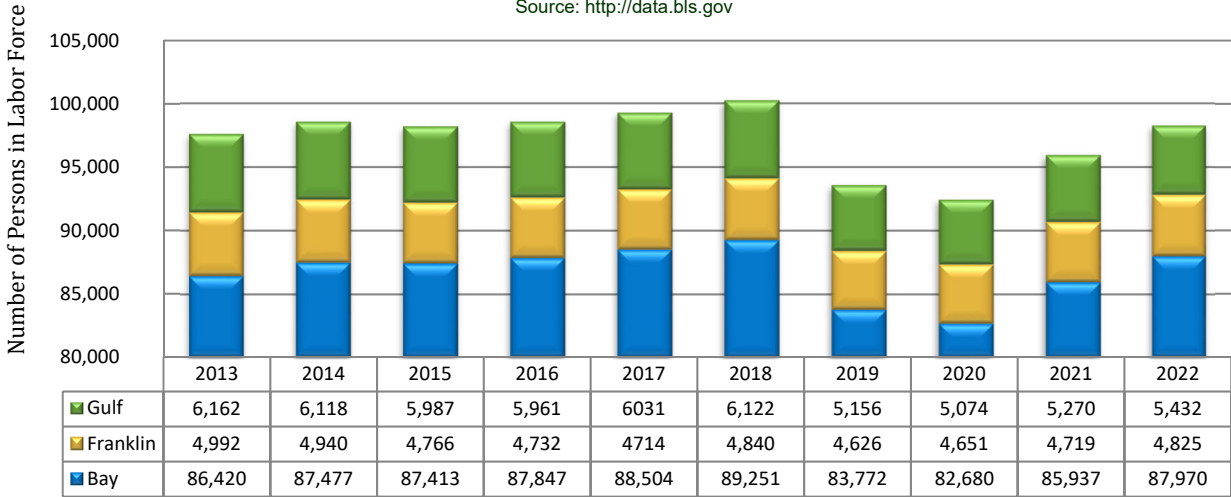
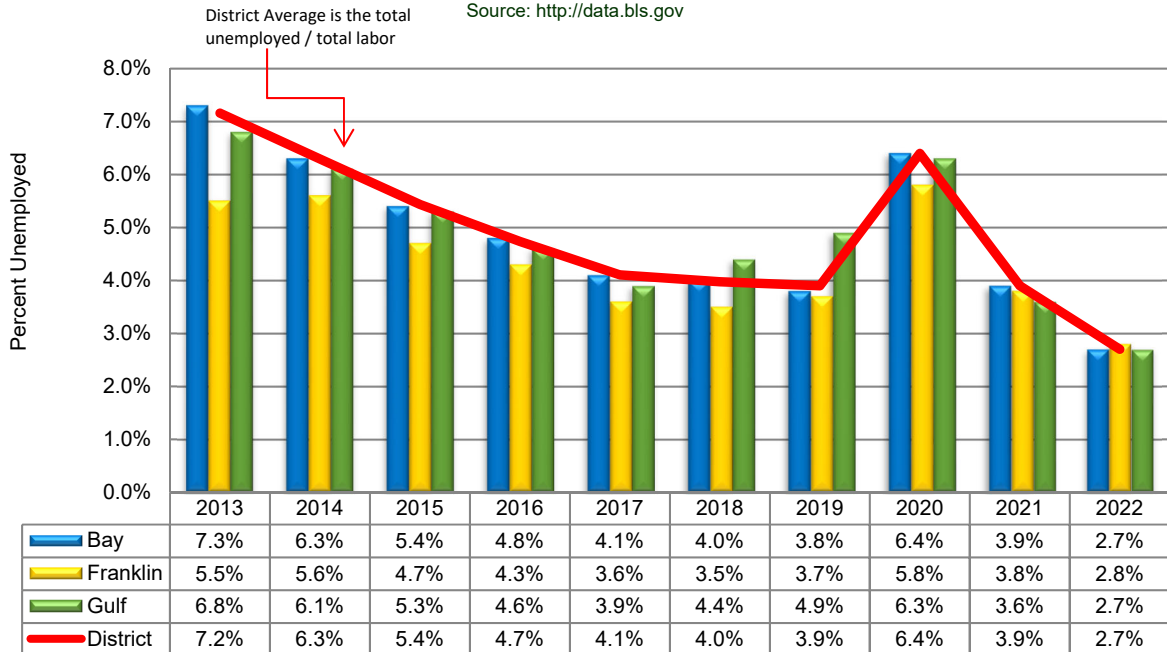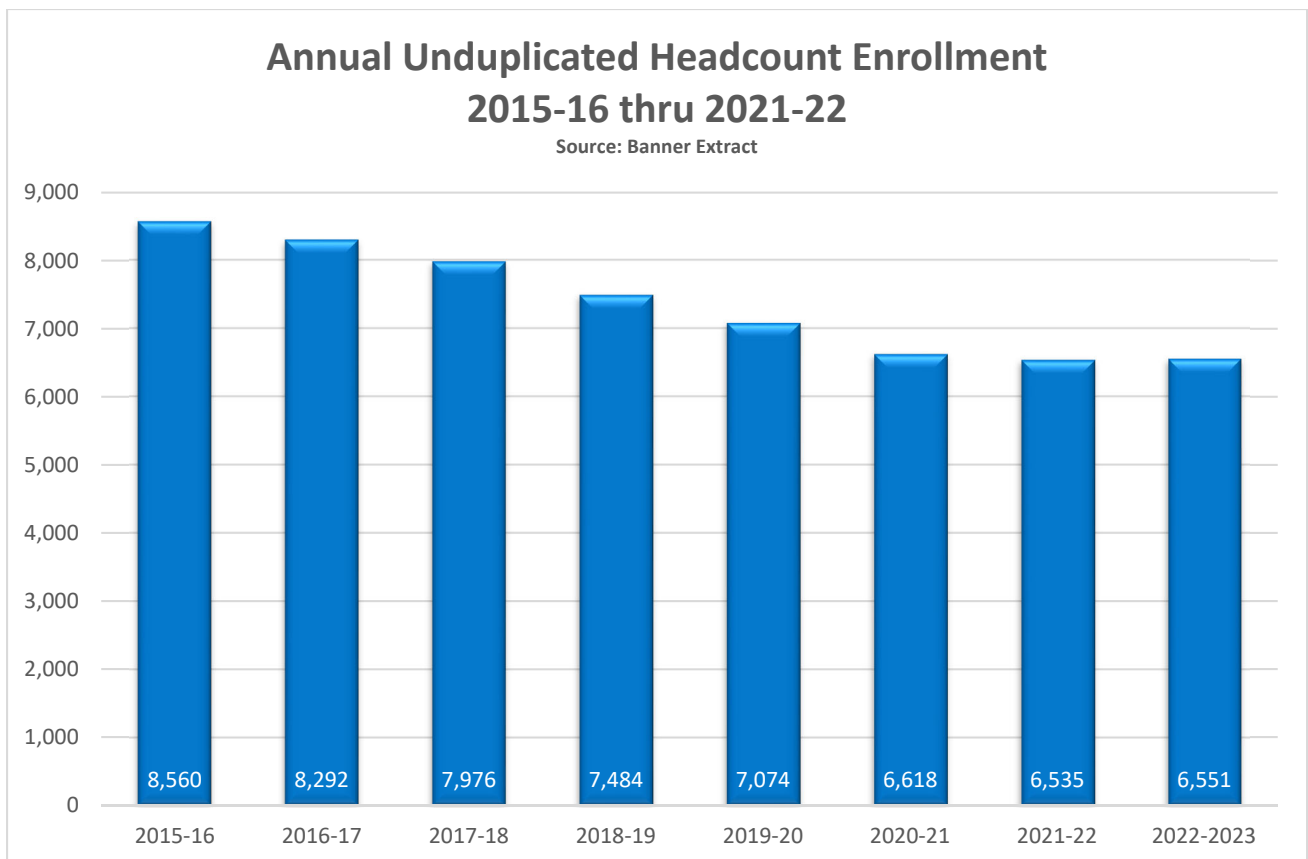| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|---|---|---|---|---|---|
| ■ Gulf | 6,162 | 6,118 | 5,987 | 5,961 | 6031 | 6,122 | 5,156 | 5,074 | 5,270 | 5,432 |
| ■ Franklin | 4,992 | 4,940 | 4,766 | 4,732 | 4714 | 4,840 | 4,626 | 4,651 | 4,719 | 4,825 |
| ■ Bay | 86,420 | 87,477 | 87,413 | 87,847 | 88,504 | 89,251 | 83,772 | 82,680 | 85,937 | 87,970 |

The labor force in the GCSC 3-county district has fluctuated through the years. Hurricane Michael caused the decrease in labor force in 2019. The global COVID-19 pandemic caused the spike in unemployment rate in 2020.

## GCSC District Unemployment Rates by County
## 2013 - 2022
Source: http://data.bls.gov

District Average is the total unemployed / total labor

Percent Unemployed

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|---|---|---|---|---|---|
| Bay | 7.3% | 6.3% | 5.4% | 4.8% | 4.1% | 4.0% | 3.8% | 6.4% | 3.9% | 2.7% |
| Franklin | 5.5% | 5.6% | 4.7% | 4.3% | 3.6% | 3.5% | 3.7% | 5.8% | 3.8% | 2.8% |
| Gulf | 6.8% | 6.1% | 5.3% | 4.6% | 3.9% | 4.4% | 4.9% | 6.3% | 3.6% | 2.7% |
| District | 7.2% | 6.3% | 5.4% | 4.7% | 4.1% | 4.0% | 3.9% | 6.4% | 3.9% | 2.7% |

## GCSC Fall Enrollment 2015-2022
Source: Fall EOT EF2REPTS

| Year | Enrollment |
|------|-----------|
| 2022 | 4,755 |
| 2021 | 4,622 |
| 2020 | 4,715 |
| 2019 | 4,927 |
| 2018 | 5,361 |
| 2017 | 5,676 |
| 2016 | 6,070 |
| 2015 | 6,197 |

## Annual Unduplicated Headcount Enrollment 2015-16 thru 2021-22
Source: Banner Extract

| Year | Enrollment |
|------|-----------|
| 2015-16 | 8,560 |
| 2016-17 | 8,292 |
| 2017-18 | 7,976 |
| 2018-19 | 7,484 |
| 2019-20 | 7,074 |
| 2020-21 | 6,618 |
| 2021-22 | 6,535 |
| 2022-2023 | 6,551 |

# Terms and Definitions

Some of the terms used in this Fact Book are defined in this section. Unless otherwise noted, the definitions are taken from the Glossary of the Florida College System Fact Book or from 2013 Florida Statutes.

**Academic Year (AY)**
Statistics in this Fact Book follow the Florida Department of Education definition of the academic year—beginning with the Summer term and ending with the Spring term. (e.g. AY 2018-19 would be Summer 2018, Fall 2018, and Spring 2019.)

**Advanced and Professional (A&P)**
A program area with courses designed to provide the first two years of course work leading to an advanced or professional degree, including general education and specialized lower division courses to complete a transfer degree. It does not include college preparatory or non-college credit courses.

**Advanced Technical Certificate**
A program of instruction consisting of at least nine hours and less than 45 credit hours of college level courses. Students in these programs must have already received an associate in science degree and are seeking an advanced specialized program of study to supplement their associate degree.

**Associate in Arts Degree (A.A.)**
Two-year degree program designed to transfer to a four-year institution. Florida has a statewide articulation agreement between the Florida College System and the State University System.

**Associate in Science Degree (A.S.)**
Programs of instruction consisting of college-level courses to prepare students for entry into employment or transfer to a four-year institution. Two year technical degree that contains 15-18 credit hours of transferable general education.

**Applied Technology Diploma (A.T.D.)**
Courses that are part of an A.S. or A.A.S. degree and lead to employment in a specific occupation. An A.T.D. may consist of either vocational or college credit.

**Career Certificate**
Career certificates (non-college credit), vary in length, and prepare students for immediate employment.

**College Credit**
The type of credit assigned to courses or course-equivalent learning that is part of an organized and specified college degree or college credit certificate program.

**College Credit Certificate**
Short-term career education program which is part of an A.S. degree.

**College Preparatory Instruction (CP or College Prep)**
See Developmental Education.

**Completer**
A student who finishes a planned sequence of courses or competencies designed to meet an academic or vocational occupational objective and has met all of the requirements of the institution for program completion.

**Continuing Workforce Education (CWE)**
The classification of instruction designed to improve job skills of employed persons. It may be tailored to a given employer and job (customized) or it may have broader applicability. CWE programs are not funded.

**Developmental Education**
Instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction.

**Dual Enrollment**
Enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. *Note: By IPEDS definition,*

*dual enrollment students are <u>not</u> considered degree-seeking.*

**First Time in College (FTIC)**
A student attending a college for the first time who has no credit toward a degree or formal award from any other institution who is enrolled in a course in an instructional area leading to a degree or certificate.

**Full-Time Credit Student**
Any student enrolled for 12 semester credits or 24 or more contact hours during the fall or spring terms.

**Full-Time Equivalent (FTE) Enrollment**
Student semester hours divided by 30 for advanced and professional, postsecondary vocational instruction, and developmental education. For all other instruction, instructional clock hours divided by 900 hours.

**Non-degree Seeking Student**
A student enrolled in courses for credit who has not declared that he/she is seeking a degree or formal award.

**Nonresident**
A student who is not a Florida resident and must pay the full tuition fees.

**Part-Time Student**
A student who is enrolled in less than 12 semester credits or less than 24 contact hours during the fall or spring terms.

**Postsecondary Vocational (PSV)**
College credit job preparatory programs, through which a student receives an A.S. degree, college credit certificate, or A.T.D. upon completion of instruction.

**Resident for Tuition Purposes**
A student who is a Florida resident and has maintained that residency for at least one year, and therefore not responsible for the payment of nonresident tuition fees.

**Unduplicated Headcount**
A count of the number of students enrolled in a specific period (i.e., semester, academic year) with each individual student counted once.  Enrollment figures for a single term are unduplicated unless otherwise noted (as in the case of program enrollments—students may be enrolled in multiple programs in a single term). Annual (3-term aggregate) enrollment figures are typically duplicated unless otherwise noted.

**Vocational Credit** (also referred to as Occupational Credit)
The type of credit assigned to courses or course equivalent learning that is part of an organized and specified vocational certificate program.