

FACT BOOK

2018-19



FSCJ

Florida State College
at Jacksonville



FACT BOOK

2018-19

Acknowledgments: 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.

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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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Florida State College at Jacksonville is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate and associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call (404) 679-4500 for questions about the accreditation of Florida State College at Jacksonville. The Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

FSCJ

Florida State College
at Jacksonville

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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.

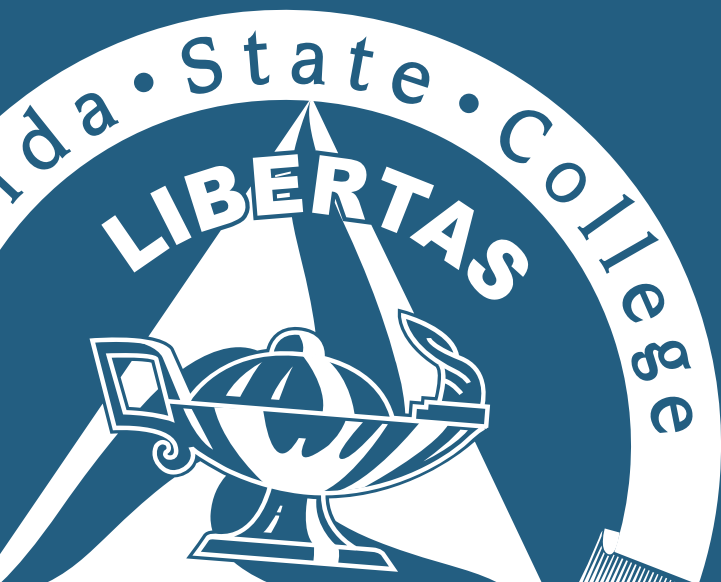
Over the next 20 years, the College established the campuses that are still occupied today and compose the current FSCJ. Beginning in August 1970, FJC opened North Campus, the first permanent campus of the College. One year later, South Campus opened on Beach Boulevard as the second permanent campus.

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 45,000 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.

Strategic Priorities³



FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
DOWNTOWN CENTER

In October 2017, the District Board of Trustees approved FSCJ's 2017-20 Strategic Plan and associated Strategic Priorities and 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 THE SUCCESS OF FSCJ STUDENTS.**

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

- 1 Provide a Student-Centered Education
- 2 Impact Community
- 3 Increase Institutional Capacity

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

Service Area Descriptions

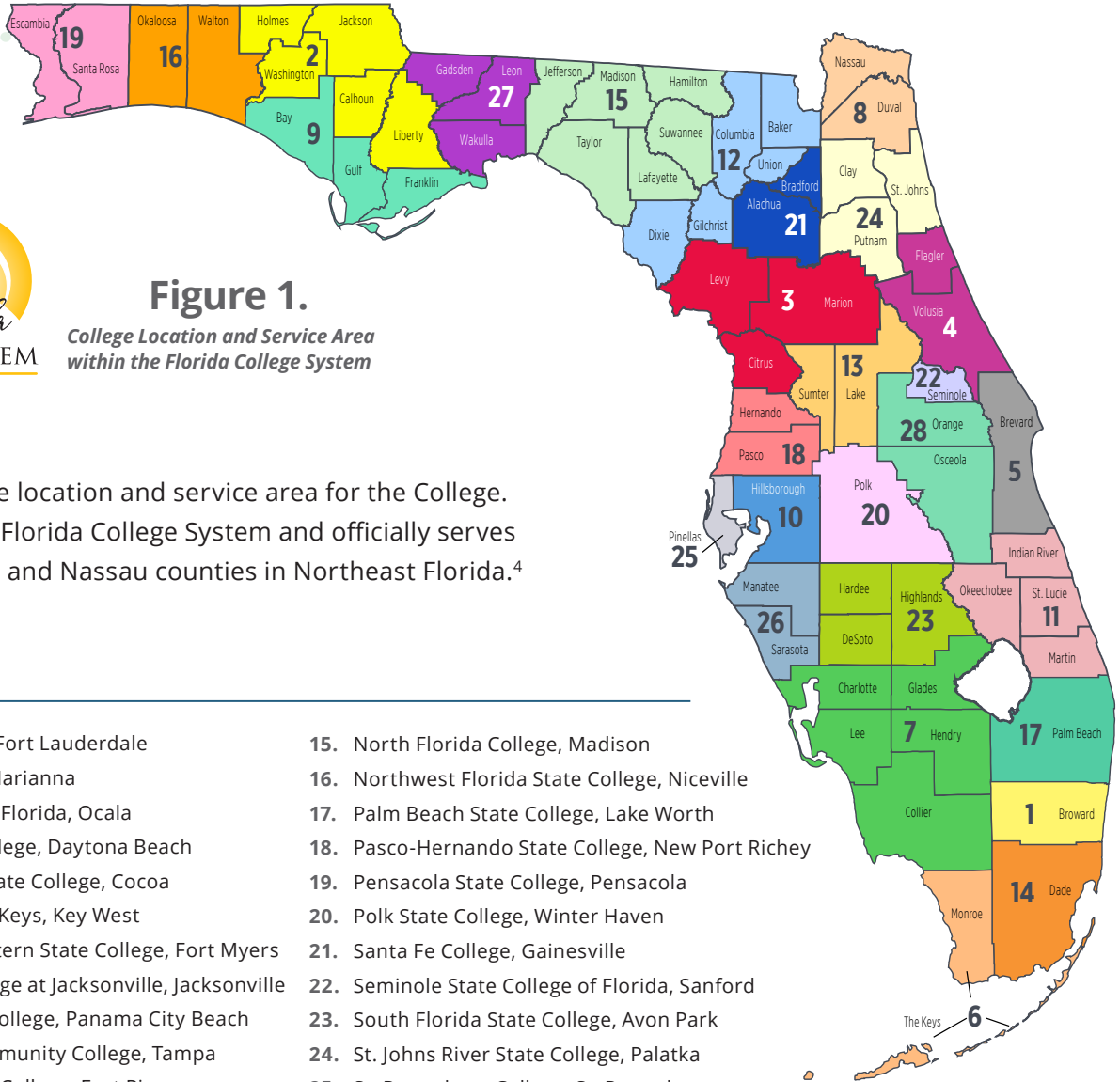


Figure 1.
College Location and Service Area within the Florida College System

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 | 15. North Florida 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. College of Florida Keys, 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 2019 service area population was 1,048,960.



Demographic Overview of Service Area⁵



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

Age

Table 1. Duval and Nassau Counties Age Demographics

Age Cohort	2018 Population	2019 Population	Change	2019% of Cohort
Under 15	196,356	198,902	2,546	18.96%
15 to 19 years	58,427	59,435	1,009	5.67%
20 to 24 years	66,177	64,861	-1,316	6.18%
25 to 29 years	87,517	86,758	-758	8.27%
30 to 34 years	80,207	82,369	2,161	7.85%
35 to 39 years	70,227	72,423	2,195	6.90%
40 to 44 years	59,753	60,727	975	5.79%
45 to 49 years	64,371	63,742	-629	6.08%
50 to 54 years	65,860	65,265	-595	6.22%
55 to 59 years	70,341	70,104	-236	6.68%
60 and over	216,797	224,372	7,576	21.39%
Total	1,036,031	1,048,960	12,929	100.00%

Race and Ethnicity

Table 2. Duval and Nassau Counties Race and Ethnicity Demographics

Race and Ethnicity	2018 Population	2019 Population	Change	2019% of Cohort
White, Non-Hispanic	574,014	576,805	2,791	55.0%
Black, Non-Hispanic	284,907	288,860	3,953	27.5%
Asian, Non-Hispanic	47,636	49,008	1,372	4.7%
White, Hispanic	81,489	84,734	3,245	8.1%
Black, Hispanic	10,796	11,213	417	1.1%
Asian, Hispanic	1,366	1,423	57	0.1%
Other Minority**	35,823	36,916	1,093	3.5%
Total	1,036,031	1,048,960	12,929	100.0%

Gender

Table 3. Duval and Nassau Counties Gender Demographics

Gender	2018 Population	2019 Population	Change	2019% of Cohort
Female	533,336	539,983	6,646	51.5%
Male	502,695	508,977	6,282	48.5%
Total	1,036,031	1,048,960	12,929	100.0%

⁵ Source: EMSI 2020 data set accessed 3/2/2020. 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, American Indian or Alaskan Native, Non-Hispanic, American Indian or Alaskan Native, Hispanic, Native Hawaiian or Pacific Islander, Non-Hispanic, Native Hawaiian or Pacific Islander, Hispanic, Two or More Races, Non Hispanic, Two or More Races, Hispanic.

Demographic Overview

The student demographic characteristics presented in this section specifically reference annual enrollment data. This data set includes an unduplicated count of 44,633 students who were enrolled in a course at the College in 2018-19.⁶ 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, 58.7% of students were females and 41.3% were male.⁷ The median age was 24 years and the mean or average (calculated as of September 1, 2018) was 28 years of age. Using the consolidated race and ethnicity categories specified by IPEDS⁸, the annual 2018-19 enrollment data disaggregates as 27.4% Black or African American, 45.1% White, 12.5% Hispanic or Latino, 3.2% two or more races, 5.2% other minority and 6.7% unreported/unknown for the Fall and Spring Terms.

In the Fall and Spring Terms of the 2018-19 state reporting year, 22.4% of students were enrolled as full-time at the College, with most students (77.6%) enrolled as part-time.

⁶ FSCJ Annual Enrollment, 2018-19.

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.



Geographic Dispersion

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

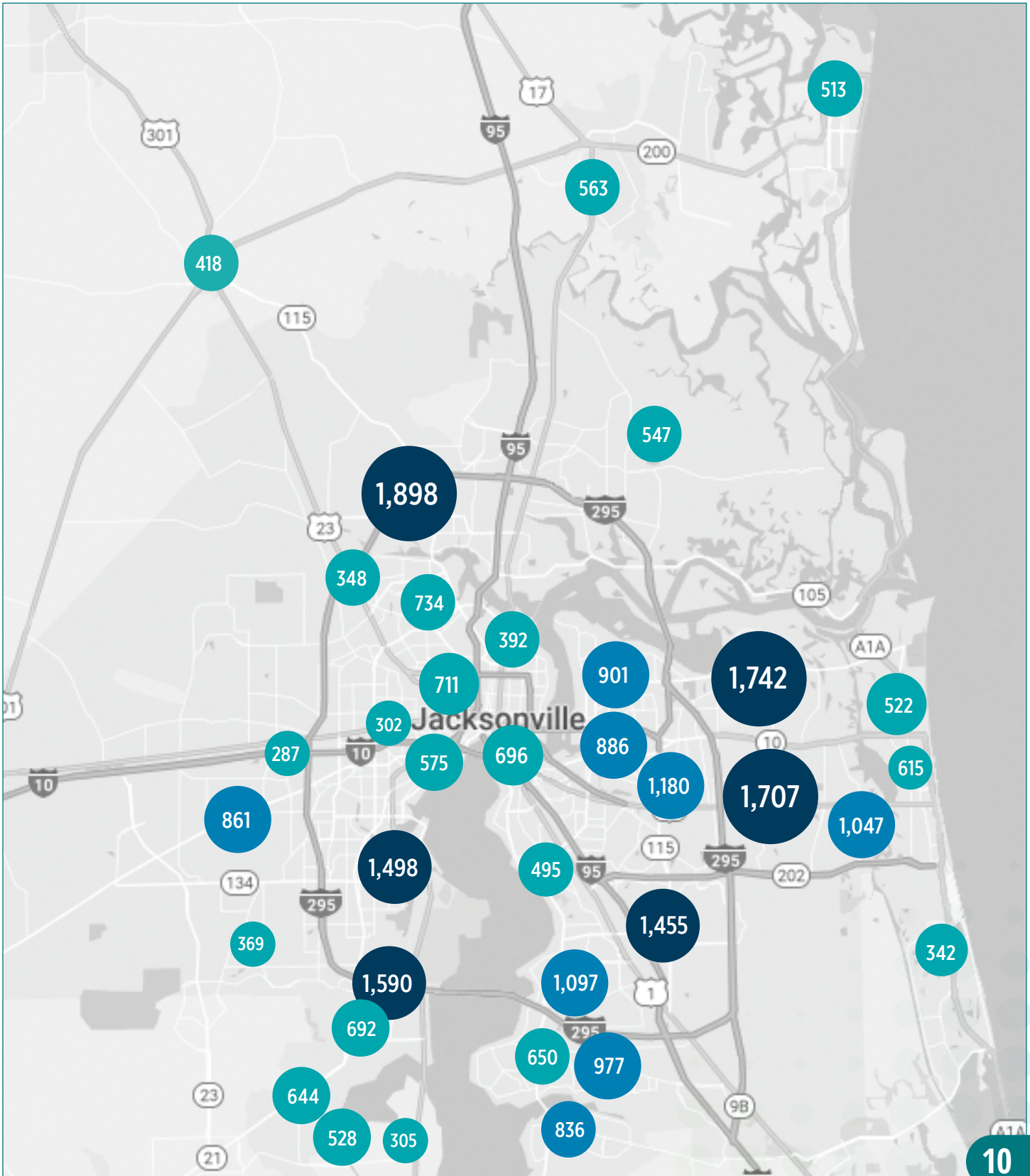
Table 4.

Student Zip Code	Count	Percent	Student Zip Code	Count	Percent
32218	1898	4.5%	32068	528	1.2%
32225	1742	4.1%	32233	522	1.2%
32246	1707	4.0%	32034	513	1.2%
32244	1590	3.7%	32217	495	1.2%
32210	1498	3.5%	32011	418	1.0%
32256	1455	3.4%	32206	392	0.9%
32216	1180	2.8%	32222	369	0.9%
32257	1097	2.6%	32219	348	0.8%
32224	1047	2.5%	32082	342	0.8%
32258	977	2.3%	32092	334	0.8%
32277	901	2.1%	32003	305	0.7%
32211	886	2.1%	32254	302	0.7%
32221	861	2.0%	32220	287	0.7%
32259	836	2.0%	32043	203	0.5%
32208	734	1.7%	32046	195	0.5%
32209	711	1.7%	32081	190	0.4%
32207	696	1.6%	32266	175	0.4%
32073	692	1.6%	32204	153	0.4%
32223	650	1.5%	32234	128	0.3%
32065	644	1.5%	32202	116	0.3%
32250	615	1.4%	32063	112	0.3%
32205	575	1.4%	32009	101	0.2%
32097	563	1.3%	32202	101	0.2%
32226	547	1.3%	TOTAL	30,731	72.4%

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 200 to 1,898.

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**.

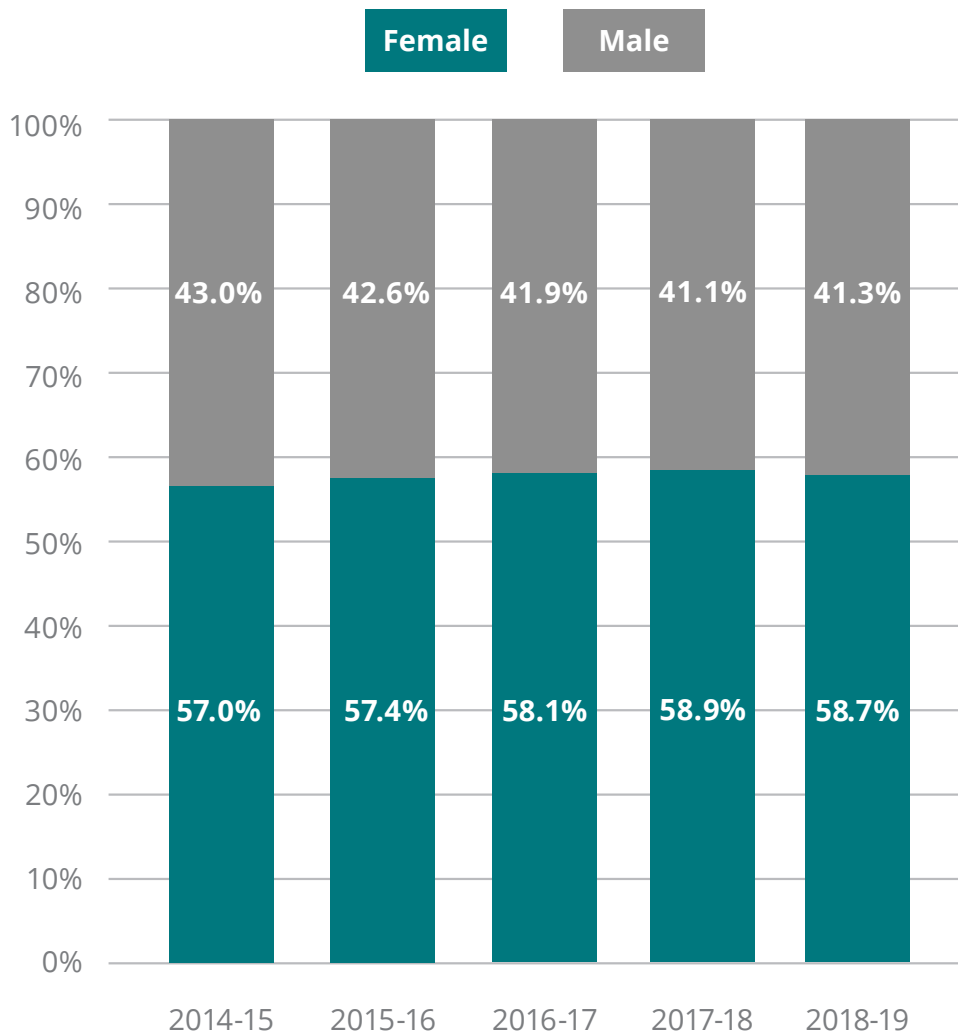


Figure 3.

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)	2014-15		2015-16		2016-17	
	Student Count	%	Student Count	%	Student Count	%
Black	13,460	26.6%	13,099	26.0%	12,674	26.0%
White	23,436	46.3%	23,022	45.7%	22,313	45.7%
Hispanic	3,896	7.7%	4,517	9.0%	4,904	10.0%
Two or More	967	1.9%	1,031	2.0%	1,183	2.4%
Other Minority	2,443	4.8%	2,412	4.8%	2,508	5.1%
Not Reported	6,414	12.7%	6,253	12.4%	5,228	10.7%
Total	50,616	100.0%	50,334	100.0%	48,810	100.0%

Race/Ethnicity (FLDOE)	2017-18		2018-19		Five-Year Total	
	Student Count	%	Student Count	%	Student Count	Average
Black	11,159	26.3%	12,214	27.4%	62,606	26.5%
White	19,455	45.8%	20,110	45.1%	108,336	45.7%
Hispanic	4,740	11.2%	5,574	12.5%	23,631	10.1%
Two or More	1,261	3.0%	1,427	3.2%	5,869	2.5%
Other Minority	2,282	5.4%	2,307	5.2%	11,952	5.1%
Not Reported	3,549	8.4%	3,001	6.7%	24,445	10.2%
Total	42,446	100.0%	44,633	100.0%	236,839	100.0%

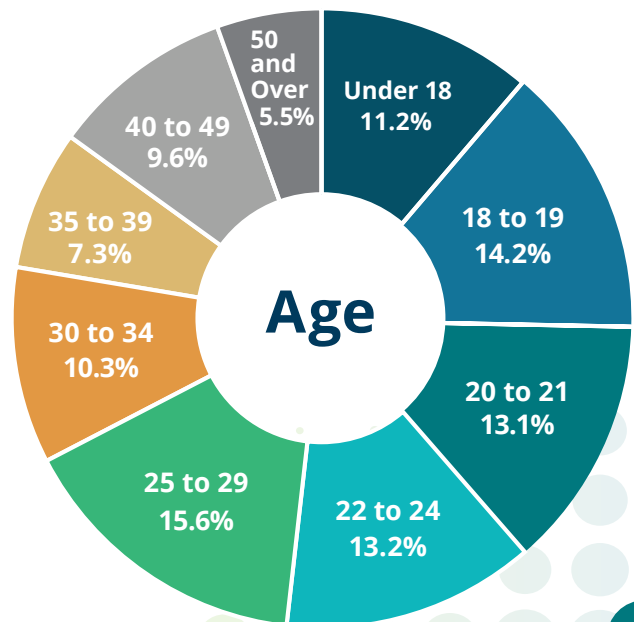
Figure 4.

Student Age Percentages by Category for Enrollment 2018-19

Student age was calculated using date of birth (DOB) as of September 1, 2018.* For annual 2018-19 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 2018-19.

* 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.

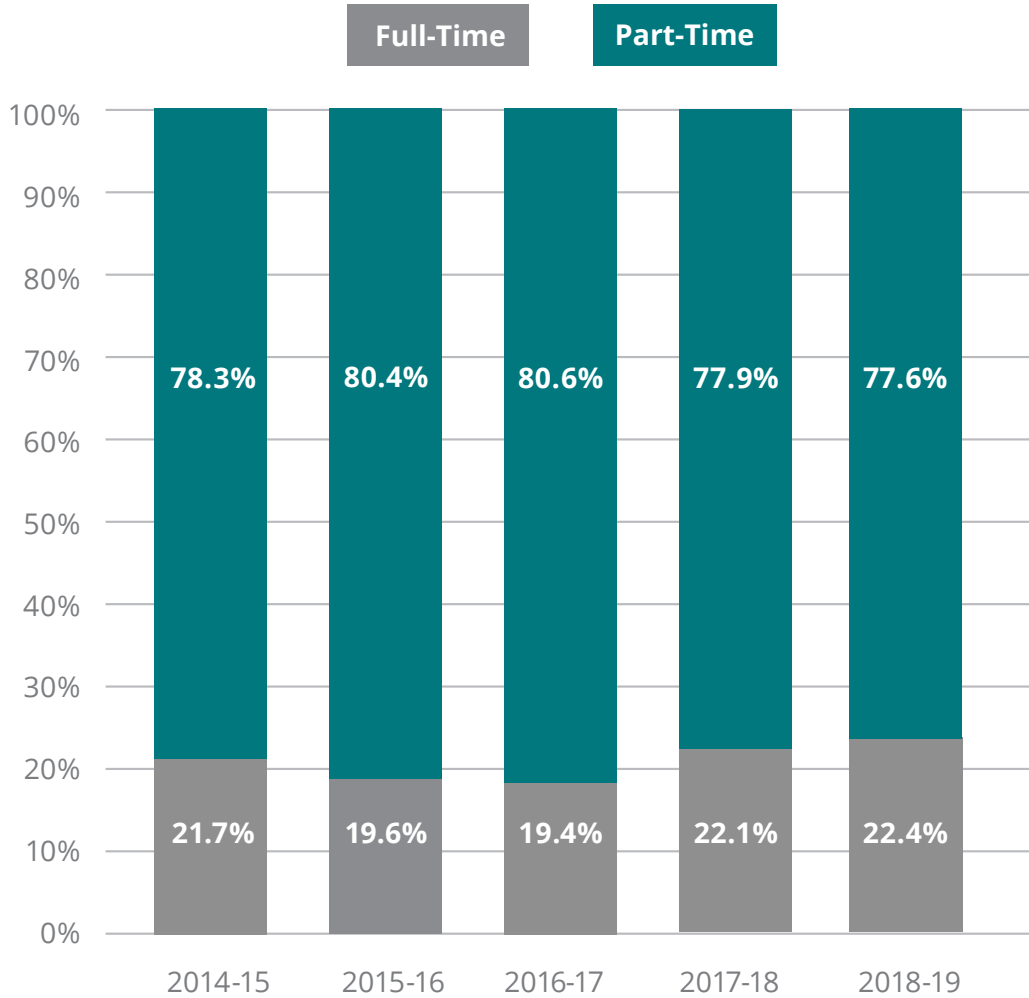


Figure 5.

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 7% of FSCJ’s annual enrollment.

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Annual Enrollment										
First-Time-in-College (FTIC)	4,734	9.1%	4,371	8.6%	4,281	8.6%	3,393	7.8%	2,992	6.5%
Transfer	13,160	25.2%	12,663	24.9%	15,460	31.1%	13,477	31.2%	16,587	36.2%
All Other	34,302	65.7%	33,859	66.5%	29,980	60.3%	26,355	61.0%	26,191	57.2%
Total Students Served	52,196	100.0%	50,893	100.0%	49,721	100.0%	43,225	100.0%	45,770	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

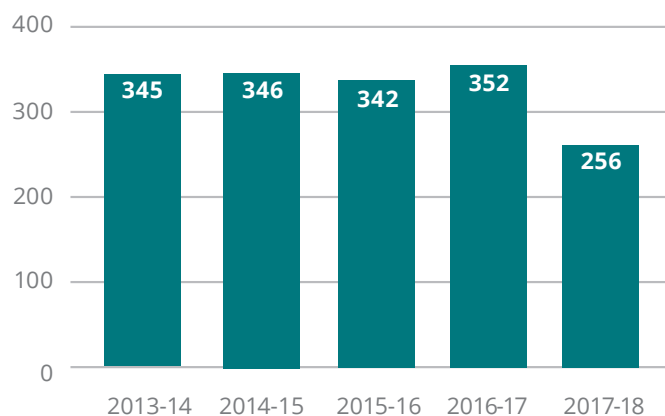
Non-Resident Alien Enrollment

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 (2013-18)



Limited English Proficiency

Program Enrollment	Limited English Proficiency		
	Enrollment	Proficiency	Percent
Associate in Arts Degree	13,269	414	3.1%
Associate in Applied Science Degree	75	*	5.3%
Associate in Science Degree	6,480	157	2.4%
Workforce Certificate	2,422	34	1.4%
Technical Certificate	6,634	176	2.7%
Apprenticeship Program	*	*	0.0%
Advanced Technical Certificate	16	*	6.3%
Baccalaureate Degree	4,518	107	2.4%
Total	33,422	893	2.67%

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

Table 7.

Limited English Proficiency by Program Enrollment (2018-19)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.

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

¹¹ Source: FLDOE Florida College System AA1A Verification Report Totals Year: 2018-19 TERM:1E-3E.



Table 8.

Five-Year Federal Work Study Awards¹²

Years	Award Count	Amount	Average Award
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
2018-19	149	\$474,143	\$3,182

Federal Work Study

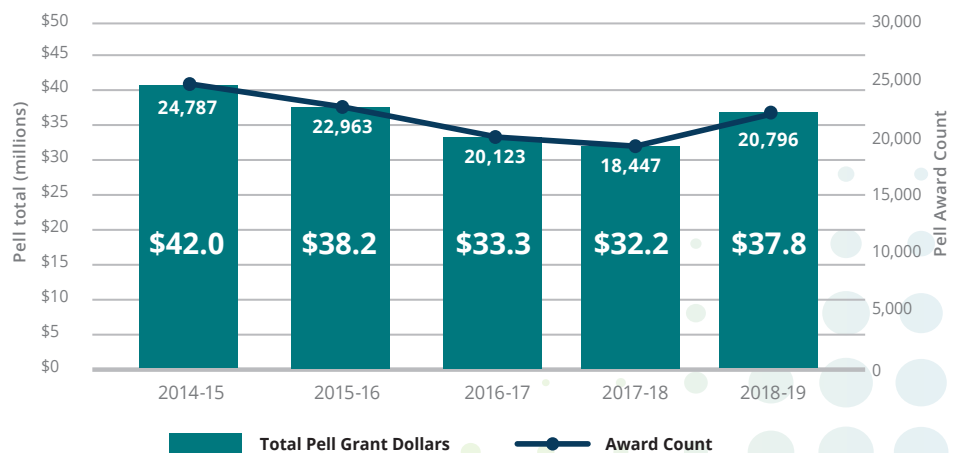
The number of federal work study awards distributed was 149 in 2018-19. The average award is \$3,182 as shown in **Table 8**.

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 2018-19 academic year was \$6,095.¹⁴ In the 2018-19 academic year, 20,796 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 2014-15 through 2018-19. The data source for 2018-19 is FSCJ Financial Aid as of 3/18/20.

¹³ Source: Florida College System Awarded Aid Counts for Financial Aid, Annual Terms 2014-15 through 2018-19.

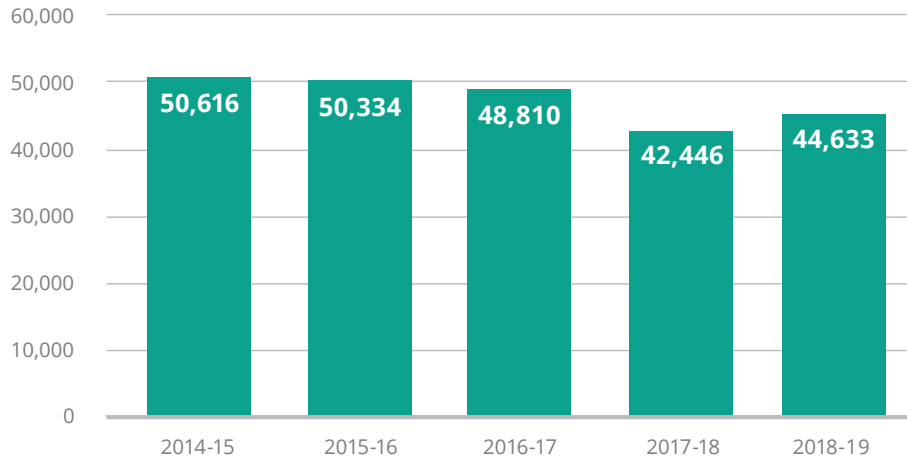
¹⁴ heag.us/2018-19-pell-grants-get-new-payment-charts/

Annual Enrollment

Annual Unduplicated Enrollment¹⁵

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

Figure 8.
Five-Year Annual, Unduplicated Enrollment 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 (2018-19)

Program Area	Count	Percent
Associate in Arts (A.A.)	13,269	45.9%
Educator Preparation Institute	*	
Associate in Science (A.S., A.A.S.)	6,555	22.7%
Certificates [†]	9,072	31.4%
Apprenticeship Program	*	
Non-Bachelor's Subtotal:	28,896	100.0%
Education	97	2.1%
Nursing	316	7.0%
Other	4,105	90.9%
Bachelor's Subtotal:	4,518	100.0%
Grand Total	33,422	100.0%

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

¹⁵ Source: Florida State College at Jacksonville 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.

Note: the 2018-19 unduplicated count for students served is 45,770.

¹⁶ Source: Florida College System AA1A Verification Report Year: 2018-19: 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	788	20.1%
Business Administration	925	18.0%
Human Services	637	13.9%
Information Technology Management	347	7.7%
Nursing	316	6.6%
Biomedical Sciences	263	6.2%
Computer Networking	280	6.0%
Supply Chain Management	203	4.5%
Public Safety Administration	190	4.5%
Financial Services	219	3.6%
Digital Media	138	3.5%
Communication and Media	115	2.9%
Early Childhood Education	97	2.5%
Grand Total*	4,518	100.0%

Table 10.

Baccalaureate Enrollment by Program of Study (n=4,518 total)¹⁷⁺

¹⁷ Source: Florida College System AA1A Verification Report Year: 2018-19: Term 1E-3E.
+ Compared to the prior year (2017-18), total baccalaureate enrollment of 4,332
The current total represents an 4.3% increase.



Developmental Education

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 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).

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



Table 11.

Developmental Education Enrollment and Success by Course (2018-19)²⁰⁺

Developmental Courses	Summer			Fall			Spring			Total 2018-19		
	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	155	124	80.0%	377	288	76.4%	220	163	74.1%	752	575	76.5%
MAT0022 - Essen. Math 1 & 2				64	27	42.2%	198	95	48.0%	262	122	46.6%
MAT0028 - Elem. Algebra	373	238	63.8%	791	496	62.7%	647	361	55.8%	1,811	1095	60.5%
Mathematics Subtotal:	528	362	68.6%	1,232	811	65.8%	1,065	619	58.1%	2,825	1,792	63.4%
REA0007 - Reading Comp.												
REA0017 - Crit. Read. Strat.	120	94	78.3%	266	214	80.5%	224	172	76.8%	610	480	78.7%
REA0022 - Essen. Read 1 & 2				93	66	71.0%	62	41	66.1%	155	107	69.0%
Reading Subtotal:	120	94	78.3%	359	280	78.0%	286	213	74.5%	765	587	76.7%
ENC0015 - Essen. Writing 1	29	25	86.2%							29	25	86.2%
ENC0022 - Essen. Writing 1 & 2				75	56	74.7%	73	53	72.6%	148	109	73.6%
ENC0025 - Essen. Writing 2	114	79	69.3%	241	162	67.2%	192	141	73.4%	547	382	69.8%
Writing Subtotal:	143	104	72.7%	316	218	69.0%	265	194	73.2%	724	516	71.3%
Total	791	560	70.8%	1,907	1,309	68.6%	1,616	1,026	63.5%	4,314	2,895	67.1%

²⁰Source: Florida Department of Education (FLDOE), Florida College System (FCS), Business Intelligence Portal (accessed 3/5/2020) 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 2018-19.

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

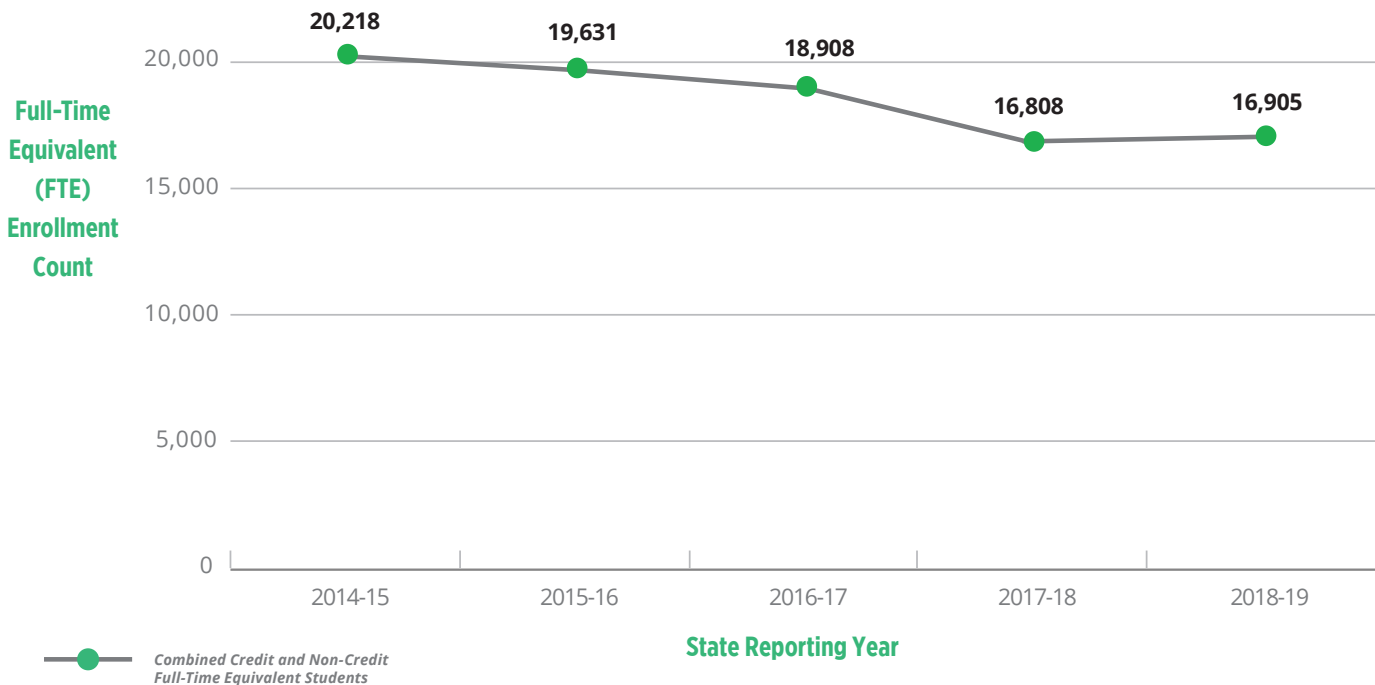
Full-Time Equivalent

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 (2014-15 to 2018-19)



²¹Source: FSCJ Historical Enrollment FTE Data File July 2019. Funded FTE does not include Life Long Learning and Continuing Workforce Education after 2009-10.

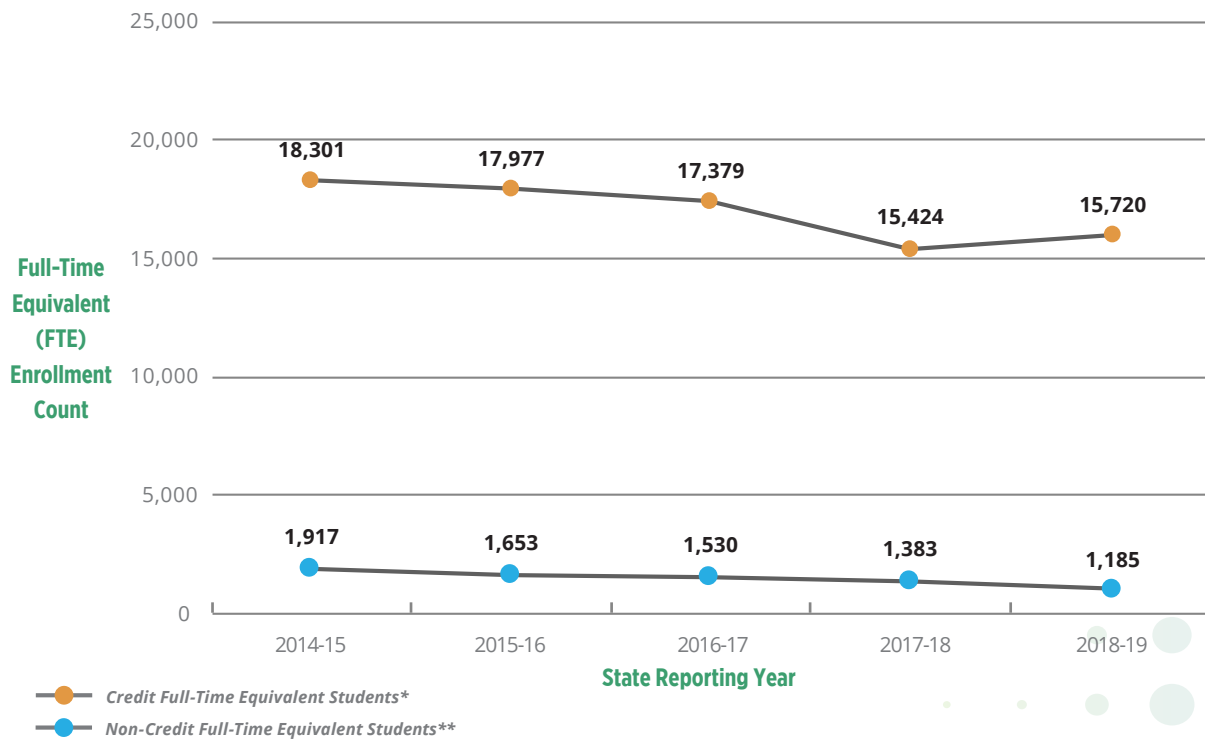
²²The Florida College System Enrollment Estimating Conference 12/9/19 Historical Enrollment Data (November 2019 Release). Florida College System, FTE Enrollment by ICS by Term: Funded, 2018-19 FTE-3.



FTE Funded

Figure 10.

Disaggregated by Credit and Non-Credit Types²³



²³Source: Florida College System, FTE Enrollment by ICS by Term: Funded, 2018-19 FTE-3.

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

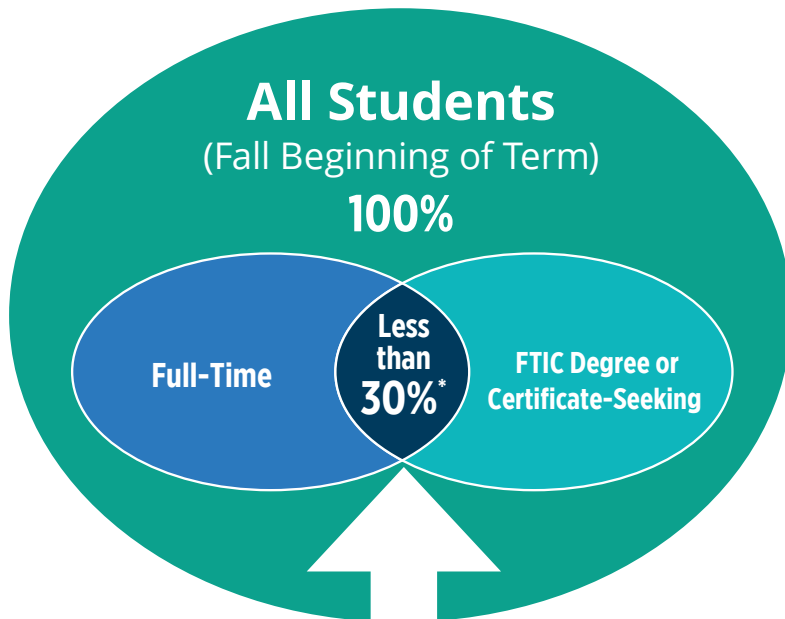
** Non-credit includes Post-Secondary Adult Vocational, Adult Basic Education (ABD), Adult High School, GED® Preparation, Citizenship, Applied Academics for Adult Education (formerly VPI) and English for Academic Purposes (EAP).

Integrated Postsecondary Educational Data System

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.



IPEDS GRS Cohort Students
Figure 11

Annual GRS Cohort Student Selection Used to Calculate IPEDS Graduate Rate

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.

**For Fall 2018, 28% of entering students were counted as “full-time, first-time”. Source IPEDS College Navigator (March 2020).*

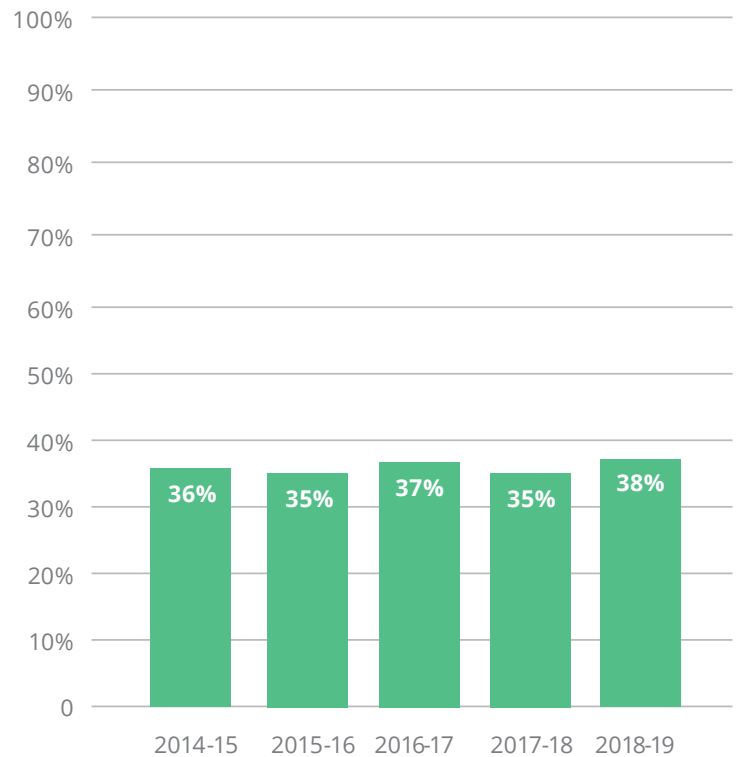
FSCJ IPEDS Graduation Rates

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 (2014-15 to 2018-19)

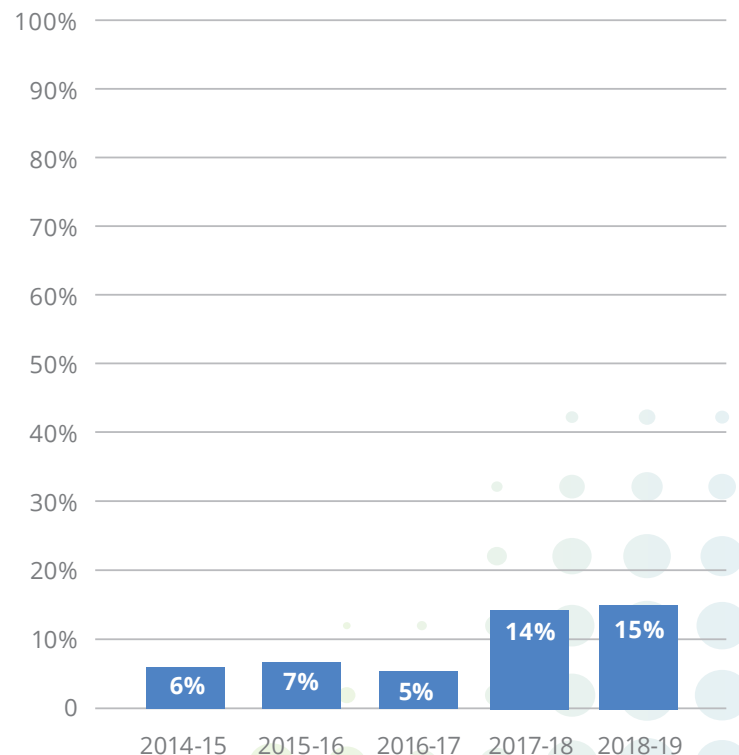


FSCJ IPEDS Transfer-Out Rates

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 (2014-15 to 2018-19)



Program Completions



Program Completions

Award/Degree	Count
Associate in Arts (A.A.)	2,591
Educator Preparation Institute	*
Associate in Science (A.S.) (A.A.S.)	1,034
Certificates [†]	3,099
Non-Bachelor's Subtotal:	6,724
Education	25
Nursing	115
Other	696
Bachelor's Subtotal:	836
Grand Total	7,560

Table 12.

Combined Credit Program Award Completions 2018-19

A total of 7,560 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 degrees.²⁴

²⁴ Source: Florida College System AA1A Verification Report Year: 2018-19 Term: 1E-3E.

* Note: an asterisk 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	2,387	899	29.9%	54	1.8%	544	18.1%	1,499	49.9%
Associate in Science	804	54	6.7%	*	*	157	19.5%	216	26.9%
Bachelor's	778	15	1.9%	*	*	34	4.4%	49	6.3%

Table 14. *Employment and Continuing Education Status of FSCJ Graduates²⁵*

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	2,387	1,630	68.3%	1,055	44.2%	2,074	86.9%
Associate in Science	804	634	78.9%	166	20.6%	684	85.1%
Bachelor's	819	630	76.9%	47	5.7%	648	79.1%

²⁵ Source: FLORIDA EDUCATION & TRAINING PLACEMENT INFORMATION PROGRAM (FETPIP) for 2017-18 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 2018. (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.²⁶ For 2019, there were 2,598 employees working at the College as of October 2019. Of these, 1,477 were female and 1,121 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	2015		2016		2017*		2018		2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Male	805	49.1%	746	48.4%	1,091	40.5%	918	40.4%	1,121	43.1%
Female	836	50.9%	796	51.6%	1,600	59.4%	1,355	59.6%	1,477	56.9%
Total	1,641	100.0%	1,542	100.0%	2,693	99.9%	2,273	100.0%	2,598	100.0%

Race and Ethnicity⁺

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

Employee Race and Ethnicity	2015		2016		2017		2018		2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
White	1,149	70.0%	1,084	70.3%	1,629	60.5%	1,302	57.3%	1,576	60.7%
Black	325	19.8%	300	19.5%	684	25.4%	598	26.3%	640	24.6%
Hispanic	69	4.2%	67	4.3%	145	5.4%	150	6.6%	156	6.0%
Multiracial	38	2.3%	31	2.0%	103	3.8%	89	3.9%	93	3.6%
Asian	45	2.7%	50	3.2%	95	3.5%	69	3.0%	76	2.9%
American Indian/Alaska Native	*	0.2%	*	0.1%	*	0.1%	*	0.0%	*	0.0%
Hawaiian/Pacific Islander	*	0.1%	*	0.0%	*	0.1%	*	0.2%	*	0.0%
Unknown	11	0.7%	*	0.5%	31	1.2%	60	2.6%	55	2.1%
Total	1,641	100.0%	1,542	100.0%	2,693	100.0%	2,273	100.0%	2,598	100.0%

Temporary Status

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

Employee Status	2015		2016		2017		2018		2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Temporary	950	57.9%	670	43.5%	1,642	61.0%	1,594	70.1%	1,562	60.1%
Not Temporary	691	42.1%	872	56.5%	1,051	39.0%	679	29.9%	1,036	39.9%
Total	1,641	100.0%	1,542	100.0%	2,693	100.0%	2,273	100.0%	2,598	100.0%

Full-/Part-Time Status

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

Employee Status	2015		2016		2017		2018		2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full-Time	591	49.5%	560	50.6%	1,383	54.9%	1,369	54.7%	1,366	54.9%
Part-Time	1,050	50.5%	982	49.4%	1,310	45.1%	904	45.3%	1,232	45.1%
Total	1,641	100.0%	1,542	100.0%	2,693	100.0%	2,273	100.0%	2,598	100.0%

²⁶ Source: FLDOE Comparative Frequencies T3E2018-19 SOURCE: PDB2015 - PDB2019, 3E SUBMISSION; CCTCMIS - COMPFREQ 6/12/19 18:16:57

Note: prior year totals may differ based on data source report change.

* Category counts less than 10 are redacted

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

Occupation and Academic Degrees

Employee Occupations²⁷

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

Occupation Activity Classification	2015		2016		2017		2018		2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Management	27	1.6%	25	1.6%	115	4.3%	112	4.9%	129	5.0%
Business and Financial Operations	*	0.3%	*	0.5%	74	2.7%	66	2.9%	82	3.2%
Computer Engineering and Science	*	0.3%	*	0.3%	75	2.8%	67	2.9%	66	2.5%
Community Service, Legal, Arts and Media	19	1.2%	15	1.0%	135	5.0%	73	3.2%	56	2.2%
Instruction	1,355	82.6%	1,274	82.6%	1,051	39.0%	661	29.1%	1,163	44.8%
Librarians	*	0.1%	*	0.1%	38	1.4%	42	1.8%	28	1.1%
Library Technicians	*	0.1%	*	0.2%	21	0.8%	21	0.9%	21	0.8%
Non-Postsecondary Teaching	176	10.7%	169	11.0%	196	7.3%	180	7.9%	179	6.9%
Service	*	0.4%	*	0.1%	108	4.0%	116	5.1%	111	4.3%
Office and Administrative Support	41	2.5%	33	2.1%	513	19.0%	540	23.8%	465	17.9%
Natural Resources, Construction and Maintenance	*	0.2%	*	0.3%	139	5.2%	134	5.9%	128	4.9%
Production, Transportation and Material	*	0.0%	*	0.0%	*	0.2%	*	0.2%	*	0.1%
Student Assistants	*	0.1%	*	0.1%	223	8.3%	256	11.3%	167	6.4%
Total	1,641	100.0%	1,542	100.0%	2,693	100.0%	2,273	100.0%	2,598	100.0%

²⁷ Source: FLDOE Comparative Frequencies T3E2018-19 SOURCE: PDB2015 - PDB2019, 3E SUBMISSION; CCTCMIS - COMPFREQ 6/12/19 18:16:57
Note: prior year totals may differ based on data source report change.

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

Employee Academic Degrees

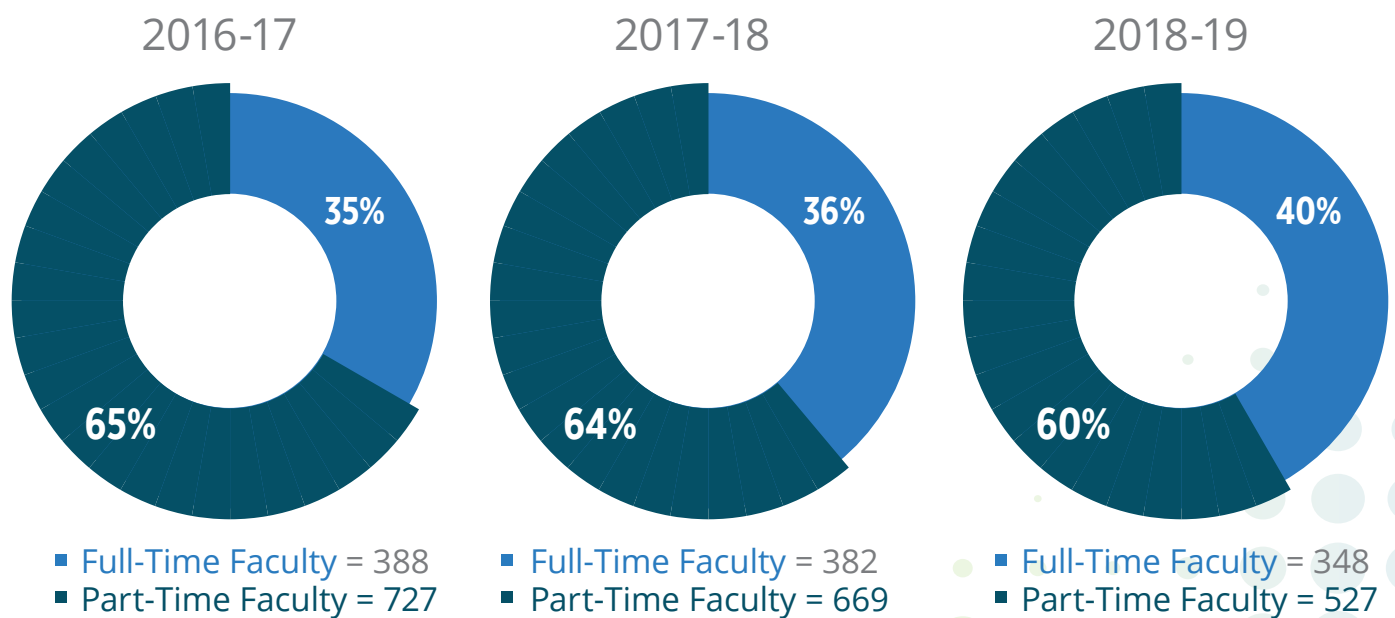
Table 20.

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

Academic Degree Type	2015		2016		2017		2018		2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Doctorate	326	19.9%	342	22.2%	337	12.5%	232	10.2%	334	12.9%
Specialist and Advanced Master's	14	0.9%	11	0.7%	0	0.0%	6	0.3%	4	0.2%
Master's	779	47.5%	714	46.3%	810	30.1%	574	25.3%	794	30.6%
Bachelor's	259	15.8%	220	14.3%	415	15.4%	375	16.5%	386	14.9%
Associate	92	5.6%	89	5.8%	214	7.9%	230	10.1%	239	9.2%
Less than Associate	1	0.1%	0	0.0%	26	1.0%	190	8.4%	279	10.7%
Other	138	8.4%	112	7.3%	0	0.0%	0	0.0%	8	0.3%
Unknown/ Not Applicable	32	2.0%	54	3.5%	891	33.1%	666	29.3%	554	21.3%
Total	1,641	100.0%	1,542	100.0%	2,693	100.0%	2,273	100.0%	2,598	100.0%

Figure 14.

Instructional Staff Composition²⁸



²⁸Source: 2018-19 IPEDS Human Resources Survey

Facilities Utilization, Descriptions and Valuation

Table 21 contains a summary of College facilities' measures and values. The College had 44% utilization for classrooms and 54% utilization for labs in Spring 2019. 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) (2018-19)²⁹

Measure	Value
Number of Sites	7
Total Operating Campuses	4
Total Acres*	833
Total Owned Buildings**	104
Owned Total Gross Square Feet**	2,982,798
Building Values***	\$596,356,052
Content Values***	\$71,885,008
Combined Values***	\$668,241,060

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

²⁹Source: FSCJ Facilities (received 3/26/20).



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 Offices³⁰



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 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.



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 and additional College offices such as Student Services, Workforce Operations, Financial Aid and Student Records.

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.





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 College's largest campus. 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 Locations and Descriptions



- 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.

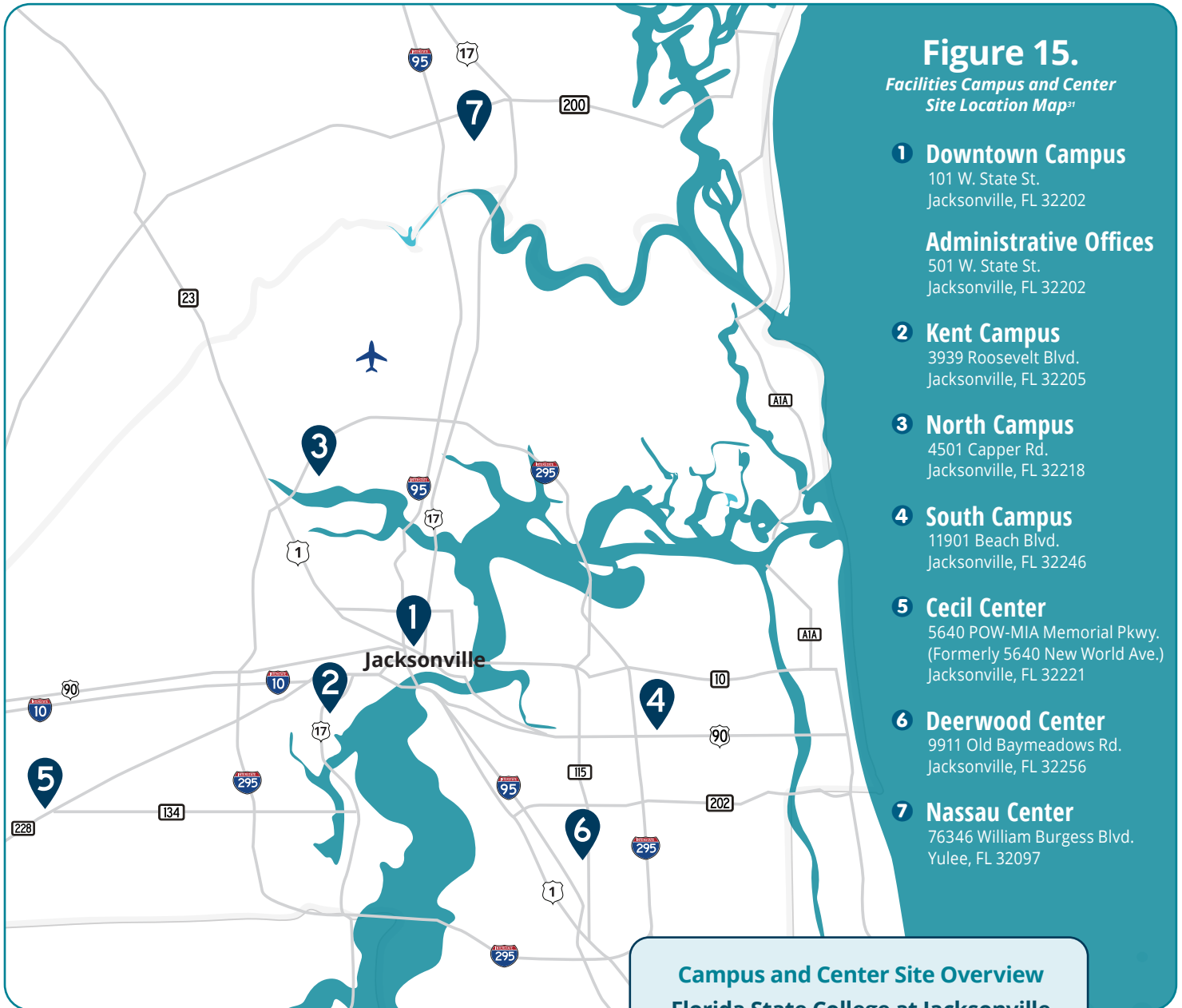


- 6 Deerwood Center** was acquired in April 1994. The center consists of an instructional and student support service building with approximately 280,000 GSF of academic space and a 500-space parking garage on 14 acres. It provides a full range of academic programs and houses FSCJ Online. Since the first 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.

Location Map



Campus and Center Site Overview Florida State College at Jacksonville

- 833 Acres Total Land Area
- 2,982,798 Total Sq. Ft. Building Area

● Site Locations

³¹ Note: Acreage and square footage stated are as of verified date and may not exactly match other sources.

Revenue and Expenses



Table 22.
Statement of Net Position³²

Assets	COLLEGE	COMPONENT UNIT
Current Assets:		
Cash and Cash Equivalents	\$147,356	\$214,696
Restricted Cash and Cash Equivalents	\$8,624,571	\$851,195
Investments	\$4,676,557	-
Restricted Investments	\$7,161	-
Accounts Receivable, Net	\$8,004,296	-
Pledges Receivable, Net	-	\$150,000
Notes Receivable, Net	\$135,727	-
Due from Other Governmental Agencies	\$4,115,601	-
Due from Component Unit	\$210,695	-
Due from College	-	\$1,548,198
Inventories	\$23,369	-
Prepaid Expenses	\$1,742,702	\$59,620
Other Current Assets	\$36,000	-
Total Current Assets	\$27,724,035	\$2,823,709
Noncurrent Assets:		
Restricted Cash and Cash Equivalents	\$12,279,021	-
Investments	\$26,532,220	\$50,263,114
Restricted Investments	\$14,330,079	-
Prepaid Expenses	\$869	-
Pledges Receivable, Net	-	\$299,047
Depreciable Capital Assets, Net	\$197,475,237	-
Nondepreciable Capital Assets	\$29,068,032	-
Total Noncurrent Assets	\$279,685,458	\$50,562,161
TOTAL ASSETS	\$307,409,493	\$53,385,870
Deferred Outflow of Resources		
Deferred Amounts Related to Pensions	\$28,945,258	-
Deferred Amounts Related to Other Postemployment Benefits	\$124,583	-
TOTAL DEFERRED OUTFLOWS OF RESOURCES	\$29,069,841	-
Liabilities		
Current Liabilities:		
Accounts Payable	\$5,794,334	-
Salary and Payroll Taxes Payable	\$6,828,509	-
Retainage Payable	\$1,182,473	-
Due to College	-	\$47,399
Unearned Revenue	\$1,961,515	\$1,810,176
Estimated Insurance Claims Payable	\$609,441	-
Deposits Held for Others	\$2,948,019	\$87,468
Long-Term Liabilities - Current Portion:		
Bonds Payable	\$84,000	-
Capital Lease Payable	\$879,411	-
Special Termination Benefits Payable	\$10,229	-
Compensated Absences Payable	\$3,216,512	-
Other Postemployment Benefits Payable	\$124,583	-
Net Pension Liability	\$612,662	-
TOTAL CURRENT LIABILITIES	\$24,251,688	\$1,945,043

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

³² 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 6/30/18. State of Florida Auditor General, Financial Audit Report No. 2019-129, February 2019.

Table 23.

Functional Distribution of Operating Expenses

Functional Classification	Amount
Instruction	\$58,339,808
Public Services	\$67,652
Academic Support	\$23,812,441
Student Services	\$19,962,602
Institutional Support	\$23,213,947
Operation and Maintenance of Plant	\$24,907,528
Scholarships and Waivers	\$29,292,492
Depreciation	\$12,865,111
Auxiliary Enterprises	\$480,934
Total Operating Expenses	\$192,942,515

Table 23. College operating expenditures are presented categorically. Total annual operating cost for the College was \$192,942,515. For the fiscal year ending June 30, 2018, as shown the functional classifications include (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.

Resource Development (Grants)

In the Fiscal Year that ended June 30, 2019, the Resource Development team secured \$7,301,399 in grant awards in collaboration with campus and department team members. A description of these grant awards is included below.

During 2018-19, the College received an award for \$2,057,840 from the U.S. Department of Education under the *Title III Strengthening Institutions program*, which helps higher education institutions expand their capacity to serve low-income students. This five-year grant project is known as *Bridging Resources Into Developing Goal-driven Educational Success* (B.R.I.D.G.E.S.) This program works to increase the effectiveness of the student advising experience by implementing a comprehensive model integrating academics, wrap-around support services, orientation and supportive technologies. The initiative also helps FSCJ improve student retention and completion through the implementation of targeted support programs, faculty training, academic courses, guided curricular pathways and instructional models

using high impact equity practices that help to close the achievement gap. B.R.I.D.G.E.S. also allows for intensified data tracking and strategic enrollment management efforts, which support equity, retention and completion outcomes of low-income and historically underrepresented students.

Funding from the Florida Department of Education totaled \$3,000,275 in 2018-19 for the following grant projects: *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 education services to English language learners 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
2018-19³³

In 2018-19, FSCJ distributed nearly \$90 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 \$4 million in scholarships. The state of Florida's Bright Futures Scholarship³⁴ provides money to students with meritorious high school academic achievement and awarded over \$600,000 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	\$46,246,060	51.5%	30,380
Loans	\$39,137,279	43.5%	16,373
Scholarships	\$4,010,056	4.5%	3,626
Student Employment	\$474,143	0.5%	149
Total Financial Aid Awarded	\$89,867,538	100.0%	50,528

³³ Source: Florida College System Annual Financial Aid Counts (adjusted), 2018-19 Verification Report and FSCJ Financial Aid (for student employment)

³⁴ Florida Bright Futures total is the sum of the following aid types: 302 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FAS \$199,098, 303 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FMS \$382,188 and 304 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FGVS \$27,873

FSCJ Foundation Overview³⁵

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.

³⁵ Source: All information and text in this section provided by the FSCJ Foundation.

Figure 16.
**FSCJ Endowed and Quasi-Endowed
 Balance Trends (2014-18)**

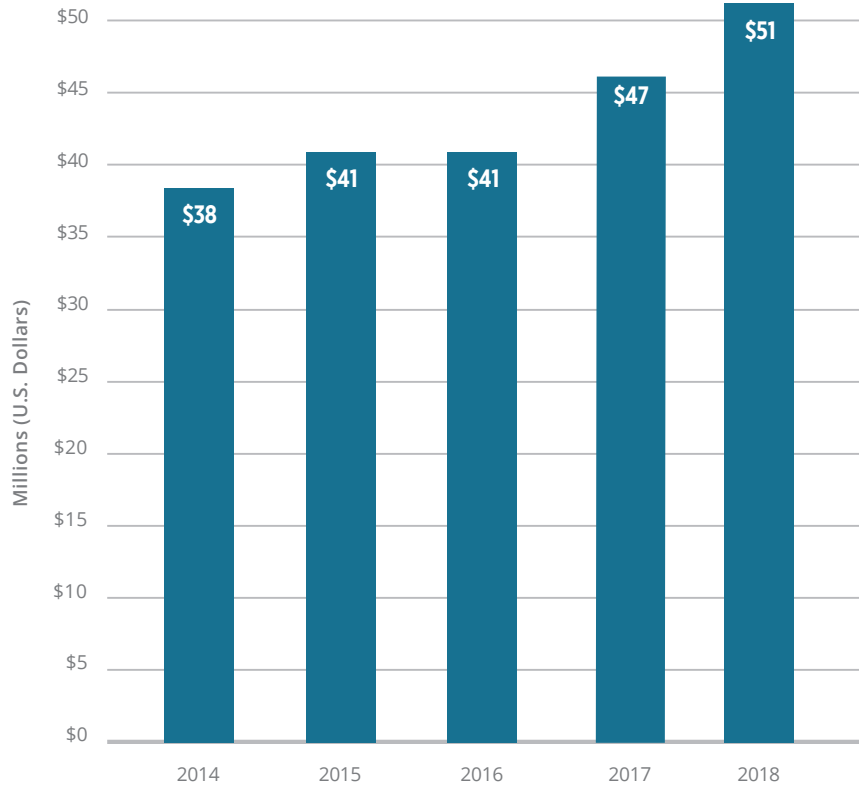
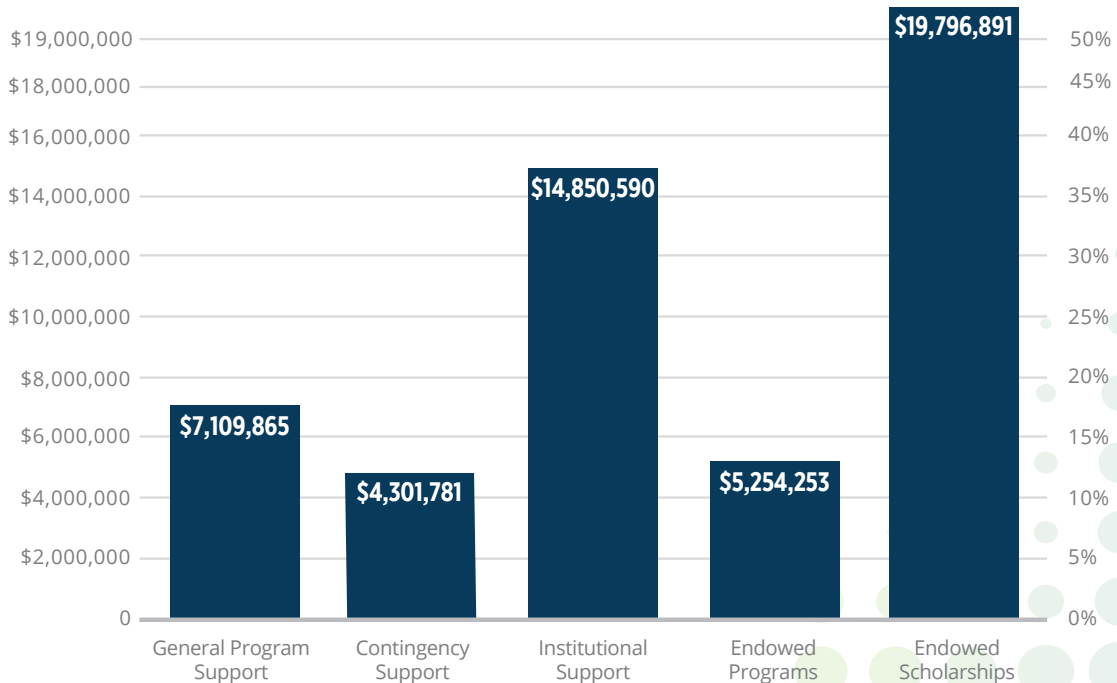


Figure 17.
FSCJ Endowed and Quasi-Endowed Balances



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.

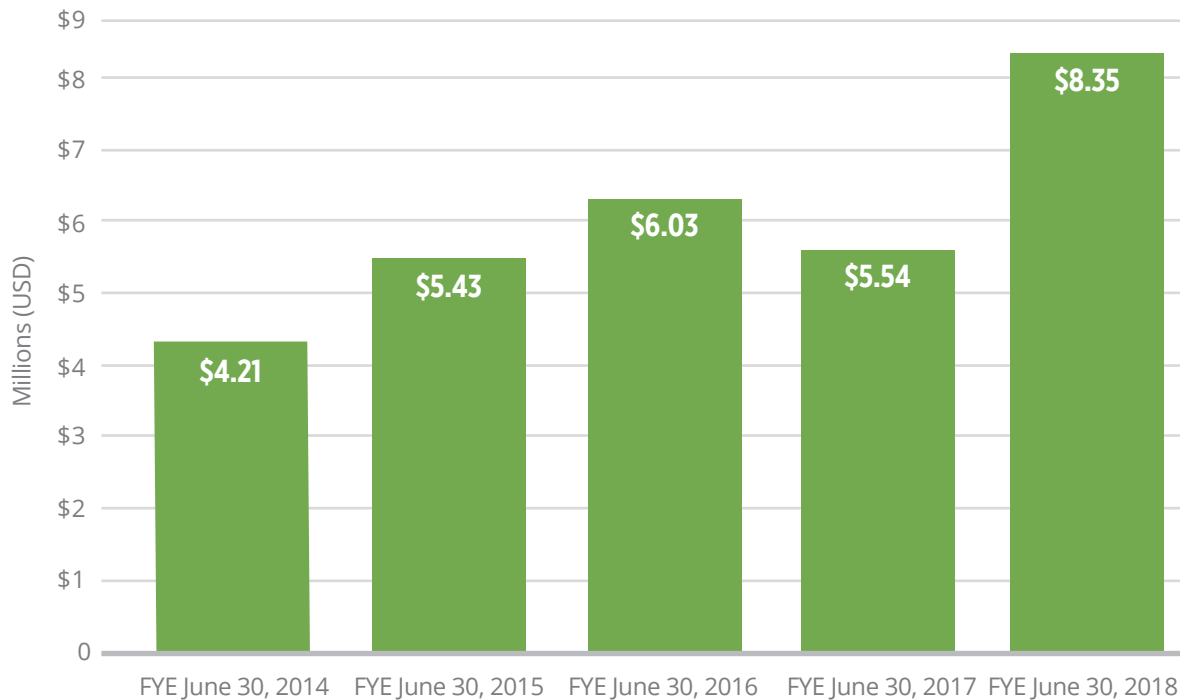
Originally developed as a vehicle for making the arts more accessible for students, FSCJ Artist Series has become the primary source for professional productions in northeast Florida and southeast Georgia. FSCJ Artist Series brings blockbuster Broadway shows and renowned cultural programming to enhance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



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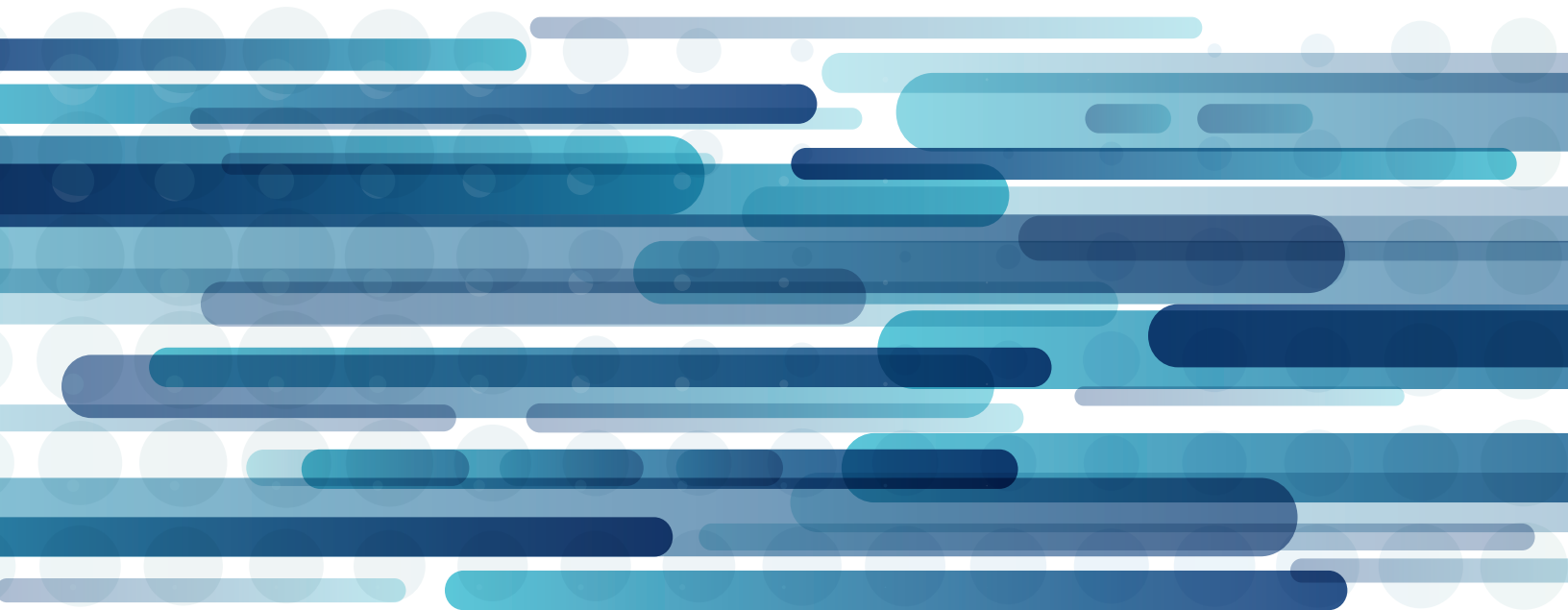
³⁶ Source: Florida State College at Jacksonville Foundation Board of Directors provided by Foundation 3/7/20.

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