

FSCJ

Florida State College
at Jacksonville

2022-23

FACT BOOK



Acknowledgments: The FSCJ Fact Book is produced by FSCJ Institutional Research Department, Office of Student & Workforce Analytics. Special thanks are extended to the President's Executive Leadership Team and all who supported and assisted in producing this year's volume.

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Purpose

The purpose of this Fact Book is to provide a convenient and accessible source for frequently sought information about Florida State College at Jacksonville. Updated annually, the Fact Book consolidates and summarizes information from both internal and external sources, including externally published and/or publicly available state and federal sources (e.g., Florida Department of Education, Florida College System and the U.S. Department of Education).

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¹ Membership as of 4/22/24. For additional information, see [fscj.edu/discover/governance-administration/college-president/executive-leadership](https://www.fscj.edu/discover/governance-administration/college-president/executive-leadership).

² Membership as of 4/22/24. For additional information, see [fscj.edu/discover/governance-administration/district-board-of-trustees](https://www.fscj.edu/discover/governance-administration/district-board-of-trustees).

Florida State College at Jacksonville is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Questions about the accreditation of Florida State College at Jacksonville may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

FSCJ

Florida State College
at Jacksonville

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1

College History

Florida State College at Jacksonville (FSCJ) was founded in 1965. Then known as Florida Junior College (FJC), its doors opened during the height of the nation’s community college movement to proudly serve the northeast Florida region as the first integrated public, postsecondary educational institution in Duval and Nassau counties.

On August 22, 1966, FJC held its first day of classes at two renovated, temporary facilities: the Southside Campus at South Jacksonville Elementary School on Flagler Street and the Cumberland Campus on Cumberland Road off Roosevelt Boulevard. Two short years later, the College held its first Commencement Ceremony in May of 1968.

Over the next 20 years, the College established the campuses that are still occupied today and compose the current FSCJ. Beginning in August 1970, FJC opened North Campus, the first permanent campus of the College. One year later, South Campus opened on Beach Boulevard as the second permanent campus.

In 1975, the City of Jacksonville donated land on State Street to create the permanent Downtown Campus, which officially opened in 1977.

That same year, the original Cumberland Campus that had been renamed the Kent Center in 1974 was officially renamed the Fred H. Kent Campus.

FJC reached a significant milestone in 1986 as it registered its 500,000th student and changed its name from Florida Junior College to Florida Community College at Jacksonville (FCCJ) in response to community input and engagement.

By 1988, FCCJ adopted its initial Strategic Plan, established the Center for the Advancement of Teaching and Learning and began operations for Open Campus. During the next two decades, the College received accreditation to offer baccalaureate degree programs.

In 2009, FCCJ announced the name by which it is known today – Florida State College at Jacksonville. From an initial enrollment of 2,610 students in fall 1966, FSCJ now serves more than 35,000 students annually.



Mission

Florida State College at Jacksonville provides an equitable, high-quality, success-driven learning experience for our diverse community of students.

Vision

To promote intellectual growth for life-long learning, advance the economic mobility of our students, and transform the communities we serve.

1 Strategic Priorities³

In November 2021, the District Board of Trustees approved FSCJ’s Strategic Plan, the 2021-24 Visionary Impact Plan 2.0, and corresponding Key Performance Indicators. The Strategic Plan incorporates feedback from faculty, staff, students and community members to focus on its singular goal which is **TO INCREASE EQUITABLE STUDENT SUCCESS.**

This overarching goal is achieved by the realization of five Strategic Priorities.

With a commitment to equity in all areas of the institution, FSCJ will strategically prioritize:

- 1 Enrollment:**
Expand access to and support persistence in postsecondary education serving all student populations
- 2 Service:**
Enhance and deliver an exceptional student and employee experience to create a sense of belonging
- 3 Success:**
Increase student achievement and success to strengthen opportunities for economic mobility for all students
- 4 Excellence:**
Invest in the employee experience and Collegewide operations to promote continuous quality improvement
- 5 Community:**
Proactively engage community and business partners to continually align industry needs and academic programming



³For more information, visit fscj.edu/discover/governance-administration/oiea/strategic-priorities/visionary-impact-plan.

2 Service Area Description

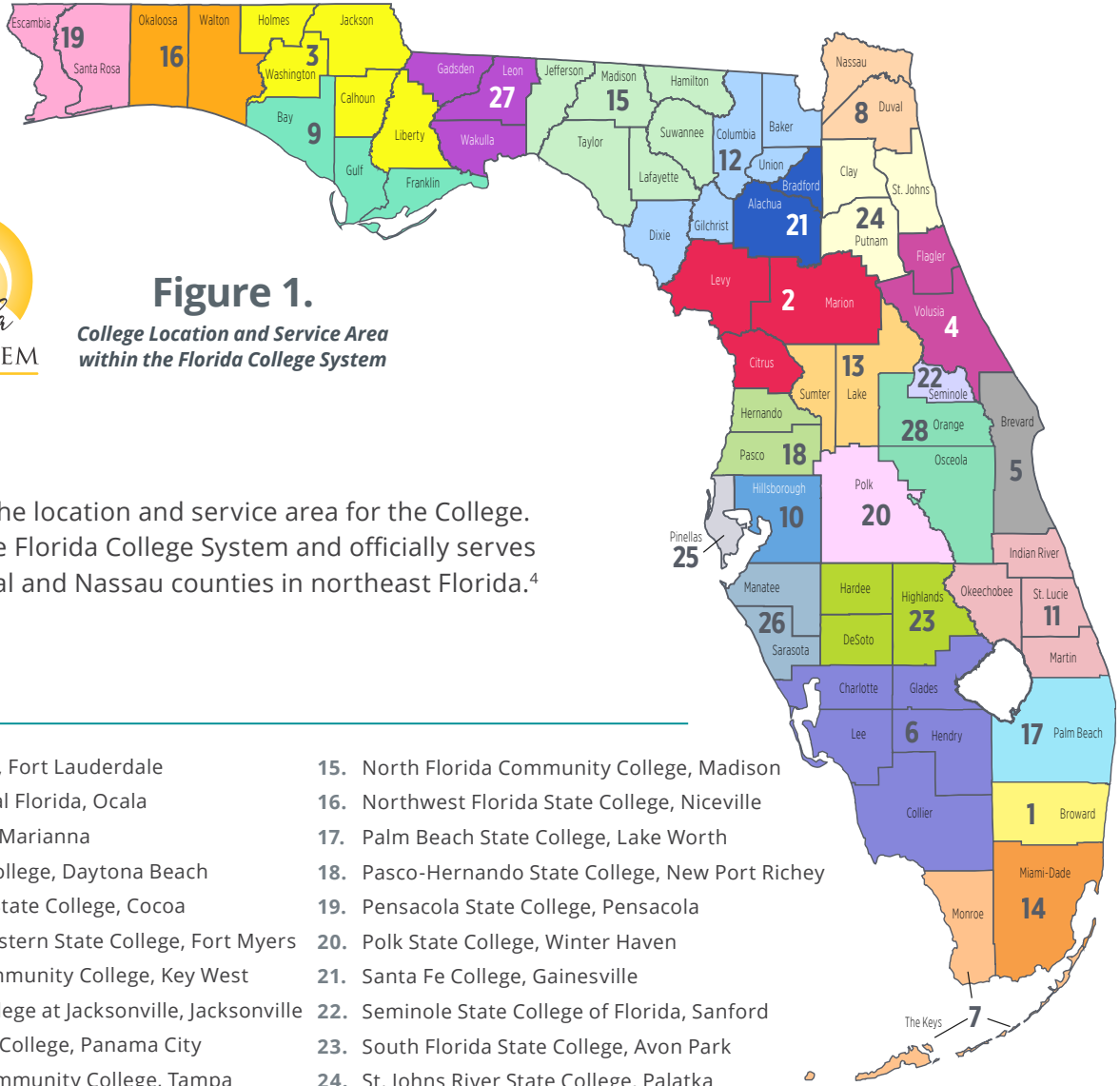


Figure 1.
College Location and Service Area within the Florida College System

Figure 1 shows the location and service area for the College. FSCJ is part of the Florida College System and officially serves residents of Duval and Nassau counties in northeast Florida.⁴

- 1. Broward College, Fort Lauderdale
- 2. College of Central Florida, Ocala
- 3. Chipola College, Marianna
- 4. Daytona State College, Daytona Beach
- 5. Eastern Florida State College, Cocoa
- 6. Florida SouthWestern State College, Fort Myers
- 7. Florida Keys Community College, Key West
- 8. Florida State College at Jacksonville, Jacksonville
- 9. Gulf Coast State College, Panama City
- 10. Hillsborough Community College, Tampa
- 11. Indian River State College, Fort Pierce
- 12. Florida Gateway College, Lake City
- 13. Lake-Sumter State College, Leesburg
- 14. Miami Dade College, Miami-Dade
- 15. North Florida Community College, Madison
- 16. Northwest Florida State College, Niceville
- 17. Palm Beach State College, Lake Worth
- 18. Pasco-Hernando State College, New Port Richey
- 19. Pensacola State College, Pensacola
- 20. Polk State College, Winter Haven
- 21. Santa Fe College, Gainesville
- 22. Seminole State College of Florida, Sanford
- 23. South Florida State College, Avon Park
- 24. St. Johns River State College, Palatka
- 25. St. Petersburg College, St. Petersburg
- 26. State College of Florida, Manatee-Sarasota, Bradenton
- 27. Tallahassee Community College, Tallahassee
- 28. Valencia College, Orlando

⁴The 2023 service area population was 1,136,717.

2

Demographic Overview



2

Demographic Overview

A brief overview and breakdown of demographics in the service area by age, race/ethnicity and gender follows.⁵

Age

Table 1. Duval-Nassau (College Service Area) Age Demographics

Age Cohort	2022 Population	2023 Population	Change	2023 % of Cohort
Under 15	204,724	207,941	3,217	18.29%
15 to 19 years	65,037	67,114	2,077	5.90%
20 to 24 years	72,455	73,425	970	6.46%
25 to 29 years	82,556	82,756	200	7.28%
30 to 34 years	89,716	90,730	1,014	7.98%
35 to 39 years	79,013	80,897	1,884	7.12%
40 to 44 years	69,952	72,528	2,576	6.38%
45 to 49 years	62,172	63,151	979	5.56%
50 to 54 years	67,652	67,787	135	5.96%
55 to 59 years	69,892	68,951	-941	6.07%
60 and over	251,266	261,438	10,172	23.00%
Total	1,114,435	1,136,717	22,282	100%

Race and Ethnicity

Table 2. Duval-Nassau (College Service Area) Race and Ethnicity Demographics

Race and Ethnicity	2022 Population	2023 Population	Change	2023 % of Cohort
White, Non-Hispanic	595,656	602,368	6,712	53.0%
Black, Non-Hispanic	307,839	314,490	6,651	27.7%
Asian, Non-Hispanic	51,870	53,418	1,548	4.7%
White, Hispanic	101,326	106,465	5,139	9.4%
Black, Hispanic	14,126	14,701	575	1.3%
Asian, Hispanic	1,694	1,747	53	0.2%
Other Minority**	41,924	43,528	1,604	3.8%
Total	1,114,435	1,136,717	22,282	100%

Gender

Table 3. Duval-Nassau (College Service Area) Gender Demographics

Gender	2022 Population	2023 Population	Change	2023 % of Cohort
Female	572,115	584,244	12,129	51.4%
Male	542,320	552,473	10,153	48.6%
Total	1,114,435	1,136,717	22,282	100%

⁵ Source: Lightcast 2023 data set accessed 3/7/24. *Note: FSCJ's Primary Service Area is Duval and Nassau Counties. ** Other Minority includes, Two or More Races (Hispanic), Two or More Races (Non-Hispanic), American Indian or Alaskan Native (Non-Hispanic), American Indian or Alaskan Native, (Hispanic), Native Hawaiian or Pacific Islander (Non-Hispanic), and Native Hawaiian or Pacific Islander (Hispanic). For additional information/updates, please contact FSCJ Student and Workforce Analytics.

Overview

The student demographic characteristics presented in this section specifically reference annual enrollment data. This data set includes an unduplicated count of 37,556 students who were enrolled in a course at the College in 2022-23.⁶ The data are also used and reported by the Florida Department of Education (FLDOE) to the U.S. Department of Education via the Integrated Postsecondary Education Data System (IPEDS) which contains standardized data for American postsecondary institutions.

Collegewide by gender, 61% of students were female and 39% were male.⁷ The median age was 25 years and the mean, or average, was 28 years of age (standard deviation = 10.9 years). Using the consolidated race and ethnicity categories specified by IPEDS⁸, the annual 2022-23 enrollment data disaggregates as 26.2% Black or African American, 41.5% White, 10.9% Hispanic or Latino, 9.8% two or more races, 4.7% other minority and 6.9% not reported for Fall and Spring Terms.

In the Fall and Spring Terms of the 2022-23 state reporting year, 19.9% of students were enrolled as full-time at the College, with most students (80.1%) enrolled as part-time.

⁶ FSCJ Annual Enrollment, 2022-23.

⁷ Only gender designations of male or female are counted as valid in the data set.

⁸ These categories combine American Indian and Alaska Native, Native Hawaiian or other Pacific Islander and Asian into the single category of "other minority" as well as specifically identify the category of "non-resident alien" for any race or ethnicity.

3

Geographic Dispersion

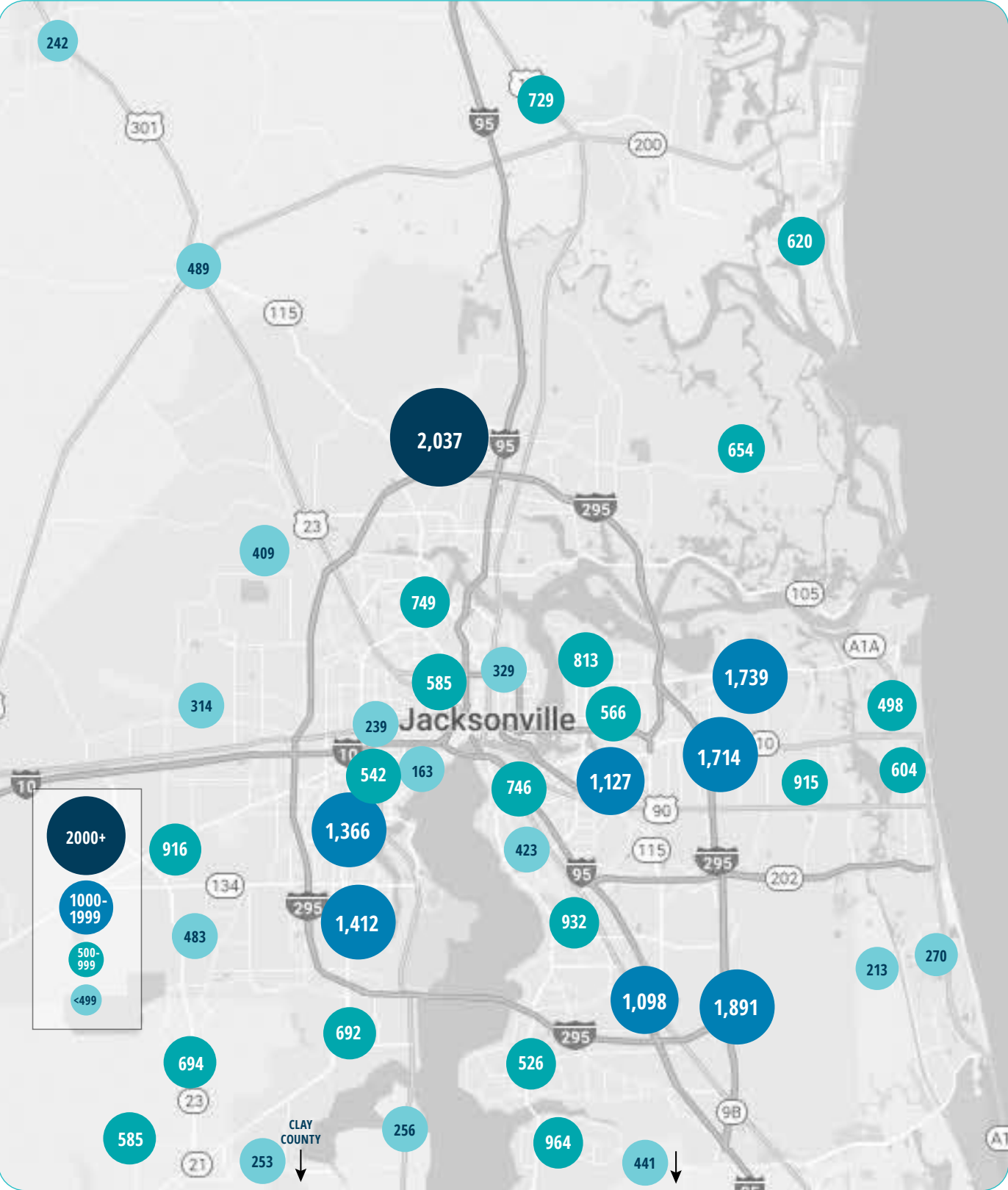
Student Enrollment Count and Percentage Across FSCJ Service Area by Zip Code Location⁹

Table 4.

Student Zip Code	Count	Percent	Student Zip Code	Count	Percent
32218	2,037	6.7%	32205	542	1.8%
32225	1,739	5.8%	32250	526	1.7%
32246	1,714	5.7%	32223	526	1.7%
32244	1,412	4.7%	32011	489	1.6%
32256	1,391	4.6%	32222	483	1.6%
32210	1,366	4.5%	32092	441	1.5%
32216	1,127	3.7%	32217	423	1.4%
32259	964	3.2%	32219	409	1.4%
32258	951	3.1%	32233	402	1.3%
32257	932	3.1%	32206	329	1.1%
32224	915	3.0%	32220	314	1.0%
32221	915	3.0%	32082	270	0.9%
32211	866	2.9%	32003	256	0.8%
32277	813	2.7%	32043	253	0.8%
32208	749	2.5%	32046	242	0.8%
32207	746	2.5%	32254	239	0.8%
32097	729	2.4%	32081	213	0.7%
32065	694	2.3%	32204	168	0.6%
32226	654	2.2%	32234	167	0.6%
32073	628	2.1%	32063	143	0.5%
32034	620	2.1%	32266	137	0.5%
32209	585	1.9%	32095	137	0.5%
32068	585	1.9%	Total	30,241	100%

Figure 2.

Student Geographic Dispersion Across FSCJ Service Area by Zip Code Location⁹



⁹ Map based on Longitude (generated) and Latitude (generated) via Tableau v.2021.4.22. Size shows sum of Count. The marks are labeled by sum of Count. Details are shown for zip code for 2022-23 annual enrollment in zip code with at least 100 students.



3

Student Gender, Age, Race and Ethnicity

Gender

Figure 3 shows relative gender comparisons for the past five years. The five-year average is **61% female** and **39% male**.

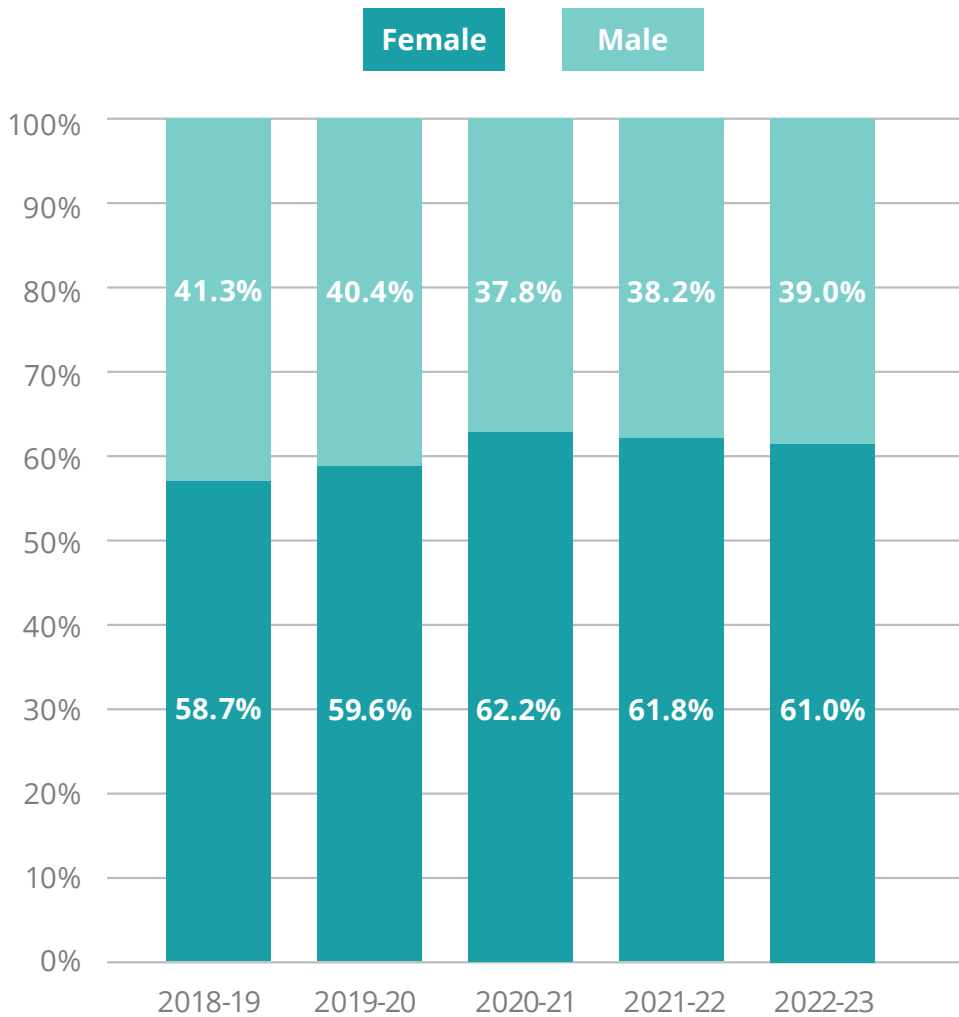


Figure 3.

Five-Year Student Gender Percentage Comparisons

Race and Ethnicity

Table 5 shows the categories used by IPEDS for student race/ethnicity. Using this system, corresponding counts and percentages are shown for the College over the past five years with totals and average percentages shown in the rightmost columns. Academic term totals (shown at the bottom of the table) reflect the annual enrollment counts as reported to IPEDS.

Table 5.

Five-Year Student Race/Ethnicity Counts and Percentages by Annual Enrollment
** Total Student Count broken down by FSCJ Annual Enrollment Race/Ethnicity.*

Race/Ethnicity (FLDOE)	2018-19		2019-20		2020-21	
	Student Count	%	Student Count	%	Student Count	%
Black	12,214	27.4%	12,148	27.7%	10,378	27.2%
White	20,110	45.1%	19,170	43.8%	17,280	45.3%
Hispanic	5,574	12.5%	6,043	13.8%	5,058	13.3%
Two or More	1,427	3.2%	1,588	3.6%	1,781	4.7%
Other Minority	2,307	5.2%	2,264	5.2%	1,869	4.9%
Not Reported	3,001	6.7%	2,576	5.9%	1,771	4.6%
Total	44,633	100%	43,789	100%	38,137	100%

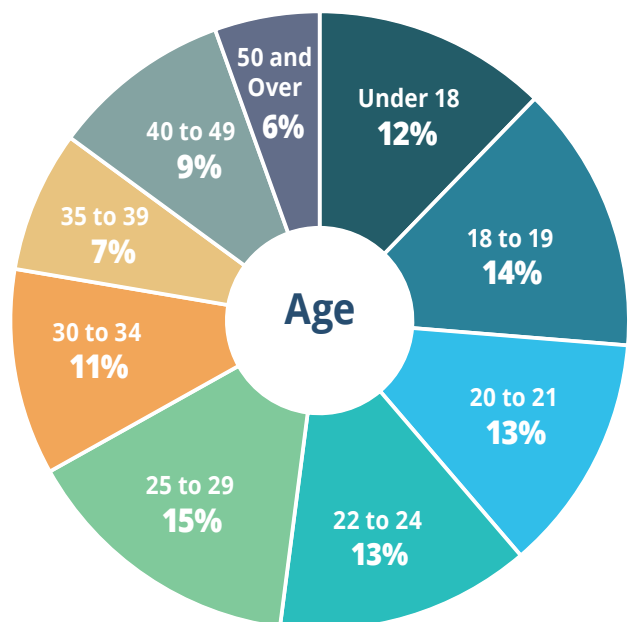
Race/Ethnicity (FLDOE)	2021-22		2022-23		Five-Year Total	
	Student Count	%	Student Count	%	Student Count	Average
Black	9,946	26.8%	9,846	26.2%	54,532	27.1%
White	16,117	43.4%	15,570	41.5%	88,247	43.8%
Hispanic	4,128	11.1%	4,082	10.9%	24,885	12.4%
Two or More	3,188	8.6%	3,693	9.8%	11,677	5.8%
Other Minority	1,771	4.8%	1,776	4.7%	9,987	5.0%
Not Reported	2,013	5.4%	2,589	6.9%	11,950	5.9%
Total	37,163	100%	37,556	100%	201,278	100%

Age

Figure 4.

Student Age Percentages by Category for Enrollment 2022-23

Student age was calculated using date of birth (DOB) as of September 1, 2022.* For annual 2022-23 enrollment, the **median student age was 25 years** and the **mean (average) was 28 years**.



* Based on 37,556 known DOBs for students of known gender.

3

Enrollment

Full-/Part-Time Enrollment (Credit Load)

The five-year annual enrollment average shown in **Figure 5** is approximately **22% full-time** and **78% part-time**. Students who are enrolled for 12 or more term credits or 24 or more contact hours per week are considered full-time.

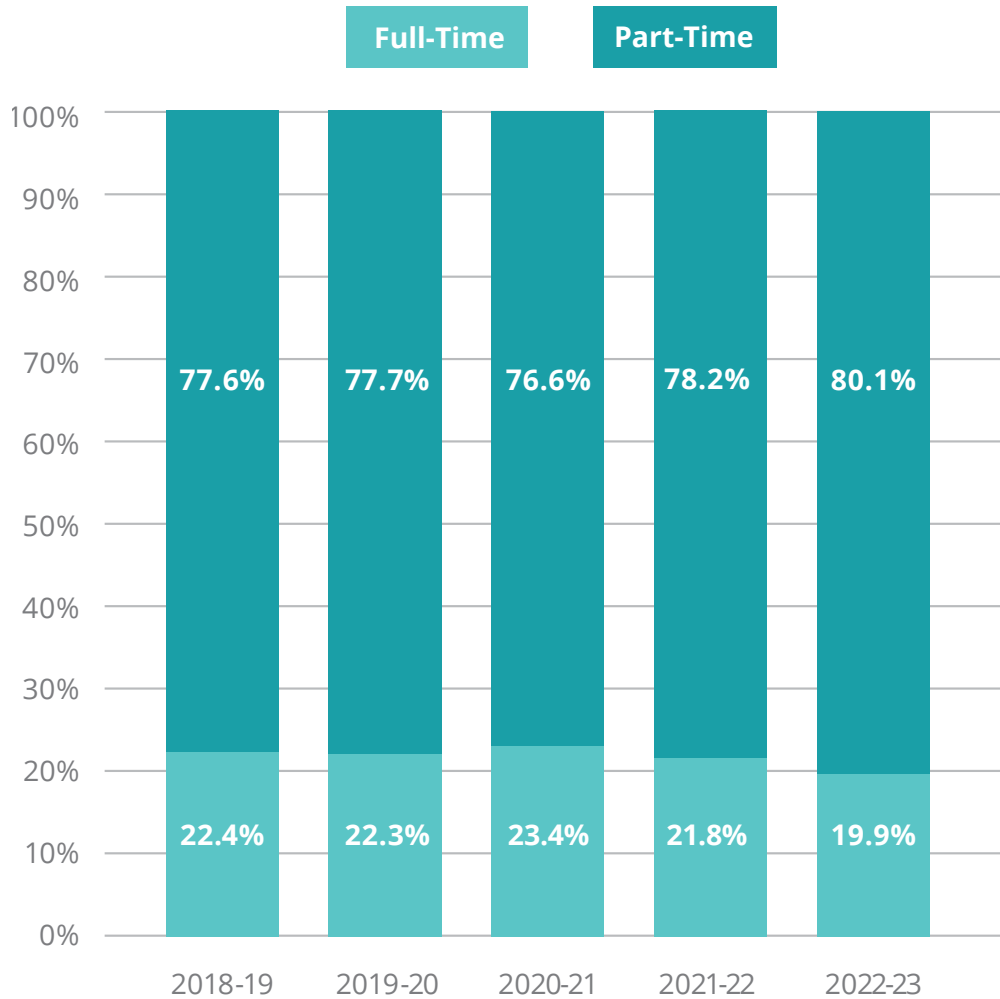


Figure 5.

Five-Year, Full-Time and Part-Time Annual Enrollment Status



First-Time-in-College, Dual Enrollment, First-Time Transfer and Continuing Student Enrollment

Table 6 shows that First-Time-in-College (FTIC) students account for 8.5% of FSCJ’s annual enrollment.

Table 6.

Five-Year Annual Enrollment Trends by Category of Enrollment (Students Served)

Annual Enrollment	2018-19		2019-20		2020-21		2021-22		2022-23	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
First-Time-in-College (FTIC)	2,992	6.5%	3,234	7.2%	2,741	6.8%	2,779	7.3%	3,276	8.5%
Transfer	16,587	36.2%	17,968	40.0%	16,222	40.3%	14,871	38.9%	13,041	34.0%
All Other	26,191	57.2%	23,685	52.8%	21,319	52.9%	20,611	53.9%	22,029	57.4%
Total Students Served	45,770	100%	44,887	100%	40,282	100%	38,261	100%	38,346	100%

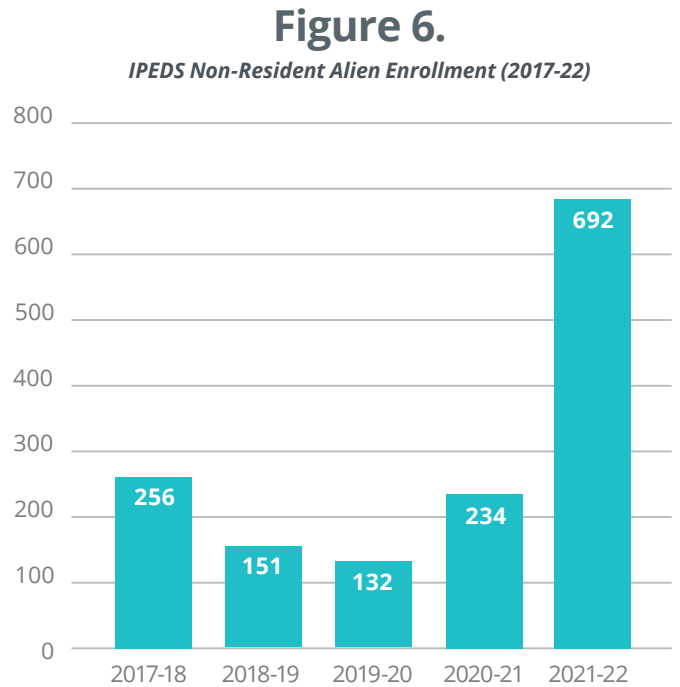
An FTIC student is a student who is attending a postsecondary institution for the first time. FTIC students must be enrolled in at least one course in one of the following instructional areas: Advanced and Professional, Postsecondary Vocational, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory or Apprenticeship. Note this excludes students exclusively enrolled in GED®, Adult Basic, Adult Secondary, Continuing Workforce Education, Lifelong Learning or Educator Preparation Institute. A student that attends another postsecondary institution and earns no credit or no credit is transferred is a Transfer student, not an FTIC. FTIC does not include dual enrollment students.

3 Enrollment

Non-Resident Alien Enrollment

IPEDS classifies “A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely” as a “Non-Resident Alien.”

Figure 6 shows FSCJ’s Annual Non-Resident Alien Enrollment for IPEDS’ 12-month reporting year period.¹⁰



Limited English Proficiency

Program Enrollment	Enrollment	Limited English Proficiency	Total	Percent
Associate in Arts Degree	10,785	257	11,042	2.3%
Associate in Applied Science Degree	101	*	101	0.0%
Associate in Science Degree	8,015	72	8,087	0.9%
Career Certificate	2,044	12	2,056	0.6%
Technical Certificate	5,842	31	5,873	0.5%
Advanced Technical Certificate	30	*	33	9.1%
Educator Preparation Institute Certificate	22	*	22	0.0%
Baccalaureate Degree	4,101	15	4,116	0.4%
Total	30,940	390	31,330	1.24%

* Note: An asterisk indicates a count less than 10.

¹⁰ Source: U.S. Department of Education, IPEDS Data Center.

¹¹ Source: FLDOE (FCS) AA1A Verification Report Dataset for 2022-23 TERM 1E-3E.

Table 7.

Limited English Proficiency by Program Enrollment (2022-23)¹¹

Note: A Limited English Proficiency student is one who was born in the U.S. and whose native language is other than English or was born in the U.S., but comes from a home in which a language other than English is most relied upon for communication; is an American Indian or Alaskan native and comes from a home in which a language other than English has a significant impact on his or her level of English Language Proficiency; or a student that was not born in the U.S. and whose native language is other than English, and as a result has sufficient difficulty speaking, reading, writing or understanding the English language to deny him or her the opportunity to learn successfully in college classrooms in which the language of instruction is English.

3 Enrollment

Federal Work Study

The number of federal work study awards distributed was 462 in 2022-23. The average award is \$3,180 as shown in **Table 8**.



Table 8.

Five-Year Federal Work Study Awards¹²

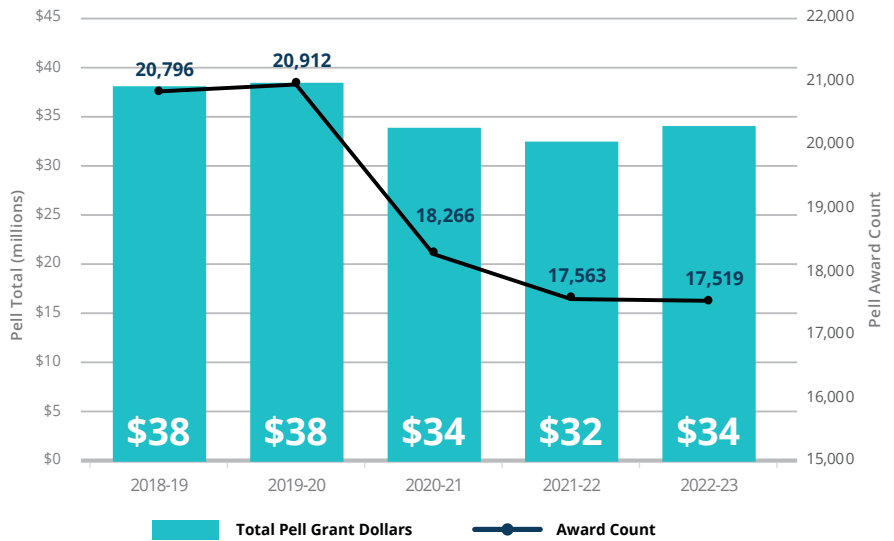
Years	Award Count	Amount	Average Award
2018-19	149	\$474,143	\$3,182
2019-20	457	\$1,147,792	\$2,512
2020-21	214	\$527,109	\$2,463
2021-22	443	\$1,260,190	\$2,845
2022-23	462	\$1,468,930	\$3,180

Federal Pell Grants

Federal Pell Grants are primarily for undergraduates who do not have a bachelor’s degree. The maximum award changes yearly. The maximum award for the 2022-23 academic year was \$6,895.¹⁴ In the 2022-23 academic year, 17,519 Pell Awards were distributed at FSCJ.

Figure 7.

Total Pell Grant Dollars Awarded to FSCJ and Total Pell Grant Award Count¹³



¹² Source: Florida College System Awarded Aid Counts for Financial Aid. The data source for 2022-23 is FSCJ Financial Aid (FAIDCNTS) verification report as of 4/4/24.

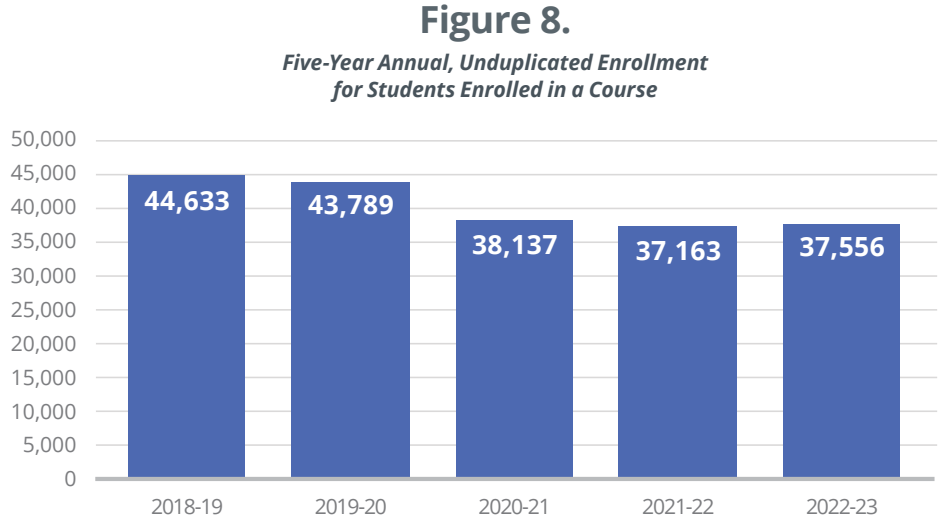
¹³ Source: Florida College System Awarded Aid Counts for Financial Aid. The data source for 2022-23 is FSCJ Financial Aid (FAIDCNTS) verification report as of 4/4/24.

¹⁴ Source: U.S. Department of Education.

4 Annual Enrollment

Annual Unduplicated Enrollment¹⁵

Figure 8 shows the five-year, unduplicated count for students enrolled in a course.



Annual Enrollment by Program Area¹⁶

Table 9 shows program enrollment headcount by program area. As shown, the largest percentage of total enrollment is concentrated in the Associate in Arts program area.

Table 9.
Annual Enrollment by Program Area (2022-23)

Program Area	Count	Percent
Associate in Arts (A.A.)	13,882	47.2%
Educator Preparation Institute	27	0.1%
Associate in Science (A.S.) (A.A.S.)	6,837	23.2%
Certificates [†]	8,686	29.5%
Apprenticeship Program	*	*
<i>Non-Bachelor's Subtotal:</i>	29,432	100%
Education	116	2.5%
Nursing	536	6.6%
Other	3,964	90.9%
<i>Bachelor's Subtotal:</i>	4,616	100%
Grand Total	34,048	

* Note: An asterisk indicates a count less than 10.

¹⁵ Source: FSCJ Annual Enrollment for students enrolled in a course (SR Rec. Types 1 and 6). Note: Values match FLDOE FCS Fact Book Table 2.2T for total annual enrollment.

¹⁶ Source: Florida College System AA1A Verification Report Year: 2022-23; Term 1E-3E.

[†] Includes Advanced Technology Diploma, Career Certificates, Technical Certificates.

4 Baccalaureate Enrollment

Table 10.

Baccalaureate Enrollment by Program of Study (n=4,116 total)¹⁷⁺

Program of Study	Count	Percent
Biomedical Sciences	217	5.3%
Business Administration	838	20.4%
Communications and Media	138	3.4%
Computer Systems Networking	248	6.0%
Digital Media	192	4.7%
Early Childhood Education	205	5.0%
Financial Services	215	5.2%
Human Services	571	13.9%
Nursing	407	9.9%
Public Safety Administration	123	3.0%
Supervision and Management	515	12.5%
Supply Chain Management	180	4.4%
Technology Management	267	6.5%
Grand Total⁺	4,116	100%

¹⁷State Verification Reports started using the different program of study names for 2017-18 forward. Names above reflect programs of study found in FSCJ Catalog.



¹⁷Source: Florida College System AA1A Verification Report Year: 2022-23; Term 1E-3E.
⁺The 2022-23 total represents a 10.8% decrease compared to the prior year.

4

Developmental Education Overview

Developmental Education is instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction. Developmental Education may be delivered through a variety of strategies.¹⁸ Applicable definitions follow.

Strategies¹⁹

- **Modularized instruction** is an acceleration strategy that is customized and targeted to address specific skill gaps. Particular deficiencies are identified and targeted interventions are implemented to remediate them. Material is deconstructed/grouped into sub-unit parts and condensed into component pieces that address precise skill area deficiencies.
- **Compression instruction** accelerates student progression from developmental instruction to college-level coursework through more intensive course delivery that expands time on task within a shortened period of time (e.g., 16 hours per week for three weeks rather than three hours per week for 16 weeks). Instruction is redesigned and concentrated to reduce the amount of time students spend in developmental education. A distinguishing characteristic is that the intensity is increased and the duration of the instructional interaction is reduced to allow the student to progress at a faster pace.
- **Contextualized instruction** is related to meta-majors. Applied instruction related to meta-majors is embedded in context and applications that are relevant to the student's interests and goals. Instruction is built around the sustained systematic use of a single theme relevant to the student's academic and/or life goals. Instruction is organized around real-world, applied problem solving. Both academic and career and technical education courses can incorporate contextualized approaches to instruction.
- **Corequisite Developmental instruction**, or tutoring, supplements credit instruction while a student is concurrently enrolled in a credit-bearing, entry-level gateway math or English course (writing or reading).
- **Gateway course** means the first course that provides transferable, college-level credit allowing a student to progress in his or her program of study.
- **Meta-major** means a collection of programs of study or academic discipline groupings that share common foundational skills.

¹⁸ FLDOE (<https://www.fl DOE.org/core/fileparse.php/7749/urlt/DevEdAcctReport.pdf>)

¹⁹ Section (S.) 1008.02, Florida Statutes (F.S.).



**Developmental Education
Enrollment and Success by Course (2022-23)²⁰⁺**
Table 11.

Developmental Courses	Summer			Fall			Spring			Total 2022-23		
	Enrollment (Students)	Success (Students)	Success (Percent)	Enrollment (Students)	Success (Students)	Success (Percent)	Enrollment (Students)	Success (Students)	Success (Percent)	Enrollment (Students)	Success (Students)	Success (Percent)
MAT0018 - Basic Math	17	11	64.7%	67	41	61.2%	48	34	70.8%	132	86	65.2%
MAT0022 - Essen. Math 1 & 2	50	22	44.0%	164	83	50.6%	191	101	52.9%	405	206	50.9%
MAT0028 - Elem. Algebra	171	95	55.6%	342	214	62.6%	412	231	56.1%	925	540	58.4%
<i>Mathematics Subtotal:</i>	238	128	53.8%	573	338	59.0%	651	366	56.2%	1,462	832	56.9%
REA0017 - Crit. Read. Strat.	25	21	84.0%	155	122	78.7%	119	93	78.2%	299	236	78.9%
REA0022 - Essen. Read. 1 & 2	27	22	81.5%	114	87	76.3%	64	43	67.2%	205	152	74.1%
<i>Reading Subtotal:</i>	52	43	82.7%	269	209	77.7%	183	136	74.3%	504	388	77.0%
ENC0022 - Essen. Writing 1 & 2	12	7	58.3%	87	63	72.4%	60	43	71.7%	159	113	71.1%
ENC0025 - Essen. Writing 2	46	28	60.9%	148	109	73.6%	124	85	68.5%	318	222	69.8%
<i>Writing Subtotal:</i>	58	35	60.3%	235	172	73.2%	184	128	69.6%	477	335	70.2%
Total	348	206	59.2%	1,077	719	66.8%	1,018	630	61.9%	2,443	1,555	63.7%

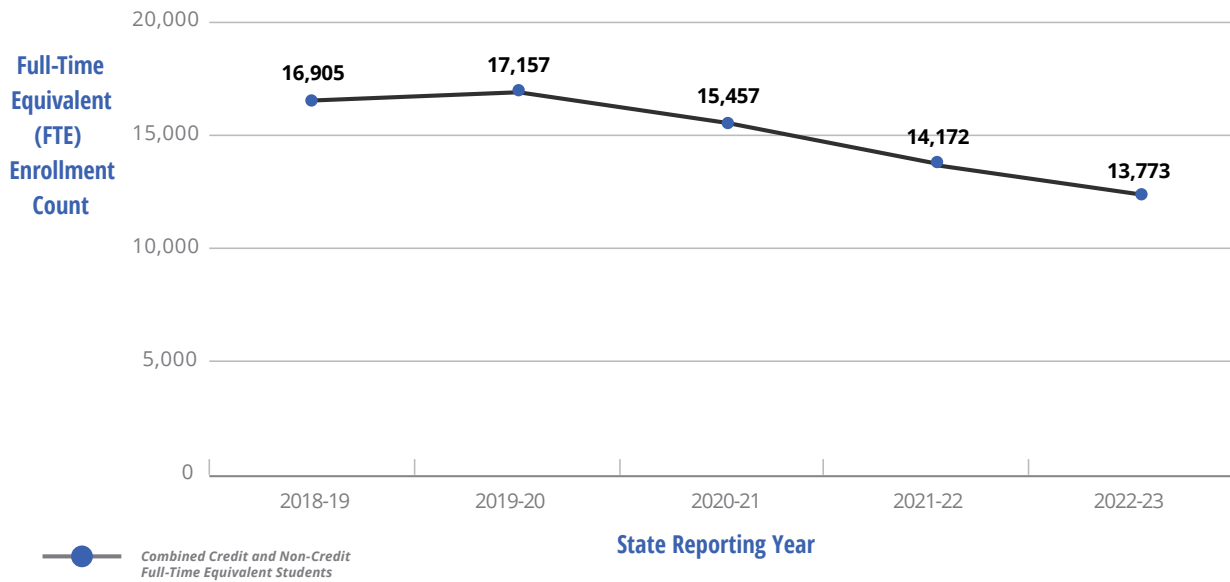
²⁰ Source: FSCJ Oracle/Peoplesoft via SQL Developer as of 4/20/24. Note: The results correspond with FSCJ Grade Analytics Dashboards and FLDOE/FCS Advanced Reports for Developmental Education Productive Grade Rates, defined as the percentage of course grades C or better divided by the total number of course grades.
+ Success is number of students who obtain a grade of "C" or above.

4 Full-Time Equivalent

FTE Credit and Non-Credit Enrollment

The Full-Time Equivalent (FTE) of students is a single value providing a meaningful combination of full-time and part-time students. The number of FTE students is calculated based on instructional credit and/or clock hours (e.g. 30 credit hours of enrollment in an academic year = 1 FTE.)²¹ These hours may count toward what is commonly referred to as funded FTE. The following figure is a longitudinal comparison of all funded FTE by reporting year.²²

Figure 9.
 Combined (all credit types) FTE Student Enrollment (2018-19 to 2022-23)



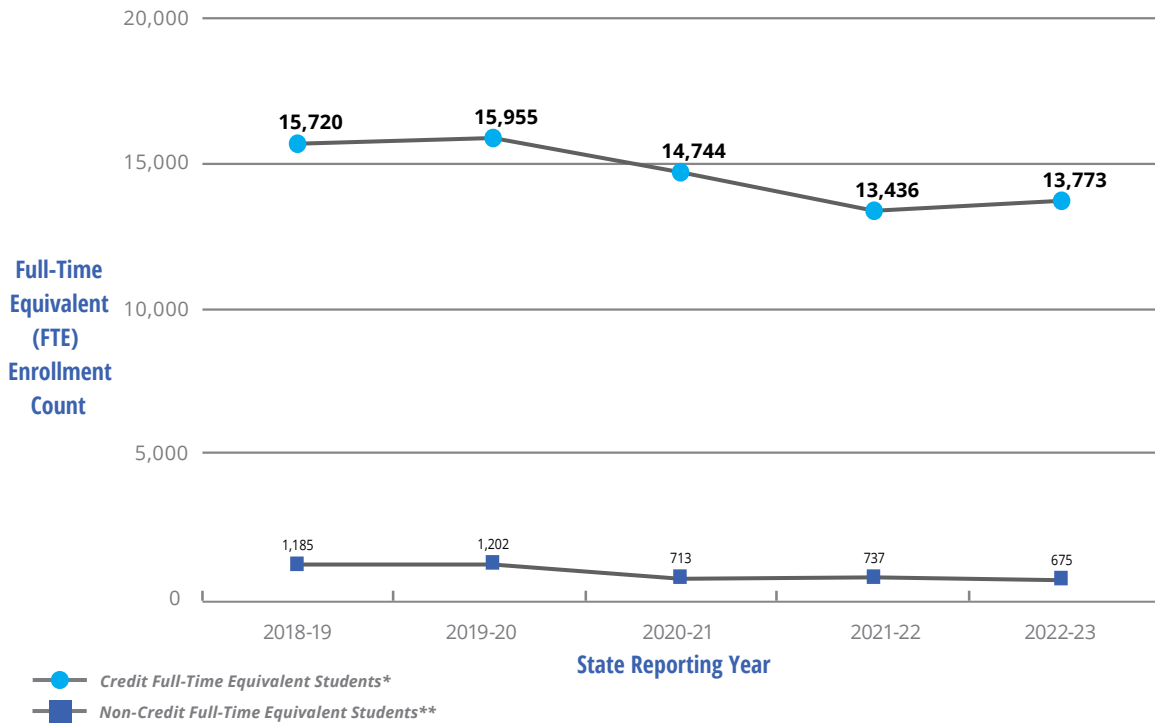
²¹ Funded FTE does not include Life Long Learning and Continuing Workforce Education after 2009-10.

²² Source: FLDOE (FCS) FTE-3 2021-22, FTE ENROLLMENT: FUNDED, LOWER AND UPPER DIVISION (CCTCMIS: FTECOL, CO3F29C - 07/29/2022 3:48 PM SOURCE: FN30C3).



FTE Funded Disaggregated by Credit and Non-Credit Types Figure 10.

Combined (all credit types) FTE Student Enrollment (2018-19 to 2022-23)²³



²³ Funded FTE does not include Life Long Learning and Continuing Workforce Education after 2009-10.

Source: FLDOE (FCS) FTE-3 2020-21, FTE ENROLLMENT: FUNDED, LOWER AND UPPER DIVISION (CCTCMIS: FTECOL, CO3F29C - 07/01/2021 12:54 PM, FN30C3).

*Credit includes Advanced and Professional (A&P lower/upper level), Post-Secondary Vocational, College Credit Developmental Education and Educator Preparation Institute (EPI).

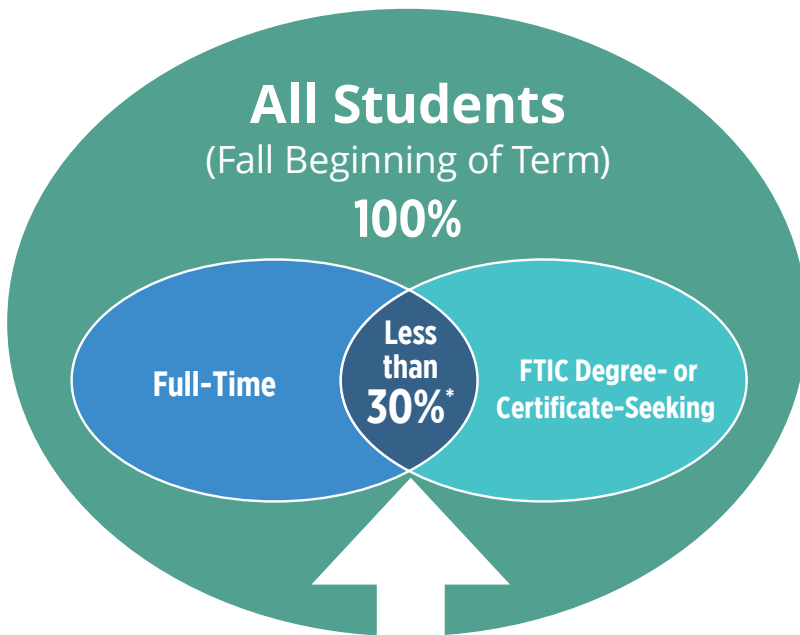
**Non-credit includes Post-Secondary Adult Vocational, Adult Basic Education (ABD), Adult High School, GED® Preparation, Citizenship, Applied Academics for Adult Education (formerly VPI) and English for Academic Purposes (EAP).

4 Integrated Postsecondary Educational Data System

FSCJ IPEDS Tracking Cohort Composition

Integrated Postsecondary Educational Data System (IPEDS) graduation rate computations involve calculating the percentage of students who complete a degree or certificate within a specific period of time for both associate and bachelor’s degrees. It is important to recognize that the IPEDS beginning student cohorts include only a subset of all students registered in any given Fall Term, which includes only Full-Time (FT), First-Time-in-College

(FTIC) degree- or certificate-seeking students. Of all students registered in any particular Fall Term, those comprising the IPEDS cohort generally represent a relatively small fraction of the total at any given institution. **Figure 11** shows that, of 100% of the students registered at the beginning of the Fall Term, for any given Fall Term, less than 30% are counted as Full-Time, First-Time (FTFT) degree or certificate-seeking.



The overall graduation rate is also known as the “Student Right to Know” or IPEDS graduation rate. It tracks the progress of students who began their studies as full-time, first-time degree- or certificate-seeking students to see if they complete a degree or other award such as a certificate within 150% of “normal time” for completing the program in which they are enrolled. Some institutions also report a transfer-out rate, which is the percentage of the full-time, first-time students who transferred to another institution. Note that not all students at the institution are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate.

Figure 11.

Annual GRS Cohort Student Selection Used to Calculate IPEDS Graduate Rate

**For Fall 2022, 28 percent of entering students were counted as “full-time, first-time.” Source: IPEDS College Navigator (April 2024).*

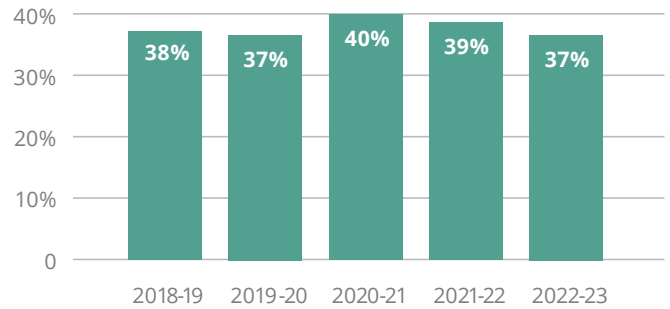
4 Program Completions

FSCJ IPEDS Graduation Rates

Figure 12 shows the graduation rate for FSCJ for IPEDS reporting year. The graduation rate has been consistently **at or above 37%** for the past five years.

The IPEDS Graduation Rate is also known as the "Student Right to Know" graduation rate. It tracks the progress of students who began their studies as full-time, first-time degree- or certificate-seeking students, created as a cohort at the beginning of every Fall Term, to find if they earn a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled. The cohort is then adjusted to exclude certain students. The Graduation Rate for four-year institutions, such as FSCJ, is tracked over a six-year period.

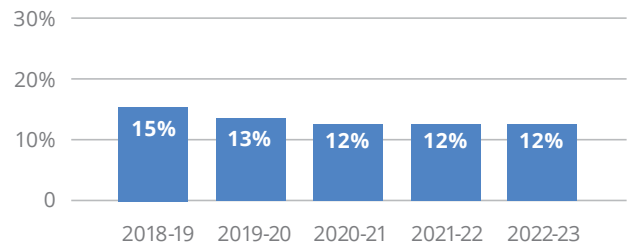
Figure 12.
IPEDS 150% Graduation Rates (2018-19 to 2022-23)



FSCJ IPEDS Transfer-Out Rates

Figure 13 shows IPEDS Transfer-Out-Rates. This is the percentage of full-time students from the Graduation Rate Survey cohort who transferred to another institution prior to completion of the student’s chosen certificate or degree program. Although this count and percentage rate are provided separately, students who have transferred out continue to be tracked in the adjusted cohort.

Figure 13.
FSCJ IPEDS Transfer-Out Rates (2018-19 to 2022-23)



Program Completions (All Students)

Table 12.

Combined Credit Program Award Completions 2022-23

A total of 5,952 completions were awarded in both lower division and upper division. As shown in **Table 12**, the majority of lower division completions were Associate in Arts and Certificates.²⁴

Award/Degree	Count
Associate in Arts (A.A.)	1,705
Educator Preparation Institute (EPI)	9
Associate in Science (A.S.) (A.A.S.)	929
Certificates [†]	2,554
Non-Bachelor’s Subtotal:	5,197
Education (B.S.)	21
Nursing (B.S.)	124
Other (B.A.S.) (B.S.)	610
Bachelor’s Subtotal:	755
Grand Total	5,952

²⁴Source: FLDOE, FCS AA1A Verification Report/Dataset 2022-23.

[†]Certificates include Career (Vocational) Certificates (CC/CAR), College Credit Certificates (CCC), and Advanced Technical Certificates (ATC).

4 Program Completions

Military and Veteran Students

The Military Affairs and Veteran Services department at FSCJ provides educational resources to further academic success leading to a degree, certification or licensure and employment. Military and Veterans Services Center (MVSC) staff serve as the principal advocates for active-duty military, Veteran, military spouses and dependents and military-affiliated students.

The MVSC has the appropriate resources for dealing with military tuition assistance and Veteran education benefits. Additionally, two Veteran Administration representatives are located at two VetSuccess on Campus locations to assist with transferring 911 GI Bill benefits, provide health resource referrals and career counseling.

Figure 14.

VA Funded Military, Dependent and Veteran Students Enrolled in Degree and Certificate Programs

Figure 14 shows the number of Veteran Administration (VA) funded students enrolled in degree and certificate programs for the past four academic terms.

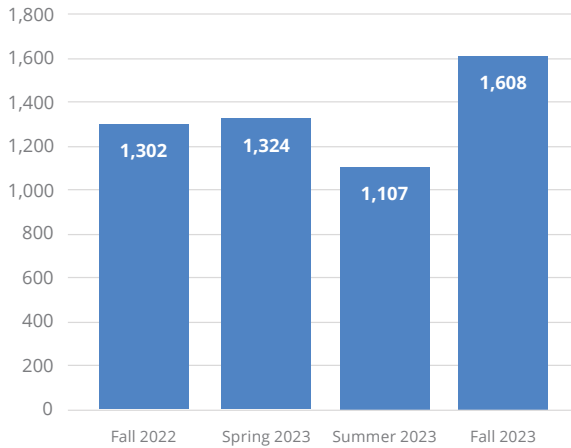
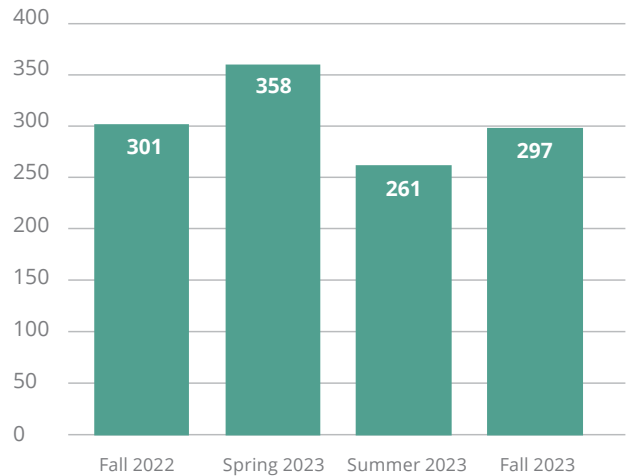


Figure 15.

VA Funded Student Graduates

Figure 15 shows VA funded graduate counts for the same terms.



²⁵Source: FSCJ Military Affairs and Veterans Services (April, 2024)

4

Program Completions

Highlights

The following noteworthy accomplishments were achieved this past year:

Exceptional service and targeted outreach efforts increased enrollment for all four terms.

The U.S. Department of Education Center of Excellence for Veteran Student Success grant will complete at the conclusion of the 2023-24 federal fiscal year. The innovative services were established for improving enrollment, persistence, completion and transfer of Veteran students continues with the following implemented initiatives:

- The MVSC opened in April 2024, serving as the cornerstone of Veteran student activities and support services. This state-of-the-art facility features a fully equipped computer lab and versatile spaces conducive to both group learning and private counseling sessions, thereby greatly enhancing our educational support framework.
- The Student Veterans of America (SVA) chapter experienced remarkable growth with more than 130 active members. This dynamic community provides essential peer support, camaraderie, professional development and community engagement opportunities, assisting Veteran students to successfully transition into campus life and achieve their academic goals.
- Veteran to Veteran (Vet2Vet) Mentoring Program connects Veteran students with experienced Veteran faculty and staff members who offer guidance and support enhancing student persistence and fostering academic success.
- Green Zone Training continues to cultivate a supportive campus environment where faculty and staff gain a deeper understanding of the Veteran experience, particularly the challenges involved in transitioning from military service to the academic setting.
- Case management services provide individualized support and coordination of a range of tailored services, from academic advising to mental health resources.



For the second year running, FSCJ achieved the Military-Friendly® School Gold ranking for scoring within 20 percent of the 10 ranked institutions within the Large Community College category.

TRiO: Veterans Upward Bound

TRiO: Veterans Upward Bound (VUB) is not just a grant; it's a transformative journey that empowers our honored Veterans to conquer new educational and career horizons. VUB has assisted more than 125 brave men and women in conquering the academic battlefield with personalized support, comprehensive resources and tailored educational programs.

Once uncertain about their path, Veterans are now confidently enrolling in college, guided by the beacon of VUB's tutoring, counseling and academic advice. This program is not just about education; it's about equipping our heroes with the tools they need to succeed and thrive in higher education. VUB provides many educational and personal sessions, which are stepping stones to a brighter future, inspiring and motivating our Veterans to continue their academic and career pursuits.

But it's not just about the individual. It's also about the community. VUB fosters a supportive environment where Veterans find camaraderie and a sense of belonging. Here, they can stand together, shoulder to shoulder, as they march toward their dreams. Today, these Veterans have successfully enrolled in colleges, and the opportunities VUB has opened for them illuminate their paths. Their journey is not just exciting; it's a testament to the resilience and determination of our nation's finest.



Educational and Economic Success of FSCJ Graduates

Table 13. *Continuing Education Status of FSCJ Graduates*

Degree Level	Continuing Education								
	Base Cohort ¹	Public University ²		Private University ³		Florida College System ⁴		Total ⁴	
	Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Associate in Arts	2,123	687	32.4%	37	1.7%	628	29.6%	1,352	63.7%
Associate in Science	1,053	64	6.1%	*	*	246	23.4%	317	30.1%
Bachelor's	1,107	39	3.5%	*	*	39	3.5%	78	7.0%

Table 14. *Employment and Continuing Education Status of FSCJ Graduates*²⁶

Degree Level	Base Cohort	Found Employed ⁵		Continuing Education and Employed ⁶		Continuing Education or Employed ⁷	
	Count	Count	Percent	Count	Percent	Count	Percent
Associate in Arts	2,123	1,383	65.1%	905	42.6%	1,830	86.2%
Associate in Science	1,053	813	77.2%	248	23.6%	882	83.8%
Bachelor's	1,107	849	76.7%	68	6.1%	859	77.6%

²⁶ Source: FLORIDA EDUCATION & TRAINING PLACEMENT INFORMATION PROGRAM (FETPIP) for 2021-22 Completers (4/25/24). (1) Total number of students reported for follow-up to FETPIP with a valid SSN. (2) Of the students reported, the number of students found continuing their education at a Public University. (3) Of the students reported, the number of students found continuing their education at a Private University. (4) Of the students reported, the number found continuing their education at a Florida College. (5) Of the students reported, the number found employed in Q4 (October-December) fourth quarter of 2022. (6) Of the students reported, the number of students found Continuing Education and Found Employed. (7) Of the students reported, the number of students found Continuing Education or Found Employed. *Counts less than 10 are suppressed.

5 Employee Demographics

Table 15 presents a five-year annual “snapshot” of employees by gender.²⁷ For 2023, there were 2,315 employees working at the College as of October 2023. Of these, 1,364 were female and 951 were male.

Table 16 presents a breakdown of employees by race and ethnicity. **Table 17** presents counts and percentages of Executive, Administrative and Managerial (EAM) staff. **Table 18** shows five-year employee counts and percentage for full-time and part-time employee status.

Gender

Table 15. Employee Gender (Five-Year) Counts and Percentages

Employee Gender	2019		2020		2021		2022		2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Male	1,121	43.1%	1,177	42.6%	1,040	43.3%	1,009	42.4%	951	41.1%
Female	1,477	56.9%	1,587	57.4%	1,361	56.7%	1,370	57.6%	1,364	58.9%
Total	2,598	100%	2,764	100%	2,401	100%	2,379	100%	2,315	100%

Race and Ethnicity²⁷⁺

Table 16. Employee Race and Ethnicity (Five-Year) Counts and Percentages

Employee Race and Ethnicity	2019		2020		2021		2022		2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
White	1,576	60.7%	1,618	58.5%	1,465	61.0%	1,431	60.2%	1,371	59.2%
Black	640	24.6%	698	25.3%	590	24.6%	573	24.1%	562	24.3%
Hispanic	156	6.0%	190	6.9%	161	6.7%	182	7.7%	185	8.0%
Multiracial	93	3.6%	97	3.5%	97	4.0%	103	4.3%	109	4.7%
Asian	76	2.9%	87	3.1%	72	3.0%	71	3.0%	75	3.2%
American Indian/Alaska Native	*	0.0%	*	0.1%	*	0.1%	*	0.1%	*	0.1%
Hawaiian/Pacific Islander	*	0.0%	*	0.1%	*	0.1%	*	0.0%	*	0.0%
Unknown	55	2.1%	68	2.5%	12	0.5%	16	0.7%	10	0.4%
Total	2,598	100%	2,764	100%	2,401	100%	2,379	100%	2,315	100%

Executive, Administrative and Managerial (EAM) Staff²⁸

Table 17. Executive, Administrative and Managerial (EAM) Staff (Five-Year) Counts and Percentages

EAM Level	2019		2020		2021		2022		2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Executive	*	0.3%	*	0.3%	*	0.4%	*	0.3%	*	0.3%
Instruction Support	18	0.7%	14	0.5%	14	0.6%	13	0.5%	15	0.6%
Professional Support	102	3.9%	109	3.9%	118	4.9%	126	5.3%	121	5.2%
All Other Employees	2,469	95.0%	2,632	95.2%	2,260	94.1%	2,232	93.8%	2,171	93.8%
Total	2,598	100%	2,764	100%	2,401	100%	2,379	100%	2,315	100%

Full-/Part-Time Status

Table 18. Employee Full-/Part-Time Status (Five-Year) Counts and Percentages

Employee Status	2019		2020		2021		2022		2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full-Time	1,366	54.9%	1,371	49.6%	1,389	57.9%	1,372	57.7%	1,339	57.8%
Part-Time	1,232	45.1%	1,393	50.4%	1,012	42.1%	1,007	42.3%	976	42.2%
Total	2,598	100%	2,764	100%	2,401	100%	2,379	100%	2,315	100%

²⁷ Source: PDB2018 - PDB2023, 3E SUBMISSION COMPFREQ (2023 Data as of 4/23/24, CCTCMIS - APRFRQCO COMPFREQ 06/09/2023 18:10:14).

²⁸ Source: PDB2018 - PDB2023, 3E SUBMISSION COMPFREQ (2023 Data as of 4/23/24, CCTCMIS - APRFRQCO COMPFREQ 06/09/2023 18:10:14).

The EAM indicator is further defined by PBD Data Element 1096.

* Category counts less than 10 are redacted

+ Note: An employee can be in more than one category.

5 Occupation and Academic Degrees

Employee Occupations²⁹

Table 19. Occupation Activity Classifications
(Five-Year) Counts and Percentages

Occupation Activity Classification	2019		2020		2021		2022		2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Management	129	5.0%	132	4.8%	141	5.9%	147	6.2%	144	6.2%
Business and Financial Operations	82	3.2%	87	3.1%	84	3.5%	79	3.3%	88	3.8%
Computer Engineering and Science	66	2.5%	62	2.2%	63	2.6%	63	2.6%	65	2.8%
Community Service, Legal, Arts and Media	56	2.2%	52	1.9%	50	2.1%	55	2.3%	45	1.9%
Instruction	1,163	44.8%	1,218	44.1%	1,134	47.2%	1,065	44.8%	1,063	45.9%
Librarians	28	1.1%	22	0.8%	20	0.8%	19	0.8%	20	0.9%
Library Technicians	21	0.8%	20	0.7%	18	0.7%	22	0.9%	26	1.1%
Non-Postsecondary Teaching	179	6.9%	181	6.5%	178	7.4%	178	7.5%	154	6.7%
Service	111	4.3%	96	3.5%	100	4.2%	100	4.2%	88	3.8%
Office and Administrative Support	465	17.9%	463	16.8%	448	18.7%	441	18.5%	421	18.2%
Natural Resources, Construction and Maintenance	128	4.9%	129	4.7%	117	4.9%	119	5.0%	113	4.9%
Production, Transportation and Material	*	0.1%	*	0.0%	*	0.0%	*	0.0%	*	0.0%
Student Assistants	167	6.4%	301	10.9%	47	2.0%	91	3.8%	88	3.8%
Total	2,598	100%	2,764	100%	2,401	100%	2,379	100%	2,315	100%

²⁹ Source: PDB2018 - PDB2023, 3E SUBMISSION COMPFREQ (2023 Data as of 4/23/24, CCTCMIS - APRFRQCO COMPFREQ 06/09/2023 18:10:14).
 Note: Prior year totals may differ based on data source report change.
 * Note: An asterisk indicates a count less than 10.

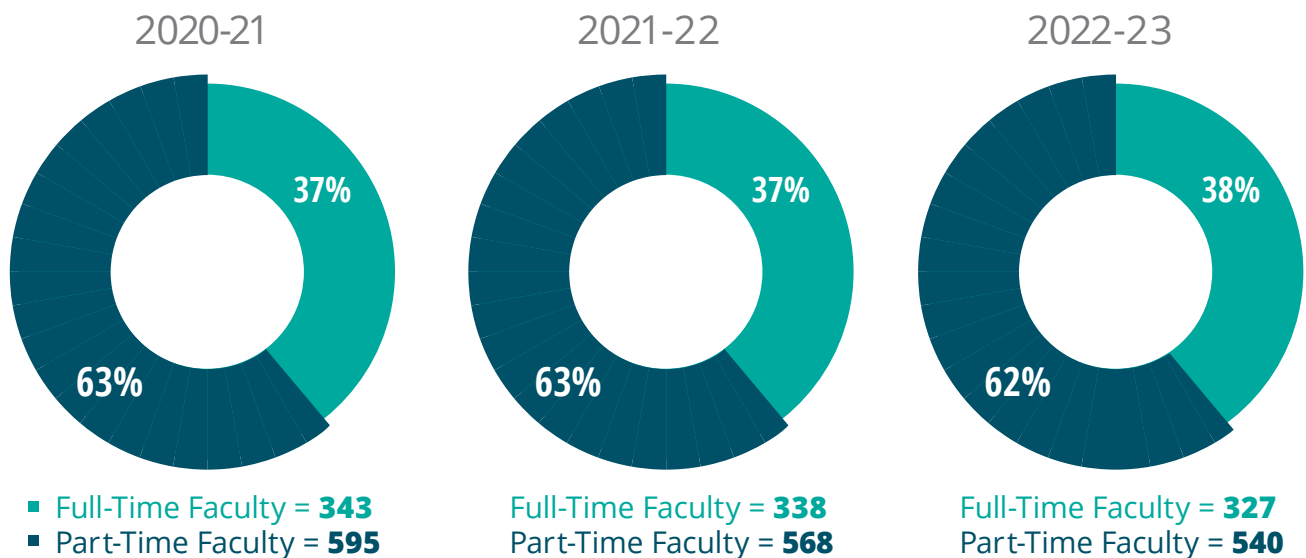
5 Occupation and Academic Degrees

Employee Academic Degrees³⁰

Table 20.
Employee Degree Types (Five-Year)
Counts and Percentages

Academic Degree Type	2019		2020		2021		2022		2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Doctorate	334	12.9%	340	12.3%	331	13.8%	312	13.1%	306	13.2%
Specialist and Advanced Master's	4	0.2%	5	0.2%	5	0.2%	2	0.1%	5	0.2%
Master's	794	30.6%	815	29.5%	766	31.9%	738	31.0%	715	30.9%
Bachelor's	386	14.9%	417	15.1%	400	16.7%	406	17.1%	401	17.3%
Associate	239	9.2%	227	8.2%	201	8.4%	201	8.4%	193	8.3%
Less than Associate	279	10.7%	459	16.6%	263	11.0%	263	11.1%	256	11.1%
Other	8	0.3%	8	0.3%	7	0.3%	10	0.4%	15	0.6%
Unknown/ Not Applicable	554	21.3%	493	17.8%	428	17.8%	447	18.8%	424	18.3%
Total	2,598	100%	2,764	100%	2,401	100%	2,379	100%	2,315	100%

Figure 16.
Instructional Staff Composition³¹



³⁰Source: PDB2018 - PDB2023, 3E SUBMISSION COMPREQ (2023 Data as of 4/23/24, CCTCMIS - APRFRQCO COMPREQ 06/09/2023 18:10:14).

³¹Source: 2022-23 IPEDS Human Resources Survey.

6

Facilities Utilization, Descriptions and Valuation

Table 21 contains a summary of College facilities’ measures and values. The College had 33% utilization for classrooms and 48% utilization for labs in fall 2022. The state standard is 60% for classrooms and 80% for labs. The College took utilization into account on a campus level to determine appropriateness of proposed remodeling and to establish priorities.

Table 21.
Facilities Statistics
 (Sites, Acreage, Buildings, Valuation) (2022-23)³²

Measure	Value
Number of Sites	7
Total Operating Campuses	4
Total Acres*	833
Total Owned Buildings**	104
Owned Total Gross Square Feet**	3,106,811
Building Values***	\$726,613,817
Content Values***	\$74,088,641
Combined Values***	\$800,702,458

*Notes: *Includes leased, **Includes covered walks, ***Building and content values do not include builder’s risk, owned fine art, vehicle or watercraft values.*

³² Source: FSCJ Facilities as of 5/5/23.



6

Campus and Center Locations and Descriptions

FSCJ facilities consist of four campuses and three centers, encompassing 104 buildings with approximately 3 million gross square feet (GSF) on more than 833 acres in northeast Florida.



1 Downtown Campus and Administrative Offices³³

Downtown Campus opened in 1977 and is home to the College's advanced technology programs, including computer networking and cyber security, advanced manufacturing, biomedical technology and biotechnology. Degree programs in other high demand fields, such as logistics and supply chain management, office administration, business management, early childhood education and culinary arts and hospitality are fully offered on this campus. Also located at this campus is Cafe Frisch, which is operated by students and staff in FSCJ's Culinary Arts and Hospitality program. Adults who need to learn English as a Second Language or complete a high school credential for entry into a college or career program can accomplish those goals as well.

The combined area of the complex consists of 10 buildings with approximately 700,000 GSF on 41.5 acres.

The Advanced Technology Center, adjacent to the Downtown Campus buildings, houses the programs geared to high-wage, high-skill technical fields such as automotive technician, diesel technician, construction management, building trades and welding. This facility is a technology rich and service-driven educational venue for employers looking to host professional development opportunities for their employees in an optimal training environment with state-of-the-art labs and smart seminar rooms. In 2021, two new FinTech labs were created at the ATC and at Kent Campus.

Administrative Offices are located in the historic Springfield area on the perimeter of Jacksonville's core business, entertainment and sports district. The Administrative building houses the College President's office, senior College staff, centralized administrative support staff, FSCJ Foundation, FSCJ Artist Series and a boardroom for the District Board of Trustees.

The **Urban Resource Center**, adjacent to the Administrative Offices, is an academic facility that includes additional College offices such as Workforce Operations, Financial Aid and Student Records.

The **Lerner Building** was leased by the College in 2017 and has been renovated to include housing for 57 students on floors two through six.

6

Campus and Center Locations and Descriptions



2 **North Campus** opened in the late 1970s. It has 23 buildings with over 460,000 GSF on 160 acres. The campus serves northern and northwestern Duval County and much of Nassau County. Except for a few areas in the western end of campus where some wetlands exist, there are no insurmountable deterrents to development. The most recently constructed building, the Criminal Justice Center (CJC), was completed in June 2000. Recent renovations include the relocation of the Dental Program from the 3rd floor to the 1st floor of Building A. The modernized and updated facilities include a main dental clinic lab with 27 new operatories, a dental assisting lab, dental classroom and the relocation of the Cardiovascular Technology Program from the Nassau Center to the North Campus. Proposed renovation projects are part of ongoing efforts to modernize facilities in addition to improving building energy efficiency. North Campus is also home to several sports teams, including softball and baseball.



3 **Kent Campus** was completed in 1979. It has eight buildings with over 414,000 GSF on approximately 38 acres. Kent Campus serves the western and southwestern areas of Duval County. The campus is part of the Riverside-Avondale Historic District and faces a major thoroughfare, Roosevelt Boulevard, that connects the town of Orange Park with downtown Jacksonville. Kent Campus continues to grow our Bachelor of Science programs in Business Administration, Supervision and Management, and Financial Services. Plans are in place to upgrade and modernize Kent's science labs to meet the needs of our service area workforce.



4 **South Campus** is the College's largest campus and serves the southern and eastern portion of Duval County. Currently, the campus has 35 buildings with over 630,000 GSF on nearly 338 acres. The southern half of the campus facing Beach Boulevard contains the majority of the academic buildings and the Nathan H. Wilson Center for the Arts. The Wilson Center is a comprehensive performing and visual arts facility that hosts a wide variety of events. The gymnasium is home to several sports teams, including basketball and volleyball. The northern half of campus is used by the Fire Academy of the South (FAS). The program originally opened in the early 1980s and provides training and education to emergency responders in public and private sectors. The newest facility at the FAS site was completed in December 2010 and includes an instructional lab building and a state-of-the-art Burn Ship Prop. The second phase of this project was completed in 2014 with partial funding from the Federal Aviation Authority and includes an Aircraft Rescue Fire Fighting training facility.

6

Campus and Center Locations and Descriptions



- 5 Nassau Center** was constructed on 102 acres in Nassau County to meet the specific needs of local residents. The initial 20-acre parcel, acquired in 1987, was increased to a 1,002-acre campus and is now a full-service center. It also provides conference space and an outdoor education center for local organizations and corporations to utilize. Currently the center has 30 buildings with over 119,000 GSF. In 2006, the College, along with the Nassau County School District, completed a joint use Technical Career Center that is 44,984 GSF. The facility provides much-needed training for high school and college students in high-demand vocational areas and select academic areas. There are approximately 40 acres of remaining developable property at the Nassau Center.

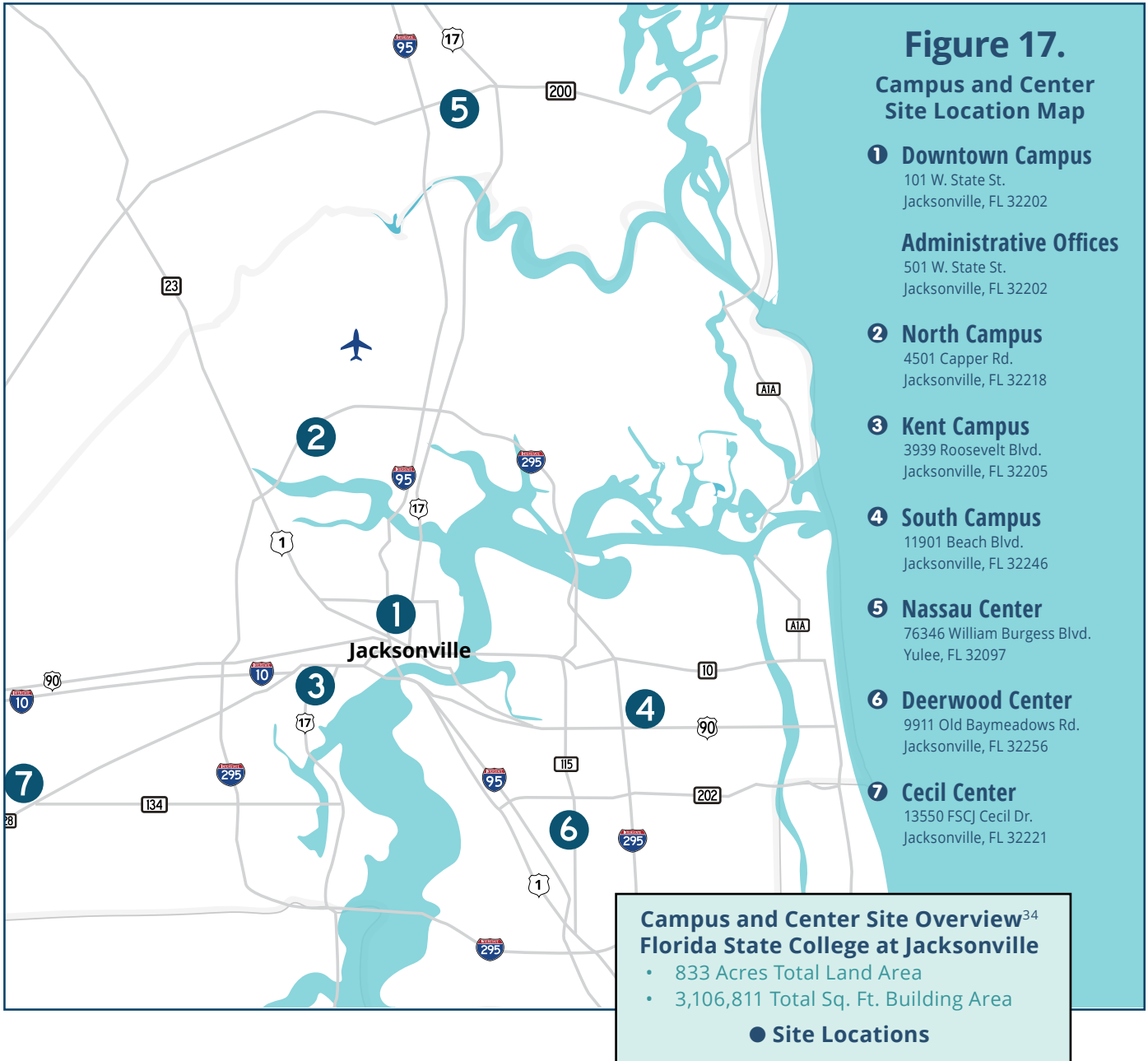


- 6 Deerwood Center** was acquired in April 1994. The center consists of an instructional and student support service building with approximately 280,000 GSF of academic space and a 500-space parking garage on 14 acres. It provides a full range of academic programs and houses FSCJ Online. Since the first phase of remodeling was completed in 2000, the facility has experienced rapid growth in enrollment. To meet this new demand, the College acquired the balance of the retail space in the mall and constructed the parking garage. The additional space was remodeled in 2009, providing additional instruction space along with an Information Learning Commons. In 2010, the final phase of the project remodeled the vacated backfill areas. In 2021, UNF MedNexus leased space for its nurse training and health care simulation center at FSCJ Deerwood Center. The simulation lab allows students to learn hands-on skills and practice clinical scenarios in patient care situations.



- 7 Cecil Center** was established after the Navy vacated Cecil Field in August of 1999. Currently, Cecil Center is divided in two. Cecil Center South is located adjacent to Cecil Airport. Cecil Center North is located along New World Avenue, adjacent to Normandy Boulevard. The Aviation Center of Excellence was established at Cecil Center South. The College leases two buildings from the City of Jacksonville and one from the Jacksonville Aviation Authority (JAA). All three of the buildings were extensively remodeled and are home to the College's aviation-related programs. Building J houses the avionics instructional programs. The 134,889 GSF Aircraft Service Educational Facility was constructed at Cecil Center South adjacent to the runway. In partnership with the JAA, students learn maintenance, repair, overhaul and aircraft painting at the facility. In 2000, following a remodel of the Cecil Center South buildings, a 46,697 GSF education facility was constructed at Cecil Center North on 130 acres owned by the College north of Normandy Boulevard. Additionally, a 6,000-square-foot Commercial Vehicle Driving facility was constructed along with a three-quarter mile track and large maneuvering area. Cecil Center North was designed as a six-building educational center to serve west Duval County. The proposed future Building B will be the third building planned as student enrollment grows.

6 Location Map



³³ All information and text in this section provided by the FSCJ Facilities Department as of 5/23/24.

³⁴ Note: Acreage and square footage stated are as of verified date and may not exactly match other sources. Map site numbering differs from facility identification numbering system for state reporting due to the sale of the former Bartram Completion Center site.

7

Revenue and Expenses

Table 22.
Statement of Net Position³⁵

ASSETS	COLLEGE	COMPONENT UNIT
Current Assets:		
Cash and Cash Equivalents	\$24,736,224	\$4,868,494
Restricted Cash and Cash Equivalents	\$5,774,069	-
Accounts Receivable, Net	\$5,336,003	\$150,652
Pledges Receivable, Net	-	\$1,163,927
Notes Receivable, Net	\$176,966	-
Due from Other Governmental Agencies	\$3,946,708	-
Due from College	-	\$11,627,991
Inventories	\$5,929	-
Prepaid Expenses	\$2,785,432	\$219,631
Total Current Assets	\$42,761	\$18,030,695
Noncurrent Assets:		
Restricted Cash and Cash Equivalents	\$7,637,636	\$93,814
Investments	\$2,769,844	\$72,276,193
Restricted Investments	\$38,216,407	-
Prepaid Expenses	\$358,728	-
Pledges Receivable, Net	-	\$150,000
Depreciable Capital Assets, Net	\$179,790,894	-
Nondepreciable Capital Assets	\$16,831,946	\$23,675
Total Noncurrent Assets	\$255,377,635	\$72,543,682
TOTAL ASSETS	\$301,205,984	\$90,574,377
DEFERRED OUTFLOW OF RESOURCES		
Other Postemployment Benefits	\$549,742	-
Pensions	\$22,185,654	-
TOTAL DEFERRED OUTFLOWS OF RESOURCES	\$22,735,396	-
LIABILITIES		
Current Liabilities:		
Accounts Payable	\$5,566,325	\$188,052
Salary and Payroll Taxes Payable	\$5,793,583	-
Retainage Payable	\$879,660	-
Due to College	-	\$866,255
Due to Component Unit	\$4,571,640	-
Unearned Revenue	\$2,069,468	\$13,543,514
Estimated Insurance Claims Payable	\$174,986	-
Deposits Held for Others	\$599,517	\$93,814
Long-Term Liabilities - Current Portion:		
Special Termination Benefits Payable	\$2,659	-
Compensated Absences Payable	\$4,987,475	-
Other Postemployment Benefits Payable	\$81,799	-
Net Pension Liability	\$119,672	-
TOTAL CURRENT LIABILITIES	\$24,846,784	\$14,691,635

The accompanying notes to financial statements are an integral part of this statement.

³⁵Florida State College at Jacksonville, a component unit of the state of Florida statement of revenues, expenses and charges in net position for the fiscal year ending June 30, 2022.

7 Revenue and Expenses (Continued)

LIABILITIES (Continued)	COLLEGE	COMPONENT UNIT
Noncurrent Liabilities:		
Note Payable	\$120,000	-
Special Termination Benefits Payable	\$23,927	-
Compensated Absences Payable	\$11,285,944	-
Other Postemployment Benefits Payable	\$2,218,965	-
Net Pension Liability	\$34,523,512	-
Total Noncurrent Liabilities	\$48,172,348	-
TOTAL LIABILITIES	\$73,019,132	\$14,691,635
DEFERRED INFLOWS OF RESOURCES		
Other Postemployment Benefit Pensions	\$318,886	-
	\$41,783,674	-
TOTAL DEFERRED INFLOWS OF RESOURCES	\$42,402,674	-
NET POSITION		
Net Investment in Capital Assets	\$196,622,841	-
Restricted:		
Nonexpendable:		
Endowment	-	\$33,464,631
Expendable:		
Endowment	\$6,640,202	\$5,068,856
Grants and Loans	\$2,672,803	-
Scholarships	\$780,907	-
Capital Projects	\$40,710,323	-
Unrestricted	(\$51,746,700)	\$37,349,255
TOTAL NET POSITION	\$195,680,376	\$75,882,742

Table 23.
Functional Distribution of Operating Expenses

Table 23. College operating expenditures are presented categorically. Total annual operating cost for the College was \$215,326,452. For the fiscal year ending June 30, 2022, as shown the functional classifications include³⁶ (1) Instruction, (2) Public Services, (3) Academic Support, (4) Student Services, (5) Instructional Support, (6) Operation and Maintenance, (7) Scholarships and Waivers, (8) Depreciation, and (9) Auxiliary Enterprises.

The functional classification of an operating expense (instruction, academic support, etc.) is assigned to a department based on the nature of the activity, which represents the material portion of the activity attributable to the department. For example, activities of an academic department for which the primary departmental function is instruction may include some activities other than direct instruction such as public service. However, when the primary mission of the department consists of instructional program elements, all expenses of the department are reported under the instruction classification. The operating expenses on the statement of revenues, expenses and changes in net position are presented by natural classifications.

The following are those same expenses presented in functional classifications as recommended by NACUBO:

Functional Classification	Amount
Instruction	\$51,518,336
Academic Support	\$23,561,763
Student Services	\$20,139,655
Institutional Support	\$29,396,402
Operation and Maintenance of Plant	\$18,931,853
Scholarships and Waivers	\$58,075,422
Depreciation	\$12,914,553
Auxiliary Enterprises	\$788,468
Total Operating Expenses	\$215,326,452

³⁶ Source: Florida Auditor General Report No. 2023-121 for Fiscal Year Ended June 30, 2022 (published February 2023).

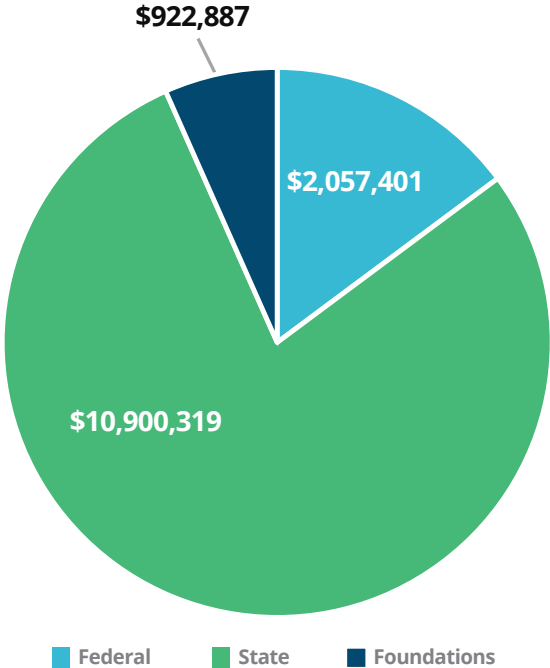
7 Resource Development (Grants)



FSCJ Grant Awards Summary 2022-23

Figure 18.
FSCJ Grant Award by Funding Source

Resource Development received \$13.8 million in grants for the College during the period between July 1, 2022 and June 30, 2023. The majority of awards, or 78%, came from state funding agencies. Federal agencies provided 15% of the award total, while 7% came from corporate and private foundations.



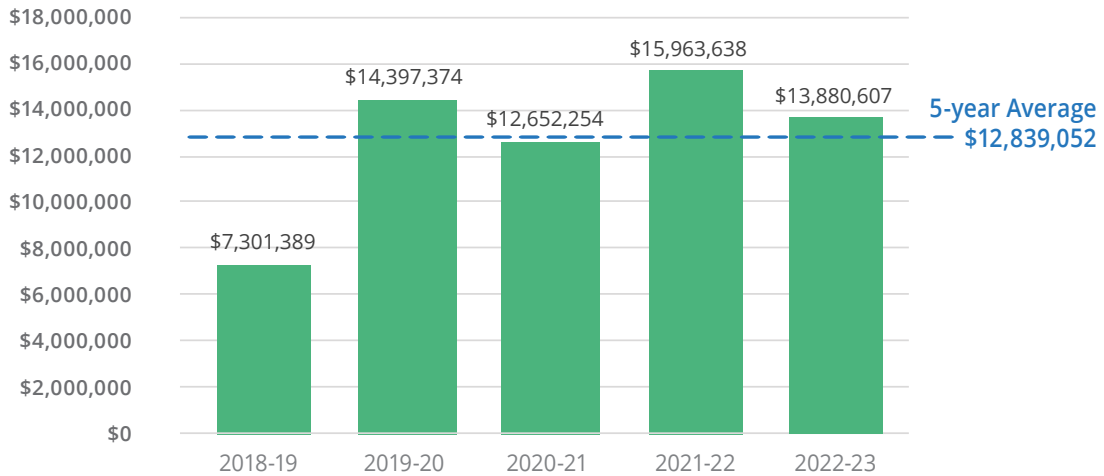
7

Resource Development (Grants)

Figure 19.

Total FSCJ Funding by Fiscal Year

The FSCJ Resource Development Department has averaged \$12.8 million in annual awards since July 2018.

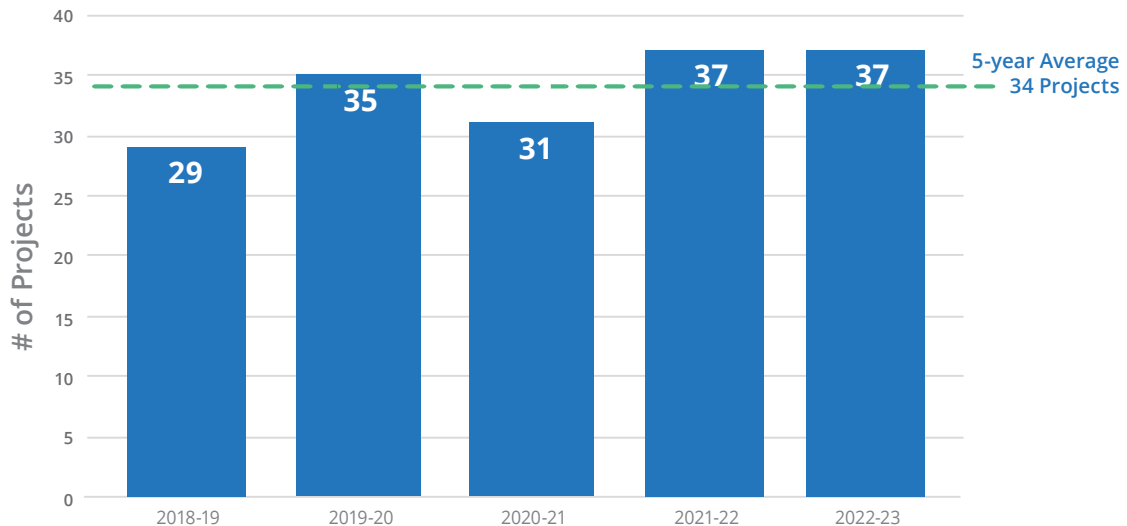


FSCJ Grant Activity Summary 2022-23

In 2022-23, 37 proposals submitted by the department were funded, above the five-year average of 34 awarded proposals per year.

Figure 20.

Number of Grants Funded by Fiscal Year

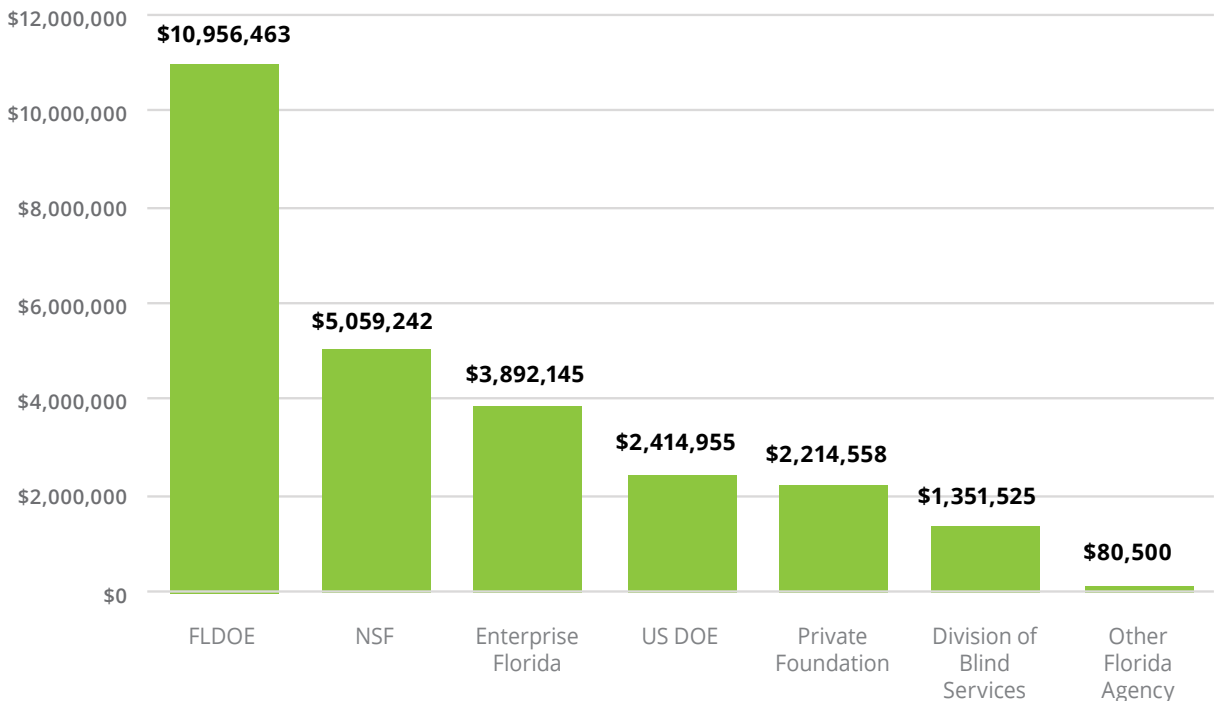


7 Resource Development (Grants)



Figure 21. Active Grant Projects

During the 2022-23 academic year, the Resource Development department managed 55 active projects, comprising both new awards and multi-year grants awarded prior to, but continuing after July 1, 2022. The value of projects managed by the department is depicted below, by funding agency for multiple awards or otherwise by type of funder.



FSCJ Grant Photo Album



Scheidel Foundation: Herbert W. Scheidel Leadership in Action Awards



Adult Education Graduation



Community Dental Clinic at North Campus



Cybersecurity & IT Pathways Expansion Project: FSCJ is a sub-recipient of this Florida Department of Education project; the University of South Florida is the lead institution

U.S. Department of Education FIPSE: Veterans Center of Excellence



U.S. Department of Education: Education Opportunity Center Grant



U.S. Department of Education: CCAMPIS (Child Care Access Means Parents In School) Grant



National Security Administration (NSA) GenCyber Grant, Camp GenCyber Jax: Two coordinated computer learning events for high schoolers



Florida Blue Foundation Food Security Grant



National Science Foundation Improving Tech Training in Automation Technologies Grant: RL Brown Gifted and Talented Academy's Tech Nique Robotics Team



National Science Foundation Improving Tech Training in Automation Technologies Grant: MFK Warriors Robotics Team

7

Resource Development (Grants)

Table 24. FSCJ Awarded Grants, Projects and Descriptions (2022-23)

<p>Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE).....</p> <p>FLORIDA DEPARTMENT OF EDUCATION</p> <p>The 2022 General Appropriation Act provided allocations to colleges with licensed practical nursing programs.</p>	<p>\$3,578,836</p>
<p>Perkins V - Career Pathway in Civics Program and Curriculum</p> <p>FLORIDA DEPARTMENT OF EDUCATION THROUGH POLK STATE COLLEGE</p> <p>FSCJ and Broward College each received a subgrant of \$2 million from Polk State College. Each institution developed partnerships with their local school districts to create Civics Career Pathway Academies in high schools. The Academies provide a specialized civics-based curriculum that allows high school students to develop skills that lead to a relevant workforce certification and to an articulated postsecondary pathway in Public Policy and Administration.</p>	<p>\$2,000,000</p>
<p>Perkins V - Postsecondary Career and Technical Education Program</p> <p>FLORIDA DEPARTMENT OF EDUCATION</p> <p>Funds are used to supplement and enhance Career and Technical Education programs.</p>	<p>\$1,593,588</p>
<p>Adult General Education</p> <p>FLORIDA DEPARTMENT OF EDUCATION</p> <p>The overall goal of the Adult General Education program is to assist adults in obtaining knowledge and skills necessary for employment, self-sufficiency and completing a secondary credential. Additional activities include transitioning to postsecondary education and training through Integrated Education and Training (IET) programs of study.</p>	<p>\$1,359,825</p>
<p>Vision Education & Rehabilitation Center (VERC) Vocational Rehabilitation and Transition Services.....</p> <p>FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF BLIND SERVICES</p> <p>This program assists visually impaired or blind clients in being successfully employed and provides transition services to middle and high school students who are blind or have visual impairments.</p>	<p>\$1,052,527</p>
<p>CCAMPIS Jax (Child Care Access Means Parents In School).....</p> <p>U.S. DEPARTMENT OF EDUCATION</p> <p>This program supports the participation of low-income, Pell eligible students in postsecondary education through providing childcare tuition scholarships at existing on-campus childcare centers, the Chappell Schools, and off-campus at highly-rated and accredited childcare sites.</p>	<p>\$489,983</p>
<p>Stepping Stones</p> <p>ANONYMOUS</p> <p>This program incorporates soft-skills training and a seamless system of stacked credentials to prepare for employment in high-growth, high-wage careers in fields such as information technology, logistics and health care.</p>	<p>\$460,000</p>
<p>Cybersecurity and IT Pathways Expansion Grant</p> <p>FLORIDA DEPARTMENT OF EDUCATION THROUGH THE UNIVERSITY OF SOUTH FLORIDA</p> <p>Objectives of this project include scholarships and funds for certification exam fees provided to workforce education students in the CompTIA Security+ training program, acquisition of equipment, technology and supplies to enhance a shared Cybersecurity Teaching Laboratory at South Campus, and a summer cybersecurity camp offered to local K-12 students.</p>	<p>\$346,769</p>
<p>Integrated English Literacy & Civics Education (IELCE)</p> <p>FLORIDA DEPARTMENT OF EDUCATION</p> <p>Instruction in English and civics is provided to eligible residents of Duval County and students in the English for Speakers of Other Languages (ESOL) program.</p>	<p>\$312,422</p>

Table 24. FSCJ Awarded Grants, Projects and Descriptions 2022-23 (Continued)

Veterans Upward Bound	\$287,537
U.S. DEPARTMENT OF EDUCATION	
The program identifies 125 eligible low-income, potential first-generation in college veterans in Duval and Nassau counties and provides them with academic support and assistance in eliminating barriers to their academic success.	
Talent Search Jacksonville South	\$277,375
U.S. DEPARTMENT OF EDUCATION	
FSCJ and Duval County Public Schools (DCPS) leverage resources to provide a range of services to low-income, first-generation college students in targeted middle and high schools in Jacksonville’s Southside.	
Talent Search Urban Core	\$277,375
U.S. DEPARTMENT OF EDUCATION	
FSCJ and DCPS leverage resources to provide a range of services to low-income, first-generation college students at targeted high schools in Jacksonville’s urban core.	
TRiO SSS STEM Project: “Changing Lives ... One Student at a Time”	\$261,888
U.S. DEPARTMENT OF EDUCATION	
This project has the objective of decreasing barriers for low-income, first-generation college students and/or students with disabilities who wish to pursue certificate or A.S. degree programs in health sciences and STEM.	
Vision Education & Rehabilitation Center (VERC) Older Blind	\$261,030
FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF BLIND SERVICES	
The Older Blind program provides training in independent living skills for visually impaired persons aged 55 and older.	
CareerConnect	\$240,000
KIDS HOPE ALLIANCE	
This multi-year project has the goal of boosting education, certification and employment opportunities for Duval County youths ages 16-21.	
Educational Opportunity Center	\$232,050
U.S. DEPARTMENT OF EDUCATION	
The Equal Opportunity Center (EOC) offers a customized and comprehensive menu of activities, based on individualized needs, for adults in Duval and Nassau counties. The EOC helps clients successfully prepare for and enroll in institutions of postsecondary education and also provides them with instruction in personal finance and economic literacy.	
GEAR UP BELIEF (Building Engaged Learners to Increase Expectations for the Future)	\$138,750
U.S. DEPARTMENT OF EDUCATION THROUGH DUVAL COUNTY PUBLIC SCHOOLS	
FSCJ hosts sessions and college visits for high school students in this program administered by DCPS.	
College Reach-Out Program (CROP)	\$93,208
FLORIDA DEPARTMENT OF EDUCATION	
This program’s objective is to strengthen the educational motivation of at-risk middle and high school students and encourage their preparation for postsecondary education.	
Perkins V Equipment Upgrade & Modernization	\$87,189
FLORIDA DEPARTMENT OF EDUCATION	
This is a one-time, non-recurring grant to be used for the upgrade or modernization of equipment for existing career and technical education programs.	
Camp GenCyber Jax	\$71,443
NATIONAL SECURITY AGENCY THROUGH THE UNIVERSITY OF NORTH FLORIDA	
The National Security Agency’s GenCyber Program provides cybersecurity training programs for middle and high school teachers and students in order to meet future national security challenges. In 2022-23, FSCJ, in partnership with the University of North Florida (UNF), offered computer learning events in the form of two coordinated week-long summer camps for seventy high-school students across the metro area. Pre-/post-camp opportunities for all participants included virtual workshops and webinars, mentoring sessions with UNF/FSCJ faculty members through virtual office hours, as well as virtual job shadowing through career center resources.	

Table 24. FSCJ Awarded Grants, Projects and Descriptions 2022-23 (Continued)

Building Capacity for Change at FSCJ	\$96,300
SCHEIDEL FOUNDATION	
FSCJ's full-time faculty and adjuncts are being engaged as life-long learners through participation in a variety of professional learning opportunities for continuous improvement in teaching and learning excellence for and with students.	
Scheidel Foundation Gift Agreement	\$61,587
SCHEIDEL FOUNDATION	
The award funds a full-time career specialist position to maintain regular contact with Scheidel Scholars at FSCJ.	
Open Door Grant Program	\$52,725
FLORIDA DEPARTMENT OF EDUCATION	
Additional funding was provided in 2022-23 for this project, which offers training in seven programs of study: Certified Nursing Assistant, Certified Medical Administrative Assistant, COMPTIA A+, 911 Public Safety Telecommunicator, Emergency Medical, Fire Fighter II, and Six Sigma Green Belt.	
Perkins V Rural Innovation, Career & Technical Education	\$50,107
FLORIDA DEPARTMENT OF EDUCATION	
Formerly known as the Perkins Rural & Sparsely Populated program, this award is used to enhance Career and Technical Education classes at Nassau Center.	
Entrepreneurship Education & Training (EET)	\$50,000
FLORIDA DEPARTMENT OF EDUCATION	
The EET program activities implement a half-day Entrepreneurship Symposium with professional development tracks for Career and Technical Education (CTE) professionals, current and prospective CTE students and create and deploy a CTE Entrepreneurship Repository that will house entrepreneurial materials and resources for use by CTE professionals and the community.	
Vision Education & Rehabilitation Center (VERC) Adult Population	\$37,968
FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF BLIND SERVICES	
The Adult Population program provides training in independent living skills for visually impaired adults under age 55.	
Scheidel Foundation Emergency Assistance Fund	\$30,000
SCHEIDEL FOUNDATION	
This fund provides non-repayable grants to students for approved emergency expenditures.	
Child Care Training	\$27,500
FLORIDA DIVISION OF CHILDREN & FAMILIES	
Under this grant, the College provides non-credit childcare training services in Duval, Nassau, Baker, St. Johns and Clay counties. Contracted services include delivery of training courses, Child Development Associate (CDA) credentialing activities, in-service training opportunities and competency testing.	
Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP)	\$21,000
NATIONAL SCIENCE FOUNDATION THROUGH FLORIDA A&M UNIVERSITY	
This alliance supports greater participation in STEM (Science, Technology, Engineering, Mathematics) programs by underrepresented students.	
Center for Economic and Financial Education (CEFE)	\$20,000
FLORIDA COUNCIL ON ECONOMIC EDUCATION	
This is an annual award to provide professional development sessions on personal finance for K-12 educators.	
Emily Balz Smith Foundation Food Pantry	\$15,000
EMILY BALZ SMITH FOUNDATION	
This grant expands food items in the existing H.O.P.E. Food Pantry and creates a childcare basic needs supply closet for parents studying at FSCJ for items such as diapers, formula, wipes and infant/child clothing.	
CROP Summer Food Service Program	\$5,625
FLORIDA DEPARTMENT OF AGRICULTURE AND CONSUMER SERVICES	
This grant provides breakfast and lunch during the summer for students in CROP (College Reach-Out Program).	

7

Financial Aid

Table 25.
Financial Aid Types Awarded (2022-23)³⁷

In 2022-23, FSCJ distributed more than \$81 million in financial assistance. Typically, a student receives multiple types of financial aid. Grants and scholarships are funds that do not have to be repaid.

Grants can come from federal, state, institutional or private sources. Examples of the grants awarded by the Federal Government include Pell Grants and Supplemental Education Opportunity Grants (SEOG). The state of Florida issues the Florida Public Student Assistance Grant (FPSAG). These are need-based funds offered to undergraduate students to defray educational expenses

Loans assist with expenses and come with a low interest rate and a lengthy payback schedule.

The biggest lender is the federal government, offering the Federal Direct Loan Program (FDLP). These loans can be either subsidized (financial need) or unsubsidized (there is no requirement to demonstrate financial need) loans.

Scholarship money is based upon the nature of the scholarship (merit-based, need-based, athletic, etc.)

FSCJ awarded more than \$3.4 million in scholarships. The state of Florida’s Bright Futures Scholarship³⁸ provides money to students with meritorious high school academic achievement and awarded \$585,514 to FSCJ.

Eligible students can also engage in part-time employment to defray educational expenses.

Award Type	Amount	Percentage of Total Award Amount	Award Count
Grants	\$43,691,542	53.9%	29,935
Loans	\$32,402,146	40.0%	13,051
Scholarships	\$3,452,194	4.3%	3,659
Student Employment	\$1,488,930	1.8%	474
Total Financial Aid Awarded	\$81,034,811	100%	47,119

³⁷ Source: Florida College System Annual Financial Aid Counts, 2022-23 Verification Report (T4E).

³⁸ Florida Bright Futures total is the sum of the following aid types: 302 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FAS \$150,329
303 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FMS \$416,305 and 304 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FGVS \$18,880



8

FSCJ Foundation Overview³⁹

With the primary mission of the Foundation being to raise funds for scholarships for deserving students, we are thankful and continue to recognize the incomparable commitment of our students, faculty, staff, alumni, Foundation board members, College trustees and the generosity of our donors.

FSCJ Foundation Spending and Investment Policy

FSCJ Foundation has policies in place to assist with the effective supervision and monitoring of investment activities that also provide guidance for the investment managers who manage its assets. The Foundation reviews these policies periodically to ensure they continue to reflect the appropriate expectations, goals and objectives of the Foundation.

Endowment Investment Policy Objectives

The purpose of the Foundation’s endowment is to support FSCJ and its mission over the long term. The endowment’s primary investment objectives are to:

- a. Preserve the Foundation’s real purchasing power, and
- b. Provide a stable source of perpetual financial support to the College.

What is an Endowment?

The Foundation maintains three types of endowment funds:

1. “True Endowment” funds are received from a donor with the restriction that the principal is not expendable.
2. “Term Endowment” funds are established when the donor stipulates that the principal may be expended after a stated period or upon the occurrence of a certain event.
3. “Quasi-Endowment” funds or “funds functioning as endowment” are funds that are established by the Foundation Board of Directors to function like an endowment fund but may be expended at any time at the discretion of the Board.

In order to preserve the purchasing power of both principal and withdrawals made available for spending, the long-term annualized total rate of return objective for the Foundation is inflation plus five percent (5%) to preserve the real purchasing power of the Foundation and to provide ongoing support to the College.

To satisfy its long-term rate of return objective, the Foundation relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and from current yield (interest and dividends). Asset allocation guidelines are designed to ensure adequate diversification to reduce the volatility of investment returns.

Figure 22.

FSCJ Endowed and Quasi-Endowed Five-Year Balance

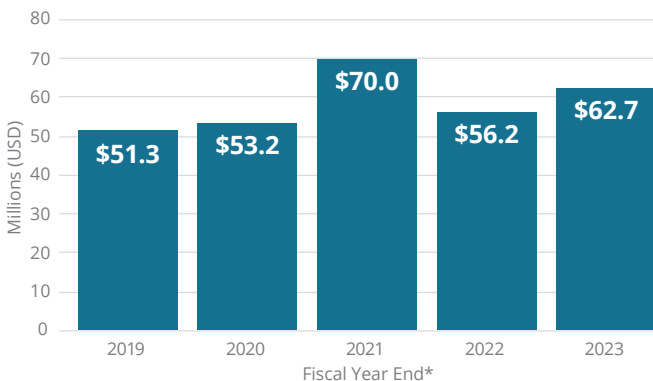
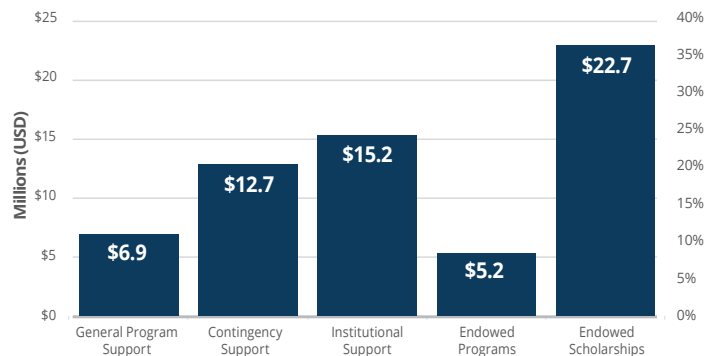


Figure 23.

FSCJ Endowed and Quasi-Endowed Balances



³⁹ Source: All information and text in this section provided by the FSCJ Foundation.

*Note: The annual dates have been retroactively adjusted for 2022-23 to coincide with the September 30 Foundation Fiscal Year End (FYE) date.



FSCJ Foundation Overview³⁹

FSCJ | ARTIST SERIES

FSCJ Artist Series seeks to educate, enlighten and entertain through diverse and innovative programs that reflect the traditional and evolving cultures represented around the world.

Originally developed as a vehicle for making the arts more accessible for students, FSCJ Artist Series has become the primary source for professional productions in northeast Florida and southeast Georgia. FSCJ Artist Series brings blockbuster Broadway shows and renowned cultural programming to enhance and enrich the

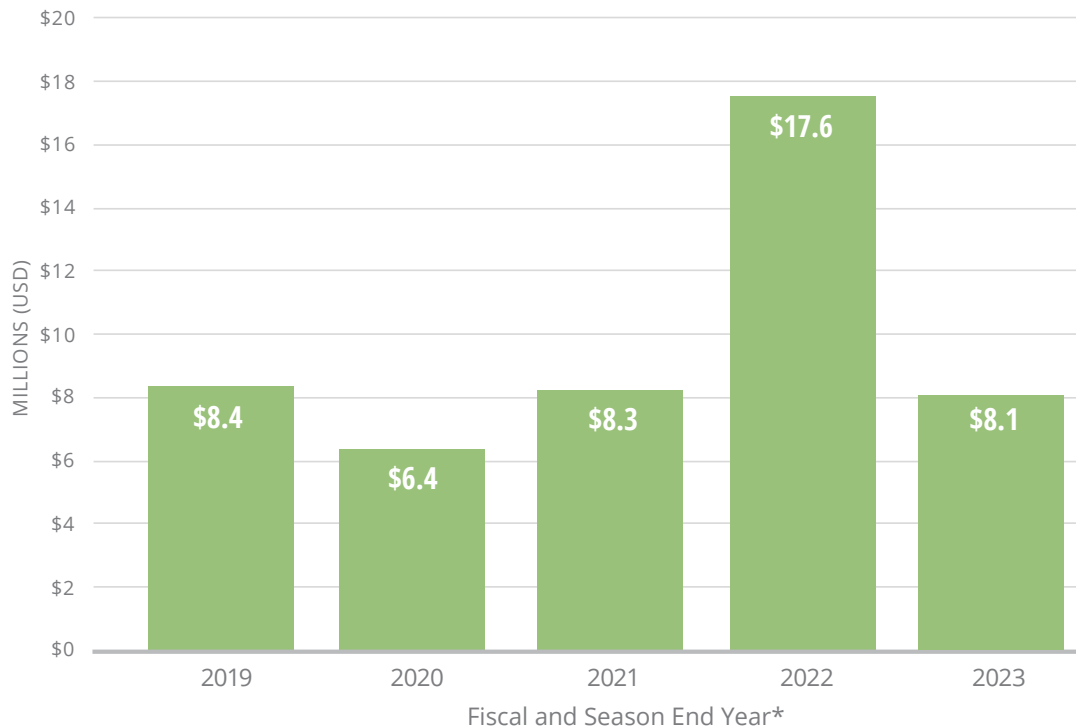
lives of individuals of all ages and tastes within our community.

Funds raised through the FSCJ Artist Series support the College’s performing arts efforts and the Scholarship Endowment Fund which makes the pursuit of higher education a possibility for many students who may otherwise be unable to do so.

From corporate sponsorships to volunteer opportunities, there are various ways to support the performing arts and cultural scene in our community.

Figure 24.

FSCJ Artist Series Operating Revenue (Five-Year Trend)



Notes: Operating revenue (17.6 M) for fiscal year ended 2022 included revenue from "Hamilton" for a three-week, 24-performance engagement. *Annual (FYE) values retroactively adjusted for 2022-23 to coincide with the September 30 Fiscal Year and Artist Series Series season end dates.



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⁴⁰ Source: Florida State College at Jacksonville Foundation Board of Directors provided by Foundation 5/7/24.

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