

**Fall 2018**

# Factbook

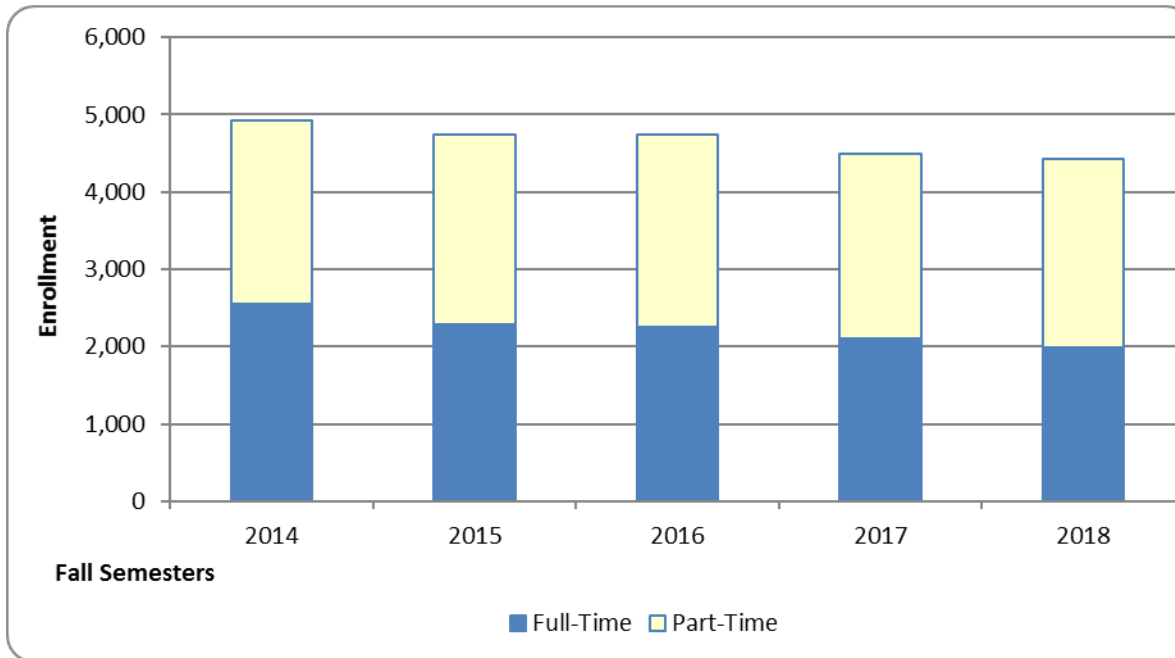
## **Volume I, Section II: Total Student Body Characteristics**

January 2019

**2.1 Fall Semesters: Full-Time, Part-Time, and Total Headcount**

Year	*Full-Time		Part-Time		Total Headcount
	#	%	#	%	
2014	2,549	51.8%	2,369	48.2%	4,918
2015	2,287	48.2%	2,461	51.8%	4,748
2016	2,261	47.7%	2,481	52.3%	4,742
2017	2,108	46.9%	2,386	53.1%	4,494
2018	1,989	44.9%	2,443	55.1%	4,432

Note: \* "Full-time" is a student who is taking 12 or more credit hours.



The current fall enrollment has decreased from last fall and has continued to decrease since Fall 2010's all-time high.

From Fall 2017 to Fall 2018, full-time students decreased by 119, and part-time students increased by 57.

Several factors influence enrollment at community colleges, including the state of the economy and corresponding unemployment rate. A strong economy and low unemployment rate typically depresses community college enrollments since jobs are easy to find. Additionally, there has been increasing competition for students from other public and private institutions in the metro area. Furthermore, other area high school graduation rates and Missouri Community College enrollments have shown similar patterns over the last decade.

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**2.2 Gender of Students**

Gender	2014		2015		2016		2017*		2018	
	#	%	#	%	#	%	#	%	#	%
Female	2,933	59.6%	2,838	59.8%	2,841	100.0%	2,730	60.8%	2,772	62.5%
Male	1,985	40.4%	1,910	40.2%	1,901	40.1%	1,726	38.4%	1,655	37.3%
Not Reported	0	0.0%	0	0.0%	0	0.0%	36	0.8%	5	0.1%
<b>Total</b>	<b>4,918</b>	<b>100.0%</b>	<b>4,748</b>	<b>100.0%</b>	<b>2,841</b>	<b>100.0%</b>	<b>4,492</b>	<b>100.0%</b>	<b>4,432</b>	<b>100.0%</b>

Source: Database-FactBook/Query 03

The ratio of males to females is approximately six females to four males. This ratio has remained relatively constant over the past five years.

The average age of the student body is now 21.7 years of age—lower than last Fall’s average age of 23.4 and 2017’s average of 24.5—indicating a decline in average age.

The minority enrollment this fall is approximately 6.4% of the student body. Ethnicity is a “soft” data item; self-reported, and in some cases, not reported. This percentage is slightly higher than the County’s percentage of minority residents (approximately 5.8%).

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**2.3 Age of Students**

Age Group	2014		2015		2016		2017*		2018	
	#	%	#	%	#	%	#	%	#	%
< 20	1,991	40.5%	2,031	42.8%	2,252	47.5%	2,589	57.6%	2,926	66.0%
20 - 24	1,330	27.0%	1,248	26.3%	1,166	24.6%	782	17.4%	578	13.0%
25 - 34	819	16.7%	787	16.6%	688	14.5%	590	13.1%	495	11.2%
35 +	778	15.8%	682	14.4%	636	13.4%	531	11.8%	433	9.8%
<b>Total</b>	<b>4,918</b>	<b>100.0%</b>	<b>4,748</b>	<b>100.0%</b>	<b>4,742</b>	<b>100.0%</b>	<b>4,492</b>	<b>100.0%</b>	<b>4,432</b>	<b>100.0%</b>

Source: Database-FactBook/Queries 04-08

Note: Average Age, Fall 2018 = 21.7

Average Female Age, Fall, 2018= 22.6

\*Two students did not have a reported gender or age in 2017 data resulting in discrepancy from Census total.

Average Male Age, Fall, 2018 = 20.5

**2.4 Student Ethnicity**

Ethnicity	2014		2015		2016		2017		2018	
	#	%	#	%	#	%	#	%	#	%
Amer Indian/Alask Nat	26	0.5%	21	0.4%	19	0.4%	15	0.3%	25	0.6%
Asian	33	0.7%	33	0.7%	31	0.7%	26	0.6%	36	0.8%
Black, non-Hispanic	80	1.6%	80	1.7%	74	1.6%	92	2.0%	84	1.9%
Hawaiian/Pacific Islander	3	0.1%	2	0.0%	4	0.1%	3	0.1%	2	0.0%
Hispanic	21	0.4%	23	0.5%	97	2.0%	11	0.2%	14	0.3%
Nonresident Alien	17	0.3%	13	0.3%	19	0.4%	14	0.3%	33	0.7%
Two or More Races	49	1.0%	71	1.5%	82	1.7%	90	2.0%	90	2.0%
White, non-Hispanic	4,515	91.8%	4,304	90.6%	4,075	85.9%	3,752	83.5%	4,101	92.5%
Unknown/Other	174	3.5%	201	4.2%	341	7.2%	491	10.9%	47	1.1%
<b>Total</b>	<b>4,918</b>	<b>100.0%</b>	<b>4,748</b>	<b>100.0%</b>	<b>4,742</b>	<b>100.0%</b>	<b>4,494</b>	<b>100.0%</b>	<b>4,432</b>	<b>100.0%</b>

Source: Database-FactBook/Query 09

Note: Ethnicity is self-reported and considered to be "soft" data subject to revision.

**2.5 Total Enrollment by Class**

<b>Fall Term</b>	<b>Freshman</b>	<b>Sophomore</b>	<b>Other</b>	<b>Total</b>
2014	3,045	1,412	461	4,918
2015	2,949	1,355	444	4,748
2016	3,083	1,264	395	4,742
2017	2,892	1,244	358	4,494
2018	2,952	1,127	353	4,432

Source: Database-FactBook/Query 10

**2.6 Degree-Seeking Enrollment by Class**

<b>Fall Term</b>	<b>Freshman</b>	<b>Sophomore</b>	<b>Other</b>	<b>Total</b>
2014	2,910	1,371	429	4,710
2015	2,820	1,339	407	4,566
2016	2,898	1,237	366	4,501
2017	2,830	1,184	340	4,354
2018	2,907	1,061	322	4,290

Source: Database-FactBook/Query 11

**2.7 Non Degree-Seeking Enrollment by Class**

<b>Fall Term</b>	<b>Freshman</b>	<b>Sophomore</b>	<b>Other</b>	<b>Total</b>
2014	135	41	32	208
2015	129	16	37	182
2016	185	27	29	241
2017	62	60	18	140
2018	45	66	31	142

Source: Database-FactBook/Query 11

The three tables on this page summarize fall enrollment figures for the past five years by student classification – freshman, sophomore, or other status.

Freshmen account for two-thirds (67%) of the student body.

The majority of fall enrollees are degree-seeking (98.5%). The institutional emphasis on student advising impacts students' degree choices earlier in their college careers.

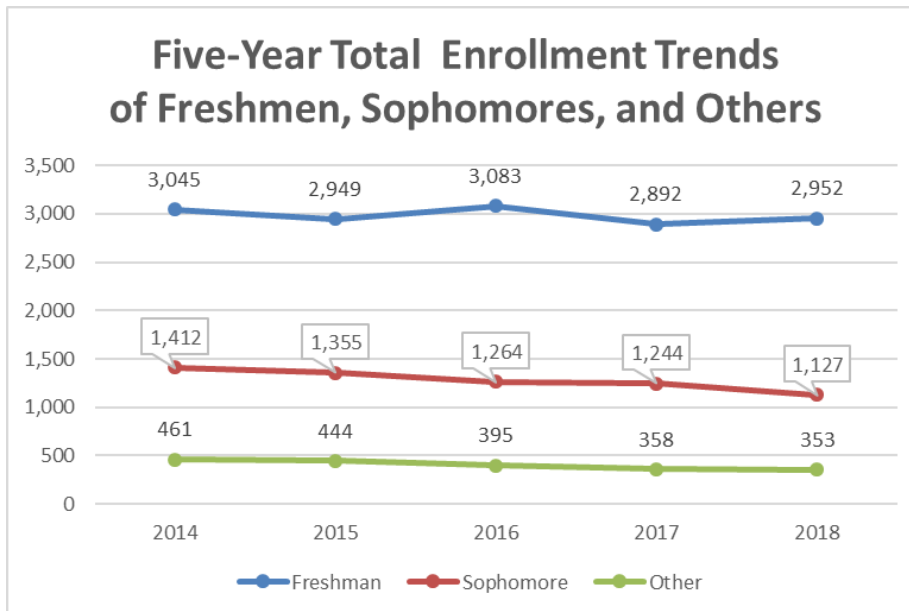
The last table on this page summarizes the non degree-seeking students by class. Non degree-seeking freshmen account for 1% of the student body.

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**2.8 Percent of Change in Class Status**

Enrollment Category	Freshman	Sophomore	Other	Total
<b>Total</b>				
1 yr. Fall 17- Fall 18	2.1%	-9.4%	-1.4%	-1.4%
5 yr. Fall 14 - Fall 18	-3.1%	-20.2%	-23.4%	-9.9%
<b>Degree-Seeking</b>				
1 yr. Fall 17 - Fall 18	2.7%	-10.4%	-5.3%	-1.5%
5 yr. Fall 14 - Fall 18	-0.1%	-22.6%	-24.9%	-8.9%
<b>Non Degree-Seeking</b>				
1 yr. Fall 17 - Fall 18	-27.4%	10.0%	72.2%	1.4%
5 yr. Fall 14 - Fall 18	-66.7%	61.0%	-3.1%	-31.7%

Note: (1) Formula for calculating percent of change =((current value - previous value)/previous value)



The data on this page summarize the changes in fall term student enrollments by class status. The table on the left suggests an overall decrease in enrollment growth over the past five years, a -9.9% decrease. Degree-seeking students have also decreased in the last five years (-8.9%).

The chart on the left shows the trend in students by class level. In 2014 there were just over 2 times as many freshmen as sophomores at Jefferson College. In 2018, the gap has increased to 2.62 times as many freshmen as sophomores.

**2.9 Fall Term Credit Hour Generation by Enrollment Type**

Enrollment Type	Fall Term Credit Hours					5 yr	1 yr	1 yr
	2014	2015	2016	2017	2018	% change	% change	# change
Full-Time Students	35,423	31,711	31,665	29,631	28,310	-20.1%	-4.5%	-1,322
Part-Time Students	14,431	14,293	14,083	14,487	14,886	3.2%	2.8%	399
<b>Total</b>	49,854	46,004	45,748	44,118	43,196	-13.4%	-2.1%	-923

Source: Database--Factbook (WSFBCENS) Q12&13

**2.10 Fall Term Credit Hour Generation by Student Classification**

Student Classification	Fall Term Credit Hours					5 yr	1 yr	1 yr
	2014	2015	2016	2017	2018	% change	% change	# change
New Freshman	14,683	12,641	13,869	12,537	12,786	-12.9%	2.0%	249
Other Freshman	16,047	15,009	15,092	15,463	15,436	-3.8%	-0.2%	-27
Sophomores	15,013	14,518	13,477	12,957	12,036	-19.8%	-7.1%	-921
Others	4,111	3,837	3,311	3,130	2,914	-29.1%	-6.9%	-217
<b>Total</b>	52,901	49,854	45,748	44,086	43,171	-18.4%	-2.1%	-916

Source: Census Fall Report--9/17/18

**2.11 Fall Term Seat Count & Credit Hour Generation by Campus**

Campus	Seat Count		Seat Count 1yr		Credit Hours		Credit Hours 1 yr	
	2017	2018	% change	# change	2017	2018	% change	# change
Hillsboro	8,760	8,149	-7.0%	-611	24,024	22,349	-7.0%	-1,675
Arnold	2,465	2,330	-5.5%	-135	6,839	6,478	-5.3%	-361
Imperial	554	609	9.9%	55	1,598	1,756	9.9%	158
Online	3,103	3,176	2.4%	73	9,037	9,166	1.4%	129
Other	837	1,205	44.0%	368	2,596	3,425	31.9%	829
<b>Total</b>	15,719	15,469	-1.6%	-250	44,094	43,174	-2.1%	-921

Source: Census Fall Report--9/17/18

The three tables on this page summarize student credit hour generation at fall term census dates.

The first table shows an overall decrease of -923 student credit hours (-2.1%) between Fall 2017 and Fall 2018. The five year change in credit hour generation is -13.4%.

The second table shows decreases in 5 year changes for all student categories, with "Others" experiencing the largest 5 year change credit hour decrease. All categories decreased over 1 year except for New Freshman.

The third table shows the seat count and credit hour distribution by campus. Imperial, Online, and Other locations increased in seat count and credit hour totals. Hillsboro and Arnold locations decreased in the last year.

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**2.12 Fall Term Credit Hour Generation by Student Type**

Student Type	Fall Term Credit Hours					5 yr	1 yr	1 yr
	2014	2015	2016	2017	2018	% change	% change	# change
A DE-ATS	1,228	1,038	1,053	1,032	902	-26.5%	-12.6%	-130
C Continuing	26,289	23,989	21,665	20,530	19,020	-27.7%	-7.4%	-1,510
D DC-High School	1,315	1,961	1,981	2,478	2,815	114.1%	13.6%	337
F DE-Combination ATS/DC/Other	102	126	295	218	155	52.0%	-28.9%	-63
N New First Time	14,732	12,668	14,007	12,665	12,954	-12.1%	2.3%	290
O DC-Other	113	434	970	1,629	2,186	1834.5%	34.2%	557
P Provisional New	6	32	59	14	6	0.0%	-57.1%	-8
Q Provisional Continuing	0	13	0	0	0	NA	NA	0
R Returning Student	3,149	2,953	2,667	2,717	2,205	-30.0%	-18.8%	-512
T Transfer Student New	2,920	2,791	3,052	2,837	2,930	0.3%	3.3%	94
<b>Total</b>	56,717	49,854	45,748	44,118	43,173	-23.9%	-2.1%	-945

Source: Database--Factbook (WSFBCENS) Q15

The table on this page summarizes fall term student credit hours by student type.

The two largest categories of student types are “continuing” and “new first time.” Fall 2018 credit hours decreased for ATS, Continuing, Combination, Provisional New, and Returning Students and increased for all other categories.

Note that the smaller numbers in some categories exaggerate the percent changes in credit hour production.

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**2.13 Student Headcount, Credit Hours, and FTE by School Term**

School Term	Headcount	Credit Hours	FTE
<b>FY 2018-2019</b>			
Summer 2018	1,477	7,429	1,238
Fall 2018	4,432	43,195	2,880
Spring 2019	NA	NA	NA
Total			NA
Undup. Hdcnt.	NA		
Annual FTE			NA
<b>FY 2017-2018</b>			
Summer 2017	1,539	7,514	1,252
Fall 2017	4,494	44,118	2,941
Spring 2018	3,903	37,700	2,513
Total			6,707
Undup. Hdcnt.	5,663		
Annual FTE			1,257
<b>FY 2016-2017</b>			
Summer 2016	1,512	7,585	1,264
Fall 2016	4,742	45,748	3,050
Spring 2017	4,401	42,762	2,851
Total	10,655	96,095	7,165
Undup. Hdcnt.	6,121		
Annual FTE			3,203
<b>FY 2015-2016</b>			
Summer 2015	1,570	7,930	1,322
Fall 2015	4,748	46,004	3,067
Spring 2016	4,549	43,556	2,904
Total	10,867	97,490	7,292
Undup. Hdcnt.	6,303		
Annual FTE			3,250
<b>FY 2014-2015</b>			
Summer 2014	1,734	8,920	1,487
Fall 2014	4,918	49,854	3,324
Spring 2015	4,747	46,323	3,088
Total	11,399	105,097	7,898
Undup. Hdcnt.	6,690		
Annual FTE			3,503

Notes: (1) Fall and Spring FTEs are derived by dividing the total term hours by 15.

Summer FTEs are derived by dividing the total term hours by 6.

Annual FTE is calculated as the total hours divided by 30.

(2) Figures in this table differ from IPEDS & DHE Reporting in that these numbers include "auditing" students, and the numbers are "as of the College's Census Date."

School Term	Headcount	Credit Hours	FTE
<b>FY 2013-2014</b>			
Summer 2013	1,944	10,028	1,671
Fall 2013	5,223	52,901	3,527
Spring 2014	4,807	47,601	3,173
Total	11,974	110,530	8,371
Undup. Hdcnt.	6,900		
Annual FTE			3,684
<b>FY 2012-2013</b>			
Summer 2012	2,077	10,575	1,763
Fall 2012	5,523	56,717	3,781
Spring 2013	5,185	52,074	3,472
Total	12,785	119,366	9,015
Undup. Hdcnt.	7,329		
Annual FTE			3,979
<b>FY 2011-2012</b>			
Summer 2011	2,323	12,128	2,021
Fall 2011	6,089	61,711	4,114
Spring 2012	5,667	56,228	3,749
Total	14,079	130,067	9,884
Undup. Hdcnt.	8,015		
Annual FTE			4,336
<b>FY 2010-2011</b>			
Summer 2010	2,567	13,436	2,239
Fall 2010	6,203	64,388	4,293
Spring 2011	5,780	58,573	3,905
Total	14,550	136,397	10,437
Undup. Hdcnt.	8,130		
Annual FTE			4,547
<b>FY 2009-2010</b>			
Summer 2009	2,324	11,600	1,933
Fall 2009	5,804	60,422	4,028
Spring 2010	5,656	57,556	3,837
Total	13,784	129,578	9,799
Undup. Hdcnt.	7,835		
Annual FTE			4,319
<b>Change:</b>			
Sum. 2009 - Sum. 2018	-36%	-36%	-36%
Fall 2009 - Fall 2018	-24%	-29%	-29%
Spr. 2010 - Spr. 2018	-31%	-34%	-34%

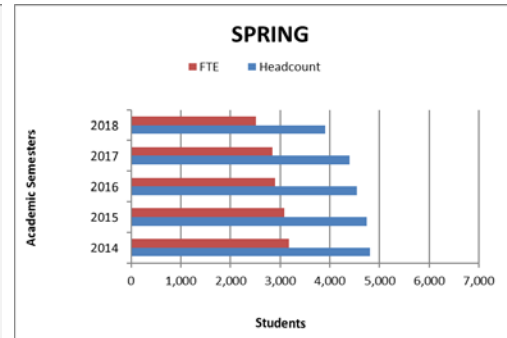
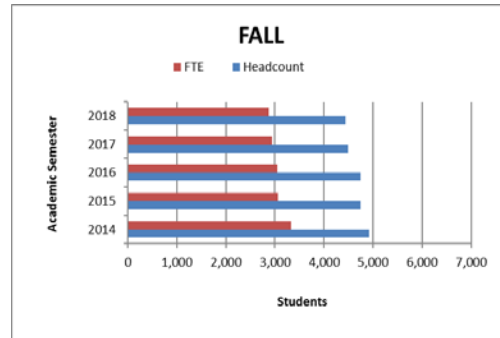
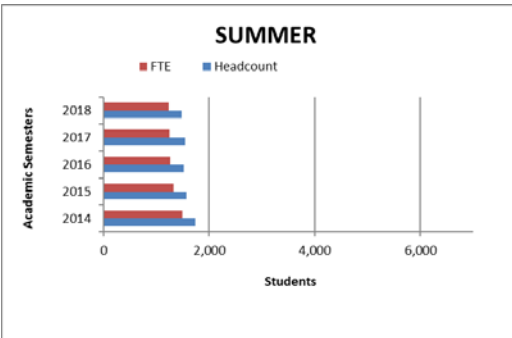
The tables on the left summarize census date enrollments (headcount), credit hours, and Full Time Equivalent (FTE) students.

Enrollments had previously been increasing each year, with an all-time high being achieved during Fall 2010 semester; however, beginning with the summer 2011 term, FTE has continued to drop each semester. The rate of decline has leveled off, however, over the past few years as FTE decreased by 187 from Fall 2015 to Fall 2018, compared to a FTE decrease of 766 from Fall 2010 to Fall 2013. Students are calculated by dividing the total credit hours by 15.

Note that the ten-year change in student FTEs has decreased by 29% for fall, 34% for spring, and 36% for the summer semester.



**2.14 Headcount Enrollment and FTE by School Term**



These charts depict the change in headcount enrollment and FTE students by school semester for the last five years. The data show that Fall is the most productive term; and that FTE's have decreased over the last five years.

**2.15 Percent of Change in Headcount and FTE**

	School Term	Headcount	Credit Hours	FTE
1-yr. Change	Summer 2015 to Summer 2016	-4.0%	-1.1%	-1.1%
5-yr. Change	Summer 2012 to Summer 2016	-14.8%	-16.7%	-16.7%
1-yr. Change	Fall 2015 to Fall 2016	-1.4%	-2.1%	-2.1%
5-yr. Change	Fall 2012 to Fall 2016	-9.9%	-13.4%	-13.4%
1-yr. Change	Spring 2015 to Spring 2016	-11.3%	-11.8%	-11.8%
5-yr. Change	Spring 2012 to Spring 2016	-18.8%	-20.8%	-20.8%

The five-year change in Fall headcount is -9.9% and credit hour change is -13.4%.

Note: (1) Data are derived from data on the preceding table.

(2) Formula for calculating percent of change is:  $((\text{current value} - \text{previous value}) / \text{previous value})$ .

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**2.16 Student Enrollment by Degree Sought**

Degree Code	Description	# of Students	Gender		Avg. Age
000000	Non Degree-Seeking	243	F	174	34.1
			M	69	22.7
AA	Associate of Arts	2,436	F	1,545	19.9
			M	886	19.0
			N	5	15.4
AAS	Associate of Applied Science	1,406	F	845	24.4
			M	561	21.8
AAT	Associate of Arts in Teaching	116	F	98	20.9
			M	18	25.4
AFA	Associate of Fine Arts	22	F	16	32.7
			M	6	21.7
AS	Associate of Science	67	F	11	18.4
			M	56	19.0
CERT	Certificate 2 yr	89	F	73	28.3
			M	16	27.4
CERT1	Certificate <1 yr	2	F	2	20.9
			M	0	NA
CERT2	Certificate 1<2 yr	51	F	8	29.2
			M	43	22.5
TRANS	Transfer Credits Only	0	F	0	NA
			M	0	NA
Total Students		4,432	4,432		

This table examines the distribution of students enrolled by the type of degree or award they are seeking.

Most students intend to earn an Associate of Arts (n = 2,436 or 55%), or an Associate of Applied Science (n = 1,406 or 31.7%). Females account for 63.4% of the students seeking an Associate of Arts degree and 60.1% of students seeking an Associate of Applied Science degree.

In general, age of students tends to be higher in certificate program and among non degree-seeking students.

**2.17 Student Enrollment by Major**

Major Code	Description & CIP Code	# of Students	Gender	Avg. Age
0000	Undeclared	243	F 174	34.1
	240101		M 69	22.7
ACT	Accounting Technology	30	F 22	35.8
	520302		M 8	30.5
AFA	Fine/Studio Arts, General	22	F 16	28.1
	500702		M 6	22.6
APP	Manf. Technology/Tech	12	F 6	38.3
	150613		M 6	32.9
APR	Apprenticeship Training	7	F 0	
	489999		M 7	31.5
AUT	Automotive Technology	58	F 3	17.0
	470604		M 55	19.0
BIT	Medical Adm/Exec Asst/Secy	1	F 1	39.6
	510716		M 0	
CIM	Machinist/Machine Technologist	28	F 4	28.5
	480501		M 24	23.9
CIS	Comp Systems	64	F 7	25.9
	110901		M 57	23.2
CIS	Cyber/Computer Forensics	9	F 0	
	430116		M 9	19.9
CIS	Graphics/Web Developer	71	F 24	19.5
			M 47	16.9
CRJ	Law Enforcement/Police	37	F 9	25.7
	430107		M 28	25.3
CUL	Culinary Arts/Chef's Training	38	F 24	23.4
	120503		M 14	22.7
ECE	Child Care & Support Servs Mgr	74	F 72	20.5
	190708		M 2	17.3
EDU	General Teacher Education	116	F 98	20.9
	131299		M 18	25.4
EGR	Engineering, General	67	F 11	19.0
	140101		M 56	18.5
ELC	Electronics Technology	2	F 1	38.3
	150303		M 1	34.5
ELC	Biomedical Tech/Technician	2	F 0	
	150401		M 2	25.0
EMT	Emerg Med Tech/Technician	78	F 35	21.1
	510904		M 43	24.5
FST	Fire Protection & Safety Tech	15	F 3	15.4
	430201		M 12	16.0

Major Code	Description	# of Students	Gender	Avg. Age
HIT	Health Info/Med Records	44	F 39	33.9
	510707		M 5	22.2
HRA	Heating, AC/Refrig	76	F 3	15.7
	470201		M 73	20.9
LEA	Law Enforcement/Police Science	16	F 4	22.7
	430107		M 12	22.0
MGT	Business, General	115	F 71	27.4
	520101		M 44	24.7
MGT	Accounting Technician	8	F 7	33.6
	520302		M 1	26.7
MGT	Marketing/Marketing Management	14	F 11	23.5
	521401		M 3	20.0
NMJ	No major (Liberal Arts)	2,436	F 1,545	19.9
	240101		M 886	19.0
			N 5	15.4
OTA	Occupational Therapist Asst	23	F 20	28.7
	510803		M 3	26.9
PNE	Practical Nursing (L.P.N. Train)	32	F 27	27.9
	513901		M 5	22.4
PNN	Practical Nursing (L.P.N. Train)	47	F 43	28.4
	513901		M 4	31.7
PNR	Pre-Nursing	269	F 252	23.9
	240101		M 17	22.5
POT	Pre-Occupational Therapy Asst.	9	F 7	23.0
	240101		M 2	18.3
PPT	Pre-Physical Therapist Asst.	17	F 11	20.2
	240101		M 6	20.4
PRD	Radiologic Technology/Science	42	F 35	21.1
	510911		M 7	20.0
PTA	Physical Therapy Tech/Asst	32	F 17	23.9
	510806		M 15	23.3
PVT	Pre-Veterinary Technology	46	F 43	18.5
	510808		M 3	22.2
RAD	Radiologic Technology/Science	31	F 28	24.0
	510911		M 3	36.0
RNN	Nursing (R.N. Training)	16	F 13	31.4
	513801		M 3	33.0
RNR	Nursing (R.N. Training)	30	F 28	30.7
	513801		M 2	19.9
VAT	Veterinary Asst/Anml Hlth	52	F 51	20.9
	510808		M 1	22.6
WLD	Welding Technology	103	F 7	26.3
	480508		M 96	19.8
Total Students:		4,432		

Source: Database-Factbook/Query 17

Although the term “major” is not the same as at a four-year bachelor level institution, it is still useful to examine the “major intentions” of community college students. This table shows the distribution of the students’ major field of study by gender and age.

The major code “NMJ” is used for those students enrolled in the Liberal Arts courses leading to an Associate of Arts or Associate of Science degree.

The gender and age distributions in the various major fields are of interest to program planners.

1/24/2019

**2.18 Student Enrollment by Program Code**

Program codes combine the degree level being sought (e.g., AAS, CERT) with the major field and with the specialty area within the major field if one exists. The table on this page reveals the variety of academic and technical programs offered at Jefferson College.

Approximately sixty percent (59.6%) of the students are in the AA, AS, AAT, or AFA associate programs. Gender and age distributions should be of particular interest to teaching faculty and admissions recruiters.

1/24/2019

Program Code	# of Students	Gender	Avg. Age
AA	2,436	F 1,545	19.9
		M 886	19.0
		N 5	15.4
AAS-ACT	29	F 22	35.8
		M 7	17.9
AAS-APP	12	F 6	38.3
		M 6	32.9
AAS-APR	7	F 0	
		M 7	31.5
AAS-AUT	55	F 3	17.0
		M 52	18.8
AAS-BIT-MPF	1	F 1	39.6
		M 0	
AAS-CIM	22	F 3	25.4
		M 19	19.9
AAS-CIS-CBS	9	F 0	
		M 9	19.9
AAS-CIS-CSO	59	F 5	28.3
		M 54	23.5
AAS-CIS-WEB	70	F 24	19.5
		M 46	16.8
AAS-CRJ	9	F 3	30.7
		M 6	32.2
AAS-CRJ-LEE	12	F 1	21.6
		M 11	25.6
AAS-CUL	37	F 24	23.4
		M 13	21.4
AAS-ECE	73	F 71	20.4
		M 2	17.3
AAS-ELC-BMD	2	F 0	
		M 2	25.0
AAS-ELC-ETC	1	F 1	38.3
		M 0	
AAS-ELC-ETI	1	F 0	
		M 1	34.5

Program Code	# of Students	Gender	Avg. Age
AAS-EMT	73	F 33	21.1
		M 40	24.2
AAS-EMT-PAR	3	F 0	
		M 3	15.4
AAS-FST	15	F 3	15.4
		M 12	16.0
AAS-HIT	44	F 39	33.9
		M 5	22.2
AAS-HRA	67	F 3	15.7
		M 64	20.8
AAS-LEA	16	F 4	22.7
		M 12	22.0
AAS-MGT	111	F 70	27.2
		M 41	24.2
AAS-MGT-ACT	8	F 7	33.6
		M 1	26.7
AAS-MGT-MKT	14	F 11	23.5
		M 3	20.0
AAS-OTA	23	F 20	28.7
		M 3	26.9
AAS-PNR	269	F 252	23.9
		M 17	22.5
AAS-POT	9	F 7	23.0
		M 2	18.3
AAS-PPT	17	F 11	20.2
		M 6	20.4
AAS-PRD	42	F 35	21.1
		M 7	20.0
AAS-PTA	32	F 17	23.9
		M 15	23.3
AAS-PVT	46	F 43	18.5
		M 3	22.2
AAS-RAD	31	F 28	24.0
		M 3	36.0
AAS-RNN	16	F 13	31.4
		M 3	33.0
AAS-RNR	30	F 28	30.7
		M 2	19.9
AAS-VAT	52	F 51	20.9
		M 1	22.6
AAS-WLD	89	F 6	21.1
		M 83	19.4
AAT	116	F 98	20.9
		M 18	25.4
AFA	22	M 16	32.7
		F 6	21.7
AS	20	F 4	16.4
		M 16	19.8
AS-EGR	41	M 5	21.0
		F 36	17.9
AS-EGT	6	M 2	16.0
		F 4	26.1

Program Code	# of Students	Gender	Avg. Age
CERT-ACT	1	F 0	
		M 1	48.9
CERT-AUT	3	F 0	
		M 3	23.5
CERT-CBS	1	F 0	
		M 1	17.9
CERT-CIM	6	F 1	37.7
		M 5	23.5
CERT-CRJ	3	F 1	18.5
		M 2	18.5
CERT-CSO	2	F 0	
		M 2	17.5
CERT-CUL2	1	F 0	
		M 1	40.5
CERT-ECE	1	F 1	33.8
		M 0	
CERT-EMT	2	F 2	20.9
		M 0	
CERT-HRA	9	F 0	
		M 9	21.7
CERT-LEA	13	M 4	24.7
		F 9	22.0
CERT-MGT	4	F 1	40.0
		M 3	32.0
CERT-PNE	32	F 27	27.9
		M 5	22.4
CERT-PNN	47	F 43	28.4
		M 4	31.7
CERT-WEB	3	F 2	19.7
		M 1	18.6
CERT-WLD	14	F 1	57.7
		M 13	22.5
UN	243	F 174	34.1
		M 69	22.7
Total Students: 4,432			

Source: Database-Factbook/Query 18

**Fall, 2018**

# **Factbook**

**Volume I: Section III**

**Degree-Seeking Students**

February 2019

**3.1 Full-Time and Part-Time Degree-Seeking Students**

Headcount	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	#	%	#	%	#	%	#	%	#	%
Part-Time	2,181	46.3%	2,301	50.4%	2,320	51.5%	2,206	52.7%	2,276	54.3%
Full-Time	2,529	53.7%	2,265	49.6%	2,181	48.5%	1,979	47.3%	1,913	45.7%
Total	4,710	100.0%	4,566	100.0%	4,501	100.0%	4,185	100.0%	4,189	100.0%

Full Time = 12 or more credit hours Source: Database-Factbook/Query 20

**3.2 Degree-Seeking Students by Gender**

Gender	Fall 2014		Fall 2015		Fall 2016		Fall 2017*		Fall 2018	
	#	%	#	%	#	%	#	%	#	%
Female	2,777	59.0%	2,712	59.4%	2,674	59.4%	2,516	60.1%	2,598	62.0%
Male	1,933	41.0%	1,854	40.6%	1,827	40.6%	1,632	39.0%	1,586	37.9%
Not Reported	0	0.0%	0	0.0%	0	0.0%	35	0.8%	5	0.1%
Total	4,710	100.0%	4,566	100.0%	4,501	59.4%	4,183	100.0%	4,189	100.0%

Source: Database-Factbook/Query 21

**3.3 Degree-Seeking Students by Age Group**

Age Group	Fall 2014		Fall 2015		Fall 2016		Fall 2017*		Fall 2018	
	#	%	#	%	#	%	#	%	#	%
< 20	1,952	41.4%	2,035	44.6%	2,204	49.0%	2,462	58.9%	2,814	67.2%
20 - 24	1,282	27.2%	1,181	25.9%	1,086	24.1%	716	17.1%	535	12.8%
25 - 34	782	16.6%	752	16.5%	654	14.5%	567	13.6%	482	11.5%
35 +	694	14.7%	598	13.1%	557	12.4%	438	10.5%	358	8.5%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	4,710	100.0%	4,566	100.0%	4,501	100.0%	4,183	100.0%	4,189	100.0%

Source: Database-Factbook/Query 22

\*Two students did not have a reported gender or age in 2017 data resulting in discrepancy from Census total.

**3.4 Ethnicity of Degree-Seeking Students**

Ethnicity	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	#	%	#	%	#	%	#	%	#	%
Amer Indian/Alsk Nat	26	0.6%	22	0.5%	10	0.2%	15	0.4%	25	0.6%
Asian	33	0.7%	32	0.7%	28	0.6%	25	0.6%	33	0.8%
Black, non-Hispanic	79	1.7%	82	1.8%	72	1.6%	89	2.1%	81	1.9%
Hawaii/Pacific Islander	3	0.1%	2	0.0%	3	0.1%	3	0.1%	2	0.0%
Hispanic	19	0.4%	22	0.5%	99	2.2%	10	0.2%	13	0.3%
Nonresident Alien	17	0.4%	14	0.3%	17	0.4%	14	0.3%	30	0.7%
Two or More Races	45	1.0%	63	1.4%	80	1.8%	88	2.1%	88	2.1%
White, non-Hispanic	4,323	91.8%	4,138	90.6%	3,851	85.6%	3,450	82.5%	3,873	92.5%
Unknown	165	3.5%	191	4.2%	341	7.6%	489	11.7%	44	1.1%
Total	4,710	100.0%	4,566	100.0%	4,501	100.0%	4,183	100.0%	4,189	100.0%

Source: Database-Factbook/Query 23

Note: Ethnicity is self-reported and considered to be "soft" data subject to revision.

Degree-seeking students account for 94.5% of the total student body.

Students less than 20 years of age still account for the largest age group.

Since degree-seeking students represent the majority of the student body, their characteristics closely resemble those of the entire student body.

**3.5 First-Time, Degree-Seeking Students By Gender**

Gender	Fall 2016		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	#	%	#	%	#	%	#	%	#	%
Female	566	53.1%	524	53.4%	566	53.1%	533	56.1%	555	55.8%
Male	500	46.9%	457	46.6%	500	46.9%	417	43.9%	439	44.2%
<b>Total</b>	<b>1,066</b>	<b>100%</b>	<b>981</b>	<b>100%</b>	<b>1,066</b>	<b>100%</b>	<b>950</b>	<b>100%</b>	<b>994</b>	<b>100%</b>

Source: Database-Factbook/Query 24

**3.6 First-Time, Degree-Seeking Students By Age Group**

Age Group	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	#	%	#	%	#	%	#	%	#	%
< 20	907	79.8%	807	82.3%	868	81.4%	823	86.6%	872	87.7%
20 -24	116	10.2%	77	7.8%	99	9.3%	65	6.8%	54	5.4%
25 - 34	71	6.3%	67	6.8%	66	6.2%	40	4.2%	47	4.7%
35 +	42	3.7%	30	3.1%	33	3.1%	22	2.3%	21	2.1%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>1,136</b>	<b>100%</b>	<b>981</b>	<b>100%</b>	<b>1,066</b>	<b>100%</b>	<b>950</b>	<b>100%</b>	<b>994</b>	<b>100%</b>

Source: Database-Factbook/Query 25

**3.7 Ethnicity of First-Time, Degree-Seeking Students**

Ethnicity	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	#	%	#	%	#	%	#	%	#	%
Amer Indian/Alask Nat	8	0.7%	5	0.5%	2	0.2%	3	0.3%	8	0.8%
Asian	9	0.8%	3	0.3%	4	0.4%	7	0.7%	9	0.9%
Black, non-Hispanic	25	2.2%	24	2.4%	20	1.9%	16	1.7%	26	2.6%
Hawaiian/Pacific Islander	0	0.0%	2	0.2%	1	0.1%	0	0.0%	1	0.1%
Hispanic	9	0.8%	2	0.2%	37	3.5%	1	0.1%	2	0.2%
Nonresident Alien	6	0.5%	5	0.5%	6	0.6%	6	0.6%	18	1.8%
Two or More Races	17	1.5%	19	1.9%	33	3.1%	27	2.8%	27	2.7%
White, non-Hispanic	1,032	90.8%	906	92.4%	963	90.3%	880	92.6%	896	90.1%
Unknown/Other	30	2.6%	15	1.5%	0	0.0%	10	1.1%	7	0.7%
<b>Total</b>	<b>1,136</b>	<b>100.0%</b>	<b>981</b>	<b>100.0%</b>	<b>1,066</b>	<b>100.0%</b>	<b>950</b>	<b>100.0%</b>	<b>994</b>	<b>100.0%</b>

Source: Database-Factbook/Query 26

Note: Ethnicity is self-reported and considered to be "soft" data subject to revision.

First-time, degree-seeking students are those who are enrolling in post-secondary education for the first time, usually right after graduating from high school and are seeking a degree. First-time students account for 22.4% of the total student body in the Fall 2018 semester.

The percentage of males is slightly higher in this group than the general student body. First-time, degree-seeking students tend to be much younger than the general student body since most of these students are recent high school graduates. However, the ethnicity of this cohort closely resembles that of the total student body.

2/21/2019

**3.8 Full-Time, First-Time, Degree-Seeking Students By Gender**

Gender	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	#	%	#	%	#	%	#	%	#	%
Female	479	50.7%	428	52.4%	454	52.2%	428	54.9%	426	53.9%
Male	465	49.3%	389	47.6%	415	47.8%	351	45.1%	365	46.1%
Total	944	100.0%	817	100.0%	869	100.0%	779	100.0%	791	100.0%

Source: Database-Factbook/Query 27 Full-Time = 12 or more credit hours

**3.9 Full-Time, First-Time Degree-Seeking Students By Age Group**

Age Group	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	#	%	#	%	#	%	#	%	#	%
< 20	816	86.4%	720	88.1%	757	87.1%	709	91.0%	737	93.2%
20 - 24	73	7.7%	49	6.0%	58	6.7%	35	4.5%	29	3.7%
25 - 34	38	4.0%	36	4.4%	38	4.4%	24	3.1%	21	2.7%
35 +	17	1.8%	12	1.5%	16	1.8%	11	1.4%	4	0.5%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	944	100.0%	817	100.0%	869	100.0%	779	100.0%	791	100.0%

Source: Database-Factbook/Query 28

**3.10 Ethnicity of Full-Time, First-Time, Degree-Seeking Students**

Ethnicity	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	#	%	#	%	#	%	#	%	#	%
Amer Indian/Alask Nat	5	0.5%	3	0.4%	2	0.2%	1	0.1%	7	0.9%
Asian	8	0.8%	2	0.2%	4	0.5%	1	0.1%	9	1.1%
Black, non-Hispanic	23	2.4%	19	2.3%	19	2.2%	7	0.9%	20	2.5%
Hawaiian/Pacific Islander	0	0.0%	1	0.1%	1	0.1%	0	0.0%	1	0.1%
Hispanic	8	0.8%	2	0.2%	32	3.7%	1	0.1%	2	0.3%
Nonresident Alien	6	0.6%	5	0.6%	6	0.7%	6	0.8%	18	2.3%
Two or More Races	13	1.4%	17	2.1%	29	3.3%	27	3.5%	19	2.4%
White, non-Hispanic	855	90.6%	14	1.7%	776	89.3%	717	92.0%	708	89.5%
Unknown/Other	26	2.8%	754	92.3%	0	0.0%	19	2.4%	7	0.9%
Total	944	100.0%	817	100.0%	869	100.0%	779	100.0%	791	100.0%

Source: Database-Factbook/Query 29

Note: Ethnicity is self-reported and considered to be "soft" data subject to revision.

Full-time, first-time, degree-seeking students are those students who are enrolled for 12 or more credit hours, are enrolled in college for the first-time, and who have indicated that they intend to earn a degree or other award from Jefferson College.

This is the traditional cohort of college students, and is of special interest to the federal government in their collection and publication of institutional student graduation rates.

This cohort of students is even younger since they are primarily recent high school graduates.

2/21/2019



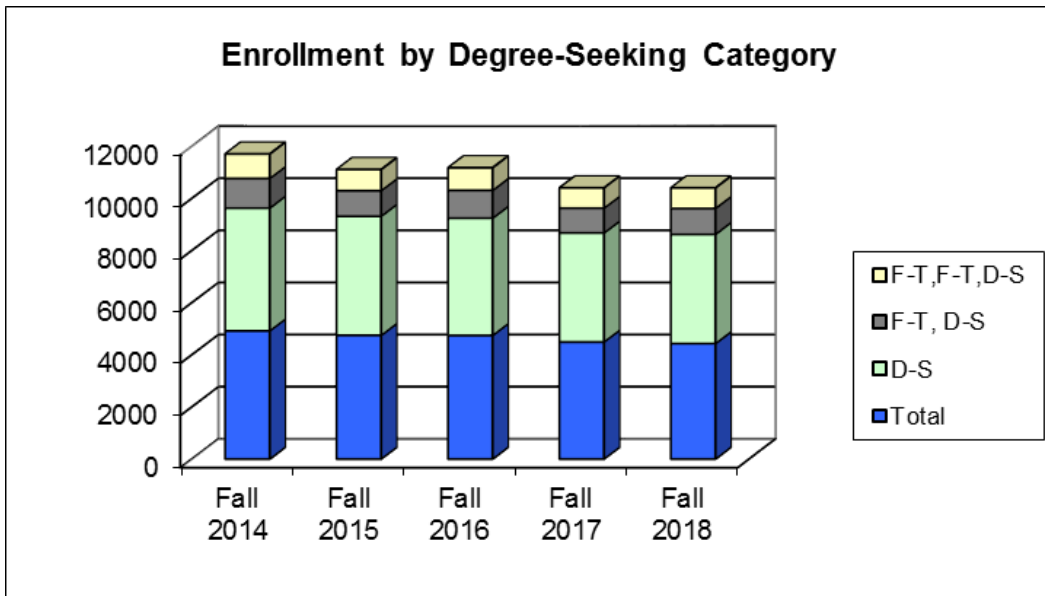
**3.11 Enrollment Comparison by Degree-Seeking Category**

Cohort	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	#	%	#	%	#	%	#	%	#	%
Total Enrollment	4,918	100.0%	4,748	100.0%	4,742	100.0%	4,492	100.0%	4,432	100.0%
Degree-Seeking Students	4,710	95.8%	4,566	96.2%	4,501	94.9%	4,185	93.2%	4,189	94.5%
First-Time, Degree-Seeking Students	1,136	23.1%	981	20.7%	1,066	22.5%	950	21.1%	994	22.4%
Full-Time, First-Time Degree-Seeking Students	944	19.2%	817	17.2%	869	18.3%	779	17.3%	791	17.8%

These data compare the enrollment trends in degree-seeking student categories. Each of the degree-seeking cohorts shown is a subset of the next highest level.

Over the past five years, there has been relative stability in the percentages of each degree-seeking population of students although the total numbers have been decreasing since Fall 2011.

Approximately 9.5 out of every ten students are degree-seeking. Just over two out of ten are first-time, degree-seeking students, and 1.8 out of ten students are full-time, first-time, degree-seeking students.



**Fall, 2018**

# **Factbook**

## **Volume I: Section V**

### **Standardized Testing**

April 2019

**5.1 ACT Scores for Fall 2016 Enrolled Freshmen**

**ACT Testing  
ACT Tested High School Students: 2017-18  
and Jefferson College Enrolled Students, Fall 2018**



Although an admissions test is not required at Jefferson College, an increasing percentage of students are taking the ACT. For the Fall 2018 semester, 1,427 new students who took the ACT enrolled at Jefferson College.

The chart on the left shows that students enrolling at Jefferson score one to two points lower than national and state test-takers.

Historically, entering freshmen at Jefferson score lower than their peers, but by the time they are assessed at graduation, they score just as well or better than their peers.

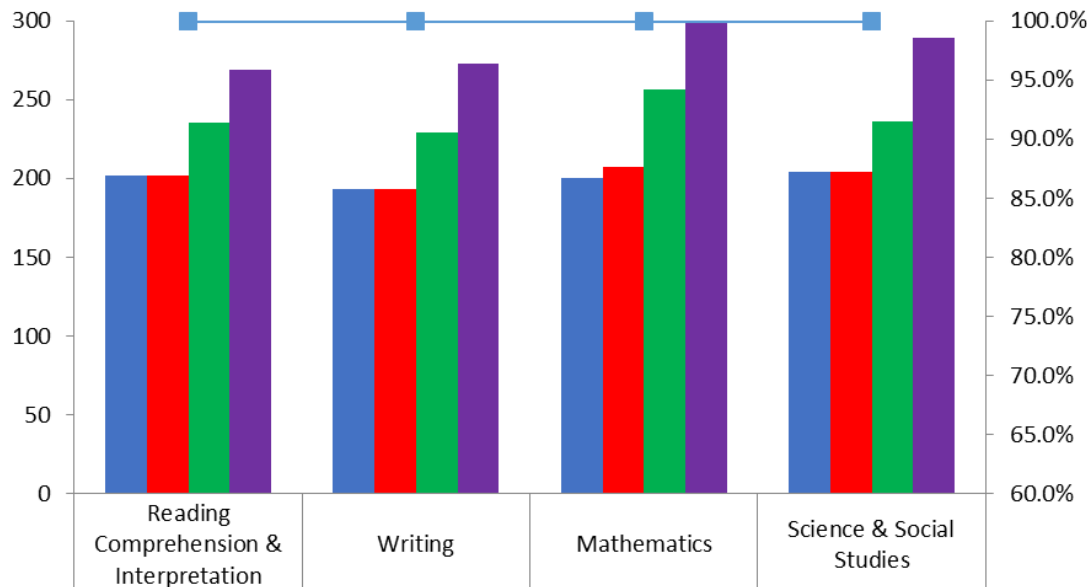
4/23/2019

Notes: Scale is truncated for clarity. The ACT scale is 1 - 36.  
Jefferson College n = 1,427 (Fall 2018 enrolled, new students)

Source: BANNER SORTTEST for Jefferson College scores (BanSnap\Testing-Joan.mdb\q\_ACT\_allscores)  
[https://www.act.org/content/dam/act/unsecured/documents/P\\_26\\_269999\\_S\\_S\\_N00\\_ACT-GCPR\\_Missouri.pdf](https://www.act.org/content/dam/act/unsecured/documents/P_26_269999_S_S_N00_ACT-GCPR_Missouri.pdf)

**5.2 MoGEA Testing – Teacher Education Program Passing Rates By Subject**

**MoGEA Passing Rates by Subject  
Teacher Education Students  
Cumulative: Summer 2017 - Spring 2018**



	Reading Comprehension & Interpretation	Writing	Mathematics	Science & Social Studies
Jeffco's Set Passing Scores	202	193	200	204
Min of Scores	202	193	207	204
Avg of Scores	235	229	256	236
Max of Scores	269	273	300	289
% Passed/Took	100.0%	100.0%	100.0%	100.0%

Beginning in the Fall of 2013, the CBASE test was replaced by Missouri General Education Assessment (MoGEA). During its first two years, the MoGEA included five subtests: English, Writing, Mathematics, Science, and Social Studies ; and passing scores were set by the institution.

In September, 2015, the MoGEA was reworked and now includes four subtests, which are displayed in the chart to the left. Once again, passing scores were set by each institution.

In order to earn the Associate of Arts in Teaching (AAT) degree (and be admitted as a full-time student in a four-year teacher education program) in Missouri, students must earn a passing score on all four sub-tests of the MoGEA.

Jefferson's passing scores are listed in the table to the left, along with students' highest score minimums, averages, maximums, and percent passed. Each sub-test may be taken multiple times. Thirty-nine students took the MoGEA during Summer 2017, Fall 2017, and Spring 2018 semesters.

**5.3 CAAP Report, Spring 2017**

<b>Statistic</b>	<b>Writing Skills</b>	<b>Mathematics</b>	<b>Reading</b>	<b>Critical Thinking</b>	<b>Science</b>
<b>Mean</b>	54	56.3	54.6	53.1	54.5
<b>Std. Dev.</b>	29.1	30.5	28.3	28.9	30.1
<b>N-Count</b>	33	30	31	126	32

Source: Institutional Research/JeffersonCollege/ExitExamData/CAAPReport

Five CAAP modules (subtests) are randomly administered to graduating students. Every student take the Critical Thinking module and one of the other four modules consisting of Writing Skills, Mathematics, Reading, and Science.

The average score for Jefferson graduating students in Spring 2017 is given. National data is no longer available as this was the final year the CAAP exam was available. Jefferson College student scores are listed in the table to the left.

**5.4 WorkKeys Testing: 2017-18**

WorkKeys Test	Average Score
Reading for Information	5.48
Applied Mathematics	5.42
Locating Information	4.28

Source: Institutional Research/JeffersonCollege/ExitExamData/WorkKeysReport

WorkKeys assesses foundational skills needed in the work force. Foundational skills assessments measure different applied job skills in the areas of communication, problem solving and interpersonal skills.

535 students who graduated in 2017-18 were assessed using the WORKKEYS. The results are summarized in the table to the left.

Note: The WorkKeys assessments were recently rewritten, so no data is available regarding national norms and percentile ranks.

**5.7 ETS Proficiency Profile: Spring 2018**

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	69%	18%	14%
Reading, Level 2	41%	21%	38%
Critical Thinking	6%	26%	68%
Writing, Level 1	61%	26%	12%
Writing, Level 2	18%	40%	42%
Writing, Level 3	6%	30%	63%
Mathematics, Level 1	60%	25%	16%
Mathematics, Level 2	35%	23%	42%
Mathematics, Level 3	10%	22%	68%

The skills measured by the ETS Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking.

Descriptions of the proficiency levels can be found on the [ETS website](#).

The table and graph show the number and percentage of student who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics.

A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient.

4/23/2019