

# Danville Community College

## Five-Year Data Trends:

Supplement to the  
Strategic Plan Progress Report  
2014-19



prepared by  
The Center for  
**Organizational Excellence  
& Data Analytics**  
at Danville Community College

## INTRODUCTION

This report explores student behaviors within the learning environment at Danville Community College and student perceptions of the learning environment over the period of five years from 2014-19. In a time when Danville Community College has experienced decreasing enrollment numbers (See Figure 1), the College strives to continually improve and innovate the learning environment in terms of academic programs, workforce services, education support services, and administrative services.

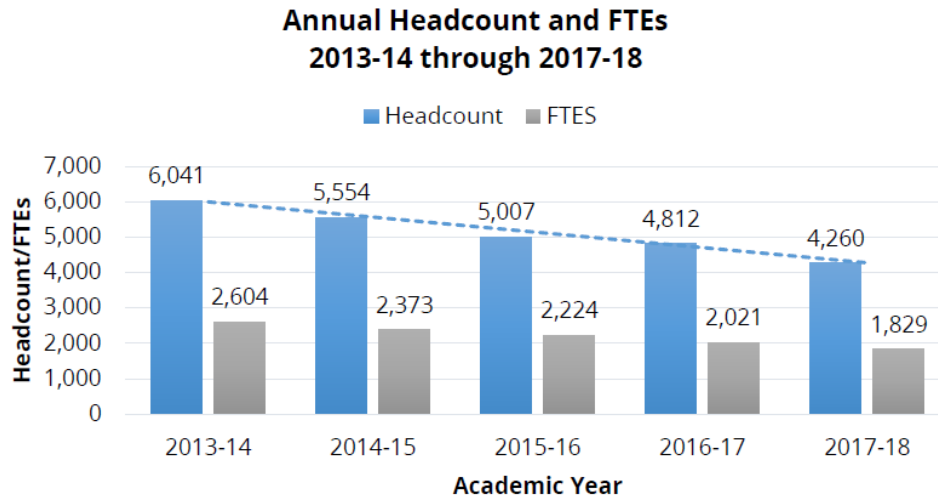


Figure 1: Source - 2017-18 DCC Fact Book

## FINDINGS

The Completion by Design's Loss Momentum Framework adopted by the Virginia Community College System helps to break down the students' experience into five phases including:

1. **Connection** – Interest to Application
2. **Entry** – Enrollment to Completion of Gateway Courses
3. **Progress** – Entry into Course of Study through to 75% of Requirements Completed
4. **Completion** – Complete a Certificate or Degree or Obtain a Credential with Labor Market Value
5. **Transition** – Successful Transition to Four-Year Institution or Workforce

Therefore, the findings in this five-year trend report are subdivided into these five phases.

# CONNECTION

## High School Dual Enrollment

In many cases, the first experience students have with DCC is through the dual enrollment program.

**Dual-Enrollment has increasingly become an integral part of DCC's enrollment in both headcount and full-time equivalent (FTE).**

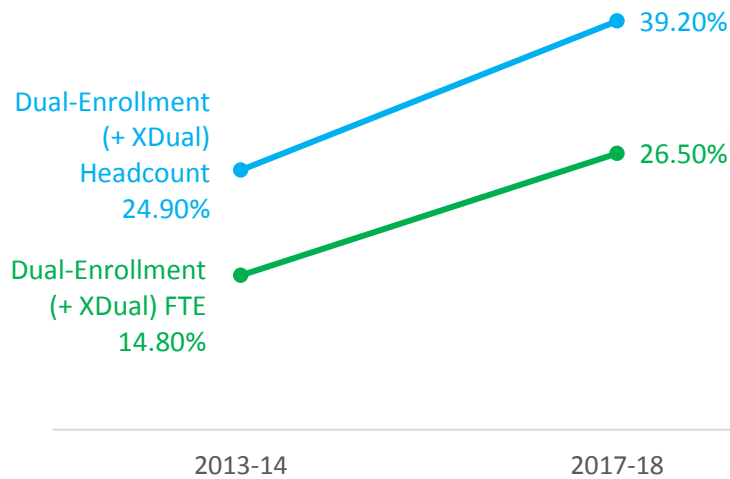


Figure 2: Source - VCCS UDT Booklets 2013-14 to 2017-18

### 2013-2018 Overall Dual Enrollment Grand Total Headcounts Top Ten High Schools

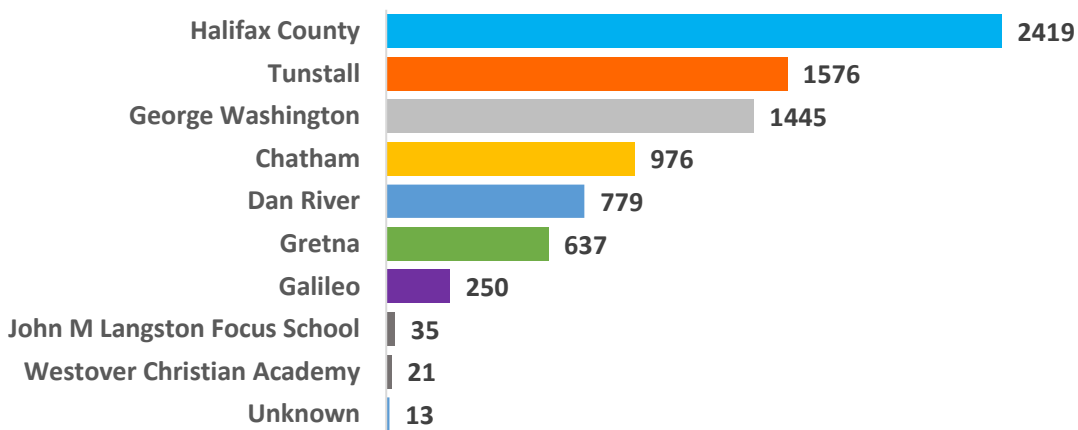


Figure 3: Source - VCCS UDT Booklets 2013-14 to 2017-18

### Five-Year Dual Enrollment Trends (Headcount)

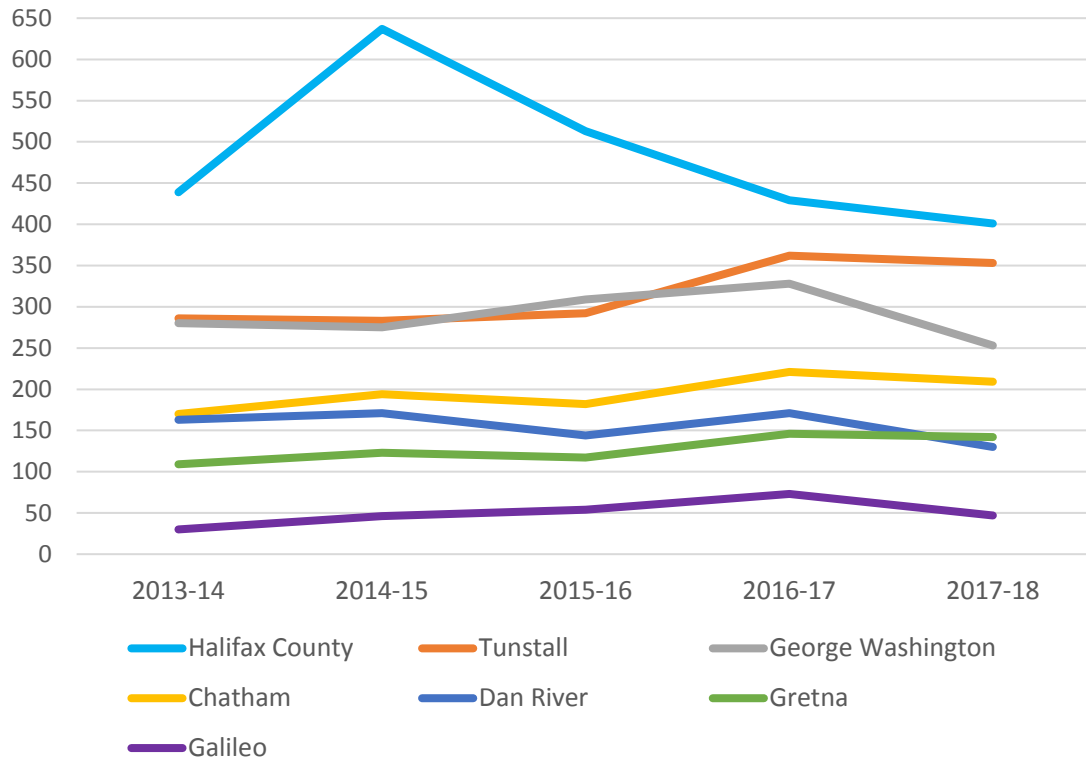


Figure 4: Source - VCCS UDT Booklets 2013-14 to 2017-18

### Admissions Applications Enrollment Trend

#### Percent of Applied Students Who Enrolled (Non-Dual Enrollment)

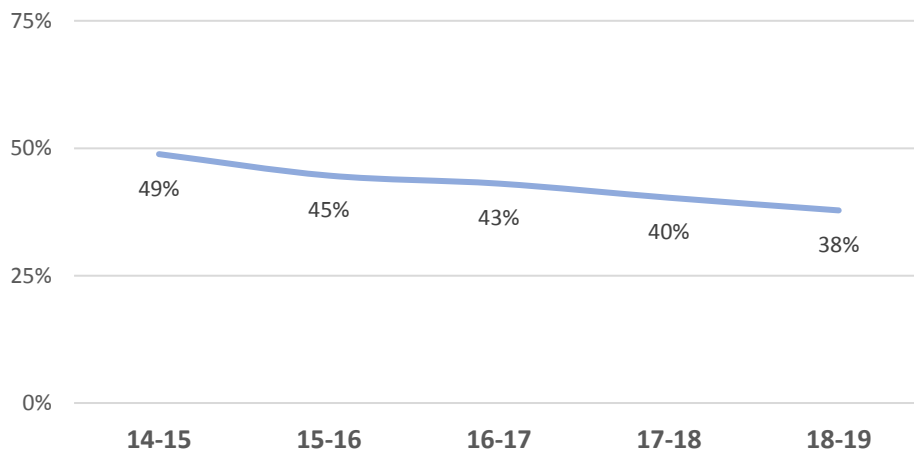


Figure 5: Source – QUINN (Application Count, Enrolled Count and % Applied Enrolled by VCCS Academic Year)

## Trends in Enrollment from Area High Schools

From 2014-15 to 2018-19, there have been 6,353 high school graduates in DCC's service region.

**37%** **2,366** high school graduates have **no record of postsecondary enrollment** according to the National Student Clearinghouse.

**27%** **1,689** high school graduates **enrolled at DCC** in the fall after graduating high school.

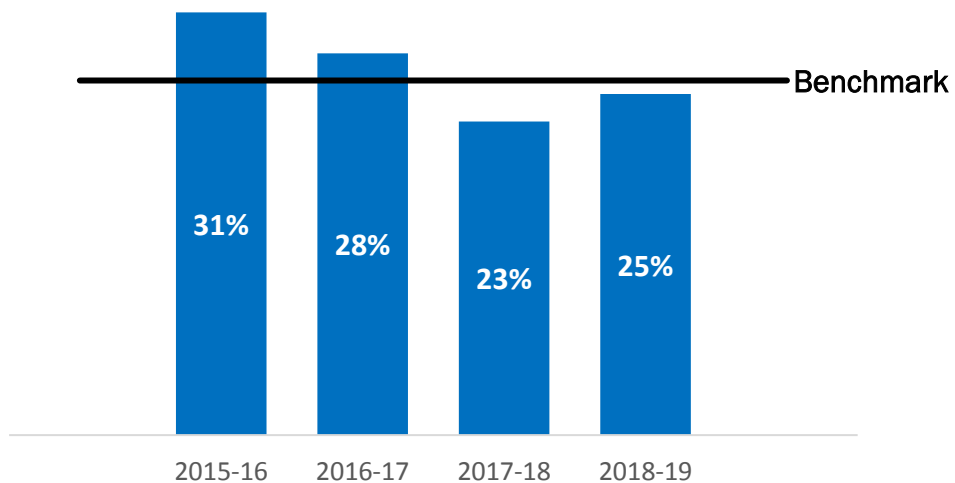
**18%** **1,149** high school graduates **enrolled at a four-year public college or university** after graduating high school.

**9%** **603** high school graduates **enrolled at a two-year college other than DCC** after graduating high school.

**8%** **546** high school graduates **enrolled at a four-year private college or university** after graduating high school.

See appendix A for details of enrollment trends from each high school in the service region, as well as academic programs and plans selected at DCC by high school of origin.

**Two of four years we did not meet the enrollment benchmark of 26% of area high school graduates enrolling at DCC set in 2014-15.**



Percentage of Students Reporting Each Factor in Their Decision to Come to DCC in 2014 and 2019

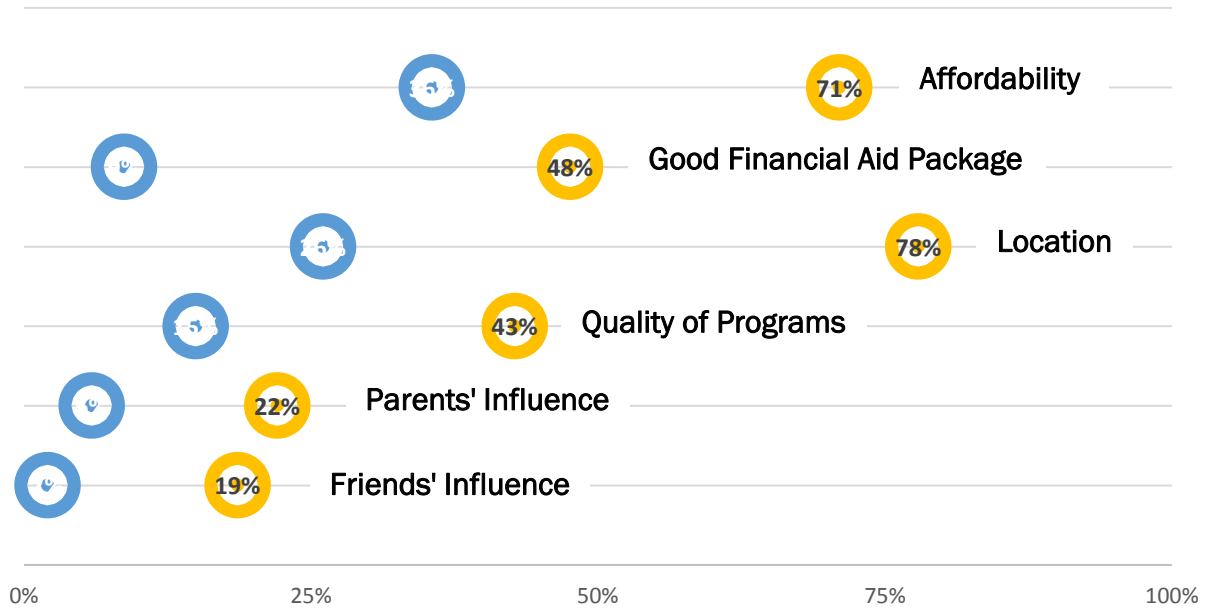


Figure 6: Source - Institutional Effectiveness Surveys 2014, 2015, 2016, and 2018

# ENTRY - STUDENT ENROLLMENT BEHAVIORS

## Satisfaction of DCC Rocks Attendees Between 2016 and 2019

■ Very Satisfied ■ Somewhat Satisfied ■ Neutral ■ Somewhat Dissatisfied ■ Very Dissatisfied

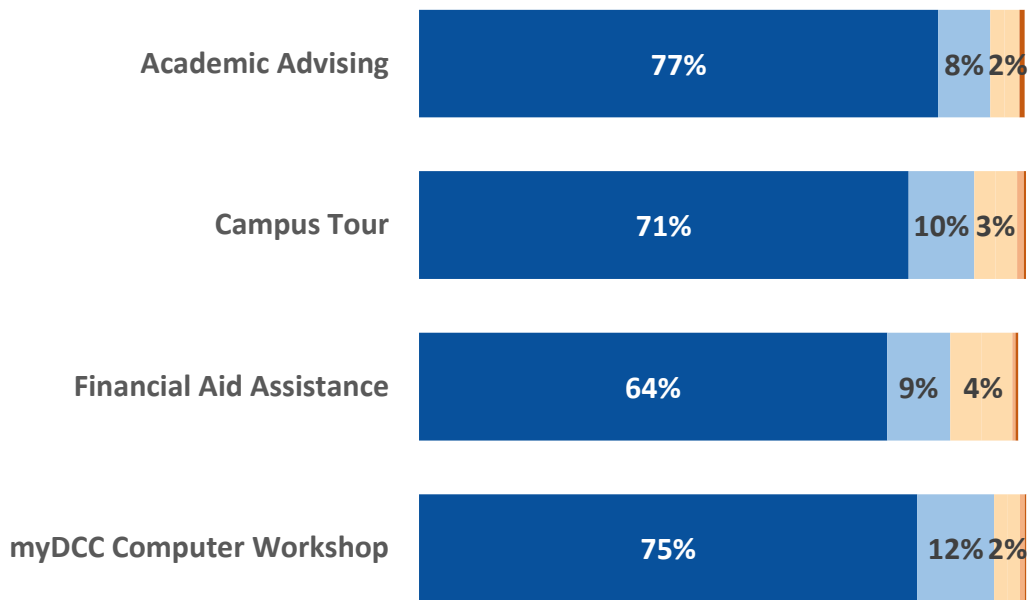


Figure 7: Source – DCC Rocks Evaluation Data (2016 to 2019)

## Arts, Sciences, & Business Programs

In response to Strategic Priority II: **Enrollment Growth** of the 2014-19 Strategic Plan, DCC also designed new Arts, Sciences, and Business programs.

**26** new Arts, Sciences, and Business programs were implemented over the last five years.

**346** is the net yield of duplicated student headcount generated from these new Arts, Sciences, and Business programs from 2014 to 2019.

<b>Program of Study</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Total</b>
Administrative Support Technology: Medical Office Administrative Specialist (298-01)				8	13	21
Advanced Database Development (221-299-14)						0
Brewing, Distillation, & Fermentation (221-760-01)						0
Business Management: Project Management Specialization (212-06)				2	14	16
Cyber Security (344)			15	37	52	104
Cyber Security Technician (221-732-09)					2	2
Food Service Management Trainee (221-241-65)						0
General Office Studies (221-298-01)				16	13	29
Hospitality and Food Service (221-241-64)						0
Information Systems Data Analyst (221-299-74)				1	3	4
Information Systems Management (221-299-73)			1	4	4	9
Information Systems Technician (221-299-16)				2	2	4
Information Technology Support Specialist (221-299-21)					1	1
Instrument (Guitar) Building Craft (221-780-01)						0
Medical Office Studies (221-285-89)				16	22	38
Metal Arts (221-597-03)				1		1
Mobile Applications Development (221-299-45)					2	2
Network Virtualization Technologies (221-299-71)				1	1	2
Networking Technology Fundamentals (221-732-00)			9	5	6	20
Project Management (221-212-21)			3	27	30	60
Small Business Management (221-212-24)				1	6	7
Small Unmanned Aircraft Systems (221-810-01)						0
Software Development Fundamentals (221-299-02)				1	1	2
Venture Creation and Management (718-10)					6	6
Website Design (221-352-03)			2	6	8	16
Website Programming (221-352-04)					2	2
<b>Grand Total</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>128</b>	<b>188</b>	<b>346</b>

Table 1: Source – PeopleSoft Query Executed on May 21, 2019



## Workforce Services Programs

In response to Strategic Priority II: **Enrollment Growth**, DCC set out in 2014 to increase economic development workforce training to become the primary provider for workforce training in the service region.

**12** new career studies programs were implemented over the last five years.

**545** is the net yield of duplicated student headcount generated from these new programs from 2014 to 2019.

Program of Study	2014-15	2015-16	2016-17	2017-18	2018-19	Total
Air Conditioning and Refrigeration Fundamentals (221-903-07)			12	12	10	34
Automotive Analysis and Repair Fundamentals (221-909-01)				12	8	20
Basic Welding (221-995-03)				1	2	3
CNC Flow Cell Machining (221-736-06)		14	5	3	2	24
Cosmetology (221-190-03)			32	28	36	96
Dimensional Inspection (221-883-12)		14	19	12	7	52
Drafting and Surveying (221-729-08)			14	20	16	50
Machining Skills (221-883-10)					54	54
Nurse Aide Extended Care (221-157-08)			23	27	31	81
Technical Studies Industrial Technician – Electrical (718-11)					9	9
Technical Studies Integrated Machining Technology (718-09)		7	26	22	25	80
Welding (707)			3	11	28	42
<b>Grand Total</b>	<b>0</b>	<b>35</b>	<b>134</b>	<b>148</b>	<b>228</b>	<b>545</b>

Table 2: Source – PeopleSoft Query Executed on May 21, 2019

## Student Entry Behavior Trends – All programs

DCC has seen an increase in the percentage of part-time students. More students are reporting taking less than 12 credit hours per semester, and the percentage of students taking 12-18 credit hours per semester is decreasing.

### Student Reported Trend: Full-Time vs. Part-Time

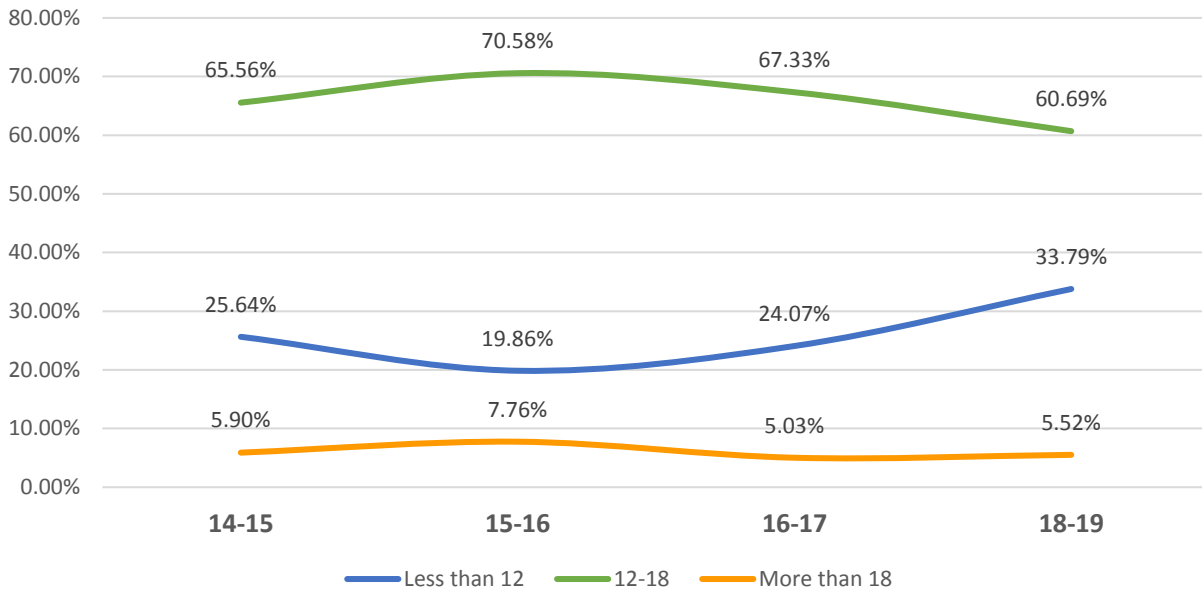


Figure 8: Source - Institutional Effectiveness Surveys 2014, 2015, 2016, and 2018 (Self-Report)

To confirm this pattern, data from the Virginia Community College System Office was analyzed using five years of fall headcounts for non-dual enrollment students.

### Student Data Trend: Full-Time vs. Part-Time

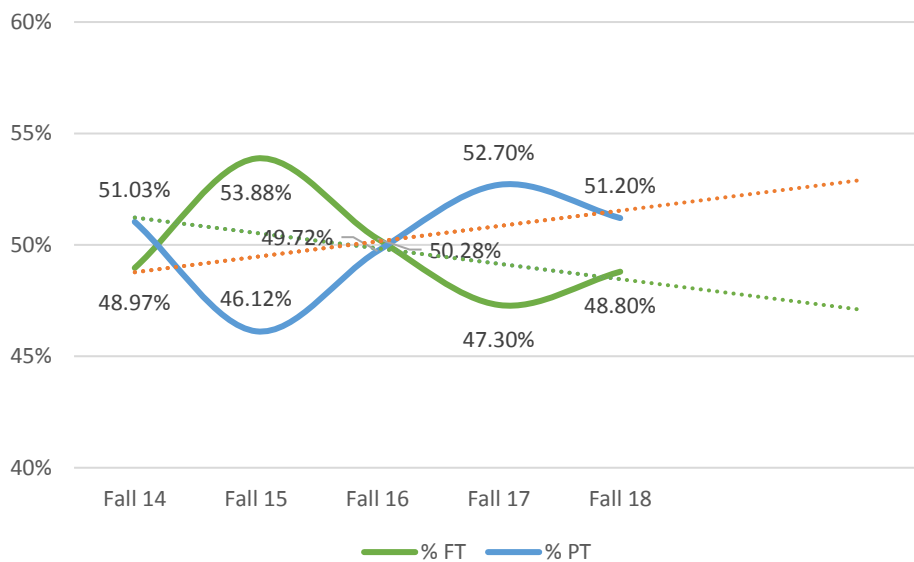


Figure 9: Source - Fall Semester Enrollment Booklets 2014-2018

This trend does not appear to be related to any changes in student work hours per week. The percentage of students in each category has remained consistent from 2014-2018. On average, 8% of students work over 40 hours per week, 39% of students work from 16 to 40 hours per week, 21% of students work 1 to 15 hours per week, and 31% of students are not employed.

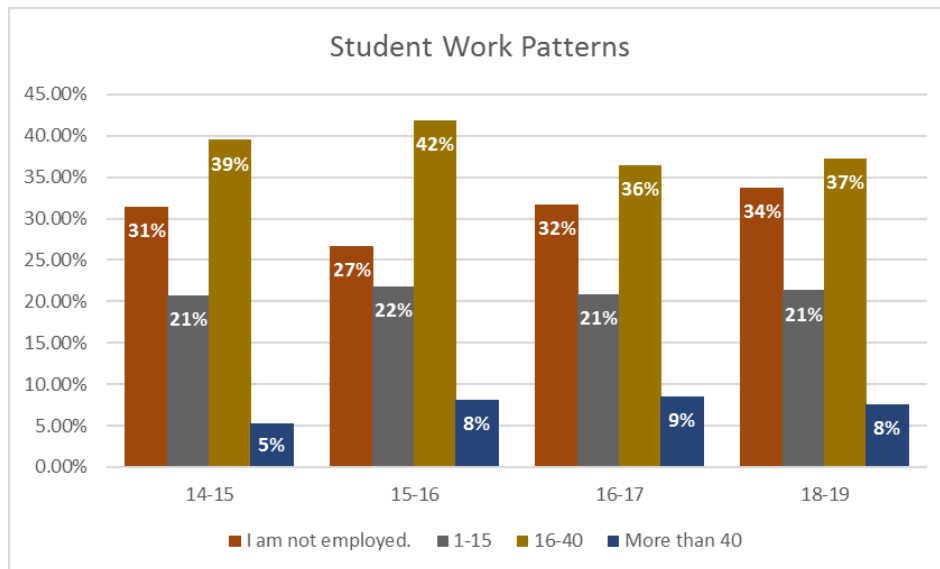


Figure 10: Source - Institutional Effectiveness Surveys 2014, 2015, 2016, and 2018

Next, DCC students are increasingly enrolling in online courses.

### Distance Learning Duplicated Headcount: Non-Dual Enrollment

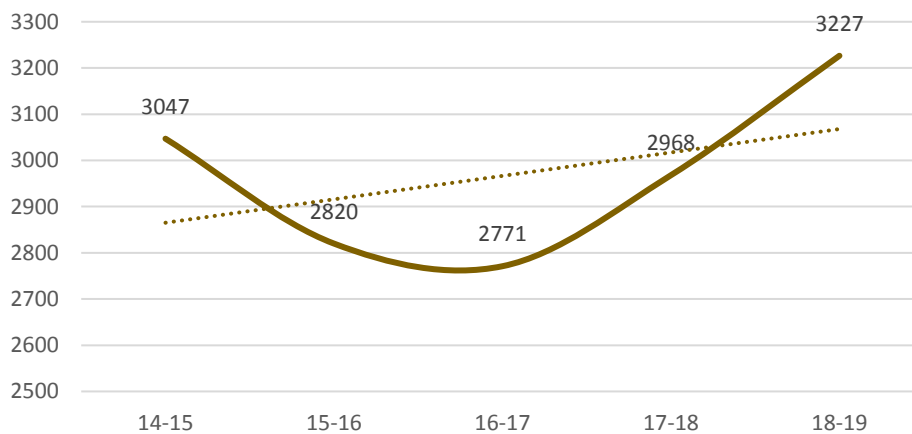


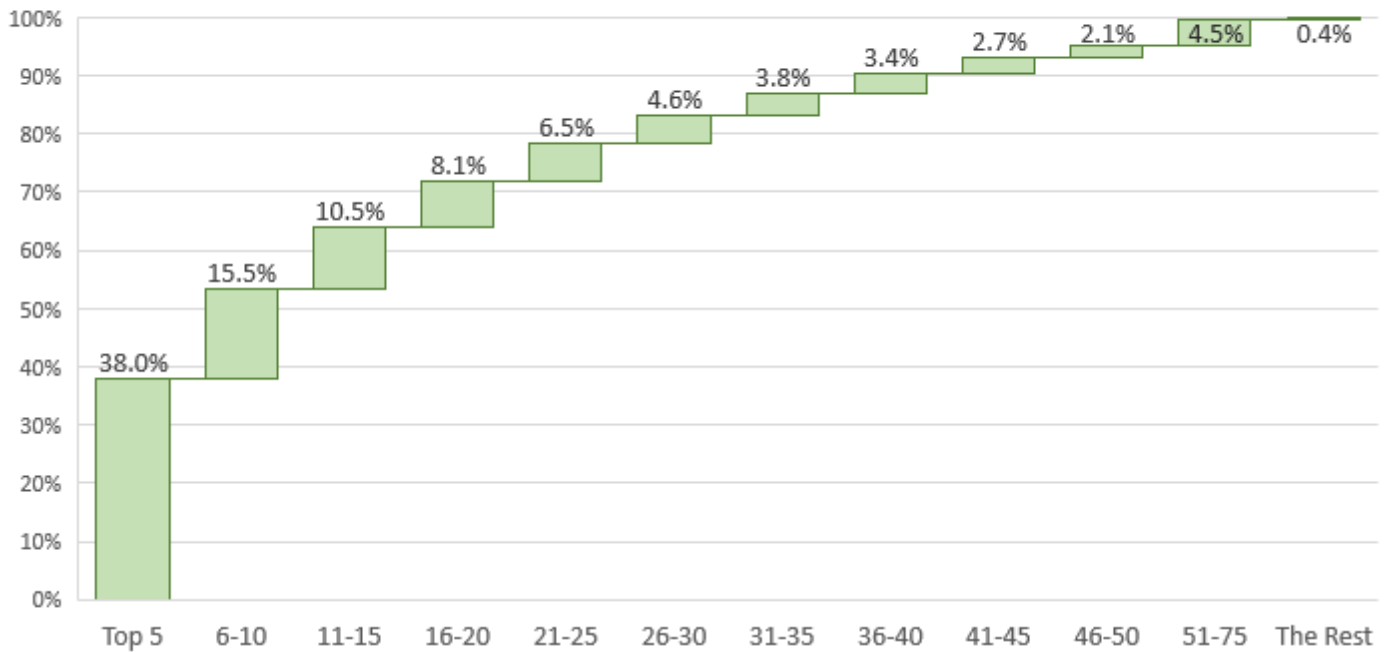
Figure 11: Source – Summer, Fall, Spring Semester Enrollment Booklets 2014-2018  
(Spring 2019 estimated based on four-year average for Spring duplicated headcount)

The top 25 academic plans by duplicated enrollment counts in which students enrolled over the past five years include:

1. Science (881)
2. General Education (695)
3. Liberal Arts-Social Science Specialization (650-02)
4. Liberal Arts-Humanities Specialization (650-01)
5. Liberal Arts (650)
6. Business Management-Management Specialization (212-01)
7. Precision Machining Technology (958)
8. Business Administration (216)
9. Early Childhood Education (636)
10. Nursing (156)

11. Electrical/Electronics EngTech (940-02)
12. Industrial Electrical Principles (942)
13. Industrial Electronic Principles (925)
14. IST Network Engineer (299-03)
15. Auto Analysis & Repair (907)
16. Adj-Law Enforcement (400-01)
17. Welding Technology (995)
18. Phlebotomy (221-151-02)
19. Air Conditioning & Refrigeration (900)
20. AST-Med. Office Coding Specialization (298-04)
21. Basic Dental Assisting (221-120-02)
22. Engineering (831)
23. Graphic Imaging Technology (964)
24. Technical Studies Ind Tech Mechanical (718-05)
25. Pharmacy Technician (221-190-08)

**Percentage of Enrollment Headcount Contributed  
by Academic Plans with Highest Enrollments from 2014-2019**



*Figure 12: Source – PeopleSoft Query Executed on May 24, 2019*

See appendix B for a complete list of active academic plans in which students have enrolled over the past five years from 2014-15 to 2018-2019.

# PROGRESS

## Navigate Trends

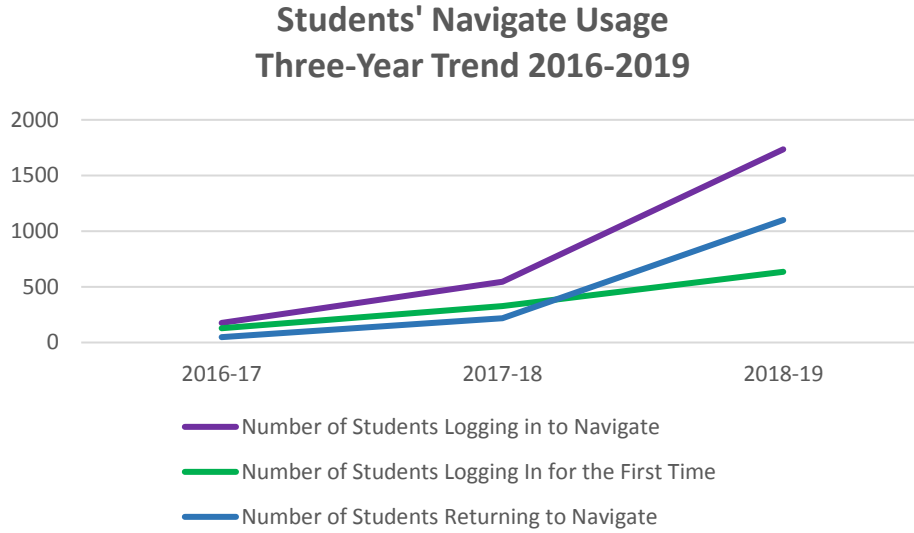


Figure 13: Source - Navigate Analytics Dashboard

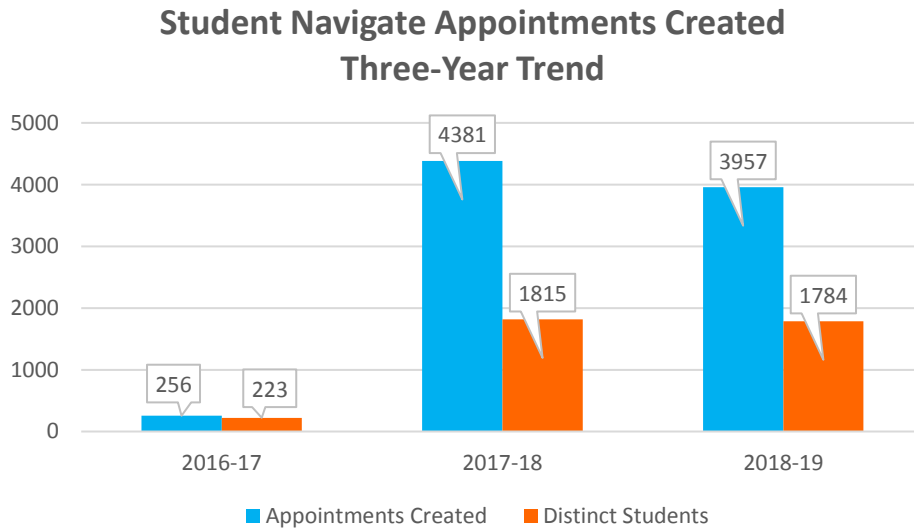


Figure 14: Source - Navigate Analytics Dashboard

Note: Navigate was implemented at Danville Community College in the fall of 2016.

# Retention Trends

## First-Time, Full-Time Retention Rates Fall-to-Fall

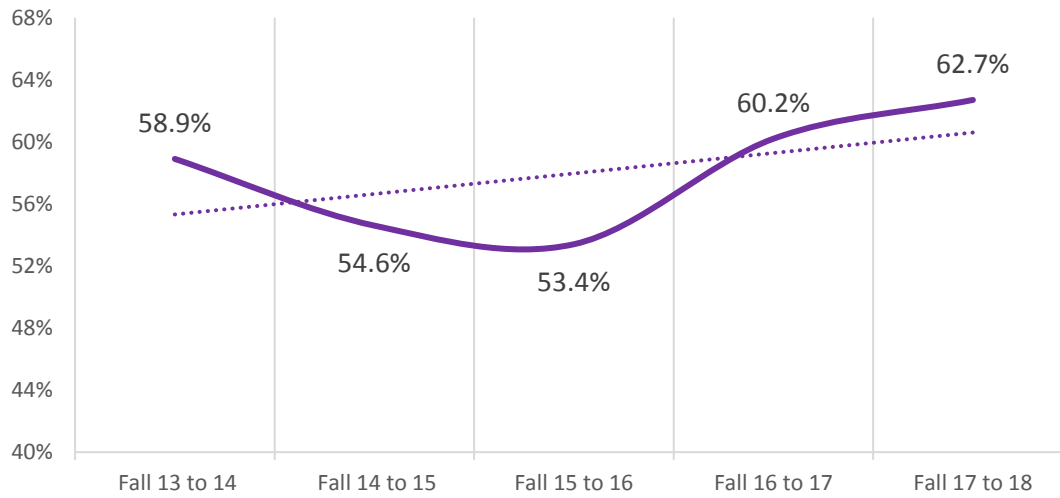


Figure 15: Source - SCHEV Research Retention Report R1, First-Time, Full-Time Students

## IPEDS Fall-to-Fall Retention First-time, Full-time Students

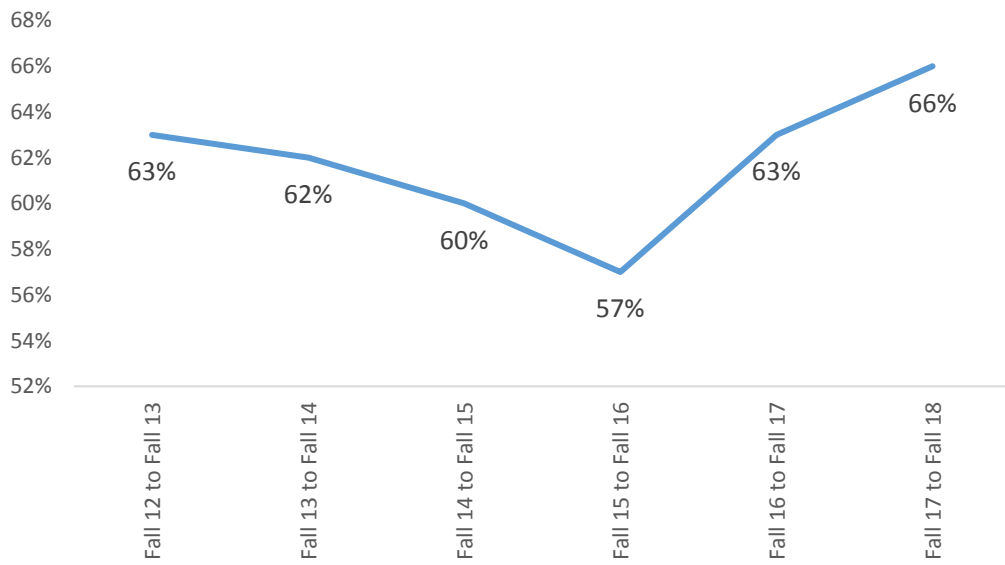


Figure 16: Source - IPEDS Data Feedback Reports 2014-2018

### Five-Year Trend: Retention Term-to-Term

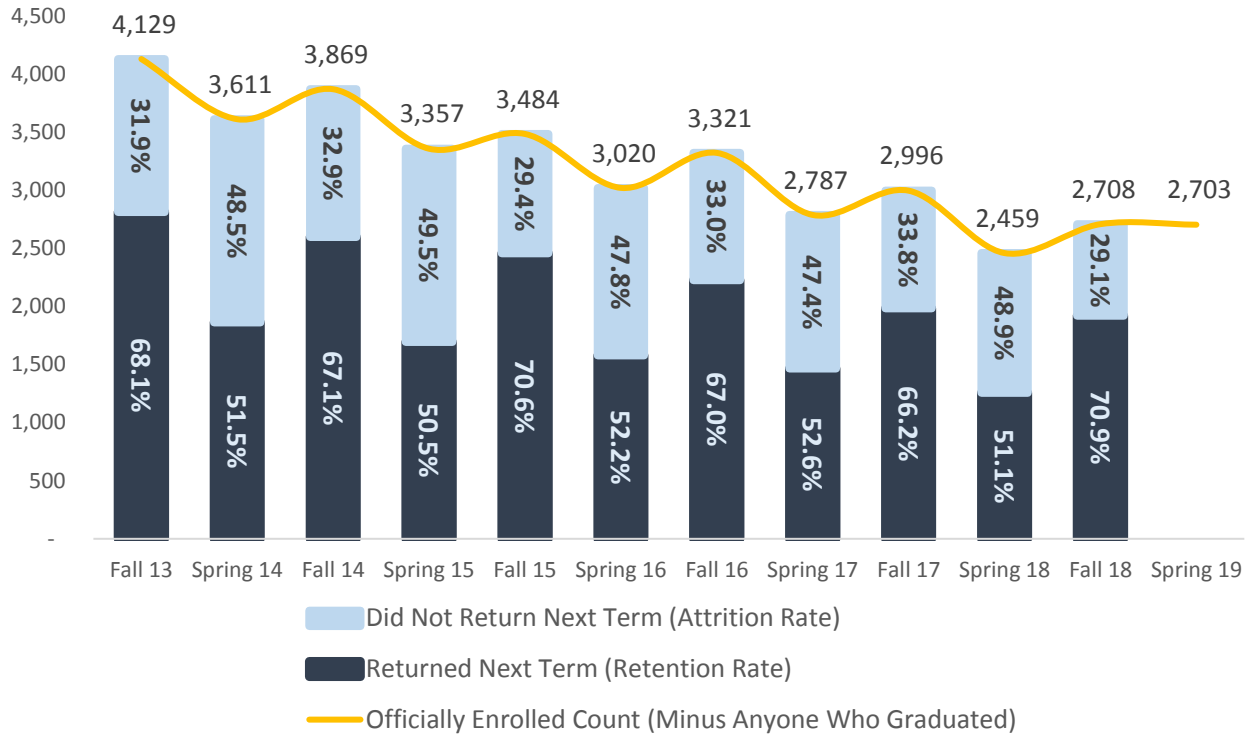


Figure 17: Source - PeopleSoft Query

### Noteworthy Course Experience Trends

#### Courses Frequently Help Me to Respond to Social, Environmental, and Economic Challenges and Injustices in Today's Society.

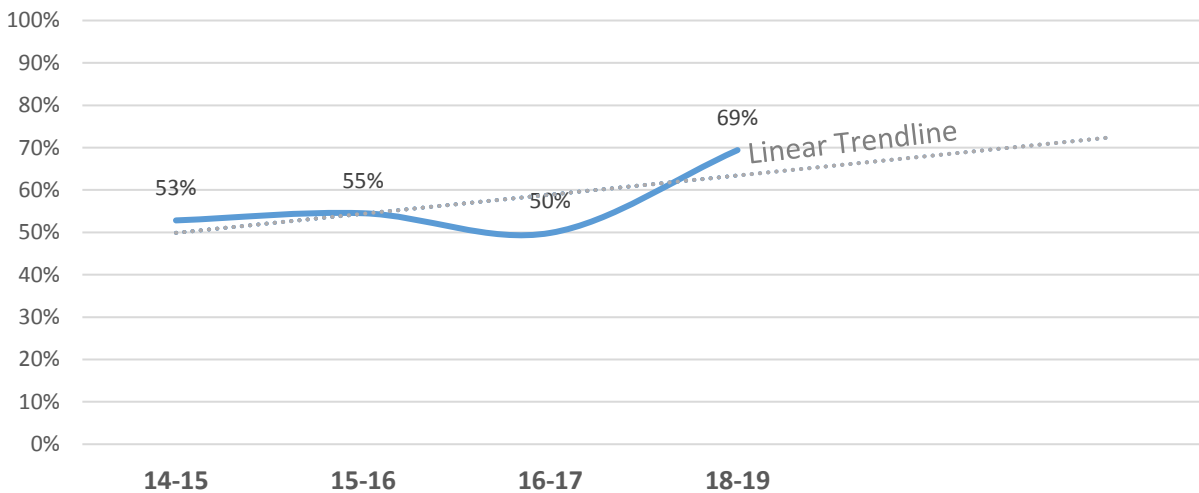


Figure 18: Source - Institutional Effectiveness Surveys 2014, 2015, 2016, and 2018

## I Am Frequently Asked to Apply Facts and Ideas to Real-World Situations in My Courses.

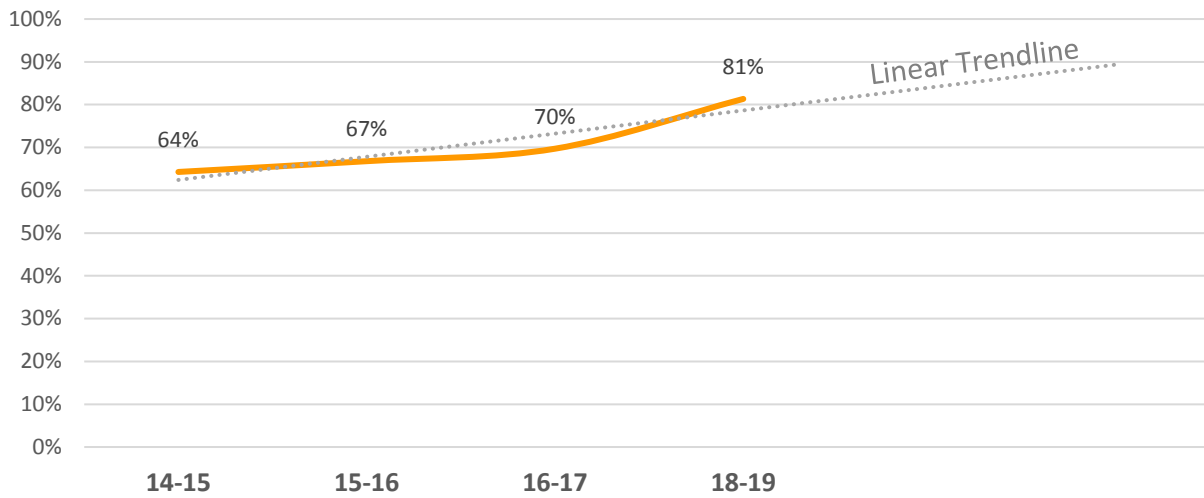


Figure 19: Source - Institutional Effectiveness Surveys 2014, 2015, 2016, and 2018

## Academic Advisement Trends

### Percentage of Students Reporting Having Met With Their Academic Advisor Two or More Times During a Semester

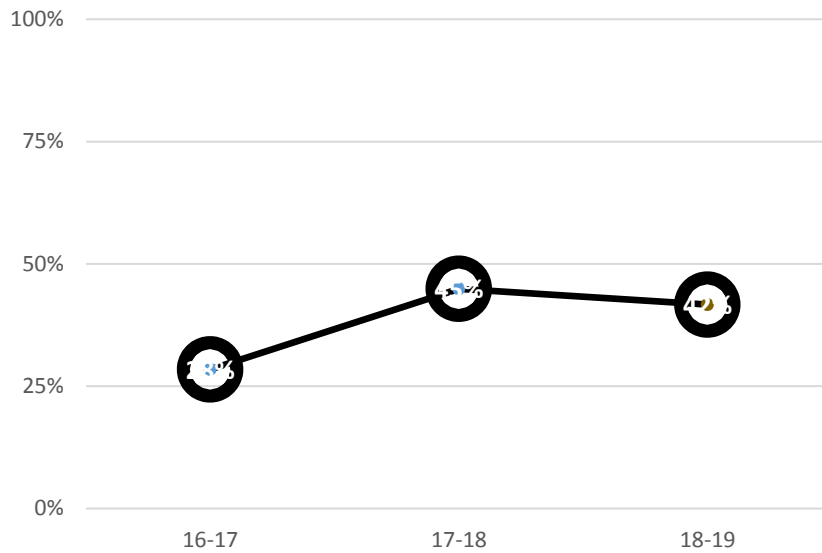


Figure 20: Source - Institutional Effectiveness Surveys 2016 and 2018, CCSSE Survey Results Fall 2017



## Student Satisfaction Rating with Overall Quality of Academic Advisement

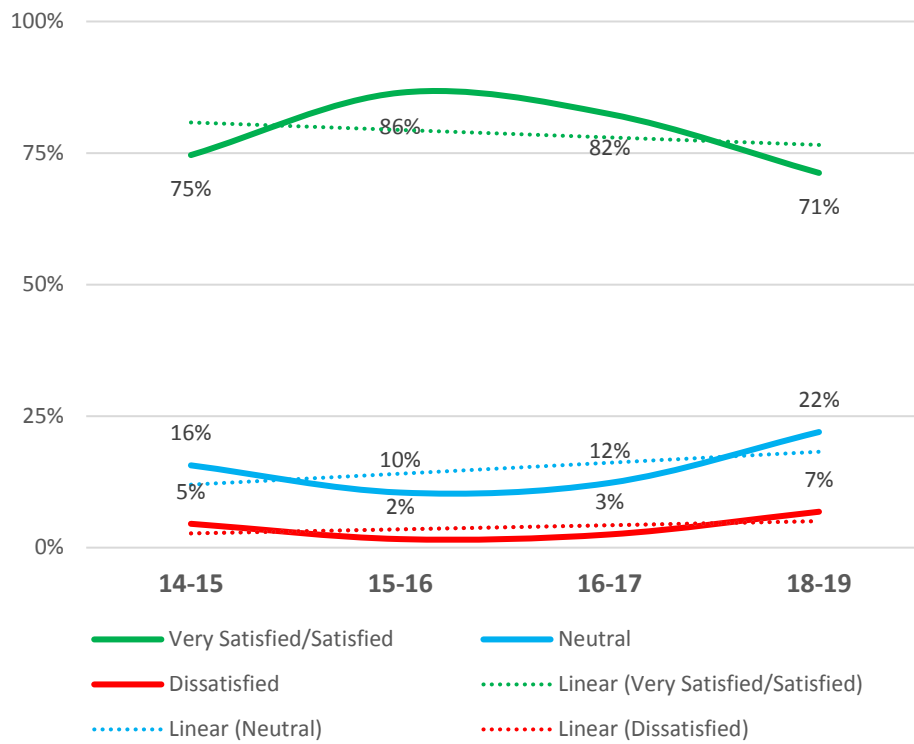


Figure 21: Source - Institutional Effectiveness Surveys 2014, 2015, 2016, and 2018

## Noteworthy Student Support Services Trends

### Student Satisfaction with Transfer Assistance

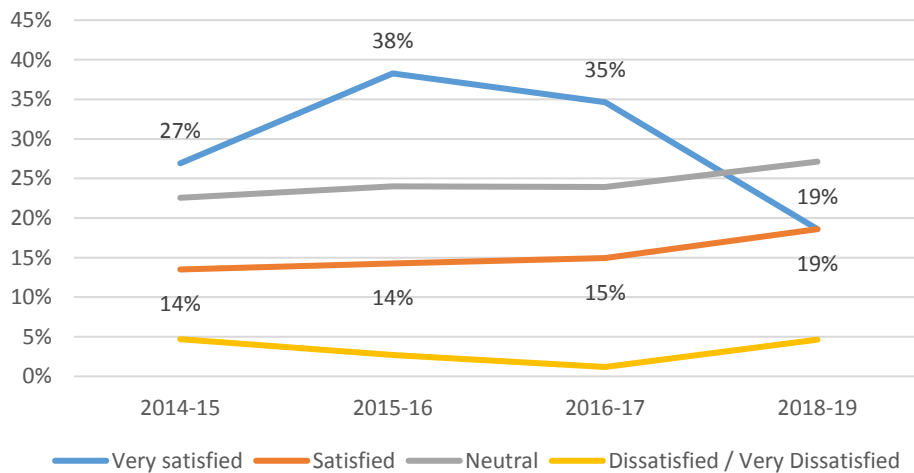


Figure 22: Source - Institutional Effectiveness Surveys 2014, 2015, 2016, and 2018

### Percentage of Students Satisfied or Very Satisfied with Financial Aid Services

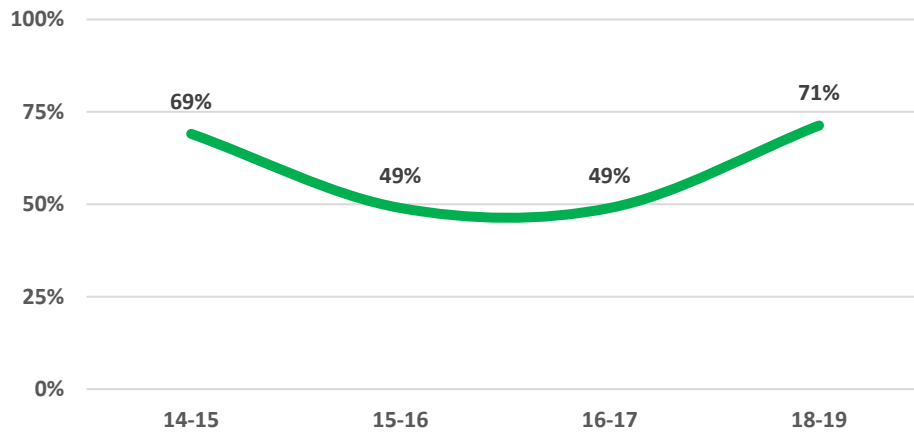


Figure 23: Source - Institutional Effectiveness Surveys 2014, 2015, 2016, and 2018

## Quality Enhancement Plan Student Success Trends

Group	Description
Group 1	No Navigate alert sent
Group 2	Navigate alert sent but no plan created
Group 3	Navigate alert sent and plan created but not followed
Group 4	Navigate alert sent, plan created, and plan followed

### Success of Students Placed into QEP Groups by Instructors 2016 to 2019

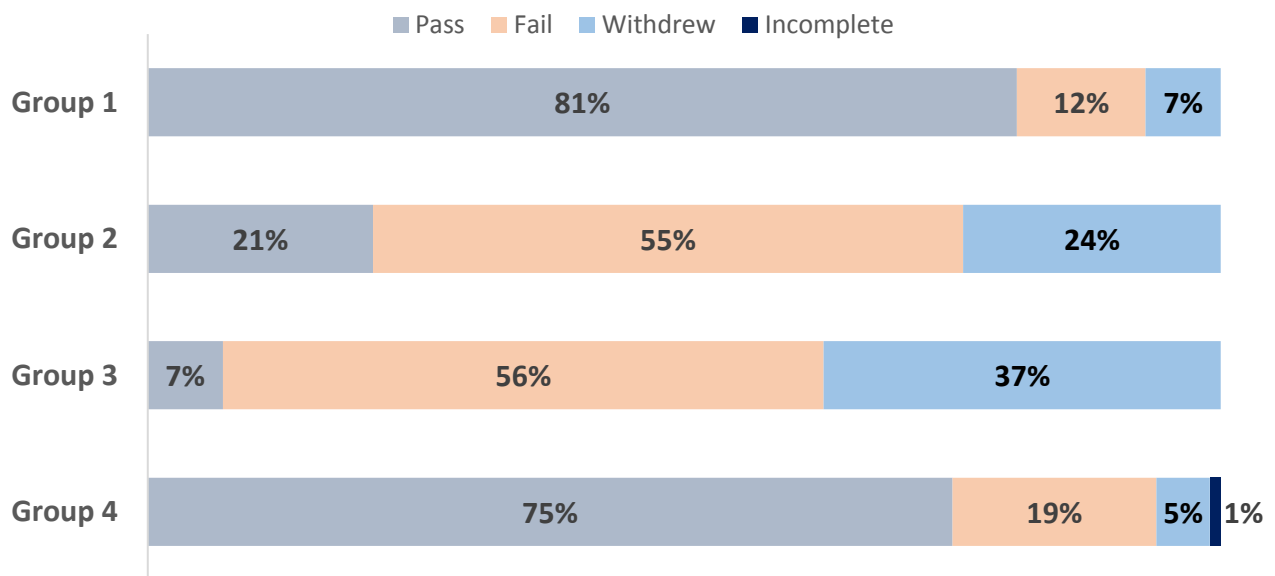


Figure 24: Source – QEP Gradebooks (2016-2019)

Note: Navigate was implemented at Danville Community College in the fall of 2016.

# COMPLETION

**Headcount of Students Earning Multiple Credentials Each Academic Year**

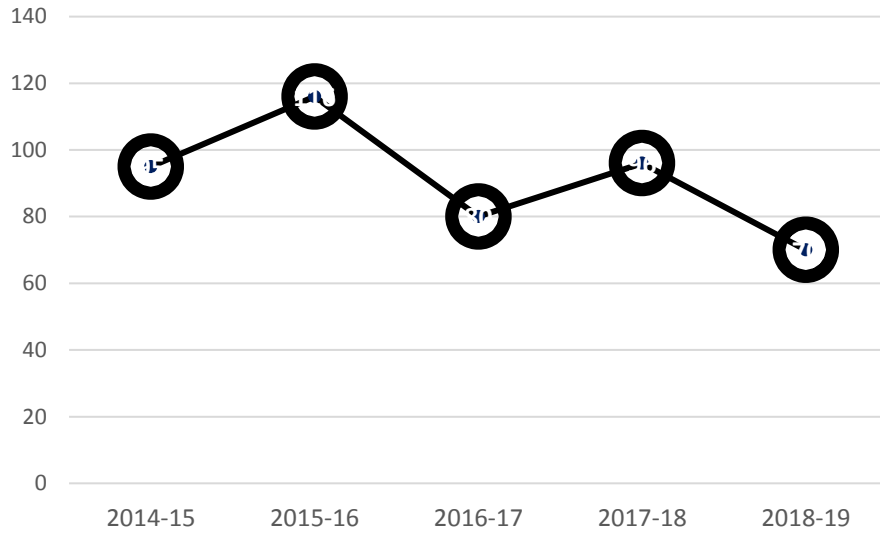


Figure 25: Source – PeopleSoft Query Executed on May 22, 2019

Note: Graduate totals for the 2018-19 academic year are preliminary and do not reflect the final total of students earning multiple credentials as of the date the PeopleSoft query was executed.

# of Credentials Received	2014-15	2015-16	2016-17	2017-18	2018-19
1	529	585	507	544	401
2	66	67	56	52	39
3	22	40	22	34	20
4	5	8	2	7	3
5	1	1	-	3	8
6	1	-	-	-	-
<b>Grand Total</b>	<b>624</b>	<b>701</b>	<b>587</b>	<b>640</b>	<b>471</b>

Table 3: Source – PeopleSoft Query Executed on May 22, 2019

## Percentage of Overall Credentials Earned by Graduates Between 2014-15 and 2018-19

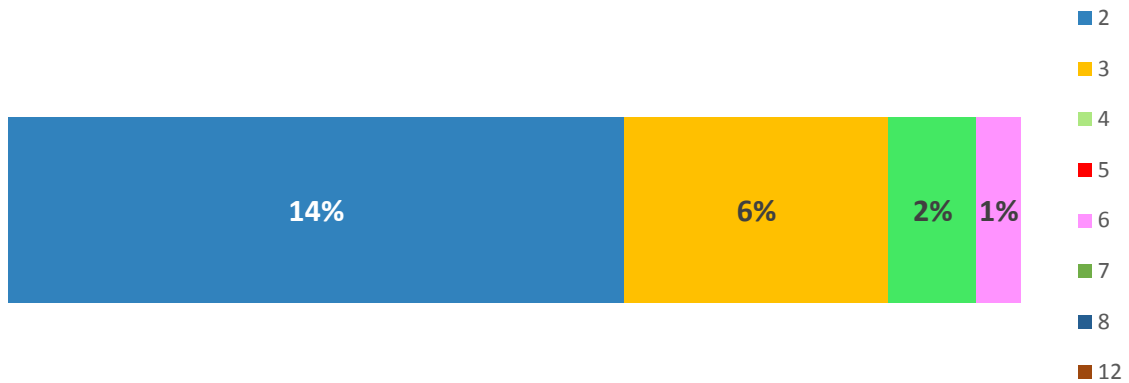


Figure 26: Source – PeopleSoft Query Executed on May 22, 2019

## Average GPA of Students Who Have Received 1 Credential vs Students with 2+ Credentials Overall 2014-2019

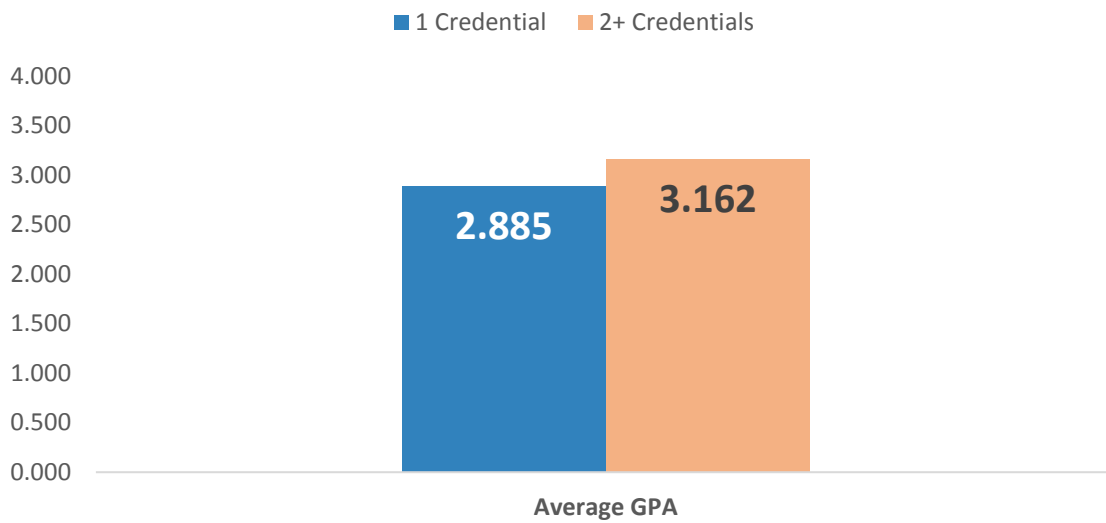
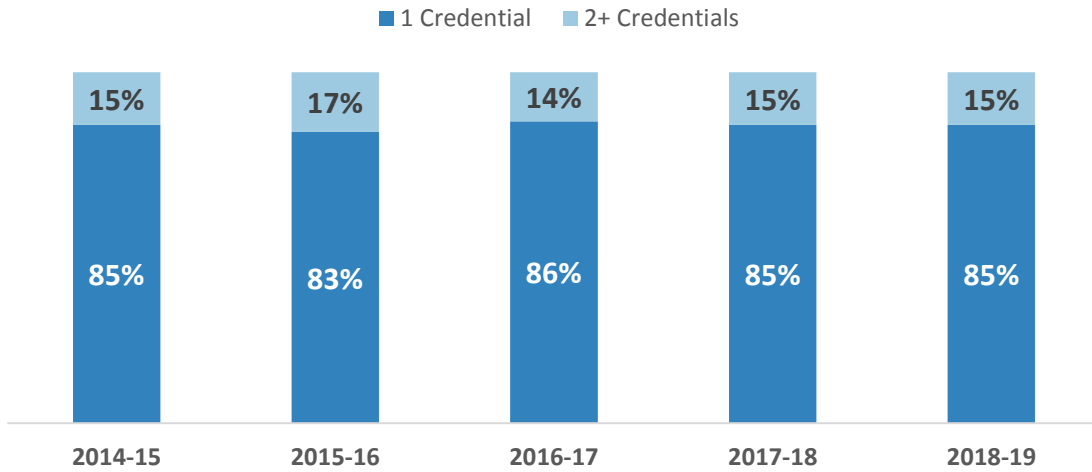


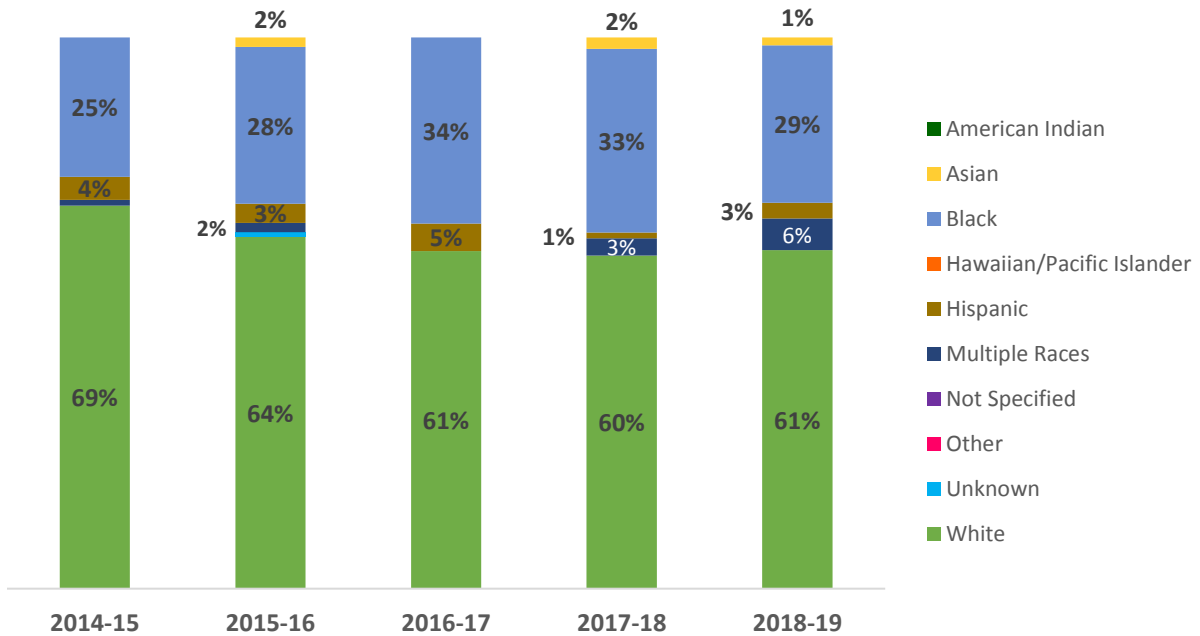
Figure 27: Source – PeopleSoft Query Executed on May 22, 2019

## Percentage of Graduates Who Have Received a Single Credential and Those Who Have Received Multiple Credentials



*Figure 28: Source – PeopleSoft Query Executed on May 22, 2019*

## Percentage of Graduates by Race Who Received Multiple Credentials



*Figure 29: Source – PeopleSoft Query Executed on May 22, 2019*

### Annual Trend of Male and Female Graduates with Multiple Credentials

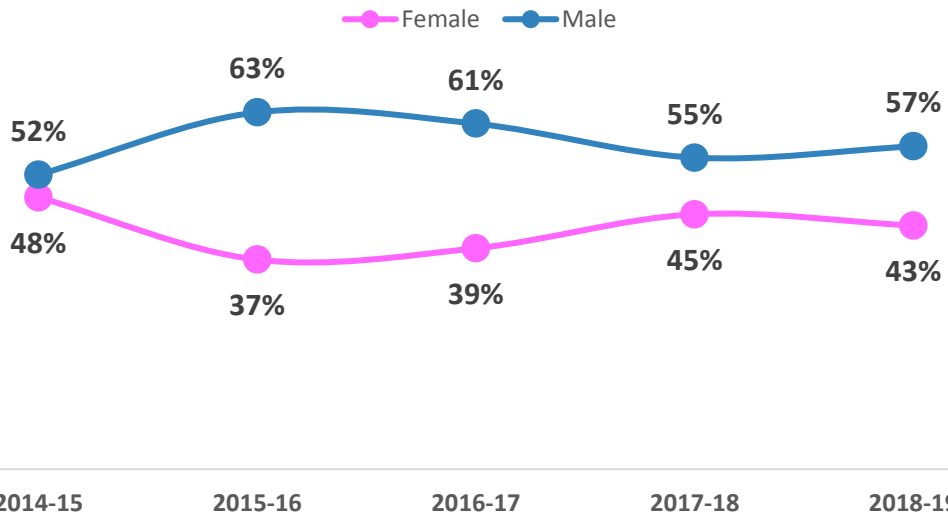


Figure 30: Source – PeopleSoft Query Executed on May 22, 2019

### Percentage of Students Who Strongly Agree They Are Pleased with Their Overall Experience at DCC

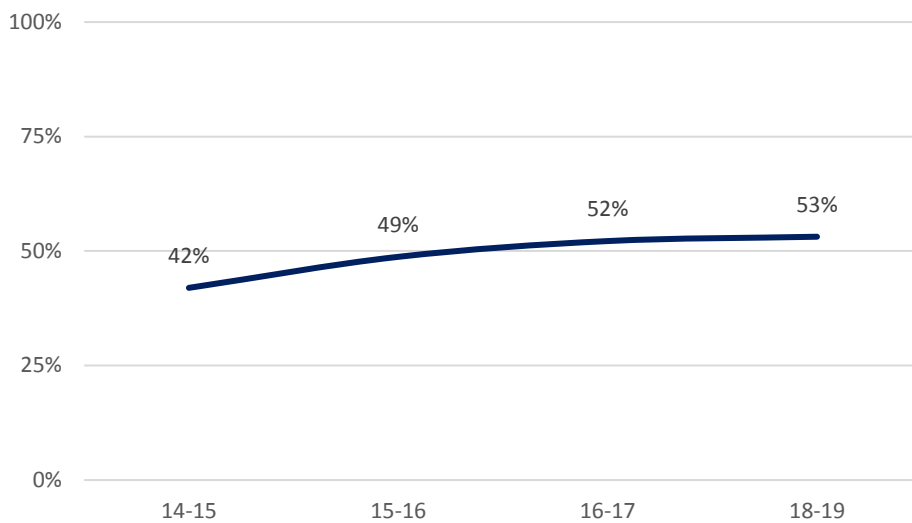


Figure 31: Source - Institutional Effectiveness Surveys 2014, 2015, 2016, and 2018

**33%** of graduates between 2014 and 2019 have taken a developmental course at Danville Community College.

**1,992** students have taken a developmental course between 2014 and 2019, but have yet to graduate.



<b>69%</b>	Female	<b>32%</b>	Unknown
<b>31%</b>	Male	<b>23%</b>	Multiple
		<b>22%</b>	Black
		<b>20%</b>	White
		<b>2%</b>	Hispanic

Figure 32: Source – PeopleSoft Query Executed on May 29, 2019



## Appendix A

### Post-High School Enrollment Report

Prepared by the Center for Organizational Excellence & Data Analytics at Danville Community College  
May 16, 2019 (Revised from 4/17/19 edition)

### Report Description

This report outlines Danville Community College's enrollment data from service region high schools between the 2014-2015 and 2018-2019 academic years. The population used in this report consists of only high school seniors who graduated and subsequently enrolled at Danville Community College in the fall of the same year. This revised report incorporates *high school graduate data* from the Virginia Department of Education, whereas the previous report from 4/17/19 compared postsecondary enrollment to grade 12 high school *enrollment data*. Not all seniors in high school graduate.

### Area High School Graduates by Academic Year

The table below contains unduplicated graduate headcount totals for each area high school over the course of five years captured from the Virginia Department of Education statistics website using the State Fiscal Stabilization Fund Indicator Report (Four-Year Graduation Rate). Please note that students graduating in the 2013-14 academic year will subsequently enroll in the 2014-15 academic year at Danville Community College. Therefore, there is a shift in academic years between tracking of high school graduation and enrollment at Danville Community College.

High School	2013-14	2014-15	2015-16	2016-17	2017-18
Chatham	137	140	146	151	139
Dan River	130	148	135	158	152
Galileo	49	50	62	53	60
George Washington	204	257	268	245	273
Gretna	119	134	138	114	108
Halifax County	343	320	353	323	331
Tunstall	217	217	220	221	238
<b>Total</b>	1,199	1,266	1,322	1,265	1,301

### Post-High School Student Enrollment by Academic Year

The table below displays the unduplicated headcount and percentage of students who graduated from each area high school and within 16 months of earning a federally recognized high school diploma; 1) enrolled at Danville Community College in the following fall term each academic year, 2) enrolled at a two-year college other than DCC, 3) enrolled at a four-year public college/university, 4) enrolled at a four-year private college/university, 5) did not enroll at a postsecondary institution. The final column represents the percentage of those students who chose to go to a college/university and selected DCC.

High School	Graduated H.S. in Spring Earning a Federally Recognized H.S. diploma	Enrolled at DCC following Fall	Percent	Enrolled at Two-Year College Other Than DCC	Percent	Enrolled at a Four-Year Public College/University	Percent	Enrolled at a Four-Year Private College/University	Percent	No Record of Postsecondary Enrollment	Percent	Percentage of Students Who Chose to Go to College and Selected DCC
<b>2013-14 &gt;&gt;&gt; 2014-15</b>												
Chatham	137	44	32%	18	13%	18	13%	16	12%	41	30%	46%
Dan River	130	45	35%	20	15%	19	15%	11	8%	35	27%	47%
Galileo	49	9	18%	11	22%	13	27%	2	4%	14	29%	26%
George Washington	204	51	25%	30	15%	48	24%	21	10%	54	26%	34%
Gretna	119	15	13%	30	25%	10	8%	13	11%	51	43%	22%
Halifax County	343	74	22%	57	17%	49	14%	28	8%	135	39%	36%
Tunstall	217	71	33%	16	7%	38	18%	19	9%	73	34%	49%
<b>Total</b>	<b>1,199</b>	<b>309</b>	<b>26%</b>	<b>182</b>	<b>15%</b>	<b>195</b>	<b>16%</b>	<b>110</b>	<b>9%</b>	<b>403</b>	<b>34%</b>	<b>39%</b>
<b>2014-15 &gt;&gt;&gt; 2015-16</b>												
Chatham	140	60	43%	14	10%	19	14%	12	9%	35	25%	57%
Dan River	148	52	35%	20	14%	17	11%	15	10%	44	30%	50%
Galileo	50	20	40%	2	4%	8	16%	6	12%	14	28%	56%
George Washington	257	78	30%	23	9%	58	23%	30	12%	68	26%	41%
Gretna	134	33	25%	14	10%	23	17%	10	7%	54	40%	41%
Halifax County	320	59	18%	28	9%	70	22%	33	10%	130	41%	31%
Tunstall	217	85	39%	21	10%	22	10%	11	5%	78	36%	61%
<b>Total</b>	<b>1,266</b>	<b>387</b>	<b>31%</b>	<b>122</b>	<b>10%</b>	<b>217</b>	<b>17%</b>	<b>117</b>	<b>9%</b>	<b>423</b>	<b>33%</b>	<b>46%</b>
<b>2015-16 &gt;&gt;&gt; 2016-17</b>												
Chatham	146	52	36%	8	5%	22	15%	12	8%	52	36%	55%
Dan River	135	55	41%	5	4%	20	15%	10	7%	45	33%	61%
Galileo	62	22	35%	2	3%	12	19%	9	15%	17	27%	49%
George Washington	268	72	27%	5	2%	64	24%	25	9%	102	38%	43%
Gretna	138	23	17%	20	14%	19	14%	16	12%	60	43%	29%
Halifax County	353	72	20%	15	4%	82	23%	21	6%	163	46%	38%
Tunstall	220	75	34%	15	7%	36	16%	16	7%	78	35%	53%
<b>Total</b>	<b>1,322</b>	<b>371</b>	<b>28%</b>	<b>70</b>	<b>5%</b>	<b>255</b>	<b>19%</b>	<b>109</b>	<b>8%</b>	<b>517</b>	<b>39%</b>	<b>46%</b>

**Key**

= Top Choice of Students for the Year

= 2nd Choice of Students for the Year

xx% = Decrease from Previous Year

xx% = Increase from Previous Year

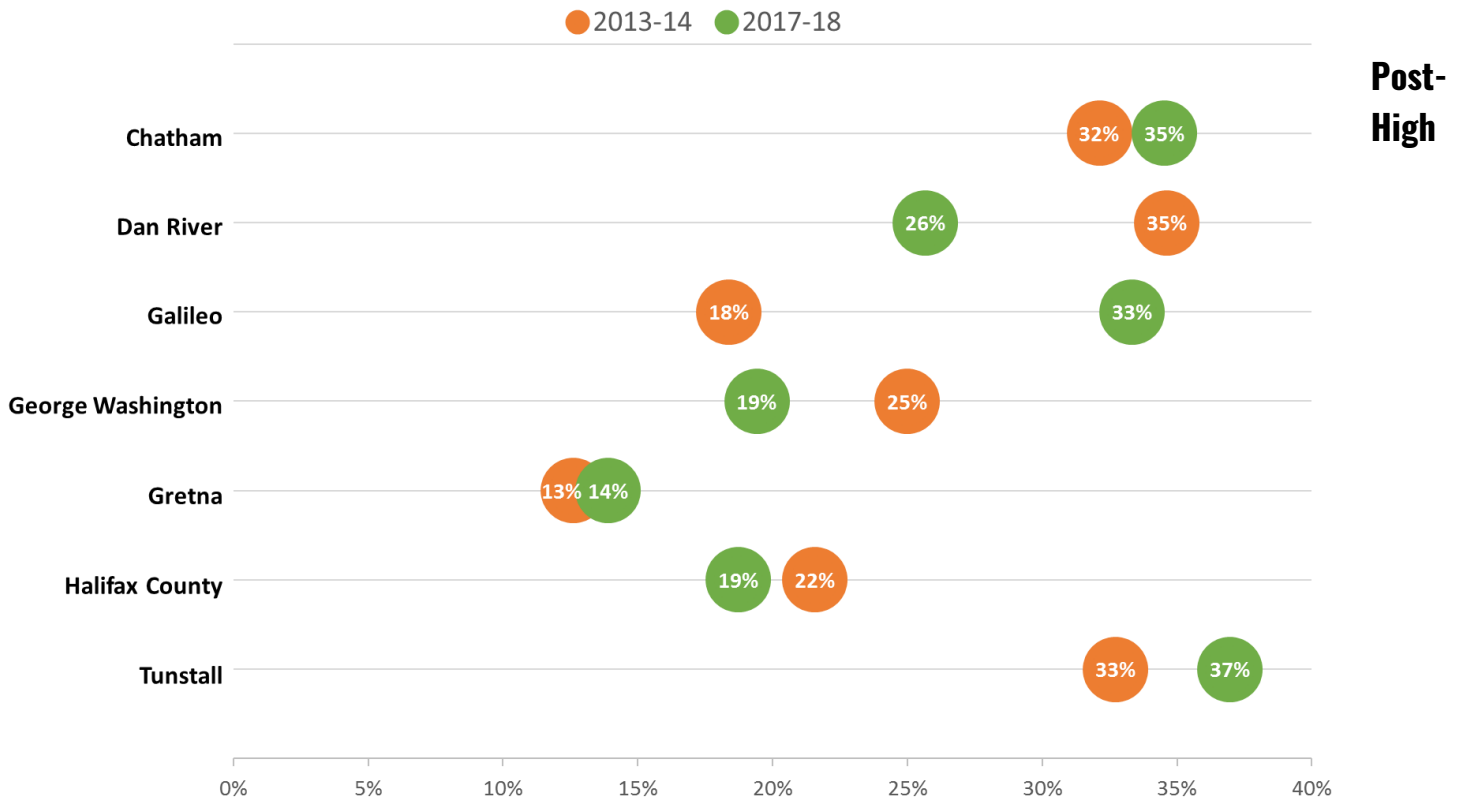
High School	Graduated H.S. in Spring Earning a Federally Recognized H.S. diploma	Enrolled at DCC following Fall	Percent	Enrolled at Two-Year College Other Than DCC	Percent	Enrolled at a Four-Year Public College/University	Percent	Enrolled at a Four-Year Private College/University	Percent	No Record of Postsecondary Enrollment	Percent	Percentage of Students Who Chose to Go to College and Selected DCC
<b>2016-17 &gt;&gt;&gt; 2017-18</b>												
Chatham	151	49	32%	16	11%	24	16%	13	9%	49	32%	48%
Dan River	158	49	31%	14	9%	16	10%	12	8%	67	42%	54%
Galileo	53	11	21%	5	9%	13	25%	8	15%	16	30%	30%
George Washington	245	52	21%	25	10%	54	22%	13	5%	101	41%	36%
Gretna	114	19	17%	16	14%	20	18%	11	10%	48	42%	29%
Halifax County	323	44	14%	38	12%	75	23%	32	10%	134	41%	23%
Tunstall	221	73	33%	26	12%	41	19%	17	8%	64	29%	46%
<b>Total</b>	1,265	297	23%	140	11%	243	19%	106	8%	479	38%	38%
<b>2017-18 &gt;&gt;&gt; 2018-19</b>												
Chatham	139	48	35%	6	4%	27	19%	11	8%	47	34%	52%
Dan River	152	39	26%	5	3%	22	14%	12	8%	74	49%	50%
Galileo	60	20	33%	2	3%	14	23%	5	8%	19	32%	49%
George Washington	273	53	19%	14	5%	61	22%	17	6%	128	47%	37%
Gretna	108	15	14%	17	16%	14	13%	19	18%	43	40%	23%
Halifax County	331	62	19%	41	12%	56	17%	24	7%	148	45%	34%
Tunstall	238	88	37%	4	2%	45	19%	16	7%	85	36%	58%
<b>Total</b>	1,301	325	25%	89	7%	239	18%	104	8%	544	42%	43%

**Key**

- = Top Choice of Students for the Year
- = 2nd Choice of Students for the Year
- xx% = Decrease from Previous Year
- xx% = Increase from Previous Year

In the figure below, the percentage of students who graduated in 2014 and enrolled later that fall is compared to the percentage of students in 2018. A green dot (2018-19) to the right of an orange dot (2014-15) indicates that there was a percentage increase. A green dot to the left of an orange dot indicates a decrease in percentage.

## Comparison of Post-High School Enrollment Between 2014-15 and 2018-19



## School Student Enrollment by Degree Type

The following table shows unduplicated headcount totals and percentages by degree type (Associate of Arts & Science, Associate of Applied Science, etc.). Please note that the percentages calculated in this table are percentages of column totals for each high school.

High School	Degree	2014-15		2015-16		2016-17		2017-18		2018-19	
		Count	%	Count	%	Count	%	Count	%	Count	%
Chatham	AA&S	18	41%	43	72%	31	60%	27	55%	32	67%
	AAS	9	20%	3	5%	4	8%	7	14%	2	4%
	AS	3	7%	0	0%	1	2%	1	2%	1	2%
	CERT	3	7%	2	3%	3	6%	1	2%	1	2%
	CSC	0	0%	0	0%	0	0%	1	2%	1	2%
	DIPL	10	23%	10	17%	9	17%	1	2%	9	19%
	None	1	2%	2	3%	4	8%	1	2%	2	4%
	Total	44		60		52		49		48	
Dan River	AA&S	17	38%	35	67%	31	56%	20	41%	23	59%
	AAS	11	24%	7	13%	3	5%	13	27%	7	18%
	AS	1	2%	0	0%	5	9%	0	0%	1	3%
	CERT	5	11%	1	2%	0	0%	1	2%	0	0%
	CSC	3	7%	1	2%	3	5%	2	4%	0	0%
	DIPL	8	18%	7	13%	9	16%	13	27%	8	21%
	None	0	0%	1	2%	4	7%	0	0%	0	0%
Total	45		52		55		49		39		
Galileo	AA&S	6	67%	17	85%	16	73%	7	64%	11	55%
	AAS	1	11%	1	5%	5	23%	4	36%	3	15%
	AS	0	0%	0	0%	0	0%	0	0%	3	15%

High School	Degree	2014-15		2015-16		2016-17		2017-18		2018-19		
		Count	%	Count	%	Count	%	Count	%	Count	%	
	CERT	1	11%	0	0%	0	0%	0	0%	0	0%	
	CSC	0	0%	0	0%	0	0%	0	0%	2	10%	
	DIPL	1	11%	2	10%	1	5%	0	0%	1	5%	
	None	0	0%	0	0%	0	0%	0	0%	0	0%	
	Total	9		20		22		11		20		
	AA&S	34	67%	46	59%	48	67%	38	73%	37	70%	
	AAS	6	12%	15	19%	7	10%	9	17%	8	15%	
	AS	1	2%	2	3%	2	3%	0	0%	3	6%	
	George Washington	CERT	3	6%	3	4%	0	0%	0	0%	0	0%
		CSC	3	6%	1	1%	5	7%	1	2%	2	4%
DIPL		3	6%	10	13%	9	13%	4	8%	2	4%	
None		1	2%	1	1%	1	1%	0	0%	1	2%	
Total		51		78		72		52		53		
AA&S		9	60%	14	42%	15	65%	9	47%	4	27%	
AAS		3	20%	6	18%	0	0%	1	5%	3	20%	
AS		1	7%	0	0%	0	0%	1	5%	0	0%	
Gretna		CERT	0	0%	1	3%	0	0%	0	0%	0	0%
		CSC	0	0%	2	6%	1	4%	0	0%	0	0%
	DIPL	2	13%	10	30%	6	26%	8	42%	7	47%	
	None	0	0%	0	0%	1	4%	0	0%	1	7%	
	Total	15		33		23		19		15		
	AA&S	20	27%	16	27%	19	26%	12	27%	18	29%	
	AAS	10	14%	11	19%	6	8%	6	14%	9	15%	
	AS	2	3%	1	2%	2	3%	2	5%	2	3%	
	Halifax County	CERT	5	7%	2	3%	1	1%	1	2%	0	0%
		CSC	3	4%	5	8%	5	7%	1	2%	7	11%
DIPL		12	16%	6	10%	12	17%	12	27%	14	23%	
None		22	30%	18	31%	27	38%	10	23%	12	19%	
Total		74		59		72		44		62		
AA&S		35	49%	50	59%	43	57%	38	52%	39	44%	
AAS		11	15%	8	9%	7	9%	14	19%	9	10%	
AS		5	7%	0	0%	6	8%	3	4%	3	3%	
Tunstall		CERT	7	10%	3	4%	4	5%	2	3%	1	1%
		CSC	1	1%	1	1%	3	4%	2	3%	4	5%
	DIPL	12	17%	21	25%	8	11%	14	19%	28	32%	
	None	0	0%	2	2%	4	5%	0	0%	4	5%	
	Total	71		85		75		73		88		

## Post-High School Student Enrollment by Academic Plan

In this section, you will find unduplicated headcount totals and percentages by academic plan for each high school. Please note that if a student was enrolled in two or more academic plans during that academic year, they have only been counted once as part of their primary academic plan. This list includes both curricular and non-curricular academic plans.

### Chatham High School

Academic Plan	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Adj-Corrections	1	2%	0	0%	0	0%	0	0%	0	0%
Adj-Law Enforcement	1	2%	1	2%	1	2%	2	4%	0	0%
Air Cond. & Refrig. Servicing	0	0%	0	0%	1	2%	0	0%	0	0%
Air Conditioning & Refrigerati	1	2%	1	2%	1	2%	0	0%	0	0%
AST - General Office Spec.	0	0%	0	0%	0	0%	0	0%	0	0%
AST.-Med. Office Coding Spec.	0	0%	0	0%	0	0%	0	0%	0	0%
Auto Analysis & Repair	1	2%	0	0%	0	0%	0	0%	1	2%
Basic Dental Assisting	0	0%	0	0%	0	0%	0	0%	0	0%
Business Administration	0	0%	2	3%	3	6%	2	4%	3	6%
Business Management-Mgmt Spec.	2	5%	1	2%	0	0%	0	0%	0	0%
Computer Aided Drafting & Des.	1	2%	0	0%	0	0%	0	0%	0	0%
Cosmetology	0	0%	0	0%	0	0%	0	0%	0	0%
Dimensional Inspection	0	0%	0	0%	0	0%	0	0%	0	0%
Early Childhood Development	0	0%	0	0%	0	0%	0	0%	0	0%
Early Childhood Education	1	2%	0	0%	0	0%	0	0%	0	0%
Electrical/Electronics EngTech	1	2%	0	0%	2	4%	1	2%	2	4%
Engineering	3	7%	0	0%	1	2%	1	2%	1	2%
First Year Studies	0	0%	1	2%	0	0%	0	0%	0	0%
General Education	0	0%	1	2%	0	0%	0	0%	1	2%
Graphic Imaging Technology	1	2%	1	2%	0	0%	1	2%	1	2%
Health Science-Prac. Nrsg.Spec	0	0%	0	0%	0	0%	0	0%	0	0%
High School Student-Comb.	0	0%	0	0%	0	0%	0	0%	0	0%
High School-Dual Enrolled	0	0%	1	2%	3	6%	0	0%	2	4%
HS or Home Schooled-No HS Crd	1	2%	0	0%	0	0%	0	0%	0	0%
Industrial Electrical Princ.	1	2%	0	0%	0	0%	0	0%	0	0%
IST - Gaming & Mobile App Des.	1	2%	0	0%	1	2%	1	2%	2	4%
IST Network Engineer	1	2%	0	0%	0	0%	3	6%	0	0%
IST-Software Development Spec.	0	0%	1	2%	1	2%	0	0%	0	0%
Liberal Arts	2	5%	2	3%	4	8%	4	8%	4	8%
Liberal Arts-Humanities Spec.	2	5%	6	10%	5	10%	1	2%	1	2%
Liberal Arts-Soc.Science Spec.	2	5%	1	2%	2	4%	4	8%	2	4%
Maintenance Mechanics	0	0%	0	0%	1	2%	1	2%	0	0%
Medical Coding	0	0%	0	0%	0	0%	0	0%	0	0%
Non Degree Transfer	0	0%	0	0%	0	0%	0	0%	0	0%
Nursing	0	0%	0	0%	0	0%	0	0%	0	0%
Pending Curr Approval	0	0%	0	0%	1	2%	0	0%	0	0%
Personal Satisfaction	0	0%	1	2%	0	0%	1	2%	0	0%
Phlebotomy	0	0%	0	0%	0	0%	0	0%	0	0%

Academic Plan	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Precision Machining Technology	5	11%	8	13%	6	12%	8	16%	4	8%
Residential Design & Estimating	1	2%	0	0%	0	0%	0	0%	0	0%
Science	12	27%	32	53%	14	27%	16	33%	21	44%
Science - Comp. Science	0	0%	0	0%	3	6%	0	0%	1	2%
Tech Stud Ind Tech Mechanical	2	5%	0	0%	1	2%	1	2%	0	0%
Tech. Studies-Integrated Mach.	0	0%	0	0%	0	0%	0	0%	0	0%
Welding (CSC)	0	0%	0	0%	0	0%	1	2%	1	2%
Welding (DIP)	0	0%	0	0%	0	0%	1	2%	1	2%
Welding Technology	1	2%	0	0%	1	2%	0	0%	0	0%
<b>Total</b>	<b>44</b>		<b>60</b>		<b>52</b>		<b>49</b>		<b>48</b>	

# Dan River High School

Academic Plan	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Adj-Corrections	0	0%	0	0%	0	0%	1	2%	0	0%
Adj-Law Enforcement	5	11%	2	4%	0	0%	2	4%	1	3%
Adj-Protective Services	0	0%	0	0%	0	0%	1	2%	0	0%
Advanced Nurse Aide	0	0%	0	0%	1	2%	0	0%	0	0%
Air Conditioning & Refrigerati	1	2%	1	2%	1	2%	1	2%	0	0%
Applied Engineering Technology	0	0%	0	0%	0	0%	0	0%	0	0%
AST - General Office Spec.	0	0%	0	0%	0	0%	0	0%	0	0%
AST.-Med. Office Coding Spec.	1	2%	2	4%	0	0%	0	0%	1	3%
Auto Analysis & Repair	1	2%	0	0%	0	0%	4	8%	0	0%
Auto Body Mechanics	1	2%	0	0%	0	0%	0	0%	0	0%
Basic Dental Assisting	0	0%	0	0%	0	0%	0	0%	0	0%
Building Trades Technology	1	2%	0	0%	0	0%	0	0%	0	0%
Bus. Mgmt - Project Management	0	0%	0	0%	0	0%	0	0%	0	0%
Business Administration	0	0%	3	6%	4	7%	3	6%	5	13%
Business Management-Mgmt Spec.	1	2%	1	2%	1	2%	2	4%	0	0%
Cosmetology	0	0%	0	0%	2	4%	0	0%	0	0%
Cyber Security	0	0%	0	0%	0	0%	0	0%	0	0%
Cybercrime Investigation	0	0%	0	0%	0	0%	0	0%	0	0%
Dimensional Inspection	0	0%	0	0%	0	0%	0	0%	0	0%
Early Childhood Education	1	2%	0	0%	0	0%	2	4%	1	3%
Electrical/Electronics EngTech	1	2%	1	2%	1	2%	4	8%	2	5%
Engineering	1	2%	0	0%	5	9%	0	0%	1	3%
First Year Studies	1	2%	0	0%	0	0%	0	0%	0	0%
General Education	1	2%	1	2%	0	0%	0	0%	0	0%
Graphic Imaging Technology	0	0%	1	2%	0	0%	1	2%	1	3%
High School Student-Comb.	0	0%	0	0%	0	0%	0	0%	0	0%
High School-Dual Enrolled	0	0%	0	0%	4	7%	0	0%	0	0%
HS or Home Schooled-No HS Crd	0	0%	0	0%	0	0%	0	0%	0	0%
Info. Systems Technician	0	0%	0	0%	0	0%	1	2%	0	0%
IST - Gaming & Mobile App Des.	0	0%	0	0%	0	0%	1	2%	0	0%
IST Network Engineer	0	0%	0	0%	2	4%	3	6%	3	8%
IST-Software Development Spec.	2	4%	1	2%	0	0%	0	0%	1	3%
Liberal Arts	2	4%	2	4%	2	4%	3	6%	1	3%
Liberal Arts-Humanities Spec.	1	2%	1	2%	6	11%	3	6%	1	3%
Liberal Arts-Soc.Science Spec.	2	4%	4	8%	3	5%	1	2%	3	8%
Maintenance Mechanics	0	0%	0	0%	0	0%	0	0%	0	0%
Marketing-Electronic Comm Spec	0	0%	1	2%	0	0%	0	0%	0	0%
Non Degree Transfer	0	0%	1	2%	0	0%	0	0%	0	0%
Nurse Aide	2	4%	0	0%	0	0%	0	0%	0	0%
Nurse Aide Extended Care	0	0%	0	0%	0	0%	0	0%	0	0%
Nursing	0	0%	0	0%	0	0%	0	0%	0	0%
Pending Curr Approval	0	0%	0	0%	0	0%	0	0%	0	0%
Personal Satisfaction	0	0%	0	0%	0	0%	0	0%	0	0%



Academic Plan	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Pharmacy Technician	0	0%	1	2%	0	0%	0	0%	0	0%
Phlebotomy	0	0%	0	0%	0	0%	0	0%	0	0%
Precision Machining Technology	5	11%	4	8%	7	13%	3	6%	4	10%
Science	12	27%	25	48%	16	29%	10	20%	13	33%
Tech Stud Ind Tech Mechanical	1	2%	0	0%	0	0%	1	2%	0	0%
Tech. Studies-Integrated Mach.	0	0%	0	0%	0	0%	0	0%	0	0%
Web Site Design	1	2%	0	0%	0	0%	0	0%	0	0%
Welding (CSC)	0	0%	0	0%	0	0%	1	2%	0	0%
Welding (DIP)	0	0%	0	0%	0	0%	0	0%	1	3%
Welding Technology	1	2%	0	0%	0	0%	1	2%	0	0%
<b>Total</b>	45		52		55		49		39	

# Galileo Magnet High School

Academic Plan	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Adj-Law Enforcement	0	0%	0	0%	2	9%	0	0%	0	0%
AST - General Office Spec.	0	0%	0	0%	0	0%	0	0%	0	0%
AST.-Med. Office Coding Spec.	0	0%	0	0%	0	0%	0	0%	0	0%
Auto Analysis & Repair	0	0%	1	5%	0	0%	0	0%	0	0%
Business Administration	1	11%	0	0%	0	0%	0	0%	3	15%
Business Management-Mgmt Spec.	0	0%	1	5%	1	5%	0	0%	1	5%
Cybercrime Investigation	0	0%	0	0%	0	0%	0	0%	0	0%
Early Childhood Education	0	0%	0	0%	0	0%	1	9%	0	0%
Electrical/Electronics EngTech	0	0%	0	0%	0	0%	0	0%	0	0%
Emer. Med Tech-Intermediate	0	0%	0	0%	0	0%	0	0%	0	0%
Engineering	0	0%	0	0%	0	0%	0	0%	3	15%
First Year Studies	1	11%	0	0%	0	0%	0	0%	0	0%
Graphic Imaging Technology	1	11%	1	5%	1	5%	0	0%	0	0%
High School Student-Comb.	0	0%	0	0%	0	0%	0	0%	0	0%
High School-Dual Enrolled	0	0%	0	0%	0	0%	0	0%	0	0%
IST - Gaming & Mobile App Des.	0	0%	0	0%	1	5%	3	27%	0	0%
IST Network Engineer	1	11%	0	0%	1	5%	0	0%	2	10%
IST-Software Development Spec.	0	0%	0	0%	0	0%	0	0%	0	0%
Liberal Arts	0	0%	4	20%	2	9%	0	0%	2	10%
Liberal Arts-Humanities Spec.	3	33%	3	15%	3	14%	0	0%	1	5%
Liberal Arts-Soc.Science Spec.	1	11%	0	0%	2	9%	1	9%	1	5%
Nurse Aide Extended Care	0	0%	0	0%	0	0%	0	0%	1	5%
Nursing	0	0%	0	0%	0	0%	0	0%	0	0%
Pharmacy Technician	0	0%	0	0%	0	0%	0	0%	0	0%
Precision Machining Technology	0	0%	0	0%	0	0%	0	0%	1	5%
Science	1	11%	9	45%	8	36%	6	55%	4	20%
Science - Comp. Science	0	0%	1	5%	1	5%	0	0%	0	0%
Software Development	0	0%	0	0%	0	0%	0	0%	1	5%
Venture Creation Management	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Total</b>	<b>9</b>		<b>20</b>		<b>22</b>		<b>11</b>		<b>20</b>	

# George Washington High School

Academic Plan	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Accounting	0	0%	0	0%	0	0%	0	0%	0	0%
Adj-Law Enforcement	1	2%	1	1%	0	0%	3	6%	2	4%
Adm. of Justice	0	0%	0	0%	0	0%	0	0%	0	0%
Advanced Nurse Aide	0	0%	0	0%	2	3%	0	0%	0	0%
Air Conditioning & Refrigerati	0	0%	0	0%	1	1%	0	0%	1	2%
Applied Engineering Technology	1	2%	1	1%	0	0%	0	0%	0	0%
AST.-Med. Office Coding Spec.	0	0%	1	1%	1	1%	0	0%	0	0%
Auto Analysis & Repair	2	4%	6	8%	6	8%	2	4%	0	0%
Auto Body Mechanics	1	2%	0	0%	0	0%	0	0%	0	0%
Basic Dental Assisting	1	2%	0	0%	1	1%	0	0%	0	0%
Bus. Mgt.-Graphic Img. Spec.	0	0%	1	1%	0	0%	0	0%	0	0%
Business Administration	1	2%	4	5%	6	8%	5	10%	1	2%
Business Management-Mgmt Spec.	0	0%	4	5%	2	3%	3	6%	1	2%
Cosmetology	0	0%	0	0%	0	0%	0	0%	0	0%
Cyber Security	0	0%	0	0%	0	0%	0	0%	0	0%
Dimensional Inspection	0	0%	1	1%	0	0%	0	0%	0	0%
Early Childhood Development	1	2%	0	0%	0	0%	0	0%	0	0%
Early Childhood Education	2	4%	2	3%	1	1%	2	4%	1	2%
Electrical/Electronics EngTech	0	0%	2	3%	0	0%	0	0%	0	0%
Engineering	1	2%	2	3%	2	3%	0	0%	3	6%
First Year Studies	2	4%	1	1%	0	0%	0	0%	0	0%
Graphic Imaging Technology	0	0%	1	1%	0	0%	1	2%	0	0%
Health Science-Prac. Nrsg.Spec	0	0%	0	0%	0	0%	0	0%	0	0%
High School Student-Comb.	0	0%	0	0%	0	0%	0	0%	0	0%
High School-Dual Enrolled	0	0%	1	1%	1	1%	0	0%	0	0%
HS or Home Schooled-No HS Crd	0	0%	0	0%	0	0%	0	0%	0	0%
IST - Gaming & Mobile App Des.	0	0%	4	5%	1	1%	1	2%	3	6%
IST Network Engineer	1	2%	1	1%	1	1%	0	0%	1	2%
IST-Software Development Spec.	0	0%	0	0%	1	1%	0	0%	0	0%
Liberal Arts	2	4%	4	5%	3	4%	3	6%	4	8%
Liberal Arts-Humanities Spec.	6	12%	6	8%	5	7%	2	4%	2	4%
Liberal Arts-Soc.Science Spec.	4	8%	4	5%	5	7%	1	2%	7	13%
Marketing - Marketing Special.	1	2%	0	0%	0	0%	0	0%	0	0%
Marketing-Electronic Comm Spec	0	0%	0	0%	0	0%	0	0%	0	0%
Marketing-Warehouse & Dist Spc	0	0%	0	0%	0	0%	0	0%	0	0%
Middle College (GED Program)	0	0%	0	0%	0	0%	0	0%	0	0%
Nurse Aide	1	2%	0	0%	0	0%	0	0%	0	0%
Nurse Aide Extended Care	0	0%	0	0%	0	0%	0	0%	1	2%
Nursing	0	0%	0	0%	0	0%	0	0%	0	0%
Personal Satisfaction	0	0%	0	0%	0	0%	0	0%	1	2%
Pharmacy Technician	0	0%	0	0%	0	0%	1	2%	0	0%
Phlebotomy	0	0%	0	0%	1	1%	0	0%	1	2%
Precision Machining Technology	1	2%	1	1%	2	3%	1	2%	0	0%

Academic Plan	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Science	21	41%	27	35%	29	40%	26	50%	22	42%
Science - Comp. Science	0	0%	1	1%	0	0%	1	2%	1	2%
Upgrading Emp Skills	1	2%	0	0%	0	0%	0	0%	0	0%
Welding (CSC)	0	0%	0	0%	1	1%	0	0%	0	0%
Welding (DIP)	0	0%	0	0%	0	0%	0	0%	1	2%
Welding Technology	0	0%	2	3%	0	0%	0	0%	0	0%
<b>Total</b>	<b>51</b>		<b>78</b>		<b>72</b>		<b>52</b>		<b>53</b>	

# Gretna High School

Academic Plan	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Adj-Law Enforcement	1	7%	1	3%	0	0%	0	0%	1	7%
Air Conditioning & Refrigerati	2	13%	1	3%	0	0%	0	0%	0	0%
Applied Engineering Technology	0	0%	1	3%	0	0%	0	0%	0	0%
Auto Analysis & Repair	0	0%	0	0%	1	4%	1	5%	1	7%
Business Administration	0	0%	1	3%	0	0%	1	5%	0	0%
Business Management-Mgmt Spec.	0	0%	0	0%	0	0%	0	0%	1	7%
Computer Aided Drafting & Des.	0	0%	1	3%	0	0%	0	0%	0	0%
Early Childhood Education	1	7%	0	0%	0	0%	0	0%	0	0%
Electrical/Electronics EngTech	0	0%	2	6%	1	4%	3	16%	2	13%
Engineering	1	7%	0	0%	0	0%	1	5%	0	0%
First Year Studies	0	0%	1	3%	0	0%	0	0%	0	0%
Graphic Imaging Technology	0	0%	0	0%	0	0%	0	0%	0	0%
Health Science-Prac. Nrsg.Spec	0	0%	0	0%	0	0%	0	0%	0	0%
High School Student-Comb.	0	0%	0	0%	0	0%	0	0%	0	0%
High School-Dual Enrolled	0	0%	0	0%	1	4%	0	0%	1	7%
HS or Home Schooled-No HS Crd	0	0%	0	0%	0	0%	0	0%	0	0%
IST - Gaming & Mobile App Des.	0	0%	1	3%	0	0%	0	0%	1	7%
IST Network Engineer	0	0%	3	9%	0	0%	1	5%	0	0%
IST-PC Technology Spec.	1	7%	0	0%	0	0%	0	0%	0	0%
Liberal Arts	0	0%	4	12%	0	0%	1	5%	1	7%
Liberal Arts-Humanities Spec.	1	7%	2	6%	1	4%	1	5%	1	7%
Liberal Arts-Soc.Science Spec.	0	0%	1	3%	3	13%	2	11%	0	0%
Manufacturing Technician	0	0%	0	0%	0	0%	0	0%	0	0%
Nurse Aide	0	0%	1	3%	0	0%	0	0%	0	0%
Nursing	0	0%	0	0%	0	0%	0	0%	0	0%
Pharmacy Technician	0	0%	0	0%	1	4%	0	0%	0	0%
Phlebotomy	0	0%	0	0%	0	0%	0	0%	0	0%
Precision Machining Technology	0	0%	6	18%	4	17%	4	21%	3	20%
Science	8	53%	6	18%	11	48%	4	21%	2	13%
Tech. Studies-Integrated Mach.	0	0%	0	0%	0	0%	0	0%	0	0%
Welding (CSC)	0	0%	1	3%	0	0%	0	0%	0	0%
Welding (DIP)	0	0%	0	0%	0	0%	0	0%	1	7%
Welding Technology	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Total</b>	<b>15</b>		<b>33</b>		<b>23</b>		<b>19</b>		<b>15</b>	

# Halifax County High School

Academic Plan	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Adj-Corrections	0	0%	0	0%	1	1%	0	0%	0	0%
Adj-Law Enforcement	2	3%	2	3%	1	1%	0	0%	2	3%
Adj-Protective Services	0	0%	1	2%	0	0%	0	0%	0	0%
Adm. of Justice	1	1%	0	0%	0	0%	0	0%	0	0%
Advanced Nurse Aide	0	0%	0	0%	3	4%	0	0%	0	0%
Air Conditioning & Refrigerati	4	5%	2	3%	2	3%	0	0%	0	0%
Applied Engineering Technology	2	3%	0	0%	0	0%	0	0%	0	0%
AST Medical Office Administrat	0	0%	0	0%	0	0%	0	0%	0	0%
AST.-Med. Office Coding Spec.	0	0%	0	0%	0	0%	0	0%	0	0%
Auto Analysis & Repair	0	0%	0	0%	3	4%	3	7%	1	2%
Auto Body Mechanics	1	1%	0	0%	0	0%	0	0%	0	0%
Basic Dental Assisting	0	0%	0	0%	0	0%	0	0%	0	0%
Business Administration	0	0%	1	2%	1	1%	1	2%	3	5%
Business Management-Mgmt Spec.	1	1%	2	3%	0	0%	1	2%	0	0%
Career Exploration	0	0%	0	0%	0	0%	0	0%	0	0%
Computer Aided Drafting & Des.	1	1%	0	0%	1	1%	0	0%	0	0%
Cosmetology	0	0%	0	0%	1	1%	0	0%	0	0%
Digital Art and Design	0	0%	2	3%	0	0%	0	0%	0	0%
Dimensional Inspection	0	0%	0	0%	0	0%	0	0%	0	0%
Early Childhood Development	0	0%	0	0%	0	0%	0	0%	1	2%
Early Childhood Education	2	3%	0	0%	1	1%	2	5%	3	5%
Electrical/Electronics EngTech	3	4%	1	2%	4	6%	6	14%	4	6%
Emergency Medical Services	0	0%	0	0%	0	0%	1	2%	1	2%
Engineering	2	3%	1	2%	2	3%	2	5%	2	3%
First Year Studies	2	3%	2	3%	0	0%	0	0%	0	0%
General Education	1	1%	0	0%	0	0%	0	0%	0	0%
Graphic Imaging Technology	0	0%	0	0%	1	1%	0	0%	1	2%
High School Student-Comb.	0	0%	1	2%	0	0%	0	0%	0	0%
High School-Dual Enrolled	1	1%	1	2%	1	1%	0	0%	0	0%
HS or Home Schooled-No HS Crd	1	1%	0	0%	0	0%	0	0%	0	0%
IST - Gaming & Mobile App Des.	0	0%	1	2%	1	1%	1	2%	1	2%
IST Network Engineer	0	0%	0	0%	1	1%	0	0%	3	5%
IST-PC Technology Spec.	0	0%	0	0%	1	1%	0	0%	0	0%
IST-Software Development Spec.	0	0%	1	2%	0	0%	0	0%	0	0%
Law Enforcement	1	1%	0	0%	0	0%	0	0%	0	0%
Liberal Arts	3	4%	7	12%	5	7%	2	5%	3	5%
Liberal Arts-Humanities Spec.	2	3%	1	2%	0	0%	0	0%	1	2%
Liberal Arts-Soc.Science Spec.	0	0%	1	2%	1	1%	0	0%	1	2%
Maintenance Mechanics	0	0%	0	0%	1	1%	0	0%	0	0%
Marketing - Marketing Special.	0	0%	0	0%	0	0%	1	2%	0	0%
Medical Coding	1	1%	0	0%	0	0%	0	0%	0	0%
Metal Processing	0	0%	1	2%	0	0%	0	0%	0	0%
Non Degree Transfer	13	18%	16	27%	26	36%	0	0%	1	2%

Academic Plan	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Nurse Aide	2	3%	2	3%	0	0%	0	0%	0	0%
Nurse Aide Extended Care	0	0%	0	0%	0	0%	0	0%	0	0%
Nursing	0	0%	0	0%	0	0%	1	2%	0	0%
Pending Curr Approval	0	0%	0	0%	0	0%	1	2%	0	0%
Personal Satisfaction	4	5%	0	0%	0	0%	9	20%	11	18%
Pharmacy Technician	0	0%	0	0%	1	1%	0	0%	2	3%
Phlebotomy	0	0%	0	0%	0	0%	0	0%	2	3%
Precision Machining Technology	4	5%	3	5%	1	1%	1	2%	8	13%
Science	15	20%	5	8%	12	17%	8	18%	9	15%
Science - Comp. Science	0	0%	1	2%	0	0%	1	2%	1	2%
Tech Stud Ind Tech Mechanical	2	3%	3	5%	0	0%	0	0%	0	0%
Tech Stud-Product Des. & Devel	0	0%	1	2%	0	0%	0	0%	0	0%
Tech. Studies-Integrated Mach.	0	0%	0	0%	0	0%	0	0%	0	0%
Transient Student	3	4%	0	0%	0	0%	0	0%	0	0%
Welding (CSC)	0	0%	0	0%	0	0%	0	0%	1	2%
Welding (DIP)	0	0%	0	0%	0	0%	2	5%	0	0%
Welding Technology	0	0%	0	0%	0	0%	1	2%	0	0%
<b>Total</b>	<b>74</b>		<b>59</b>		<b>72</b>		<b>44</b>		<b>62</b>	

# Tunstall High School

Academic Plan	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Adj-Law Enforcement	2	3%	0	0%	0	0%	4	5%	1	1%
Air Cond. & Refrig. Servicing	0	0%	0	0%	0	0%	0	0%	0	0%
Air Conditioning & Refrigerati	0	0%	1	1%	1	1%	0	0%	3	3%
Applied Engineering Technology	0	0%	0	0%	0	0%	0	0%	0	0%
AST - General Office Spec.	0	0%	0	0%	1	1%	0	0%	0	0%
AST.-Med. Office Coding Spec.	0	0%	0	0%	0	0%	1	1%	0	0%
Auto Analysis & Repair	0	0%	2	2%	1	1%	2	3%	3	3%
Auto Body Mechanics	1	1%	0	0%	0	0%	0	0%	0	0%
Basic Dental Assisting	1	1%	0	0%	0	0%	0	0%	0	0%
Business Administration	6	8%	6	7%	7	9%	3	4%	1	1%
Business Management-Mgmt Spec.	2	3%	0	0%	2	3%	0	0%	0	0%
Commercial Art	0	0%	0	0%	0	0%	0	0%	1	1%
Computer Aided Drafting & Des.	1	1%	0	0%	0	0%	0	0%	0	0%
Cosmetology	0	0%	0	0%	1	1%	0	0%	0	0%
Dimensional Inspection	0	0%	0	0%	1	1%	0	0%	0	0%
Early Childhood Development	0	0%	0	0%	0	0%	1	1%	1	1%
Early Childhood Education	0	0%	1	1%	0	0%	1	1%	1	1%
Electrical/Electronics EngTech	0	0%	2	2%	1	1%	3	4%	5	6%
Emer. Med Tech-Intermediate	0	0%	0	0%	0	0%	1	1%	0	0%
Emergency Medical Services	0	0%	0	0%	0	0%	0	0%	0	0%
Engineering	5	7%	0	0%	6	8%	3	4%	3	3%
First Year Studies	5	7%	1	1%	1	1%	0	0%	0	0%
General Education	1	1%	0	0%	1	1%	0	0%	0	0%
Graphic Imaging Technology	2	3%	1	1%	1	1%	1	1%	2	2%
Health Science-Prac. Nrsg.Spec	0	0%	0	0%	0	0%	0	0%	0	0%
High School Student-Comb.	0	0%	0	0%	0	0%	0	0%	0	0%
High School-Dual Enrolled	0	0%	0	0%	3	4%	0	0%	4	5%
HS or Home Schooled-No HS Crd	0	0%	0	0%	0	0%	0	0%	0	0%
IST - Gaming & Mobile App Des.	0	0%	1	1%	0	0%	0	0%	2	2%
IST Network Engineer	2	3%	1	1%	3	4%	7	10%	2	2%
IST-PC Technology Spec.	0	0%	0	0%	0	0%	0	0%	0	0%
IST-Software Development Spec.	1	1%	2	2%	1	1%	0	0%	0	0%
Law Enforcement	0	0%	0	0%	0	0%	1	1%	0	0%
Liberal Arts	4	6%	7	8%	7	9%	4	5%	3	3%
Liberal Arts-Humanities Spec.	3	4%	8	9%	5	7%	2	3%	3	3%
Liberal Arts-Soc.Science Spec.	1	1%	3	4%	4	5%	3	4%	1	1%
Maintenance Mechanics	0	0%	0	0%	1	1%	1	1%	1	1%
Marketing - Marketing Special.	0	0%	0	0%	0	0%	0	0%	0	0%
Non Degree Transfer	0	0%	1	1%	0	0%	0	0%	0	0%
Nursing	0	0%	0	0%	0	0%	0	0%	0	0%
Pending Curr Approval	0	0%	1	1%	1	1%	0	0%	0	0%
Personal Satisfaction	0	0%	0	0%	0	0%	0	0%	0	0%
Pharmacy Technician	0	0%	1	1%	0	0%	0	0%	1	1%



Academic Plan	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Phlebotomy	0	0%	0	0%	1	1%	0	0%	1	1%
Precision Machining Technology	9	13%	15	18%	4	5%	7	10%	13	15%
Science	21	30%	26	31%	20	27%	22	30%	31	35%
Science - Comp. Science	0	0%	0	0%	0	0%	4	5%	0	0%
Tech Stud Ind Tech Mechanical	4	6%	3	4%	0	0%	1	1%	3	3%
Tech. Studies-Integrated Mach.	0	0%	0	0%	0	0%	0	0%	0	0%
Website Design	0	0%	0	0%	0	0%	0	0%	0	0%
Welding (DIP)	0	0%	0	0%	0	0%	1	1%	2	2%
Welding Technology	0	0%	2	2%	1	1%	0	0%	0	0%
<b>Total</b>	<b>71</b>		<b>85</b>		<b>75</b>		<b>73</b>		<b>88</b>	

## Appendix B

### Academic Plan Enrollment Trends & Totals 2014-15 to 2018-19

(Summer Leading Academic Years)

PeopleSoft Query Executed May 24, 2019

	Academic Plan	2014-15	2015-16	2016-17	2017-18	2018-19	Total
1	Science (881)	571	633	617	590	608	3019
2	General Education (695)	340	216	147	99	87	889
3	Liberal Arts-Soc.Science Spec. (650-02)	182	154	146	126	137	745
4	Liberal Arts-Humanities Spec. (650-01)	167	162	133	102	92	656
5	Liberal Arts (650)	156	129	111	107	96	599
6	Business Management-Mgmt Spec. (212-01)	126	130	104	109	87	556
7	Precision Machining Technology (958)	112	124	105	86	104	531
8	Business Administration (216)	112	101	102	105	90	510
9	Early Childhood Education (636)	111	92	66	71	80	419
10	Nursing (156)	73	68	84	75	89	389
11	Electrical/Electronics EngTech (940-02)	72	80	70	78	72	372
12	Industrial Electrical Princ. (942)	49	72	71	78	72	342
13	Industrial Electronic Prin. (925)	43	72	68	76	70	329
14	IST Network Engineer (299-03)	83	52	55	59	65	314
15	Auto Analysis & Repair (907)	62	60	56	63	39	280
16	Adj-Law Enforcement (400-01)	89	63	37	37	46	272
17	Welding Technology (995)	70	52	58	40	44	264
18	Phlebotomy (221-151-02)	4	31	72	70	85	262
19	Air Conditioning & Refrigerati (900)	55	55	46	41	35	232
20	AST.-Med. Office Coding Spec. (298-04)	59	57	41	35	32	224
21	Basic Dental Assisting (221-120-02)	51	51	46	35	40	223
22	Engineering (831)	55	39	41	41	42	218
23	Graphic Imaging Technology (964)	60	45	29	42	39	215
24	Tech Stud Ind Tech Mechanical (718-05)	41	43	27	39	39	189
25	Pharmacy Technician (221-190-08)	53	31	27	27	27	165
26	Networking With CISCO/CCNA (221-732-10)	24	27	39	34	33	157
27	IST - Gaming & Mobile App Des. (299-04)	31	27	25	29	38	150
28	AST - General Office Spec. (298-02)	49	39	22	15	14	139
29	Graphic Communications (221-514-35)	29	27	18	31	33	138
30	IST-Software Development Spec. (299-01)	48	38	21	19	10	136

Academic Plan		2014-15	2015-16	2016-17	2017-18	2018-19	Total
31	Air Cond. & Refrig. Servicing (903)	23	27	16	36	23	125
32	Health Science-Prac. Nrsng.Spec (195-01)	26	26	25	25	23	125
33	Medical Coding (221-152-02)	38	28	19	17	21	123
34	Network Technology (221-732-07)	23	26	25	18	18	110
35	Maintenance Mechanics (990)	8	16	30	33	22	109
36	Printing Technology (221-964-01)	28	23	12	17	29	109
37	Early Childhood Development (221-636-04)	12	7	17	33	37	106
38	Cyber Security (344)	0	0	15	37	53	105
39	Law Enforcement (463)	37	26	17	11	12	103
40	Marketing - Marketing Special. (251)	30	18	17	17	20	102
41	Cosmetology (221-190-03)	0	0	32	28	36	96
42	Commercial Art (221-514-22)	9	11	11	22	31	84
43	Nurse Aide Extended Care (221-157-08)	0	0	23	27	31	81
44	Tech. Studies-Integrated Mach. (718-09)	0	7	26	22	25	80
45	Emergency Medical Services (221-146-06)	13	5	3	16	40	77
46	Digital Art and Design (221-514-25)	13	10	3	18	32	76
47	Science - Comp. Science (881-03)	7	10	19	17	18	71
48	Digital Imaging & Photography (221-502-10)	5	9	3	12	31	60
49	Project Management (221-212-21)	0	0	3	27	30	60
50	Machining Skills (221-883-10)	0	0	0	0	54	54
51	Office Information Processing (293)	19	17	3	7	7	53
52	Dimensional Inspection (221-883-12)	0	14	19	12	7	52
53	Medical Office Studies (221-285-89)	0	0	0	18	30	48
54	Marketing-Electronic Comm Spec (251-02)	8	14	9	9	5	45
55	Electrical Concepts (221-940-05)	1	2	3	7	31	44
56	Welding (DIP) (707)	0	0	3	11	28	42
57	AC & Refrig Fundamentals (221-903-07)	0	0	12	12	10	34
58	Electronic Concepts (221-940-06)	0	1	5	3	24	33
59	Cybercrime Investigation (409)	6	8	11	2	4	31
60	General Office Studies (221-298-01)	0	0	0	16	15	31

Academic Plan		2014-15	2015-16	2016-17	2017-18	2018-19	Total
61	Marketing-Warehouse & Dist Spc (251-01)	11	6	5	5	3	30
62	Metal Processing (221-952-17)	5	7	9	5	1	27
63	CNC Flow Cell Machining (221-736-06)	0	14	5	3	2	24
64	Manufacturing Technician (221-990-50)	9	12	0	0	3	24
65	BTT- Custodial*Spec. Pop. Only (221-989-12)	0	0	13	5	4	22
66	AST Medical Office Administrat (298-01)	0	0	0	8	13	21
67	Bus. Mgt.-Graphic Img. Spec. (212-02)	6	7	3	3	1	20
68	Networking Technology Fundamen (221-732-00)	0	0	9	5	6	20
69	Logistics Management (221-370-01)	5	7	2	4	1	19
70	Electri Equipment Servicing (949)	2	6	2	2	5	17
71	Bus. Mgmt - Project Management (212-06)	0	0	0	2	14	16
72	Website Design (221-352-03)	0	0	2	6	8	16
73	Software Development (221-299-06)	2	1	2	3	5	13
74	BTT-Electrical*Spec. Pop. Only (221-989-13)	0	0	6	5	1	12
75	Bus. Mgmt - Automotive Mgmt (212-04)	4	2	1	1	1	9
76	Information Systems Management (221-299-73)	0	0	1	4	4	9
77	Tech Stud Ind Tech Electrical (718-11)	0	0	0	0	9	9
78	Small Business Management (221-212-24)	0	0	0	1	6	7
79	Venture Creation Management (718-10)	0	0	0	0	6	6
80	Factory Automation & Robotics (221-733-01)	2	1	1	0	1	5
81	Info. Sys. Data Analysis (221-299-74)	0	0	0	1	3	4
82	Info. Systems Technician (221-299-16)	0	0	0	2	2	4
83	Basic Welding (221-995-03)	0	0	0	1	2	3
84	Desktop Applications (221-299-01)	2	1	0	0	0	3
85	Cyber Security Technician (221-732-09)	0	0	0	0	2	2
86	Mobile Applications Developmen (221-299-45)	0	0	0	0	2	2
87	Network Virtualization Technol (221-299-71)	0	0	0	1	1	2
88	Software Dev. Fundamentals (221-299-02)	0	0	0	1	1	2
89	Website Programming (221-352-04)	0	0	0	0	2	2
90	Info. Tech. Support Specialist (221-299-21)	0	0	0	0	1	1

Academic Plan		2014-15	2015-16	2016-17	2017-18	2018-19	Total
91	Instrument (Guitar) Building (221-780-01)	0	0	0	1	0	1
92	Metal Arts (221-597-03)	0	0	0	1	0	1
Totals		3331	3139	2925	2959	3202	15556

**Percentage of Enrollment (Duplicated Headcount)  
Contributed by Enrollment-Ranked Academic Plans  
2014-15 to 2018-19**

Academic Plans by Enrollment Ranking	2014-15 to 2018-19 Duplicated Headcount	Accumulative Percentage of Whole Enrollment	Portion of All Enrollment	Academic Plans by Ranking Category
Top 5	5,908	37.98%	37.98%	Top 5
Top 10	8,313	53.44%	15.46%	6-10
Top 15	9,950	63.96%	10.52%	11-15
Top 20	11,204	72.02%	8.06%	16-20
Top 25	12,214	78.52%	6.49%	21-25
Top 30	12,934	83.14%	4.63%	26-30
Top 35	13,526	86.95%	3.81%	31-35
Top 40	14,051	90.33%	3.37%	36-40
Top 45	14,469	93.01%	2.69%	41-45
Top 50	14,790	95.08%	2.06%	46-50
Top 75	15,493	99.60%	4.52%	51-75
The Rest	15,556	100.00%	0.40%	The Rest