



FACT BOOK

2017-18

FSCJ

Florida State College
at Jacksonville



FACT BOOK

2017-18

Acknowledgements: The FSCJ Fact Book is produced by the Office of Institutional Effectiveness and Accreditation, Institutional Analytics and Research. Special thanks are extended to the President's Cabinet and all who supported and assisted in producing this year's volume.

If you have trouble accessing this document and need to request an alternate format, please contact Greg V. Michalski, Ph.D., PMP®, Director of Institutional Analytics and Research (IAR) at (904) 632-3017.

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).

Cabinet¹

Mr. Kevin E. Hyde

Interim College President

Dr. John Wall

Provost and Vice President of Academic Affairs

Dr. Marie Gnage

Vice President for Institutional Effectiveness and Advancement

Dr. Linda Herlocker

Vice President of Student Services

Mr. Al Little

Vice President of Business Services

Ms. Jana Kooi

Vice President for Online and Workforce Education

District Board of Trustees²

Ms. Karen E. Bowling

Chair

Ms. Candace T. Holloway

Vice Chair, Nassau County

Mr. Thomas R. McGehee Jr.

Vice Chair, Duval County

Mr. Michael M. Bell

Mr. J. Palmer Clarkson

Ms. Laura M. DiBella

Mr. D. Hunt Hawkins

Mr. Thomas J. Majdanics

Mr. O. Wayne Young

¹ Membership as of February 25, 2019. For additional information, see fscj.edu/discover/governance-administration/cabinet.

² Membership as of February 25, 2019. For additional information, see fscj.edu/discover/governance-administration/district-board-of-trustees.

Table of Contents

Section 1:	Overview	1-2
	College History.....	1
	Mission.....	1
	Vision	1
	Priorities	2
Section 2:	College Service Area	3-6
	Service Area Descriptions	3
	Demographic Overview of Service Area.....	6
Section 3:	Student Demographics	7-16
	Overview	7
	Geographic Dispersion	9
	Student Gender, Age, Race and Ethnicity	11 & 12
	Full-/Part-Time Enrollment (Credit Load).....	13
	First-Time-in-College, Dual Enrollment, First Time Transfer and Continuing Student Enrollment.....	14
	Non-Resident Alien Enrollment	15
	Limited English Proficiency.....	15
	Federal Work Study.....	16
	Federal Pell Grants.....	16
Section 4:	Enrollment and Completions	17-26
	Annual Unduplicated Enrollment	17
	Annual Enrollment by Program Area	17
	Baccalaureate Enrollment	18
	Developmental Education Overview.....	19
	Developmental Education Enrollment.....	20
	Full-Time Equivalent (FTE) Enrollment	21
	FTE Funded.....	22
	FSCJ IPEDS Tracking Cohort Composition	23
	FSCJ IPEDS Graduation Rates	24
	FSCJ IPEDS Transfer-Out Rates.....	24
	Program Completions	25
	Educational and Economic Success of FSCJ Graduates: Continuing Education and Employed.....	26

Section 5: Personnel	27-30
Employee Demographics	28
Employee Occupations	29
Employee Academic Degrees	30
Instructional Staff Composition	30
Section 6: Facilities	31-38
Facility Statistics (Sites, Acreage, Buildings and Valuation)	31
Campus and Center Location and Description	33
Aerial Location Map	37 & 38
Section 7: Finance	39-42
Statement of Revenues, Expenses and Changes (Audited Financials)	40
Functional Distribution of Operating Expenses	41
Resource Development (Grants)	41
Financial Aid	42
Section 8: FSCJ Foundation	43-46
Overview	43
FSCJ Endowed and Quasi-Endowed Balance Trends	44
FSCJ Endowed and Quasi-Endowed Balances	44
FSCJ Artist Series Operating Revenue from Performing Arts Events (Five-Year Trend)	45
Foundation Board of Directors	46
List of Figures	47
List of Tables	48

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 or 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 50,000 students annually.

Mission

Florida State College at Jacksonville provides high value, relevant life-long education that enhances the intellectual, social, cultural and economic development of our diverse community.

Vision

Florida State College at Jacksonville...
Growing minds today, leading tomorrow's world.



FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
DOWNTOWN CENTER

Strategic Priorities³

In October 2017, the District Board of Trustees approved FSCJ's 2017-2020 Strategic Plan and associated Strategic Priorities and Key Performance Indicators. Incorporating feedback from faculty, staff, students and community members, the Strategic Plan's singular focus is to increase the success of FSCJ students.

This overarching goal is achieved by the realization of three Strategic Priorities³:



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

SECTION 2: COLLEGE SERVICE AREA

Service Area Descriptions

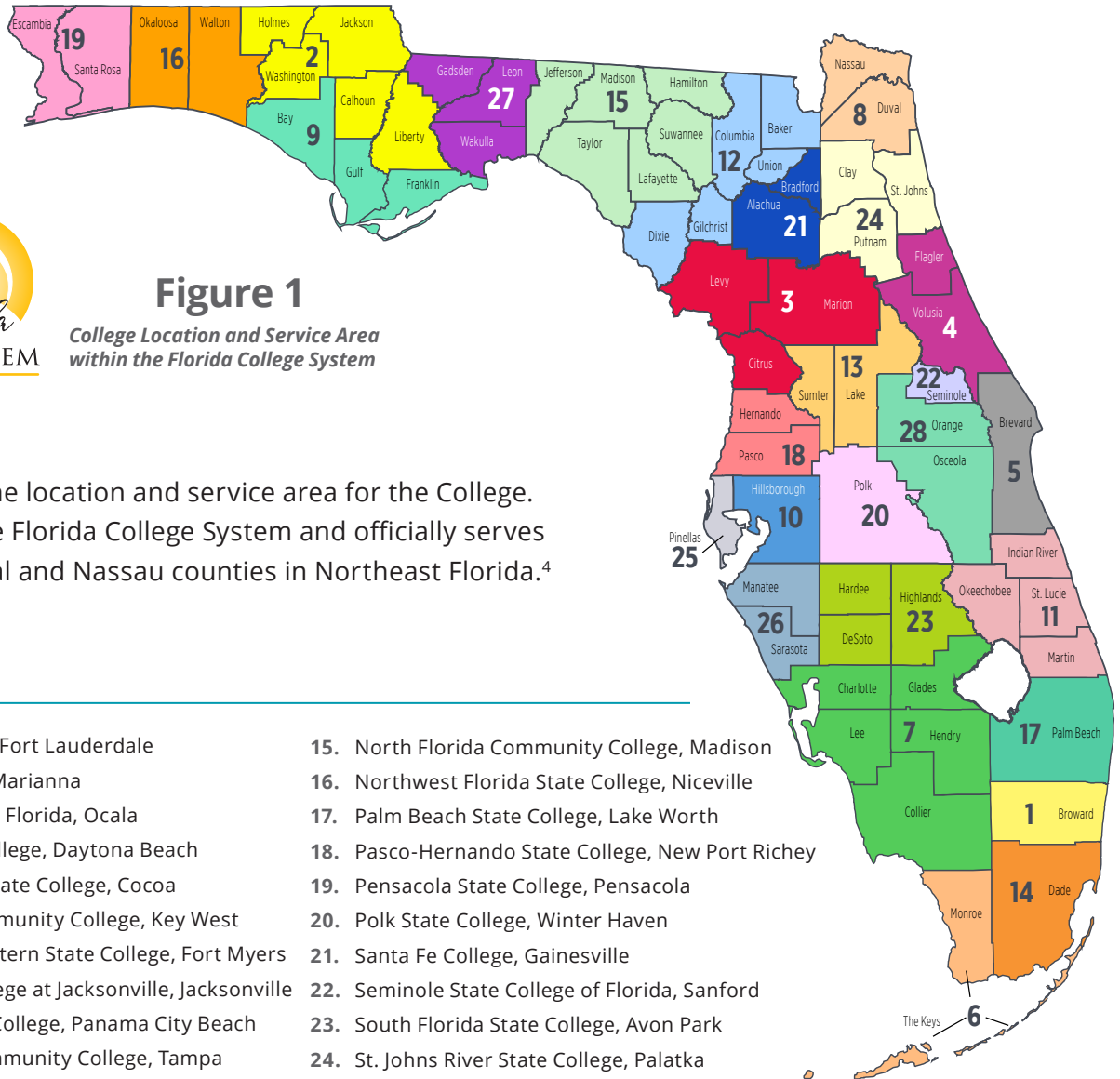


Figure 1 shows the location and service area for the College. FSCJ is part of the Florida College System and officially serves residents of Duval and Nassau counties in Northeast Florida.⁴

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

⁴The 2018 service area population was 1,032,754.

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



Demographic Overview of Service Area⁵



Age

Table 1. Duval and Nassau Counties Age Demographics

Age Cohort	2018 Population	2019 Population	Change	2018 % of Cohort
Under 15	195,233	197,556	2,323	18.91%
15 to 19 years	59,281	60,159	878	5.76%
20 to 24 years	65,286	64,469	-817	6.17%
25 to 29 years	87,144	85,610	-1,534	8.19%
30 to 34 years	80,023	82,647	2,624	7.91%
35 to 39 years	69,502	71,145	1,643	6.81%
40 to 44 years	60,063	61,275	1,212	5.87%
45 to 49 years	63,592	62,571	-1,021	5.99%
50 to 54 years	66,587	66,099	-488	6.33%
55 to 59 years	70,091	69,788	-303	6.68%
60 and over	215,952	223,354	7,402	21.38%
Total	1,032,754	1,044,673	11,919	100.00%

Race and Ethnicity

Table 2. Duval and Nassau Counties Race and Ethnicity Demographics

Race and Ethnicity	2018 Population	2019 Population	Change	2018 % of Cohort
White, Non-Hispanic	573,446	575,972	2,526	55.1%
Black, Non-Hispanic	284,436	288,045	3,609	27.6%
Asian, Non-Hispanic	47,929	49,249	1,320	4.7%
White, Hispanic	79,228	82,245	3,017	7.9%
Black, Hispanic	10,613	10,982	369	1.1%
Asian, Hispanic	1,420	1,476	56	0.1%
Other Minority**	35,681	36,707	1,026	3.5%
Total	1,032,753	1,044,676	11,923	100.0%

Gender

Table 3. Duval and Nassau Counties Gender Demographics

Gender	2018 Population	2019 Population	Change	2018 % of Cohort
Female	531,615	537,806	6,191	51.5%
Male	501,138	506,868	5,730	48.5%
Total	1,032,753	1,044,674	11,921	100.0%

⁵ Source: EMSI 2018 data set accessed 1/7/2019. For additional information/updates, contact FSCJ Office of Institutional Analytics and Research (IAR).

*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

Demographic Overview

The student demographic characteristics presented in this section specifically reference annual enrollment data. This data set includes an unduplicated count of 42,446 students who were enrolled in a course at the College in 2017-18.⁶ 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, 58.9% of students were females and 41.1% were male.⁷ The median age was 24 years and the mean or average (calculated as of September 1, 2017) was 28 years of age. Using the consolidated race and ethnicity categories specified by IPEDS⁸, the annual 2017-18 enrollment data disaggregates as 26.3% Black or African American, 45.8% White, 11.2% Hispanic or Latino, 3% two or more races, 5.4% other minority and 8.4% unreported/unknown for the Fall and Spring Terms.

In the Fall and Spring Terms of the 2017-18 state reporting year, 22.1% of students were enrolled as full time at the College, with most students (77.9%) enrolled as part time.

⁶ FSCJ Annual Enrollment, 2017-18.

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.



SECTION 3: STUDENT DEMOGRAPHICS

Geographic Dispersion

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

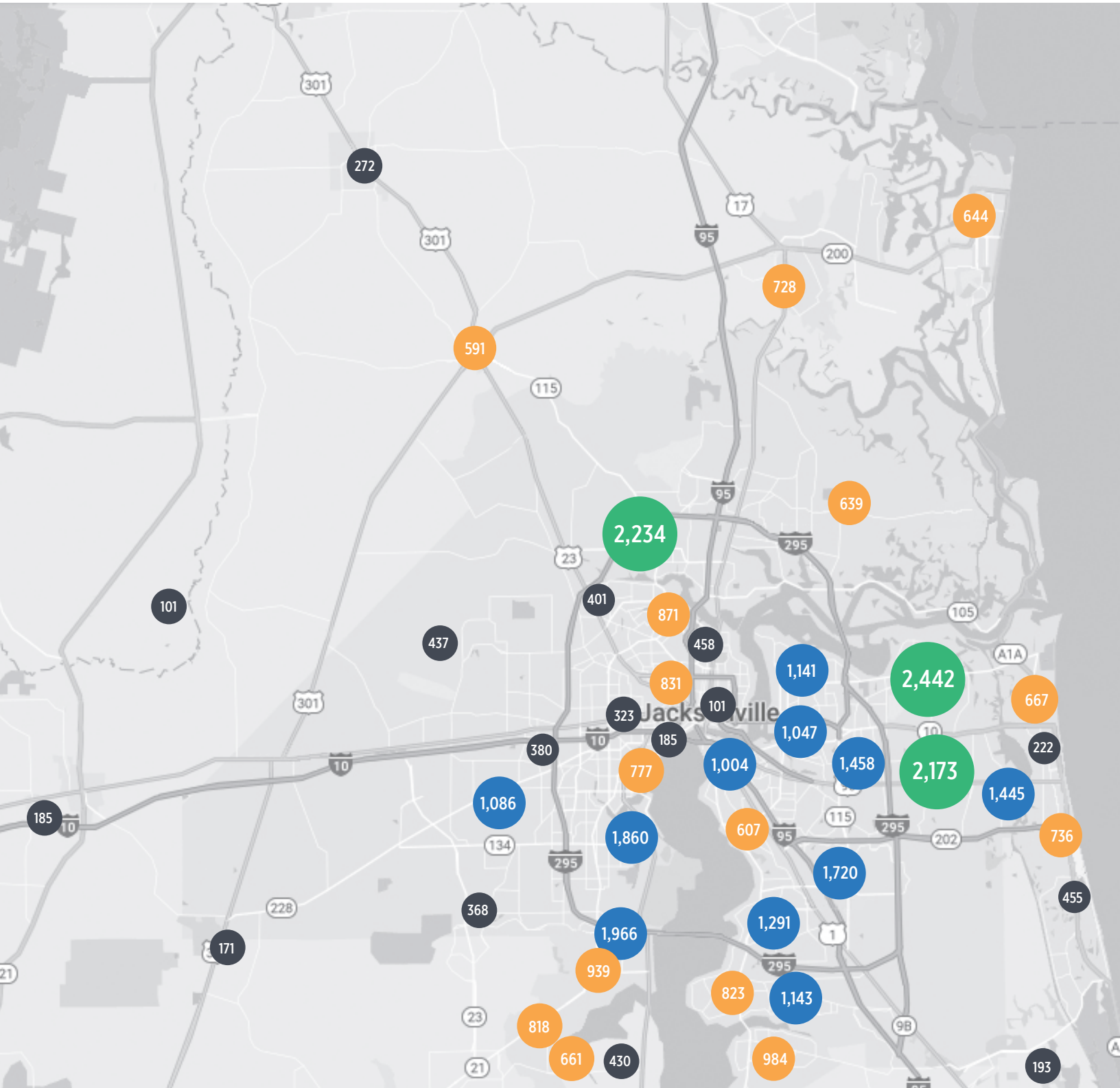
Table 4

Student Zip Code	Count	Percent	Student Zip Code	Count	Percent
32225	2,442	5.8%	32233	667	1.6%
32218	2,234	5.3%	32068	661	1.6%
32246	2,173	5.1%	32034	644	1.5%
32244	1,966	4.6%	32226	639	1.5%
32210	1,860	4.4%	32217	607	1.4%
32256	1,720	4.1%	32011	591	1.4%
32216	1,485	3.5%	32206	458	1.1%
32224	1,445	3.4%	32082	455	1.1%
32257	1,291	3.0%	32003	430	1.0%
32258	1,143	2.7%	32219	401	0.9%
32277	1,141	2.7%	32092	382	0.9%
32221	1,086	2.6%	32220	380	0.9%
32211	1,047	2.5%	32222	368	0.9%
32207	1,004	2.4%	32254	323	0.8%
32259	984	2.3%	32046	272	0.6%
32073	939	2.2%	32043	255	0.6%
32208	871	2.1%	32266	222	0.5%
32209	831	2.0%	32081	193	0.5%
32223	823	1.9%	32204	186	0.4%
32065	818	1.9%	32234	171	0.4%
32205	777	1.8%	32063	137	0.3%
32250	736	1.7%	32009	101	0.2%
32097	728	1.7%	32202	101	0.2%
Total	44,331	90.3%			

⁹ Map based on longitude (generated) and latitude (generated). Size shows student count by zip code. The data are filtered on sum of Number of Records, which ranges from 101 to 2,442.

Figure 2

*Student Geographic Dispersion
Across FSCJ Service Area
by Zip Code Location⁹*



Student Gender, Age, Race and Ethnicity

Gender

As shown in **Figure 3**, student gender comparisons have remained consistent for the past five years at approximately **59% female** and **41% male**.

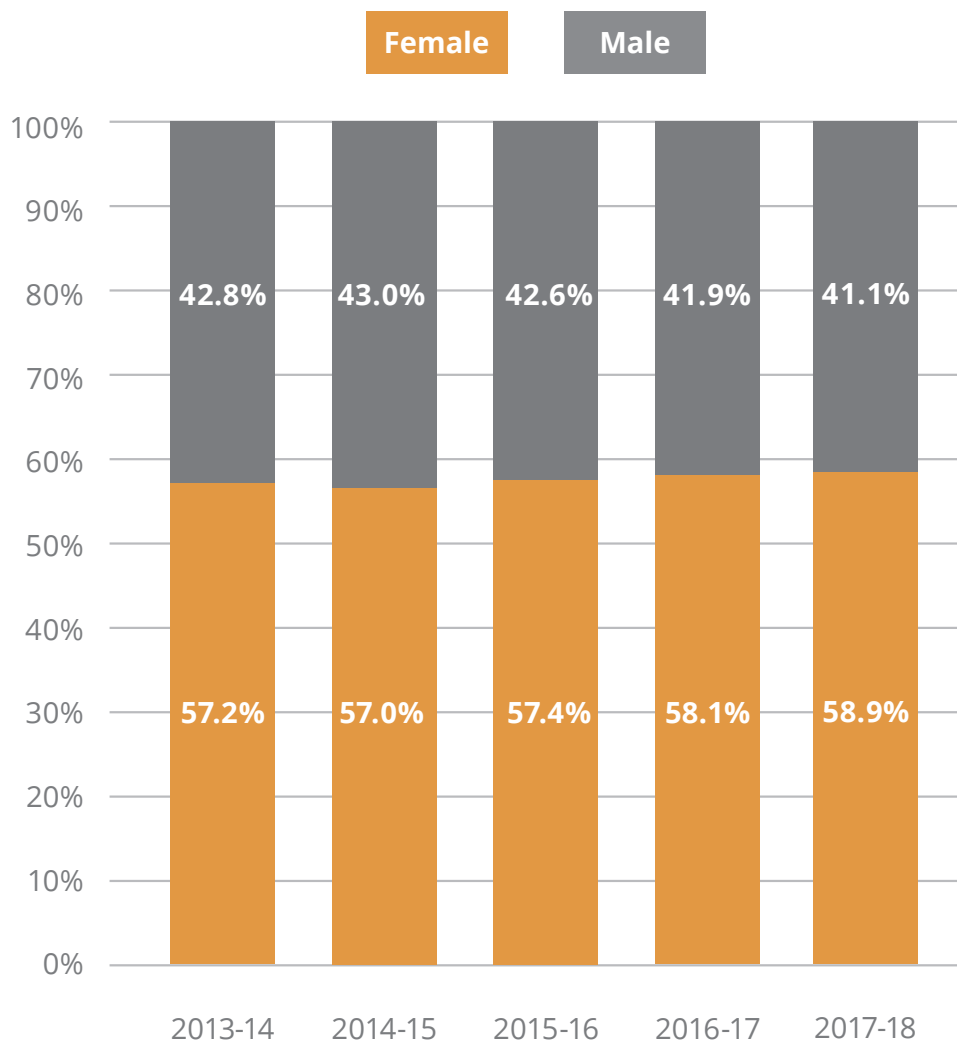


Figure 3

Five-Year Student Gender Percentage Comparisons of Annual Enrollment by Academic Year

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)	2013-14		2014-15		2015-16	
	Student Count	%	Student Count	%	Student Count	%
Black	14,918	27.8%	13,460	26.6%	13,099	26.0%
White	24,155	45.0%	23,436	46.3%	23,022	45.7%
Hispanic	3,607	6.7%	3,896	7.7%	4,517	9.0%
Two or More	830	1.5%	967	1.9%	1,031	2.0%
Other Minority	2,458	4.6%	2,443	4.8%	2,412	4.8%
Not Reported	7,698	14.3%	6,414	12.7%	6,253	12.4%
Total	53,666	100.0%	50,616	100.0%	50,334	100.0%

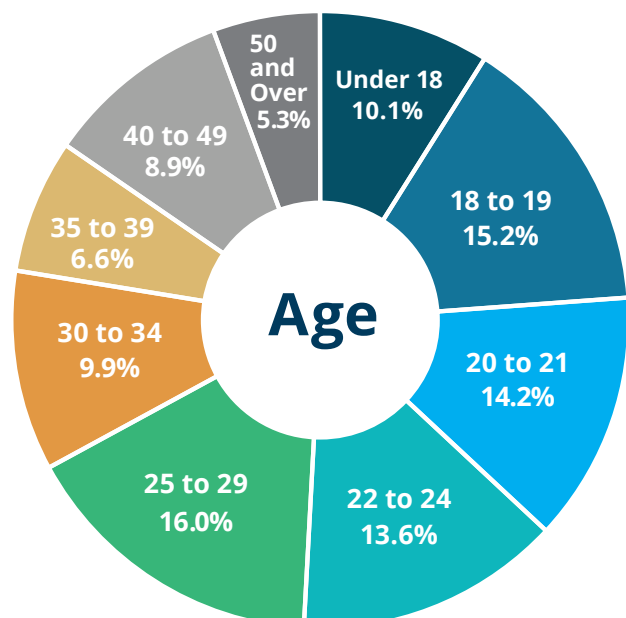
Race/Ethnicity (FLDOE)	2016-17		2017-18		Five-Year Total	
	Student Count	%	Student Count	%	Student Count	Average
Black	12,674	26.0%	11,159	26.3%	65,310	26.6%
White	22,313	45.7%	19,455	45.8%	112,381	45.7%
Hispanic	4,904	10.0%	4,740	11.2%	21,664	8.8%
Two or More	1,183	2.4%	1,261	3.0%	5,272	2.1%
Other Minority	2,508	5.1%	2,282	5.4%	12,103	4.9%
Not Reported	5,228	10.7%	3,549	8.4%	29,142	11.9%
Total	48,810	100.0%	42,446	100.0%	245,872	100.0%

Figure 4

Student Age Percentages by Category for Enrollment 2017-18

Student age was calculated using date of birth (DOB) as of September 1, 2017.* For Annual 2017-18 Enrollment, the **median student age was 24 years** and the **mean (average) was 28 years**.

Figure 4 displays a percentage breakdown by student age category for Annual Enrollment 2017-18.



* Based on 42,446 known DOBs for students of known gender.

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.

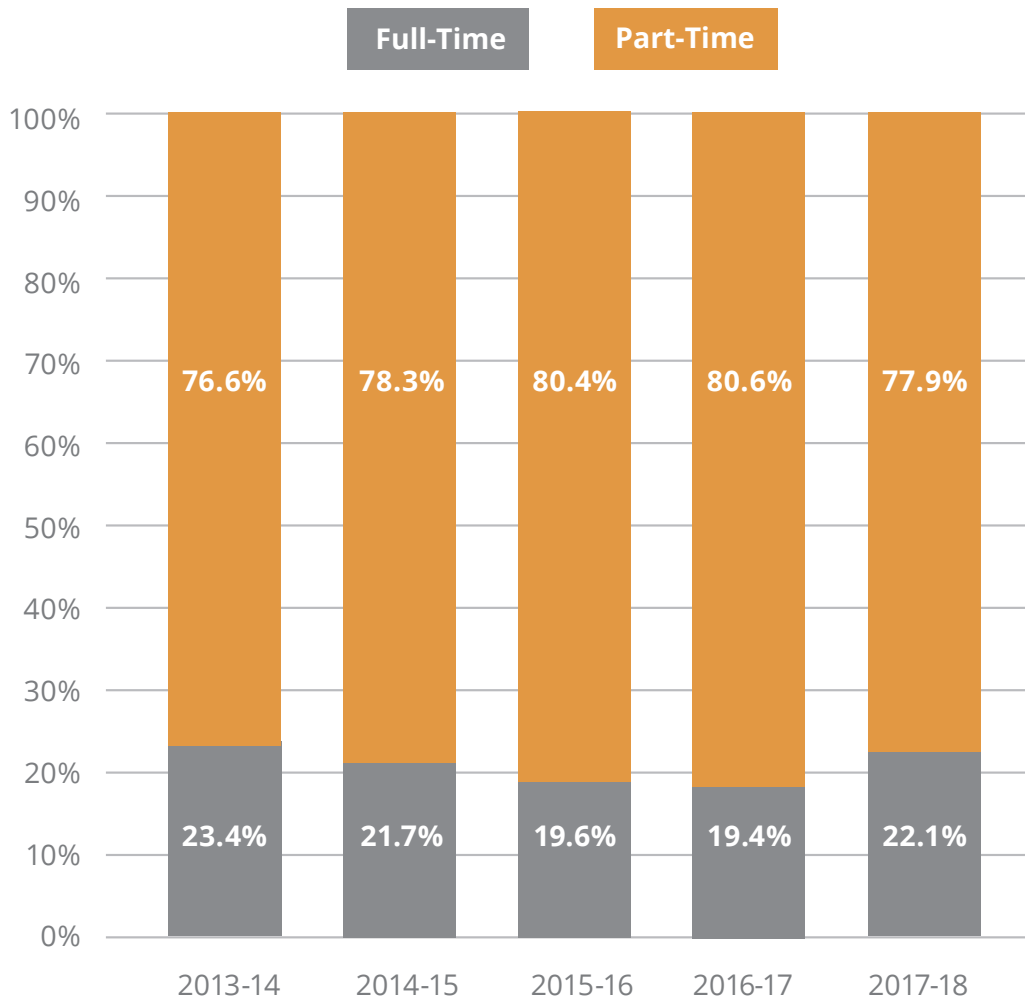


Figure 5

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 about 8% of FSCJ's annual enrollment.

Annual Enrollment	2013-14		2014-15		2015-16		2016-17		2017-18	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
First-Time-in-College (FTIC)	5,098	9.2%	4,734	9.1%	4,371	8.6%	4,281	8.6%	3,393	7.8%
Transfer	13,971	25.3%	13,160	25.2%	12,663	24.9%	15,460	31.1%	13,477	31.2%
All Other	36,159	65.5%	34,302	65.7%	33,859	66.5%	29,980	60.3%	26,355	61.0%
Total Students Served	55,228	100.0%	52,196	100.0%	50,893	100.0%	49,721	100.0%	43,225	100.0%

Table 6

Five-Year Annual Enrollment Trends by Category of Enrollment

"An FTIC student is a student who is attending a postsecondary institution for the first time. FTIC students must be enrolled in a 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.

Enrollment

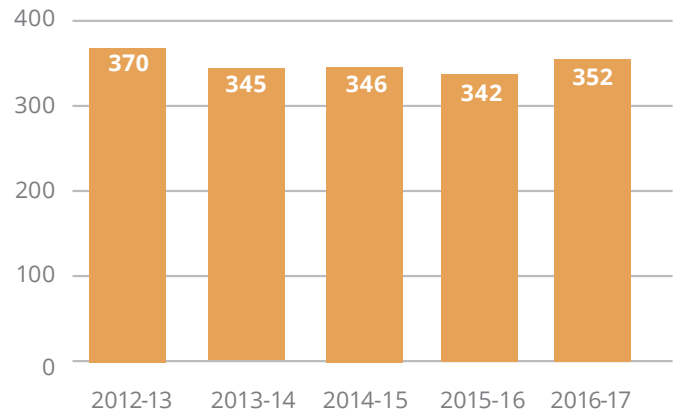
Non-Resident Alien Enrollment

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

Figure 6

IPEDS Non-Resident Alien Enrollment (2012-17)



Limited English Proficiency

Program Enrollment	Limited English Proficiency		
	Enrollment	Proficiency	Percent
Associate in Arts Degree	15,937	678	4.3%
Associate in Applied Science Degree	92	6	6.5%
Associate in Science Degree	6,249	201	3.2%
Workforce Certificate	2,229	45	2.0%
Technical Certificate	7,810	238	3.0%
Apprenticeship Program	*	*	0.0%
Advanced Technical Certificate	27	*	3.7%
Baccalaureate Degree	4,332	136	3.1%
Total	36,676	1,305	3.56%

Table 7

Limited English Proficiency by Program Enrollment (2017-18)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. 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.

*Indicates a count less than 10

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

¹¹ Source: FLDOE Florida College System AA1A Verification Report Totals Year: 2017-18 TERM:1E-3E.



Table 8

Five-Year Federal Work Study Awards¹²

Years	Award Count	Amount	Average Award
2013-14	620	\$785,624	\$1,267
2014-15	563	\$675,206	\$1,199
2015-16	372	\$505,408	\$1,359
2016-17	387	\$443,732	\$1,147
2017-18	256	\$393,452	\$1,537

Federal Work Study

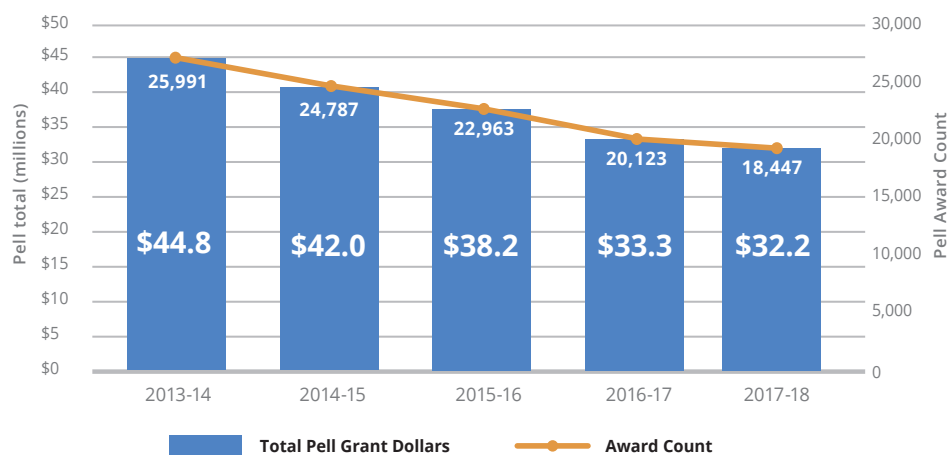
The number of federal work study awards distributed was 256 awards in 2017-18. The average award is \$1,537 as shown in **Table 8**.

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 2016-17 academic year was \$5,815.¹⁴ In the 2017-18 academic year, 18,447 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, Annual Terms 2013-14 through 2017-18.

¹³ Source: Florida College System Awarded Aid Counts for Financial Aid, Annual Terms 2013-14 through 2017-18.

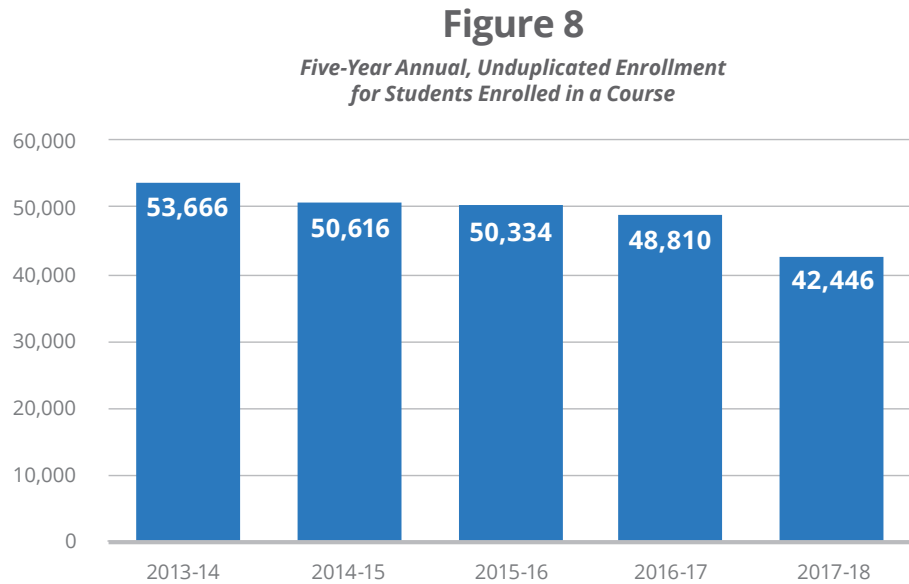
¹⁴ scholarships.com/financial-aid/grants/federal-grants/

SECTION 4: ENROLLMENT AND COMPLETIONS

Annual Enrollment

Annual Unduplicated Enrollment

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



Annual Enrollment by Program Area¹⁵

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 (2017-18)

Program Area	Count	Percent
Associate in Arts (A.A.)	15,937	49.3%
Educator Preparation Institute	*	*
Associate in Science (A.S., A.A.S.)	6,341	19.6%
Certificates [†]	10,066	31.1%
Apprenticeship Program	*	0.0%
<i>Non-Bachelor's Subtotal:</i>	32,344	100.0%
Education	108	2.5%
Nursing	287	6.6%
Other	3,937	90.9%
<i>Bachelor's Subtotal:</i>	4,332	100.0%
Grand Total	36,676	100.0%

*Indicates a count less than 10

¹⁵ Source: Florida College System AA1A Verification Report Year: 2017-18: Term 1E-3E.

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

Baccalaureate

Baccalaureate Enrollment

Table 10 shows baccalaureate degree enrollment percentages by program.

Program of Study	Count	Percent
Supervision and Management	869	20.1%
Business Administration	778	18.0%
Human Services	602	13.9%
Information Technology Management	335	7.7%
Nursing	287	6.6%
Biomedical Sciences	270	6.2%
Computer Networking	258	6.0%
Supply Chain Management	197	4.5%
Public Safety Administration	193	4.5%
Financial Services	156	3.6%
Digital Media	152	3.5%
Converged Communications	127	2.9%
Early Childhood Education	108	2.5%
Grand Total*	4,332	100.0%

Table 10

Baccalaureate Enrollment by Program of Study (n=4,332 total)¹⁶⁺

¹⁶ Source: Florida College System AA1A Verification Report Year: 2017-18: Term 1E-3E.
+ Compared to the prior year (2016-17), total baccalaureate enrollment of 4,228.
The current total represents an 2.5% increase.



SECTION 4: ENROLLMENT AND COMPLETIONS

Developmental Education

Developmental Education means 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.¹⁷ Applicable definitions follow.

Strategies¹⁸

- **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.

¹⁷ Section (S.) 1008.02, Florida Statutes (F.S.), as cited in Florida Department of Education (FLDOE), Florida College System (FCS) Definitions document (C. Allen, 2015, p.3).

¹⁸ Section (S.) 1008.02, Florida Statutes (F.S.).



Table 11
Developmental Education
Enrollment and Success by Course (2017-18)¹⁹⁺

Developmental Courses	Fall			Spring			Summer			Total 2017-18		
	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 - MATHEMATICS I	282	217	77.0%	321	247	76.9%	252	190	75.4%	855	654	76.5%
MAT0028 - MATHEMATICS II	636	417	63.6%	577	346	59.3%	409	266	59.5%	2,654	1,686	63.5%
<i>Mathematics Subtotal:</i>	918	634	69.1%	898	593	66.0%	661	456	69.0%	3,509	2,340	66.7%
REA0007 - READING I	57	40	70.2%	42	33	78.6%	18	14	77.8%	117	87	74.4%
REA0017 - READING II	243	186	63.6%	189	152	59.3%	176	144	59.5%	2,654	1,686	63.5%
<i>Reading Subtotal:</i>	300	226	75.3%	231	185	80.1%	194	158	81.4%	2,771	1,773	64.0%
ENC0015 - WRITING I	66	55	83.3%	54	49	90.7%	38	33	86.8%	33	32	89.3%
ENC0025 - WRITING II	224	177	63.6%	170	132	59.3%	124	94	59.5%	109	67	75.2%
<i>Writing Subtotal:</i>	290	232	80.0%	224	181	80.8%	162	127	78.4%	142	99	69.7%
Total	1,508	1,092	72.4%	1,353	959	70.9%	1,017	741	72.9%	6,422	4,212	65.6%

¹⁹ Source: Florida Department of Education (FLDOE), Florida College System (FCS), Business Intelligence Portal (accessed 2/23/19) based on Community College and Technical Center Management Information Systems (CCTCMIS) data.

* Note: An asterisk indicates a count less than 10. Compression is the only strategy used for 2017-18.

+ Success is number of students who obtain a grade of "C" or above.

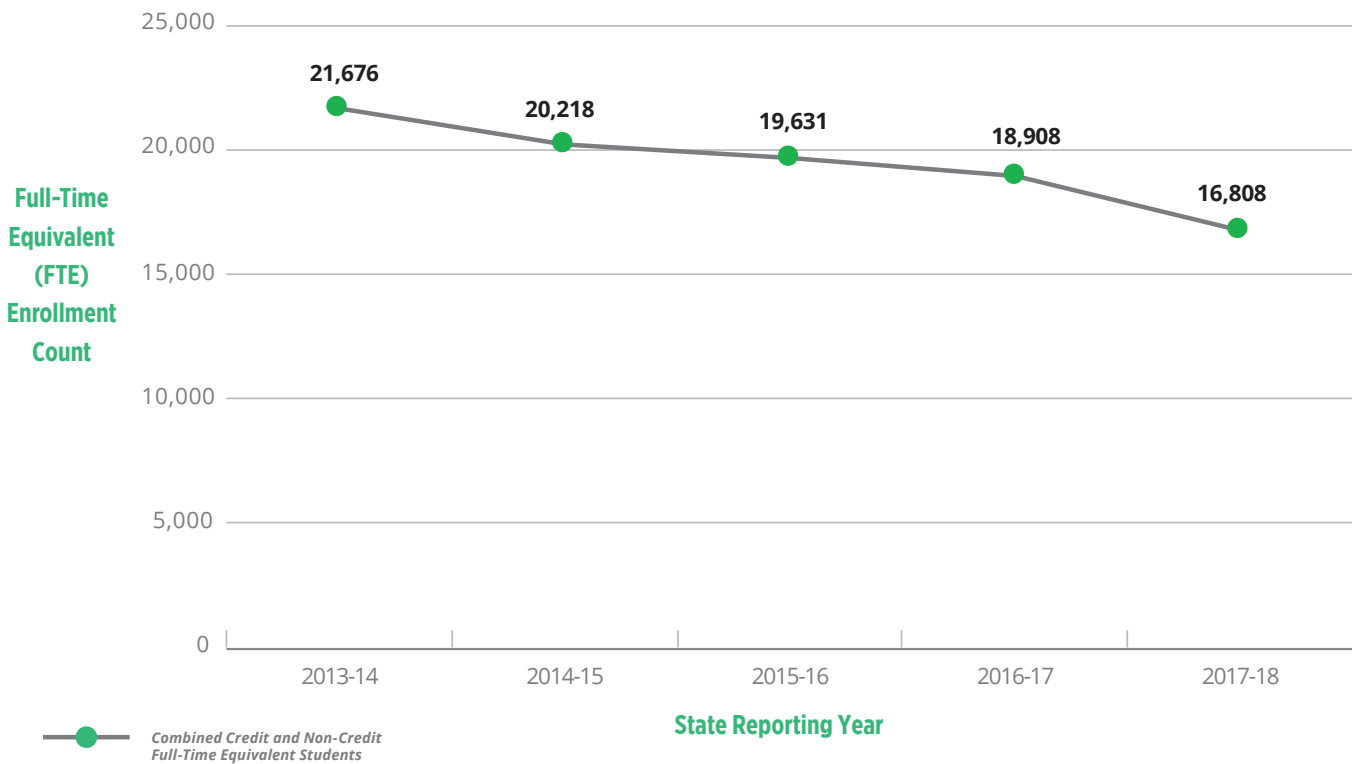
Full-Time Equivalent (FTE)

FTE Credit and Non-Credit Enrollment

The 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.)²⁰ 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.²¹

Figure 9

Combined (all credit types) FTE Student Enrollment (2013-14 to 2017-18)



²⁰ Funded FTE does not include Life Long Learning and Continuing Workforce Education after 2009-10.

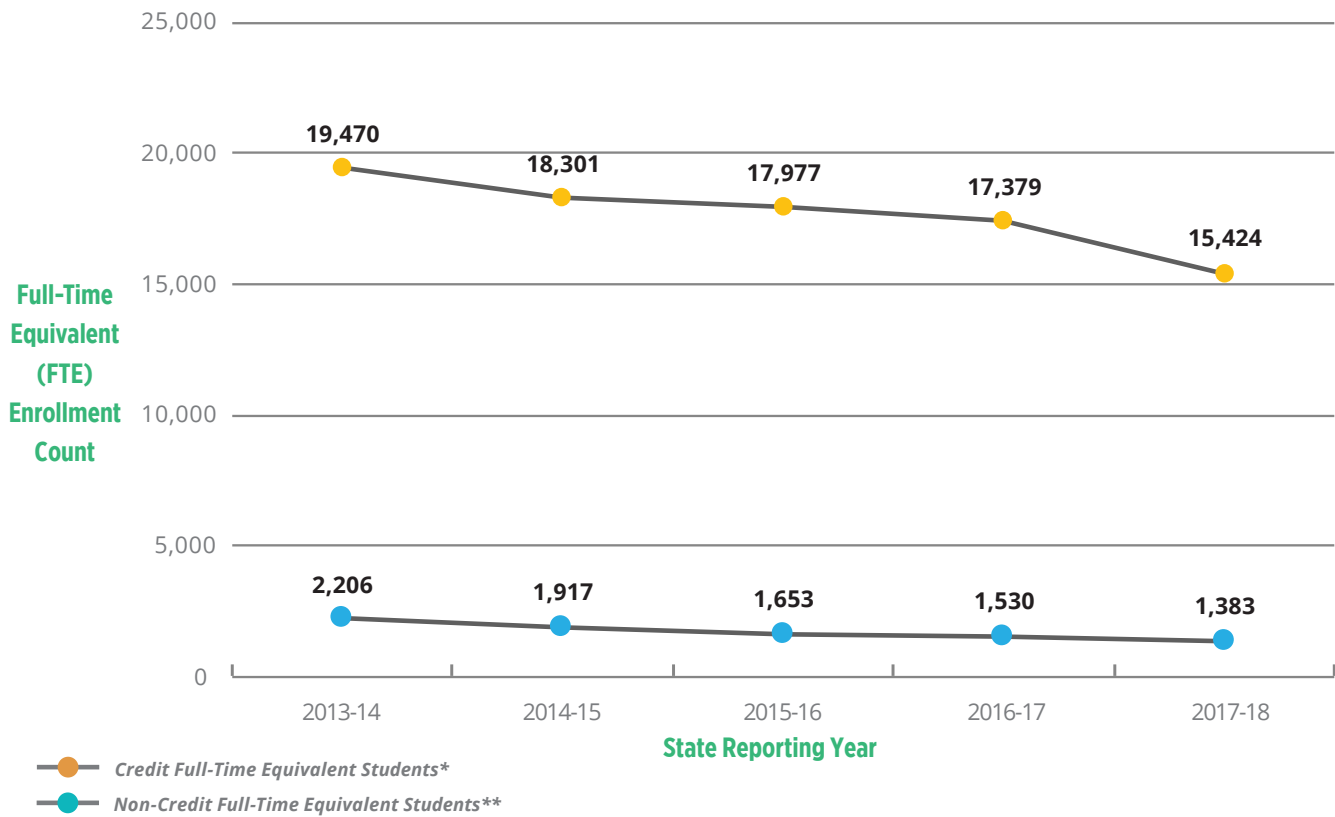
²¹ Source: The Florida College System Enrollment Estimating Conference August 2, 2016 Historical Enrollment Data (July 2016 Release). Florida College System, FTE Enrollment by ICS by Term: Funded, 2017-18 FTE-3.



FTE Funded

Figure 10

Disaggregated by Credit and Non-Credit Types²²



²² Source: Florida College System, FTE Enrollment by ICS by Term: Funded, 2017-18 FTE-3.

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

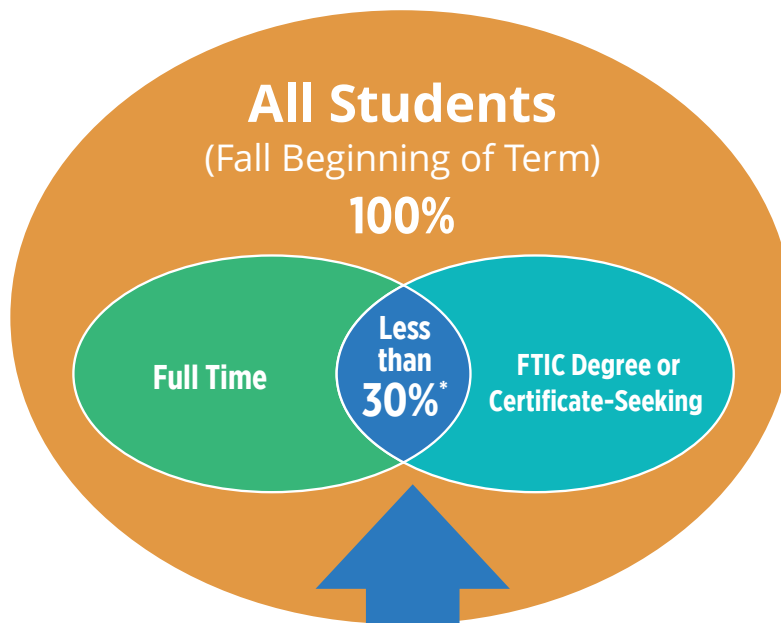
** Non-credit includes Post-Secondary Adult Vocational, Adult Basic Education (ABD), Adult High School, GED® Preparation, Citizenship, Applied Academics for Adult Education (formerly VPI) and English for Academic Purposes (EAP).

Integrated Postsecondary Educational Data System (IPEDS)

FSCJ IPEDS Tracking Cohort Composition

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 students registered at the beginning term, in any given Fall Term less than 30% are considered full-time, first-time, degree/certificate-seeking.



IPEDS GRS Cohort Students
Figure 11

Annual GRS Cohort Student Selection Used to Calculate IPEDS Graduate Rate

**For fall 2017, 27% of entering students were counted as full-time, first-time. Source: IPEDS, College Navigator, January 2018.*

FSCJ IPEDS Graduation Rates

Figure 12 shows the graduation rate for FSCJ for IPEDS reporting year. The graduation rate has been consistently **above 30%** 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 (2013-14 to 2017-18)

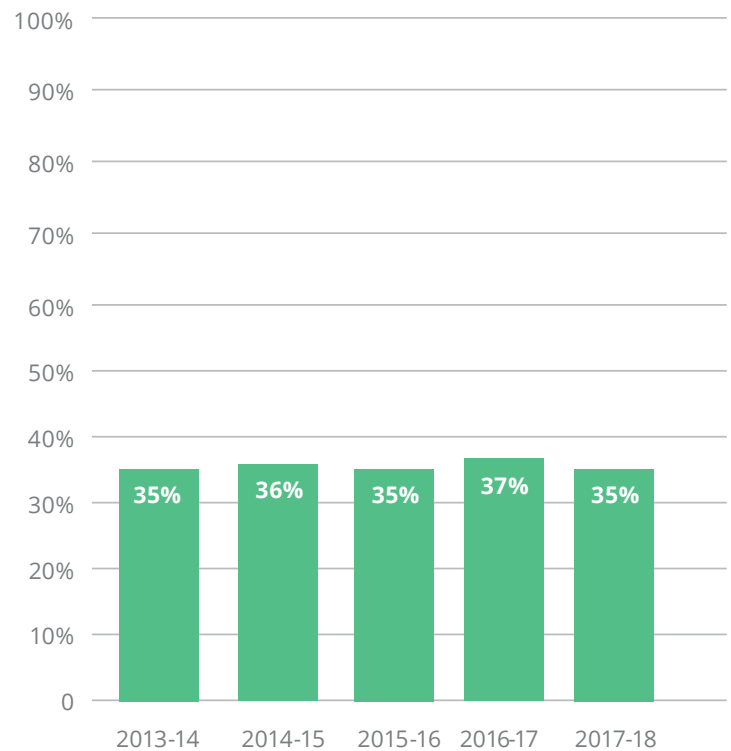
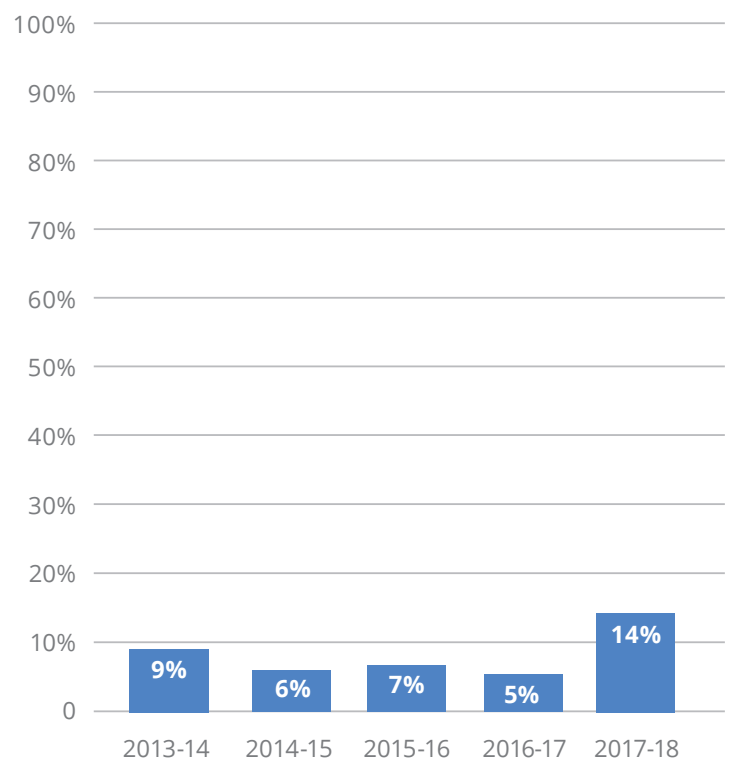


Figure 13

FSCJ IPEDS Transfer-Out Rates (2013-14 to 2017-18)



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.

Program Completions



Program Completions

Award/Degree	Count
Associate in Arts (A.A.)	2,402
Educator Preparation Institute	*
Associate in Science (A.S.) (A.A.S.)	833
Certificates [†]	2,017
Non-Bachelor's Subtotal:	5,252
Education	30
Nursing	129
Other	660
Bachelor's Subtotal:	819
Grand Total	6,071

Table 12

Combined Credit Program Award Completions 2017-18

A total of 6,071 award completions included in both lower division and upper division. As shown in **Table 12**, the majority of lower division completions were Associate in Arts degrees.²³

²³ Source: Florida College System AA1A Verification Report Year: 2017-18 Term: 1E-3E.

* Indicates a count less than 10.

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

Educational and Economic Success of FSCJ Graduates²⁴

Table 13 *Continuing Education Status of FSCJ Graduates*

Degree Level	Continuing Education								
	Base Cohort ¹	Public University ²		University ³		Florida College System ⁴		Total ⁴	
	Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Associate in Arts	3,005	1,114	37.1%	60	2.0%	736	24.5%	1,912	63.6%
Associate in Science	1,000	76	7.6%	*	*	165	16.5%	248	24.8%
Bachelor's	778	15	1.9%	*	*	34	4.4%	49	6.3%

Table 14 *Employment and Continuing Education Status of FSCJ Graduates²⁴*

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	3,005	1982	66.0%	1291	43.0%	2603	86.6%
Associate in Science	1,000	760	76.0%	195	19.5%	811	81.1%
Bachelor's	778	621	79.8%	41	5.3%	629	80.8%

²⁴ Source: FLORIDA EDUCATION & TRAINING PLACEMENT INFORMATION PROGRAM (FETPIP) for 2016-17 Completers. (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 the October-December quarter of 2017. (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

Employee Demographics

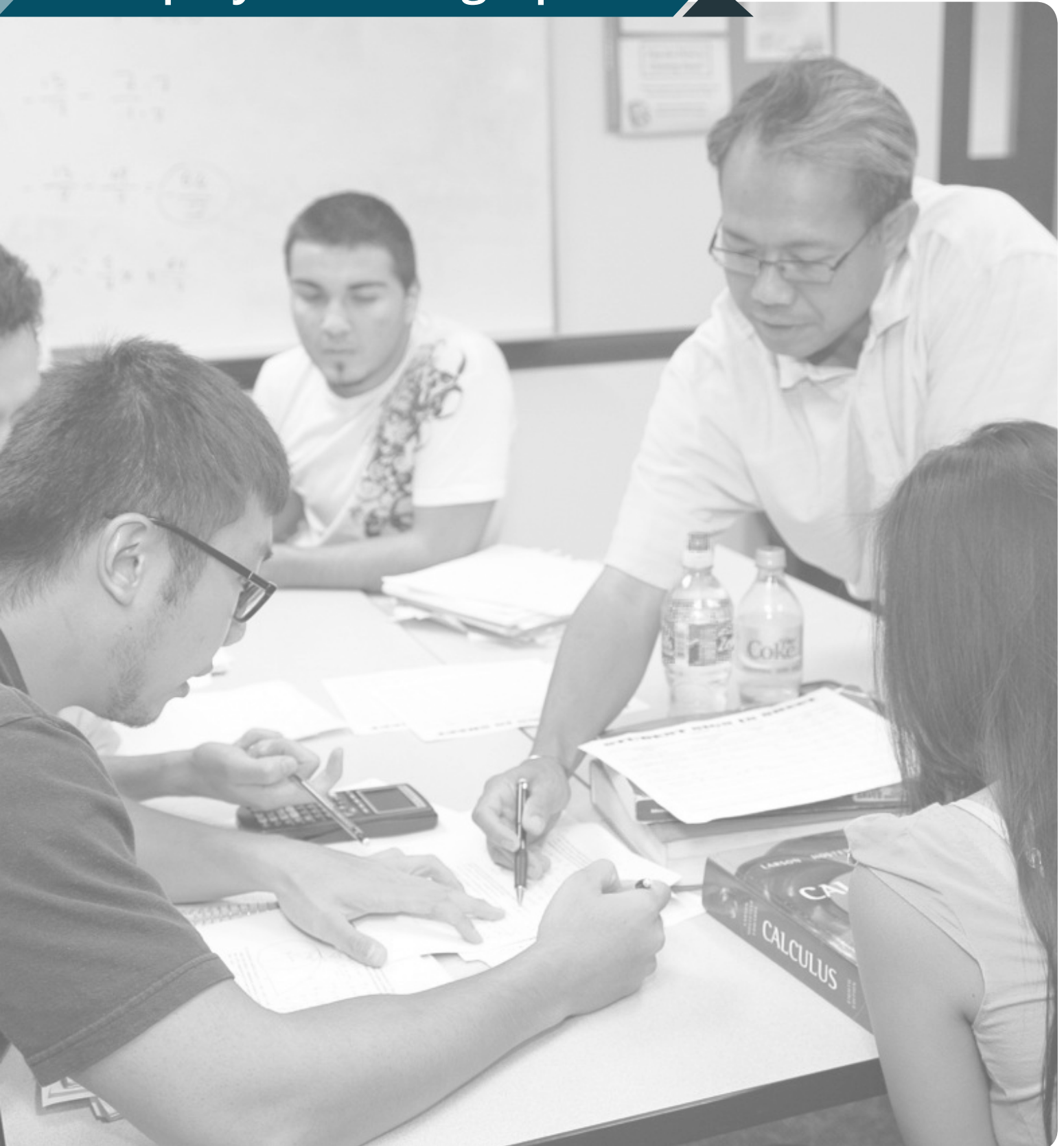


Table 15 presents a five-year annual “snapshot” of employees by gender.²⁵ For 2018, there were 2,410 employees working at the College as of October 2018. Of these, 1,392 were female and 1,018 were male. **Tables 16 and 17** present additional employee breakdowns by race, ethnicity and temporary status. **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	2014		2015		2016		2017		2018	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Male	1,196	42.7%	1,189	42.0%	1,157	43.4%	1,036	42.5%	1,018	42.2%
Female	1,604	57.3%	1,643	58.0%	1,510	56.6%	1,404	57.5%	1,392	57.8%
Total	2,800	100.0%	2,832	100.0%	2,667	100.0%	2,440	100.0%	2,410	100.0%

Race and Ethnicity⁺

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

Employee Race and Ethnicity	2014		2015		2016		2017		2018	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
White	1,845	65.9%	1,840	65.0%	1,720	64.5%	1,585	65.0%	1,481	60.7%
Black	675	24.1%	701	24.8%	656	24.6%	589	24.1%	590	24.2%
Hispanic	106	3.8%	110	3.9%	126	4.7%	112	4.6%	137	5.6%
Asian	76	2.7%	83	2.9%	79	3.0%	76	3.1%	71	2.9%
American Indian/ Alaska Native	*	0.2%	*	0.3%	*	0.3%	*	0.2%	*	0.0%
Unknown	15	0.5%	14	0.5%	13	0.5%	*	0.3%	33	1.4%
Total	2,800	100.0%	2,832	100.0%	2,667	100.0%	2,440	100.0%	2,378	97.5%

Temporary Status

Table 17. Employee Temporary Status (Five-Year) Counts and Percentages

Employee Status	2014		2015		2016		2017		2018	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Temporary	1,159	41.4%	1,173	41.4%	1,089	40.8%	895	36.7%	900	37.3%
Not Temporary	1,641	58.6%	1,659	58.6%	1,578	59.2%	1,545	63.3%	1,510	62.7%
Total	2,800	100.0%	2,832	100.0%	2,667	100.0%	2,440	100.0%	2,410	100.0%

Full-/Part-Time Status

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

Employee Status	2014		2015		2016		2017		2018	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full-Time	1,452	51.9%	1,401	49.5%	1,349	50.6%	1,340	54.9%	1,319	54.7%
Part-Time	1,348	48.1%	1,431	50.5%	1,318	49.4%	1,100	45.1%	1,091	45.3%
Total	2,800	100.0%	2,832	100.0%	2,667	100.0%	2,440	100.0%	2,410	100.0%

²⁵ Source: APR2014-APR2018 Annual APR Submission (2014-2018), Florida College System, Comparative Frequencies, CCTCMIS-COMFREQ 2014-18. Term 1E-3E.

* Category counts less than 10 are redacted

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

Occupation and Academic Degrees

Employee Occupations²⁶

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

Occupation Activity Classification	2014		2015		2016		2017		2018	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Management	101	3.6%	91	3.2%	94	3.5%	102	4.2%	113	4.7%
Business and Financial Operations	56	2.0%	59	2.1%	65	2.4%	67	2.7%	66	2.7%
Computer Engineering and Science	101	3.6%	90	3.2%	83	3.1%	74	3.0%	65	2.7%
Community Service, Legal, Arts and Media	112	4.0%	114	4.0%	146	5.5%	135	5.5%	109	4.5%
Instruction	1,194	42.6%	1,180	41.7%	1,151	43.2%	1,115	45.7%	1,051	43.6%
Archivists, Curators and Museum Technicians	*	*	*	*	*	*	*	*	*	*
Librarians	26	0.9%	37	1.3%	35	1.3%	29	1.2%	28	1.2%
Library Technicians	22	0.8%	18	0.6%	22	0.8%	17	0.7%	18	0.7%
Student, Academic Affairs and Other Support	197	7.0%	192	6.8%	180	6.7%	174	7.1%	165	6.8%
Service	112	4.0%	112	4.0%	108	4.0%	96	3.9%	95	3.9%
Office and Administrative Support	590	21.1%	559	19.7%	430	16.1%	392	16.1%	402	16.7%
Natural Resources, Construction and Maintenance	129	4.6%	139	4.9%	147	5.5%	141	5.8%	130	5.4%
Production, Transportation and Material	*	*	*	*	*	*	*	*	*	*
Student Assistants	152	5.4%	234	8.3%	198	7.4%	95	3.9%	164	6.8%
Total	2,800	100.0%	2,832	100.0%	2,667	100.0%	2,440	100.0%	2,410	100.0%

²⁶ Source: APR2014-APR2018 Annual APR Submission (2014-2018), Florida College System, Comparative Frequencies, CCTCMIS – COMPREQ 2014-18: Term 1E-3E.

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

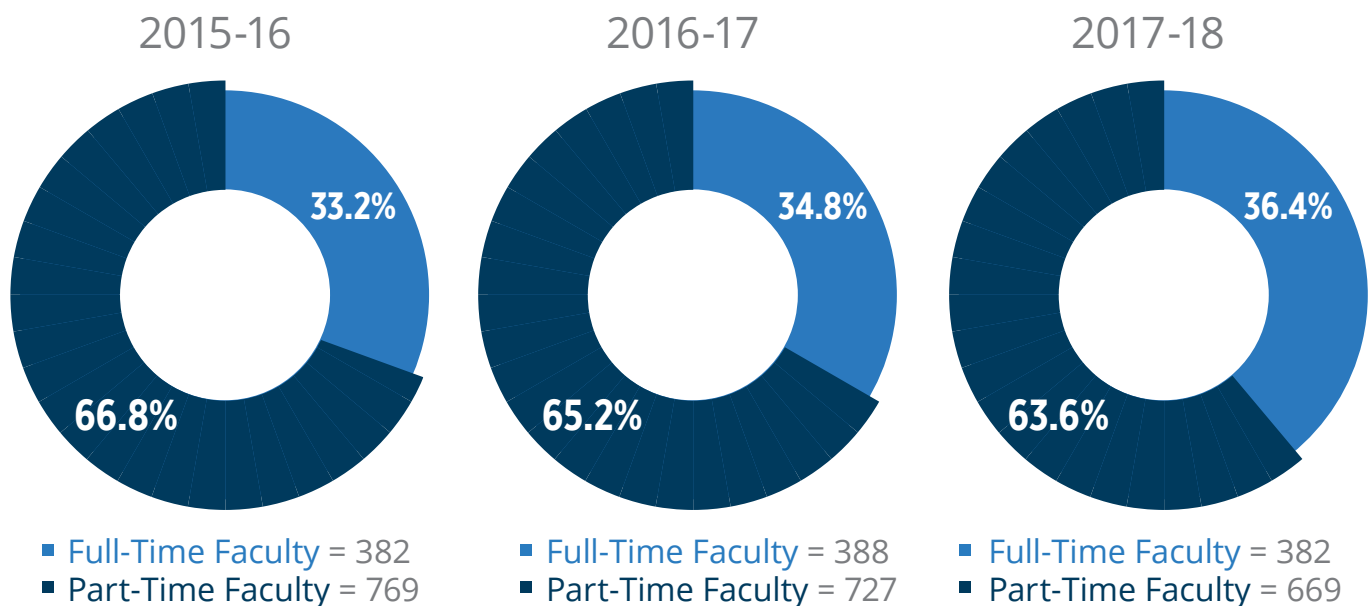
Employee Academic Degrees

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

Academic Degree Type	2014		2015		2016		2017		2018	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Doctorate	338	12.1%	345	12.2%	352	13.2%	318	13.0%	326	13.5%
Specialist and Advanced Master's	21	0.8%	19	0.7%	13	0.5%	12	0.5%	11	0.5%
Master's	907	32.4%	899	31.7%	852	31.9%	768	31.5%	762	31.6%
Bachelor's	483	17.3%	455	16.1%	411	15.4%	385	15.8%	405	16.8%
Associate	258	9.2%	261	9.2%	239	9.0%	232	9.5%	228	9.5%
Less than Associate	579	20.7%	634	22.4%	610	22.9%	342	14.0%	271	11.2%
Other	214	7.6%	219	7.7%	190	7.1%	147	6.0%	167	6.9%
Unknown/ Not Applicable	*	*	*	*	*	*	236	9.7%	240	10.0%
Total	2,800	100.0%	2,832	100.0%	2,667	100.0%	2,440	100.0%	2,410	100.0%

Figure 14

Instructional Staff Composition²⁷


²⁷Source: 2017-18 IPEDS Human Resources Survey

Facilities Utilization, Descriptions and Valuation

Table 21 contains a summary of College facilities' measures and values. The College had 55% utilization for classrooms and 70% utilization for labs in Spring 2018. 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.

Renovation/Remodel project funding requests in the first three years are limited to

campuses with the highest utilization rates and the most unmet needs for classrooms and labs. Additionally, new construction project funding requests in the first three years include only those campuses with the highest utilization rates and those that already have some FSCJ Foundation matching funds available for the projects.

Table 21
Facilities Statistics
 (Sites, Acreage, Buildings, Valuation) (2017-18)²⁸

Measure	Value
Number of Sites	7
Total Operating Campuses	4
Total Acres*	833
Total Owned Buildings**	104
Owned Total Gross Square Feet**	2,435,028
Building Values***	\$685,197,314
Content Values***	\$74,893,995
Combined Values***	\$760,091,309

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

²⁸ Source: FSCJ Facilities (received March 4, 2019).



FSCJ Florida State College at Jacksonville

Campus and Center Locations and Descriptions

FSCJ facilities consist of four campuses and three centers, encompassing 104 buildings with approximately 2.4 million gross square feet (GSF) on over 833 acres in northeast Florida.

1 Downtown Campus and Administrative Offices²⁹

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. Pathways to high-wage, high-skill technical fields such as automotive technician, diesel technician, construction management, building trades and welding round out the diverse program offerings of this campus. 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.



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 boardroom for the District Board of Trustees.



The **Urban Resource Center**, adjacent to the Administrative Offices, is an academic facility that includes classrooms, a test center and offices.

The historic **Main Street Center** is adjacent to Downtown Campus and houses Security and Financial Aid.

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

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. The first floor of this historic building is home to the 20West Cafe that showcases our award-winning culinary program.



2 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 Science, Technology, Engineering and Math (STEM) programs, as well as Bachelor of Science programs in Business Administration, Supervision and Management, and Financial Services. As these programs grow, Buildings A, C and F science labs will be upgraded and outdated lab space will be renovated into general classroom space.



3 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 an innovative medical simulation center, virtual reality lab, radiography lab and respiratory therapy lab. 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.



4 South Campus is the largest campus at the College. The campus 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.



Campus and Center Location and Description

5 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, we teach 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 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.



7 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 GFS. 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.



Aerial Location Map



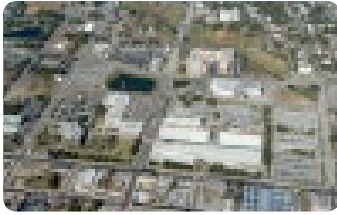
5 **Campus and Center Site Overview**
Florida State College at Jacksonville

- 833 Acres Total Land Area
- 2,435,028 Total Sq. Ft. Building Area

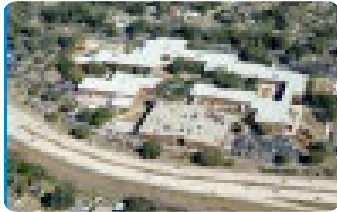
● Site Locations

Figure 15

Facilities Campus and Center Site Overview
(Location Map and Aerial Photos)³⁰



1 Downtown Campus/
Administrative Offices



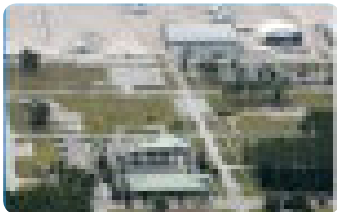
2 Kent Campus



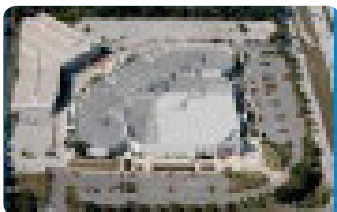
3 North Campus



4 South Campus



5 Cecil Center



6 Deerwood Center



7 Nassau Center

Revenue and Expenses



Table 22

Statement of Revenues, Expenses and Changes (Audited Financials)³¹

Revenues	COLLEGE	COMPONENT UNIT
Operating Revenues:		
Student Tuition and Fees, Net of Scholarship Allowances of \$21,844,308	\$37,211,161	
State and Local Grants and Contracts	\$973,121	
Nongovernmental Grants and Contracts	\$250,345	
Sales and Services of Educational Departments	\$356,926	
Auxiliary Enterprises	\$1,232,904	\$145,152
Other Operating Revenues	\$759,889	\$482,059
Total Operating Revenues	\$40,784,346	\$627,211
Expenses		
Operating Expenses:		
Personnel Services	\$113,151,882	\$171,105
Scholarships and Waivers	\$21,945,979	\$60,486
Utilities and Communications	\$4,788,077	
Contractual Services	\$9,112,197	\$340,531
Other Services and Expenses	\$8,411,042	\$2,307
Materials and Supplies	\$14,866,042	\$49,123
Depreciation	\$12,745,279	
Total Operating Expenses	\$185,021,395	\$623,552
Operating Loss	(\$144,237,049)	\$3,659
Nonoperating Revenues (Expenses)		
State Noncapital Appropriations	\$82,119,969	
Federal and State Student Financial Aid	\$41,631,458	
Gifts and Grants	\$8,908,819	
Investment Income (Loss)	\$510,291	\$1,561,398
Other Nonoperating Revenues	\$25,734	
Loss on Disposal of Capital Assets	(\$15,690)	
Interest on Capital Asset-Related Debt	(\$75,690)	
Net Nonoperating Revenues (Expenses)	\$133,104,891	1,561,398
Income (Loss) Before Other Revenues	(\$11,132,158)	\$1,565,057
State Capital Appropriations	\$3,835,565	
Capital Grants, Contracts, Gifts and Fees	\$4,730,126	
Additions to Permanent Endowments		\$52,097
Total Other Revenues	\$8,565,691	\$52,097
Increase (Decrease) in Net Position	(\$2,566,467)	\$1,617,154
Net Position, Beginning of Year	\$221,647,629	\$44,892,849
Net Position, End of Year	\$219,081,162	\$46,510,003

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

³¹ Florida 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, 2017.

SECTION 7: FINANCE

Table 23
Functional Distribution of Operating Expenses

Functional Classification	Amount
Instruction	\$61,238,978
Public Services	\$568,573
Academic Support	\$24,385,343
Student Services	\$19,150,117
Institutional Support	\$23,354,005
Operation and Maintenance of Plant	\$21,548,554
Scholarships and Waivers	\$21,945,979
Depreciation	\$12,745,279
Auxiliary Enterprises	\$84,567
Total Operating Expenses	\$185,021,395

Table 23. College operating expenditures are presented categorically. Total annual operating cost for the College is \$185,021,395. For the fiscal year ending June 30, 2017, as shown, the main cost categories include: (1) Personnel Services, (2) Scholarship and Waivers, (3) Utilities and Communications, (4) Contractual Services, (5) Other Services and Expenses and (6) Materials and Supplies.

Resource Development (Grants)

In the Fiscal Year that ended June 30, 2018, the Resource Development team secured \$8,072,160 in grant awards in collaboration with campus and department team members. Below are some of the more noteworthy grants of award year 2018:

The National Science Foundation awarded \$499,655 to the *Instrumentation and Control Technician (ICT) Program: Instrumentation Acquisition project*. The majority of this funding supports the purchase of equipment needed to establish an Instrumentation and Control concentration within the College's existing Engineering Technology associate program.

The College received an award of \$710,353 from the Florida Department of Economic Opportunity and Enterprise Florida for a Florida Job Growth Grant Fund Workforce Training Grant Proposal, *The Northeast Florida Advanced Manufacturing and Logistics Job Growth Program*. This is an employer-driven collaborative project that is implementing strategies to meet the need for skilled manufacturing and logistics workers in northeast Florida.

Under the U.S. Department of Education's Child Care Access Means Parents In School (CCAMPIS) program, the College was awarded \$115,139 for the *FSCJ CCAMPIS - Urban Core project*. Low-income students who have parental responsibilities are eligible for scholarship funds to cover child care expenses while taking classes.

Funding from the Florida Department of Education totaled \$3,114,139 for *Carl D. Perkins Postsecondary, Section 132*, which enhances Career and Technical Education programs Collegewide; *Carl D. Perkins Rural and Sparsely Populated*, which enhances Career and Technical Education programs at Nassau Center; *Adult General Education*, which assists adults in completing high school; *Integrated English Literacy and Civics Education*, which provides instruction in English and civics to immigrants in Duval County; and the *College Reach Out Program (CROP)*, which provides educational encouragement to at-risk middle and high school students.

Financial Aid

Table 24
Types of Financial Aid Awarded
2017-18³²

In 2017-18, FSCJ distributed over \$78 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 over \$3.2 million in scholarships. The state of Florida's Bright Futures Scholarship that provides money to students with meritorious high school academic achievement awarded over \$400,000 in awards 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	\$41,469,801	53.0%	28,652
Loans	\$33,115,596	42.3%	14,588
Scholarships	\$3,257,998	4.2%	3,365
Student Employment	\$393,452	0.5%	256
Total Financial Aid Awarded	\$78,236,848	100.0%	46,861

³² Source: Florida College System Awarded Aid Counts for Financial Aid, 2017-18 and FAIDCNT Verification Report Year: 2017-18: Term 4E

FSCJ Foundation Overview³³

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 that policies 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.

³³ Source: All information and text in this section provided by the FSCJ Foundation.

Figure 16
FSCJ Endowed and Quasi-Endowed
Balance Trends (2013-17)

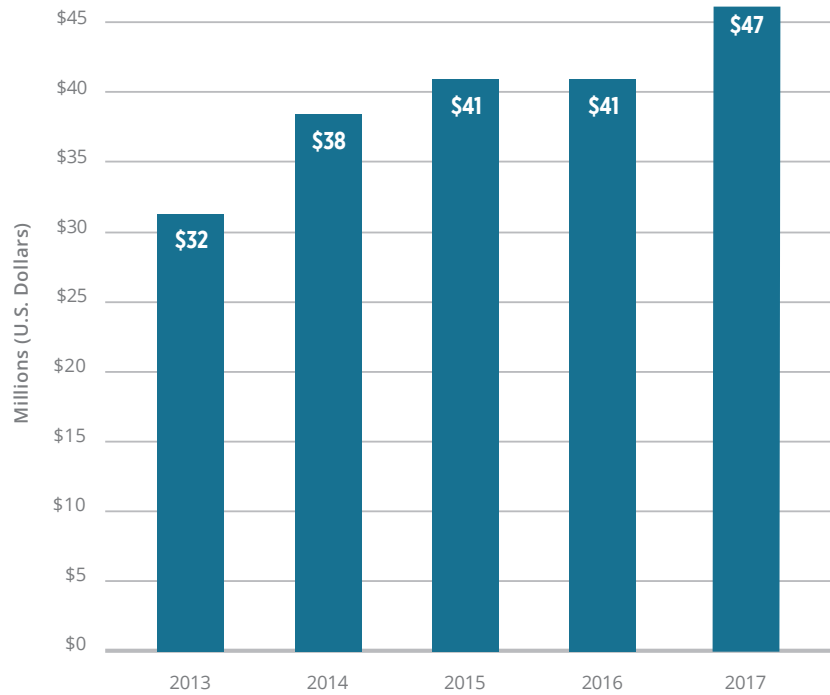
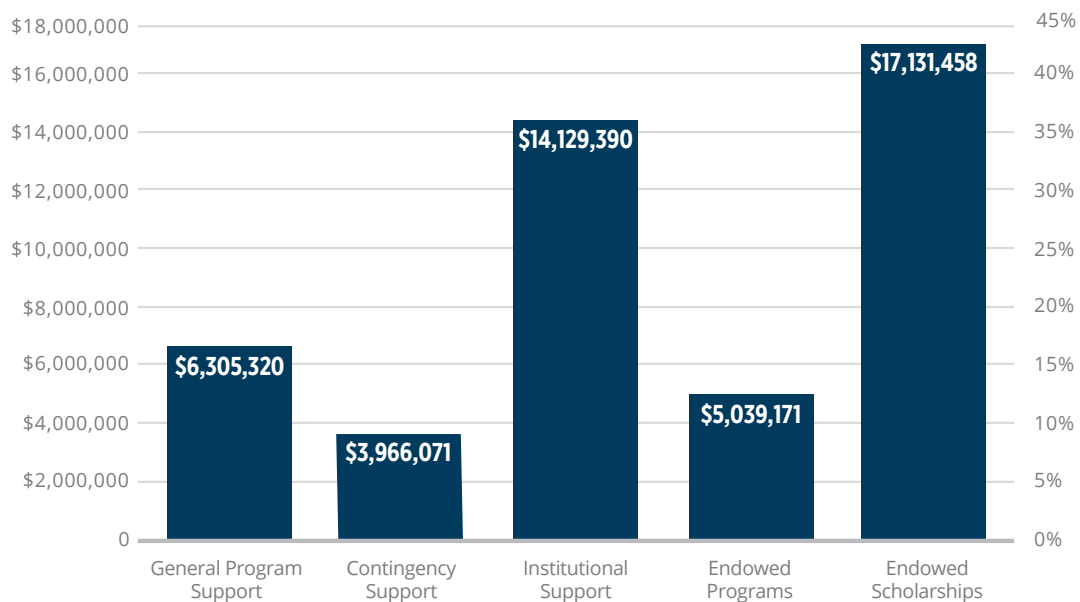


Figure 17
FSCJ Endowed and Quasi-Endowed Balances



SECTION 8: FSCJ FOUNDATION

F S C J A R T I S T S E R I E S

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 to 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. To learn more, visit fscjartistseries.org or call (904) 442-2929.

Figure 18
FSCJ Artist Series Operating Revenue
From Performing Arts Events (Five-Year Trend)



Foundation Board of Directors³⁴

Chairperson

Ms. Martha E. Barrett

*Bank of America
Senior Vice President, Enterprise Business
and Community Engagement*

Mr. Kevin Hyde

FSCJ Interim College President

Ms. Candace Holloway

District Board of Trustees Liaison

First Vice Chairperson

Ms. Velma Monteiro-Tribble

*Florida Blue Foundation
Director, Grants and Programs*

Treasurer

Mr. Wilson S. Studstill

*Raymond James & Associates
Senior Vice President, Investments*

Secretary

Mr. Robert P. Cook

*Great South Timber & Lumber, Inc.
General Partner & Executive Vice President*

Immediate Past Chair

Mr. Jeff Edwards

*Beaver Street Fisheries, Inc.
Chief Financial Officer*

Foundation Board of Directors

Mr. Danny Berenberg

Giftcounsel.com

Ms. Valerie H. Jenkins

*Wells Fargo, Vice President,
Senior Community
Development Officer*

Mr. Brent Lister

*First Florida Credit Union,
President & CEO*

Ms. Sharon Wamble-King

The WambleKing Group, LLC

Mr. Ronald W. Calloway

*C & S Wholesale Grocers
Senior Vice President,
Operations*

Ms. Ann-Marie Knight

*Mayo Clinic, Operations
Administrator, Community
Engagement*

Mr. Brian Parks

*Suntrust Bank Jacksonville,
President & CEO*

Directors Emeritus

Dr. H. Wade Barnes Jr.

*Retired North Florida Ob/Gyn
Association*

Ms. Nancy Chartrand

The Chartrand Foundation

Mr. Erwin Lax

*JMA/ILA Welfare & Pension
Administration, Fund
Administrator*

Mr. Timothy F. Tresca

*Hazel Partners, LLC
Partner*

Mr. Edward A. Nimmicht, II

Retired Businessman

Mr. Michael Corrigan

*Visit Jacksonville
President and CEO*

Mr. Christopher Verlander

*Associated Industries of
Florida, Senior Vice President,
Corporate Development*

Dr. Stephen R. Wise

Retired State Senator

Mr. Husein Cumber

*Florida East Coast Industries
Executive Vice President,
Corporate Development*

Ms. Emily Lisska

*Florida Historical Society,
President-Elect*

Mr. Carl Cannon

*Retired Times Union
Publisher*

³⁴ Source: Florida State College at Jacksonville Foundation Board of Directors provided by Foundation 3/7/19.

List of Figures

Figure 1. College Location and Service Area within the Florida College System	3
Figure 2. Student Geographic Dispersion Across FSCJ Service Area by Zip Code Location (Map)	10
Figure 3. Five-Year Student Gender Percentage Comparisons of Annual Enrollment by Academic Year	11
Figure 4. Student Age Percentages by Category for Enrollment 2017-18	12
Figure 5. Five-Year, Full-Time and Part-Time Annual Enrollment Status (Credit Load)	13
Figure 6. IPEDS Non-Resident Alien Enrollment (2012-17)	15
Figure 7. Total Pell Grant Dollars Awarded to FSCJ and Total Pell Grant Award Count	16
Figure 8. Five-Year Annual, Unduplicated Enrollment for Students Enrolled in a Course	17
Figure 9. Combined (All Credit Types) FTE Student Enrollment (2013-14 to 2017-18)	21
Figure 10. FTE Equivalent Funded Disaggregated by Credit and Non-Credit Types	22
Figure 11. FSCJ IPEDS Tracking Cohort Composition	23
Figure 12. FSCJ IPEDS Graduation Rates	24
Figure 13. FSCJ IPEDS Transfer-Out Rates	24
Figure 14. Composition of Instructional Staff	30
Figure 15. Facilities Campus and Center Site Overview (Location Map and Aerial Photos)	38
Figure 16. FSCJ Endowed and Quasi-Endowed Balance Trends (2013-17)	44
Figure 17. FSCJ Endowed and Quasi-Endowed Balances	44
Figure 18. FSCJ Artist Series Operating Revenue from Performing Arts Events (Five-Year Trend)	45

List of Tables

Table 1. Duval and Nassau Counties (College Service Area) Age Demographics	6
Table 2. Duval and Nassau Counties (College Service Area) Race and Ethnicity Demographics	6
Table 3. Duval and Nassau Counties (College Service Area) Gender Demographics	6
Table 4. Student Enrollment Count and Percentage Across FSCJ Service Area by Zip Code Location (2017-18)	9
Table 5. Five-Year Student Race/Ethnicity Counts and Percentages by Annual Enrollment	12
Table 6. Five-Year Annual Enrollment Trends by Category of Enrollment	14
Table 7. Limited English Proficiency by Program Enrollment (2017-18)	15
Table 8. Five-Year Federal Work Study Awards	16
Table 9. Annual Enrollment by Program Area (2017-18)	17
Table 10. Baccalaureate Enrollment by Program of Study	18
Table 11. Developmental Education Enrollment and Success by Course (2017-18)	20
Table 12. Combined Credit Program Award Completions (2017-18)	26
Table 13. Educational and Economic Success of FSCJ Graduates: Continuing Education Status	26
Table 14. Educational and Economic Success of FSCJ Graduates: Employment and Continuing Education Status	26
Table 15. Employee Gender (Five-Year) Counts and Percentages	28
Table 16. Employee Race and Ethnicity (Five-Year) Counts and Percentages	28
Table 17. Employee Temporary Status (Five-Year) Counts and Percentages	28
Table 18. Employee Full- and Part-Time Status (Five-Year) Counts and Percentages	28
Table 19. Occupation Activity Classifications (Five-Year) Counts and Percentages	29
Table 20. Employee Degree Types (Five-Year) Counts and Percentages	30
Table 21. Facilities Statistics (Sites, Acreage, Buildings, Valuation) (2017-18)	31
Table 22. Statement of Revenues, Expenses and Changes (Audited Financials)	40
Table 23. Functional Distribution of Operating Expenses	41
Table 24. Financial Aid Awards by Type (2017-18)	42



fscj.edu

FSCJ

**Florida State College
at Jacksonville**

©Florida State College at Jacksonville

Florida State College at Jacksonville does not discriminate against any person on the basis of race, disability, color, ethnicity, national origin, religion, gender, age, sex, sexual orientation/expression, marital status, veteran status, pregnancy or genetic information in its programs, activities and employment. For more information, visit the Equal Access/Equal Opportunity page.

