

2013-14 Florida College System Associate in Arts Graduates by Gender & Race Statewide

STUDENTS REPORTED = Total number of graduates reported for follow-up to FETPIP with a valid SSN.

PUBLIC UNIVERSITY # = Of the Students Reported, the number of students found by gender and race at a Public University.

PUBLIC UNIVERSITY % = Public University # divided by Students Reported.

PRIVATE UNIVERSITY # = Of the Students Reported, the number of students found by gender and race at a Private University.

PRIVATE UNIVERSITY % = Private University # divided by Students Reported.

FLORIDA COLLEGE SYSTEM # = Of the Students Reported, the number found by gender and race at a Florida College.

FLORIDA COLLEGE SYSTEM % = Florida College System # divided by Students Reported.

DISTRICT PSEC # = Of the Students Reported, the number found by gender and race enrolled in a District Postsecondary program.

DISTRICT PSEC % = District PSEC # divided by Students Reported.

CONTINUING EDUCATION # = Of the Students Reported, the number found continuing their education in the fall semester of 2014 or the winter/spring semester of 2015 by gender and race.

CONTINUING EDUCATION % = Continuing Education # divided by Students Reported.

FOUND EMPLOYED # = Of the Students Reported, the number found employed in the October-December quarter of 2014.

FOUND EMPLOYED % = Found Employed # divided by Students Reported.

CONT. ED. & EMPLOYED # = Total number found Continuing Education and employed in the October - December quarter of 2014.

CONT. ED. & EMPLOYED % = Cont. Ed. & Employed # divided by Students Reported.

CONT. ED. or EMPLOYED # = Total number found Continuing Education or employed in the October - December quarter of 2014.

CONT. ED. or EMPLOYED % = Cont. Ed. or Employed # divided by Students Reported.

UNKNOWN GENDER = Unknown represents unreported or invalid gender.

UNKNOWN RACE = Unknown represents unreported or invalid race.

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| GENDER RACE | Students Reported | University | | | | Florida College System | | District PSEC | | Continuing Education | | Found Employed | | Cont. Ed. & Employed | | Cont. Ed. or Employed | |
|------------------------|----------------------|---------------|------------|--------------|-----------|---------------------------|------------|------------------|-----------|-------------------------|------------|-------------------|------------|-------------------------|------------|--------------------------|------------|
| | | Public # | % | Private # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| FEMALE | | | | | | | | | | | | | | | | | |
| ASIAN | 875 | 454 | 52% | 31 | 4% | 203 | 23% | 3 | 0% | 641 | 73% | 472 | 54% | 347 | 40% | 766 | 88% |
| BLACK | 5,365 | 2,129 | 40% | 220 | 4% | 1,412 | 26% | 57 | 1% | 3,617 | 67% | 3,744 | 70% | 2,523 | 47% | 4,838 | 90% |
| HISPANIC | 8,490 | 4,372 | 51% | 330 | 4% | 1,753 | 21% | 40 | 0% | 6,169 | 73% | 5,731 | 68% | 4,188 | 49% | 7,712 | 91% |
| INDIAN | 93 | 38 | 41% | 7 | 8% | 25 | 27% | 2 | 2% | 66 | 71% | 60 | 65% | 42 | 45% | 84 | 90% |
| MULTIRACIAL | 528 | 250 | 47% | 16 | 3% | 122 | 23% | 7 | 1% | 369 | 70% | 350 | 66% | 257 | 49% | 462 | 88% |
| OTHER | 414 | 183 | 44% | 12 | 3% | 95 | 23% | 3 | 1% | 278 | 67% | 242 | 58% | 173 | 42% | 347 | 84% |
| PACIFIC ISLANDER | 57 | 26 | 46% | 3 | 5% | 17 | 30% | 1 | 2% | 41 | 72% | 39 | 68% | 28 | 49% | 52 | 91% |
| WHITE | 14,813 | 6,157 | 42% | 568 | 4% | 3,846 | 26% | 96 | 1% | 10,105 | 68% | 9,855 | 67% | 6,886 | 46% | 13,074 | 88% |
| UNKNOWN | 1,546 | 730 | 47% | 57 | 4% | 319 | 21% | 11 | 1% | 1,051 | 68% | 1,011 | 65% | 688 | 45% | 1,374 | 89% |
| FEMALE TOTALS: | 32,181 | 14,339 | 45% | 1,244 | 4% | 7,792 | 24% | 220 | 1% | 22,337 | 69% | 21,504 | 67% | 15,132 | 47% | 28,709 | 89% |
| MALE | | | | | | | | | | | | | | | | | |
| ASIAN | 729 | 458 | 63% | 20 | 3% | 138 | 19% | 4 | 1% | 576 | 79% | 352 | 48% | 273 | 37% | 655 | 90% |
| BLACK | 2,794 | 1,383 | 49% | 82 | 3% | 652 | 23% | 13 | 0% | 2,011 | 72% | 1,834 | 66% | 1,334 | 48% | 2,511 | 90% |
| HISPANIC | 5,614 | 3,232 | 58% | 145 | 3% | 1,110 | 20% | 20 | 0% | 4,271 | 76% | 3,535 | 63% | 2,689 | 48% | 5,117 | 91% |
| INDIAN | 61 | 26 | 43% | 4 | 7% | 11 | 18% | 0 | 0% | 41 | 67% | 36 | 59% | 25 | 41% | 52 | 85% |
| MULTIRACIAL | 345 | 200 | 58% | 10 | 3% | 62 | 18% | 2 | 1% | 260 | 75% | 174 | 50% | 129 | 37% | 305 | 88% |
| OTHER | 260 | 137 | 53% | 4 | 2% | 52 | 20% | 1 | 0% | 187 | 72% | 154 | 59% | 114 | 44% | 227 | 87% |
| PACIFIC ISLANDER | 45 | 20 | 44% | 0 | 0% | 13 | 29% | 0 | 0% | 30 | 67% | 26 | 58% | 15 | 33% | 41 | 91% |
| WHITE | 10,712 | 5,448 | 51% | 301 | 3% | 2,238 | 21% | 53 | 0% | 7,651 | 71% | 6,452 | 60% | 4,570 | 43% | 9,533 | 89% |
| UNKNOWN | 1,140 | 620 | 54% | 36 | 3% | 202 | 18% | 2 | 0% | 818 | 72% | 668 | 59% | 485 | 43% | 1,001 | 88% |
| MALE TOTALS: | 21,700 | 11,524 | 53% | 602 | 3% | 4,478 | 21% | 95 | 0% | 15,845 | 73% | 13,231 | 61% | 9,634 | 44% | 19,442 | 90% |
| UNKNOWN GENDER | | | | | | | | | | | | | | | | | |
| ASIAN | * | * | * % | * | * % | * | * % | * | * % | * | * % | * | * % | * | * % | 5 | * % |
| BLACK | 37 | 16 | 43% | 0 | 0% | 8 | 22% | 0 | 0% | 23 | 62% | 26 | 70% | 17 | 46% | 32 | 86% |
| HISPANIC | 44 | 27 | 61% | 4 | 9% | 8 | 18% | 0 | 0% | 37 | 84% | 30 | 68% | 24 | 55% | 43 | 98% |
| INDIAN | * | * | * % | * | * % | * | * % | * | * % | * | * % | * | * % | * | * % | 1 | * % |
| MULTIRACIAL | * | * | * % | * | * % | * | * % | * | * % | * | * % | * | * % | * | * % | 8 | * % |
| WHITE | 129 | 62 | 48% | 3 | 2% | 37 | 29% | 1 | 1% | 98 | 76% | 82 | 64% | 59 | 46% | 121 | 94% |
| UNKNOWN | 177 | 101 | 57% | 7 | 4% | 40 | 23% | 0 | 0% | 136 | 77% | 110 | 62% | 86 | 49% | 160 | 90% |
| UNKNOWN TOTALS: | 402 | 216 | 54% | 14 | 3% | 94 | 23% | 1 | 0% | 304 | 76% | 257 | 64% | 191 | 48% | 370 | 92% |
| TOTALS: | 54,283 | 26,079 | 48% | 1,860 | 3% | 12,364 | 23% | 316 | 1% | 38,486 | 71% | 34,992 | 64% | 24,957 | 46% | 48,521 | 89% |

Employment outcomes are based on the 4th quarter (October to December) of 2014.

Continuing education outcomes are based on enrollment data for the fall semester of 2014 and preliminary winter/spring semester of 2015.

Students may be in multiple settings; therefore the details may exceed the total unduplicated count.