FACTOR

ANNUAL FACT BOOK

2013-2014

FLORIDA
STATE COLLEGE
at Jacksonville™

Purpose

The purpose of this fact book is to provide a convenient and accessible source for frequently sought information about the College. Updated annually for each fall term, 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).

College Leadership

College leadership consists of the president and cabinet members:

- Dr. Cynthia Bioteau, College President
- Dr. Judith Bilsky, Vice President and Provost
- Dr. Albert Little, Vice President, Business Services
- Dr. Christopher Holland, Vice President of Student Services
- RADM James Stevenson, Jr., USN (ret.), Vice President, Institutional Advancement
- Dr. Margarita Cabral-Maly, Campus President, South Campus
- Dr. Barbara Darby, Campus President, North Campus
- Dr. Marie Gnage, Campus President, Downtown Campus
- Ms. Jana Kooi, Campus President, Open Campus at Deerwood Center
- Dr. Ian Neuhard, Campus President, Kent Campus
- Dr. Sandy Robinson, Interim Nassau Center Executive Director/North Campus President-Elect
- Ms. Susan Lehr, Executive Director of Government and Community Relations
- Mr. Colin Mailloux, College General Counsel

District Board of Trustees

The College District Board of Trustees[1] includes the following members:

- Mr. Thomas J. Majdanics (Chair)
- Ms. Randle P. Shoemaker-Crump, J.D. (Vice Chair, Duval County)
- Dr. Patricia F. White (Vice Chair, Nassau County)
- Ms. Karen E. Bowling
- Mr. Thomas A. Bryan
- Ms. Latasha A. Fullwood
- Ms. Candace T. Holloway
- Mr. Jimmie L. Mayo
- Mr. Thomas R. McGehee, Jr.

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[1] Membership as of 9/11/2014. For additional information see http://www.fscj.edu/district/board-of-trustees/index.php

What's New for 2013-2014

The latest (2013-14) FACTOR is organized the same way (and contains similar information) as last year's edition with a few noteworthy improvements. While the format remains the same, the overall appearance has improved with the addition of numerous student, faculty, and staff photos used throughout the volume as provided by the Florida State College at Jacksonville Communications department. The graduation rate section has been expanded to include additional information about student graduation and transfer rates. Several live links (available in the PDF version) have also been included to enable easy online access to source and detail information. In addition to completer counts by program for Associate in Arts (AA), Baccalaureate, Associate in Science (AS), Technical Certificate (TC), and Vocational Certificate (VC) programs, expanded student demographic details as well as employment and wage information is now available in an expanded and enhanced set of Appendices.

FACTOR

All letters in the fact book name "FACTOR" are present in the College name itself: **F**lo**R**id**A** State **C**ollege a**T** Jacks**O**nville. The title reflects the quantitatively objective (and occasionally abstruse) nature of terms, methodologies, and definitions prevalent in the area of higher education measurement and Institutional Research. For additional information, or if you have questions about the Fact Book, please contact the Florida State College at Jacksonville, Office of Student Analytics and Research.

Acknowledgments

With the support and sponsorship of the College President, Vice President of the College, and Office of Institutional Effectiveness and Accreditation, the Fact Book is produced by the Office of Student Analytics and Research (SAR) in collaboration with the College community at large. Special thanks are extended to the President's Cabinet as well as all who supported, and assisted in producing this year's volume.

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OVERVIEW

FLORIDA STATE COLLEGE
AT JACKSONVILLE™

Question	Answer	Notes
How many students attend the College?	55,764 students annually (2 yr. avg.) 56,308 students annually (2012-13) 53,666 students annually (2013-14)	Annual Unduplicated Student Headcount Enrollment, All Lower Division, Upper Division, Non-Credit, Students Enrolled in a Course [CQF-1]
How does FSCJ enrollment compare to others in the system?	FSCJ has the second largest five-year total annual unduplicated student enrollment (n=366,871). [CQF-2]	Miami-Dade has the highest five-year total annual unduplicated student enrollment.
What geographic area does the college serve?	The College is part of the Florida College System and officially serves residents of Duval and Nassau counties in Northeast Florida.	While the official service area consists of the counties specified, for any given academic term, students with home address outside the service area are also enrolled. Section three contains additional details.
What percentage of students graduate?	35% of students graduated within 150% of normal time. The percentage of students who graduate or transfer is 44%. [CQF-3]	IPEDS Graduation Rate for 2013-14, four-year institutions, Full-Time, First-Time-in-College students. Section four contains additional details.
What is the average student age?	27.5 years as of September 1, 2013	The median age is 23.8 years. Section three contains additional details, including breakdowns by campus/center.
What does it cost to attend FSCJ?	The total tuition and fees cost per credit hour for Florida residents in lower division (college credit) programs is $102.88. For 30 credit hours, the cost is $3,086.40. [CQF-4]	For non-residents the cost per credit hour is $399.27, and for eligible Georgia residents the cost is $216.55 per credit hour. Section seven contains additional details.
What is the return to students in terms of working wages?	For every dollar students invest in FSCJ, they receive a cumulative $6.60 in higher future income as discounted over the course of their working careers.	EMSI Economic Contribution Executive Summary, March 2013 [CQF-5]

CQF-1   Source: FLDOE 2014 Fact Book 2.2T, Annual Unduplicated Student Headcount Enrollment; (2012-2013) Students Enrolled in a Course - All: Lower Division/ Non-Credit and Upper Division.

CQF-2   Source: FLDOE 2014 Fact Book 2.3.3T, Annual Unduplicated Student Headcount Enrollment, 2008-09 through 2012-13, Students Served, Lower Division/ Non-Credit and Upper Division

CQF-3   IPEDS Graduation Rate (2013-14) Survey (GRS) Methodology

CQF-4   Tuition and Fees as shown in the FSCJ 2014-2015 Catalog [Aug. 2014-Aug. 2015]

CQF-5   Note-the full report is available on the college website

- In August 2013, FSCJ's program in dental hygiene was accredited by the Commission of Dental Accreditation *[and was granted the accreditation status of "approval without reporting requirements"].*

- In October 2013, FSCJ's Institute of Food Safety and its faculty and staff were featured in International Innovation magazine for its design, development and implementation of an AS degree in Biotechnology with a specialization in food safety testing.

- FSCJ was ranked the sixth largest producer of Associate degree graduates in the U.S. by Community College Weekly (2013).

- FSCJ was ranked the ninth largest producer of Nursing: Registered, Administration, Research and Clinical degree graduates in the U.S. by Community College Weekly (2013).

- In January 2014, Dr. Cynthia A. Bioteau began serving as FSCJ's fifth permanent president.

- In May 2014, FSCJ conferred degrees and certificates for more than 7,600 students at its 47th annual commencement ceremony. This graduating class included 643 Bachelor's degrees, 5,228 Associate degrees, and 1,791 technical, advanced technical and workforce certificates.

- In May 2014, FSCJ partnered with nine community colleges to develop a one-year certificate in high-demand technical fields through a $20 million Department of Labor grant. The curriculum focuses on composites, cyber-technology, electric-vehicle technology, environmental technology and mechatronics.

- Three new Bachelor's degrees were added to the 10 existing Bachelor's degree programs offered by FSCJ. Beginning in Fall 2014, FSCJ will offer a Bachelor of Applied Science in Logistics, a Bachelor of Science in Financial Services and a Bachelor of Science in Human Services.

- In June 2014, FSCJ students Amy Brownfield and David Paly represented two of only 109 Florida students named to the 2014 All-Florida Academic Team. The designation recognizes the most outstanding students in the Florida College System based on academic achievement, leadership and service to the community.

- In June 2014, Mathy Stanislaus, EPA assistant administrator for the Office of Solid Waste and Emergency Response, was the speaker and guest of honor at the graduation for 16 new graduates from FSCJ's Environmental Workforce Development and Job Training program.

- In June 2014, six FSCJ student essays were selected for inclusion in the 2014 Florida Adult Learner Essay book; two students were chosen to read their poems and essays; and one student sang the national anthem at the event.

- In June 2014, FSCJ welcomed Dr. Marie Foster-Gnage as the new Downtown Campus president; Dr. Ian Neuhard to the position of Kent Campus president; and Dr. Sandy Robinson as the executive director of the Nassau Center (Interim)/North Campus president-elect.

- In August 2014, the FSCJ Criminal Justice Center welcomed its first cohort of students as part of a two-year program that allows students to concurrently earn an Associate in Science (AS) degree in Criminal Justice Technology and complete FSCJ's Basic Law Enforcement Academy.

- The Florida State College Foundation awarded approximately $1.5 million in scholarships in 2013-2014. Almost 3,000 dual enrollment high-school students are accelerating their educations by taking college-credit classes at no cost to them, saving time and money. (2,938 in Oct. 2013.)

- The FSCJ Culinary Arts program was rated in the top 20 culinary schools in the U.S. according to FSR Magazine.

- Resource Development announced grant awards for 2013-2014 totaling $10,549,792, once again exceeding the average over an 11-year period.

- The FSCJ Brain Bowl team was the regional tournament winner.

- The FSCJ women's basketball team ranked fifth in the state and 14th on the NJCAA National Poll.

- The FSCJ women's tennis team ranked third in the state and fourth in nationals.

- FSCJ Upsilon Eta Chapter was named in the Top 100 of more than 1,300 Phi Theta Kappa chapters internationally.

Founded in 1965, Florida State College at Jacksonville (FSCJ), then Florida Junior College at Jacksonville (FJC), opened its doors during the height of the nation's community college movement to proudly serve the Northeast Florida region as the first public educational institution in Duval or Nassau County to exist on an integrated basis.

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 at the Civic Auditorium.

Over the next 20 years, the College would proceed to open the five campuses that are still occupied today and make up the current Florida State College at Jacksonville. 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. Four years after that in 1975, the City of Jacksonville donated land on State Street to be converted to create the permanent Downtown Campus, which officially opened in 1977. That same year the original Cumberland Campus renamed the Kent Center in 1974, was again renamed the Fred H. Kent Campus.

FJC reached a big milestone in 1986 as it registered its 500,000th student and changed its name from Florida Junior College at Jacksonville to Florida Community College at Jacksonville (FCCJ) in response to community input and engagement. By 1988, FCCJ adopted an initial Strategic Plan to cover 1988-1993, established the Center for the Advancement of Teaching and Learning and opened its final campus, Open Campus. During the next two decades, the College continued to exponentially grow and expand the programs and courses it offered students, and in 2006 the College received approval to offer Bachelor's degree programs.

In 2009, Florida Community College at Jacksonville announced its new name to which it is known today as Florida State College at Jacksonville. From an initial enrollment of 2,610 students in Fall 1966 to the current enrollment of nearly 60,000 students, the College has grown to offer more than 150 program options including 13 Bachelor's degrees, Associate in Science degrees, the AA /University Transfer degree and workforce and technical certificates.

Since its inception, FSCJ has remained committed to providing optimal access to academic programs, educational support services, excellence in teaching and ongoing economic development of the Northeast Florida region.

MISSION STATEMENT

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 STATEMENT

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

COLLEGE VALUES

Under Revision and Review (TBA)

FLORIDA STATE COLLEGE
AT JACKSONVILLE™

The timely and meaningful participation of College constituencies in decision-making processes is essential to the advancement of Florida State College at Jacksonville. Accordingly, the administration of the College is committed to a participatory governance model designed to ensure bi-directional communication, input in policy development and broad collaboration in the rapid resolution of issues and the continuous improvement of programs and services.

The participation of College personnel, students and community members occurs through organized governance groups, each with its own leadership. The governance model functions primarily through the fully expressed role of governance group leaders. The model calls for each governance group to perform some or all of the following functions:

- Organize and facilitate the requisite level of communication among all members of the group. This will include serving as a liaison and representative of the group relative to interactions with the College administration and other governance groups of the College to ensure an effective bi-directional flow of information.

- Facilitate the appropriate representation of group interests in the decision-making process of the College through coordination of the group's participation in issue analysis and input.

- Coordinate and communicate the operational requirements, policy perspectives and professional development needs of the group as a participant in the College's planning and institutional effectiveness processes.

- Coordinate the efforts of the group to promote and assist the continuous improvement of the programs and services of the College.

- Recommend appointments to committees, task forces and design teams upon the request of the administration.

GOVERNANCE GROUPS INCLUDE THE FOLLOWING

- District Board of Trustees
- College President's Cabinet
- College Leadership Council
- Faculty Senate
- Career Employees Council (CEC)
- Administrative and Professional Collaborative (APC)
- Student Government Association (SGA)
- Campus Governance Councils (CGC)
- Curriculum Committee
- Deans' Council
- Library/Learning Commons (LLC)

FLORIDA STATE COLLEGE
AT JACKSONVILLE

Nassau County

Duval County

200

17

95

Dunn Ave.

3

Lem Turner Road

Trout River Bridge

295

Heckscher Dr.

Dames Point Bridge

A1A

Mayport Naval Station
G

Wonderwood Dr.

E **A** **1**

D
Main Street Bridge
Mathews Bridge

Hart Bridge

Arlington Expy.

Atlantic Blvd.

Fuller Warren Bridge

10

Normandy Blvd.

2

University Blvd.

295

5

Beach Blvd.

Cecil Commerce Center

C

103rd St.

Blanding Blvd.

Roosevelt Blvd.

NAS JAX
F

San Jose Blvd.

Philips Hwy.

95

Southside Blvd.

J.T. Butler Blvd.

4

Baymeadows Rd.

295

Buckman Bridge

295

A1A

N

🚭 **Smoke/Tobacco Free College**

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1 **Downtown Campus**
101 W. State St.
Jacksonville, FL 32202
(904) 633-8100

2 **Kent Campus**
3939 Roosevelt Blvd.
Jacksonville, FL 32205
(904) 381-3400

3 **North Campus**
4501 Capper Road
Jacksonville, FL 32218
(904) 766-6500

4 **Open Campus/ Deerwood Center**
9911 Old Baymeadows Road
Jacksonville, FL 32256
(904) 997-2500

5 **South Campus**
11901 Beach Blvd.
Jacksonville, FL 32246
(904) 646-2111

A **Advanced Technology Center**
401 W. State St.
Jacksonville, FL 32202
(904) 598-5600

B **Betty P. Cook Nassau Center**
76346 William Burgess Blvd.
Yulee, FL 32097
(904) 548-4400

C **Cecil Center**
5640 New World Ave.
Jacksonville, FL 32221
(904) 779-4200

D **Donald D. Zell Urban Resource Center**
601 W. State St.
Jacksonville, FL 32202
(904) 632-3116

E **Administrative Offices**
501 W. State St.
Jacksonville, FL 32202
(904) 633-8100

FLORIDA STATE COLLEGE
at Jacksonville

Classes are offered at **F** NAS JAX and **G** Naval Station Mayport for military members, dependents, and those with authorized base access.

August 2013

Campus/Center Brief Descriptions

Florida State College at Jacksonville (FSCJ) has five campuses and seven centers located throughout Duval and Nassau counties, offering courses during the day, evening and weekends. Although FSCJ is one college, each campus and center has its own specialties, nuances and attributes that make each a little different than the others. Students may choose to attend one or more campuses/centers of their choice, but some of the core courses for a degree program may be available only at specific locations. Every campus offers the courses required to earn an Associate in Arts degree for university transfer and multiple campuses offer Bachelor's degree courses. A brief description of each location follows.

Downtown Campus

101 W. State St., Jacksonville, FL 32202 (904) 633-8100

Downtown Campus is located in the heart of urban Jacksonville. The campus opened in 1977 and places special emphasis on college credit, postsecondary adult vocational, continuing education and occupational skills training programs. The central location of Downtown Campus provides easy access to the entire Jacksonville area. Like all FSCJ campuses, many Downtown students are seeking the Associate in Arts degree for seamless transfer to the state university system or a state college Baccalaureate degree.

Downtown Campus is also home for students in 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 and early childhood education are fully offered on this campus. 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.

Downtown Campus responds to other educational needs of the community as well. 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. Downtown Campus also works very closely with business and industry to respond quickly to employer training needs with custom programs delivered either on the employer's site or on campus.

Kent Campus

3939 Roosevelt Blvd., Jacksonville, FL 32205 (904) 381-3400

In 1977, the then Kent Center was renamed the Fred H. Kent Campus, in honor of Fred H. Kent, Sr. who served as Chairman of the first Junior College Advisory Committee for Duval and Nassau counties. Kent Campus provides a collegiate environment that is stimulating, safe and oriented toward helping students to succeed. We offer high-quality higher education in a friendly neighborhood atmosphere nestled within the Riverside-Avondale Historic District.

Our student support services attend to your basic academic needs, while our abundance of co-curricular activities make your time on campus both enriching and rewarding. If you value your education as a way of getting ahead or as a means of increasing your brainpower, Kent Campus is the place to be! Learn and develop within a warm and welcoming environment, one in which collegiality among fellow students, faculty, staff and administration is valued and appreciated.

North Campus

4501 Capper Road, Jacksonville, FL 32218 (904) 766-6500

North Campus is unique in its program offerings which include a wide array of assorted programs. Built in 1970, North Campus is FSCJ's primary center for health-related programs such as nursing, dental hygiene and emergency medical services.

Also unique to the North Campus is the Culinary Institute of the South, with its incomparable student-managed, fine-dining restaurant, the Mallard Room. North Campus is also home to a state-of-the-art cosmetology program.

There are many services associated with the academic programs that are available at a low cost. The Department of Student Success and our Career Development Center have resources available to help you choose a program of study or major.

With resources such as self-assessment inventories and the Occupational Outlook Handbook, our staff members are ready and willing to assist you in choosing the career that is right for you.

Open Campus / Deerwood Center

9911 Old Baymeadows Road, Jacksonville, FL 32256 (904) 632-3116

Open Campus was added to Florida State College at Jacksonville in 1988 as the home of telecourses and other non-traditional avenues of learning and in 2011 moved into the Deerwood Center.

In 2008, Open Campus launched the Virtual College and assumed oversight of the online liberal arts programs. Open Campus/Deerwood Center offers students access to learning without the limits of time, place or distance. Open Campus online courses can be taken as part of a complete degree program, certificate program or on an individual course-by-course basis. Our classes and programs are all SACSCOC accredited and held to the highest standard of academic quality.

The Center also contains classrooms, computer and science labs, nursing extension program, digital media graphics lab and offers credit classes of interest to both degree seeking and non-degree seeking students. Day, evening and Saturday classes are taught by certified faculty who enjoy teaching all students in this unique setting. Enrollment, counseling, academic and financial aid advising, business office, academic skills center and library services are also available at this center.

South Campus

11901 Beach Blvd., Jacksonville, FL 32246 (904) 646-2111

South Campus offers a full spectrum of college credit, community education and adult education classes. South Campus can meet the needs of students seeking personal enrichment, professional development, high school diploma or equivalency, technical certification, AS technical degrees and liberal arts AA degrees. South Campus students can complete the first two years of a Bachelor's degree and then transfer to a university.

In addition, South Campus is the site of the Jacksonville Regional Fire/Rescue Training and Education Center.

Centers
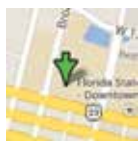
Administrative Offices
501 W. State St., Jacksonville, FL 32202
(904) 633-8100

Advanced Technology Center (ATC)
401 W. State St., Jacksonville, FL 32202
(904) 598-5600

Betty P. Cook Nassau Center
76346 William Burgess Blvd., Yulee, FL 32097
(904) 548-4400

Cecil Center North
5640 New World Ave., Jacksonville, FL 32221
(904) 779-4200
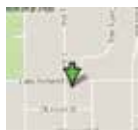
Cecil Center South — Aviation Center of Excellence (ACE)
13450 Lake Fretwell St., Jacksonville, FL 32221
(904) 317-3800
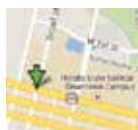
Deerwood Center
9911 Old Baymeadows Road, Jacksonville, FL 32256
(904) 632-3116
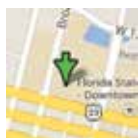
Urban Resource Center (URC)
601 W. State St., Jacksonville, FL 32202
(904) 359-5433

Other Locations

The College also offers classes at a variety of other locations including area high schools and naval bases. Please visit the college website at fscj.edu for further information.

Section 2

- Service Area Description and Demographics
- Growth Projections
- Economic and Workforce Indicators
- Public High School Graduation Rates
- Public High School Graduation Projections

COLLEGE SERVICE AREA

SERVICE AREA DESCRIPTION AND DEMOGRAPHICS

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

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

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

Of the 28 colleges comprising the Florida College System, Florida State College at Jacksonville is the second largest in terms of five-year total annual unduplicated student enrollment (n=366,871) and the fourth largest in terms of annual unduplicated headcount enrollment (total students served=57,114). [2] As of the 2010 U.S. Census, the combined population of the college service area was 937,577. [3] [4]

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2   Source: FLDOE 2014 2.3.3T, Florida College System, Annual Unduplicated Student Headcount Enrollment, 2008-09 Through 2012-13, Students Served - All: Lower Division/Non-Credit and Upper Division; 2.2T Annual Unduplicated Student Headcount Enrollment

3   Bachelor degree, Bachelor's degree and Baccalaureate Degree are used inter-changeably based on reporting service

4   Edison was renamed as Florida SouthWestern State College in 2014

A closer look at selected demographic, educational, and economic characteristics of the region provides an informative background to gauge the role and impact of the college within its service area. Selected demographic characteristics of college service area counties are displayed in Table 1. This includes demographics for age (shown in five-year categories), race, ethnicity, and gender. Counts, percentages, and totals are shown for Duval and Nassau counties in Florida.

Table 1. Age, Race, Ethnicity, and Gender Demographics of College Service Area[5]

Age	Duval		Nassau	
	Count	Percentage	Count	Percentage
Under 5 years	59,501	6.9%	3,983	5.4%
5 to 9 years	55,355	6.4%	4,325	5.9%
10 to 14 years	55,072	6.4%	4,816	6.6%
15 to 19 years	58,187	6.7%	4,628	6.3%
20 to 24 years	66,043	7.6%	3,895	5.3%
25 to 29 years	68,856	8.0%	3,803	5.2%
30 to 34 years	59,999	6.9%	3,810	5.2%
35 to 39 years	58,323	6.7%	4,580	6.2%
40 to 44 years	58,625	6.8%	4,910	6.7%
45 to 49 years	65,294	7.6%	5,710	7.8%
50 to 54 years	63,074	7.3%	5,853	8.0%
55 to 59 years	54,525	6.3%	5,614	7.7%
60 to 64 years	45,240	5.2%	5,479	7.5%
65 to 69 years	31,081	3.6%	4,355	5.9%
70 to 74 years	22,182	2.6%	3,041	4.1%
75 to 79 years	16,877	2.0%	2,117	2.9%
80 to 84 years	13,259	1.5%	1,362	1.9%
85 years and over	12,770	1.5%	1,033	1.4%
Total	864,263	100.0%	73,314	100.0%

Race	Duval		Nassau	
	Count	Percentage	Count	Percentage
White	526,044	60.9%	65,809	89.8%
African American	255,018	29.5%	4,668	6.4%
Asian	35,901	4.2%	639	0.9%
American Indian/Alaska Native	3,413	0.4%	308	0.4%
Native Hawaiian/Pacific Islander	794	0.1%	50	0.1%
Other	18,427	2.1%	685	0.9%
Identified by two or more	24,666	2.9%	1,155	1.6%

Ethnicity	Duval		Nassau	
	Count	Percentage	Count	Percentage
Hispanic or Latino	65,398	7.6%	2,380	3.2%
Non-Hispanic or Latino	798,865	92.4%	70,934	96.8%

Gender	Duval		Nassau	
	Count	Percentage	Count	Percentage
Male	419,425	48.5%	36,146	49.3%
Female	444,838	51.5%	37,168	50.7%

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5   Source: U.S. Census Bureau, 2010 Census, American Fact Finder (DP-1)

Educational attainment within the college service area is summarized in Table 2. As shown, the percentage of high school graduates is higher in Nassau County (compared to Duval) across all age groups. In the 18 to 24 year old population the percentage of high school graduates is moderately higher for males (35.1%) compared to females (28.9%) in Duval County, but notably higher for males (47.5%) compared to females (30.5%) in Nassau County. For the population 25 years old and over, the relative percentages of Associates, Bachelor's, and Graduate or Professional Degrees are more nearly equivalent by gender. Both counties have High School graduate percentages exceeding the U.S. national average of 85.7%.[6]

Table 2. Educational Attainment of College Service Area by Age and Gender[7]

Age Category-Educational Attainment	Duval			Nassau		
	Male	Female	Total	Male	Female	Total
18 to 24 years	45,990	44,809	90,799	3,031	2,849	5,880
Less than HS graduate	19.4%	15.2%	17.3%	17.1%	17.6%	17.3%
HS graduate (includes equivalency)	35.1%	28.9%	32.0%	47.5%	30.5%	39.3%
Some college or Associate's degree	38.3%	45.4%	41.8%	29.1%	36.7%	32.8%
Bachelor's degree or higher	7.2%	10.5%	8.8%	6.2%	15.2%	10.6%
25 years and over	270,442	301,207	571,649	24,988	26,635	51,623
Less than 9th grade	4.0%	3.4%	3.7%	2.8%	3.0%	2.9%
9th to 12th grade, no diploma	9.0%	8.5%	8.8%	9.3%	8.7%	9.0%
HS graduate (includes equivalency)	29.5%	28.3%	28.9%	36.4%	33.6%	35.0%
Some college, no degree	23.3%	24.8%	24.1%	21.4%	24.0%	22.7%
Associate's degree	8.3%	9.5%	8.9%	6.4%	9.2%	7.8%
Bachelor's degree	17.6%	17.5%	17.5%	16.2%	13.5%	14.8%
Graduate or professional degree	8.3%	7.9%	8.1%	7.5%	8.0%	7.7%
Percent HS graduate or higher	87.0%	88.1%	87.5%	87.8%	88.3%	88.0%
Bachelor's degree or higher	25.9%	25.4%	25.6%	23.7%	21.4%	22.5%
25 to 34 years	64,160	65,786	129,946	3,757	3,538	7,295
HS graduate or higher	86.0%	90.9%	88.5%	88.7%	89.4%	89.0%
Bachelor's degree or higher	23.2%	31.2%	27.2%	18.5%	15.9%	17.2%
35 to 44 years	57,570	59,599	117,169	4,637	5,101	9,738
HS graduate or higher	88.9%	91.0%	89.9%	91.9%	90.9%	91.4%
Bachelor's degree or higher	26.6%	30.1%	28.4%	24.6%	27.1%	25.9%
45 to 64 years	108,379	118,761	227,140	10,883	11,626	22,509
HS graduate or higher	88.8%	89.8%	89.3%	88.1%	92.2%	90.2%
Bachelor's degree or higher	26.4%	24.0%	25.1%	21.7%	22.3%	22.0%
65 years and over	40,333	57,061	97,394	5,711	6,370	12,081
HS graduate or higher	80.8%	78.1%	79.2%	83.3%	78.2%	80.6%
Bachelor's degree or higher	28.0%	16.6%	21.3%	30.0%	18.5%	23.9%

6   Source: U.S. Census, 2008-2012 American Community Survey 5-Year Estimates
7   Source: U.S. Census Bureau (AFF), S1501: Educational Attainment, 2008-2012 American Community Survey 5-Year Estimates. Note: Data are based on a sample and are subject to sampling variability. Each Survey estimate is accompanied by the upper and lower bounds of the 90 percent confidence interval. In addition to sampling variability, the ACS estimates are subject to non-sampling error which is not represented in the table values.

GROWTH PROJECTIONS

Population growth in the college service area is depicted in Figure 2. As shown, the combined population is expected to grow past 1,000,000 sometime between 2015 and 2020.
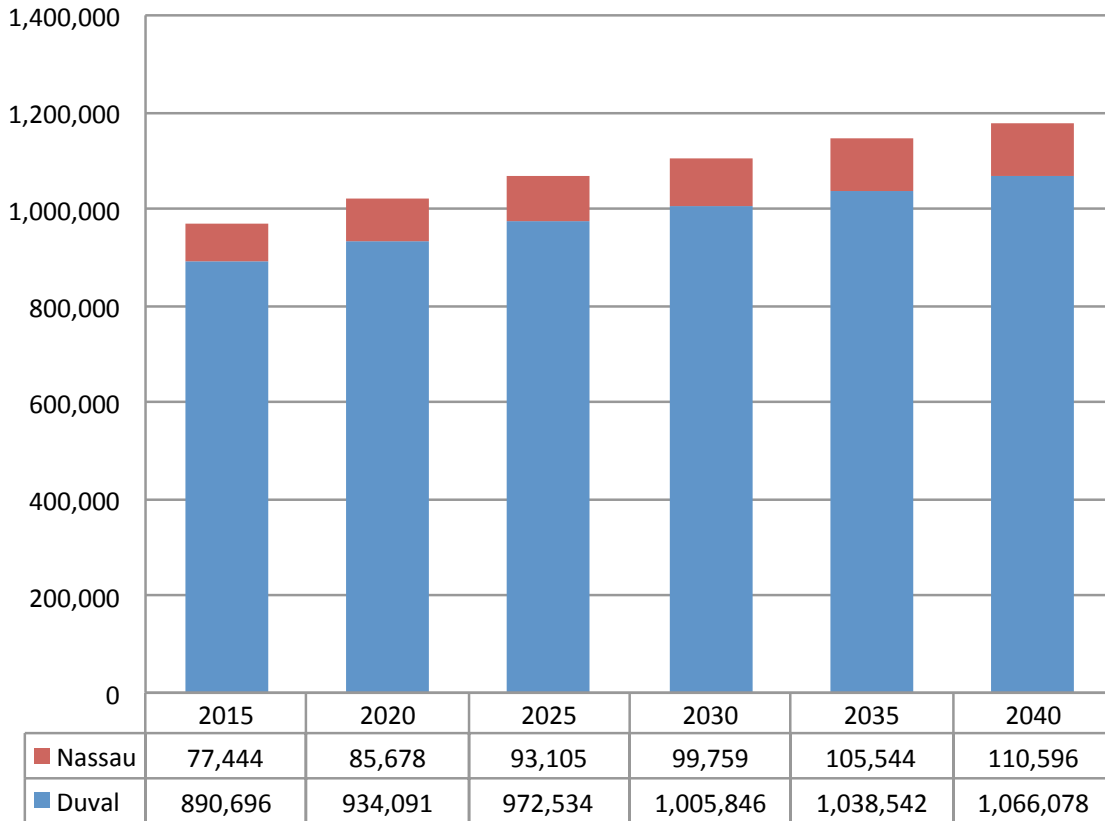
	2015	2020	2025	2030	2035	2040
■ Nassau	77,444	85,678	93,105	99,759	105,544	110,596
■ Duval	890,696	934,091	972,534	1,005,846	1,038,542	1,066,078

Figure 2. Population Growth Projections for College Service Area[8]

ECONOMIC AND WORKFORCE INDICATORS

Table 3 displays a breakdown of poverty rates in the service area by educational attainment and gender. As shown, poverty rates generally decline with higher levels of educational attainment.

Table 3. Poverty Rates by Educational Attainment Level and Gender[9]

Poverty Rate*	Duval			Nassau		
	Male	Female	Total	Male	Female	Total
Less than high school graduate	24.6%	30.5%	27.6%	11.5%	28.5%	20.2%
H.S. graduate (includes equivalency)	12.5%	16.8%	14.7%	7.3%	14.3%	10.8%
Some college or Associate's degree	7.8%	12.2%	10.2%	5.9%	8.1%	7.1%
Bachelor's degree or higher	4.6%	4.9%	4.7%	4.5%	4.5%	4.5%

*Population 25 years and over for whom poverty status is determined by educational attainment level

Table 4 contains the median annual earnings in the service area by educational attainment level and gender. Median earnings tend to increase with educational attainment.

Table 4. Median Annual Earnings by Educational Attainment Level and Gender [10]

Median Earnings**	Duval			Nassau		
	Male	Female	Total	Male	Female	Total
Population 25 years and over with earnings	38,720	30,440	34,102	41,110	27,815	34,583
Less than high school graduate	21,368	15,722	18,495	29,672	14,542	22,656
H.S. graduate (includes equivalency)	31,833	24,074	27,869	40,532	24,944	31,924
Some college or Associate's degree	38,576	30,212	33,230	41,711	26,949	32,442
Bachelor's degree	54,341	40,826	45,171	47,857	35,597	41,500
Graduate or professional degree	72,850	50,819	60,428	80,465	59,767	65,136

**Past 12 months, 2012 inflations-adjusted dollars

[9]   Poverty rate for population 25 years and over for whom poverty status is determined by educational attainment level. Source: U.S. Census Bureau (AFF), S1501: Educational Attainment, 2008-2012 American Community Survey 5-Year Estimates. Note: Data are based on a sample and are subject to sampling variability. Each Survey estimate is accompanied by the upper and lower bounds of the 90 percent confidence interval. In addition to sampling variability, the ACS estimates are subject to non-sampling error which is not represented in the table values.

[10]   Poverty rate for population 25 years and over for whom poverty status is determined by educational attainment level. Source: U.S. Census Bureau (AFF), S1501: Educational Attainment, 2008-2012 American Community Survey 5-Year Estimates. Note: Data are based on a sample and are subject to sampling variability. Each Survey estimate is accompanied by the upper and lower bounds of the 90 percent confidence interval. In addition to sampling variability, the ACS estimates are subject to non-sampling error which is not represented in the table values.

Table 5 displays housing and income information for the service area. In addition to the number of housing units for each county, homeownership rates, median values, average number of persons per household, and median household income are shown.

Table 5. Service Areas Housing and Income [11]

Housing and Income	Duval	Nassau	Florida
Housing units, 2013	392,604	35,342	9,047,612
Homeownership rate, 2008-2012	62.2%	79.2%	68.1%
Housing units in multi-unit structures, percent, 2008-2012	29.4%	13.6%	30.1%
Median value of owner-occupied housing units, 2008-2012	$161,200	$195,300	$170,800
Households, 2008-2012	330,302	27,463	7,147,013
Persons per household, 2008-2012	2.57	2.64	2.58
Per capita income in past 12 months (2012 dollars), 2008-2012	$26,170	$29,490	$26,451
Median household income, 2008-2012	$48,906	$57,163	$47,309
Persons below poverty level, percent, 2008-2012	15.8%	11.1%	15.6%

Table 6 displays business establishment information for the service area including private (nonfarm) establishments, employment, and percentage change for both Duval and Nassau counties.

Table 6. Service Areas Business Establishments [12]

Business Establishments	Duval	Nassau	Florida
Private nonfarm establishments, 2012	23,538	1,653	502,414
Private nonfarm employment, 2012	397,214	15,248	6,932,382
Private nonfarm employment, percent change, 2011-2012	3.8%	2.5%	3.0%
Nonemployer establishments, 2012	61,186	5,363	1,775,605

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11   Source: US Census Bureau State & County QuickFacts. (accessed August 2014)
12   Source: US Census Bureau State & County QuickFacts. (accessed August 2014)

PUBLIC HIGH SCHOOL GRADUATION RATES IN SERVICE AREA

High school graduation rates in the college service area counties are displayed in Figure 3. As shown, the rates for both Duval and Nassau counties have been steadily increasing since 2007-08.

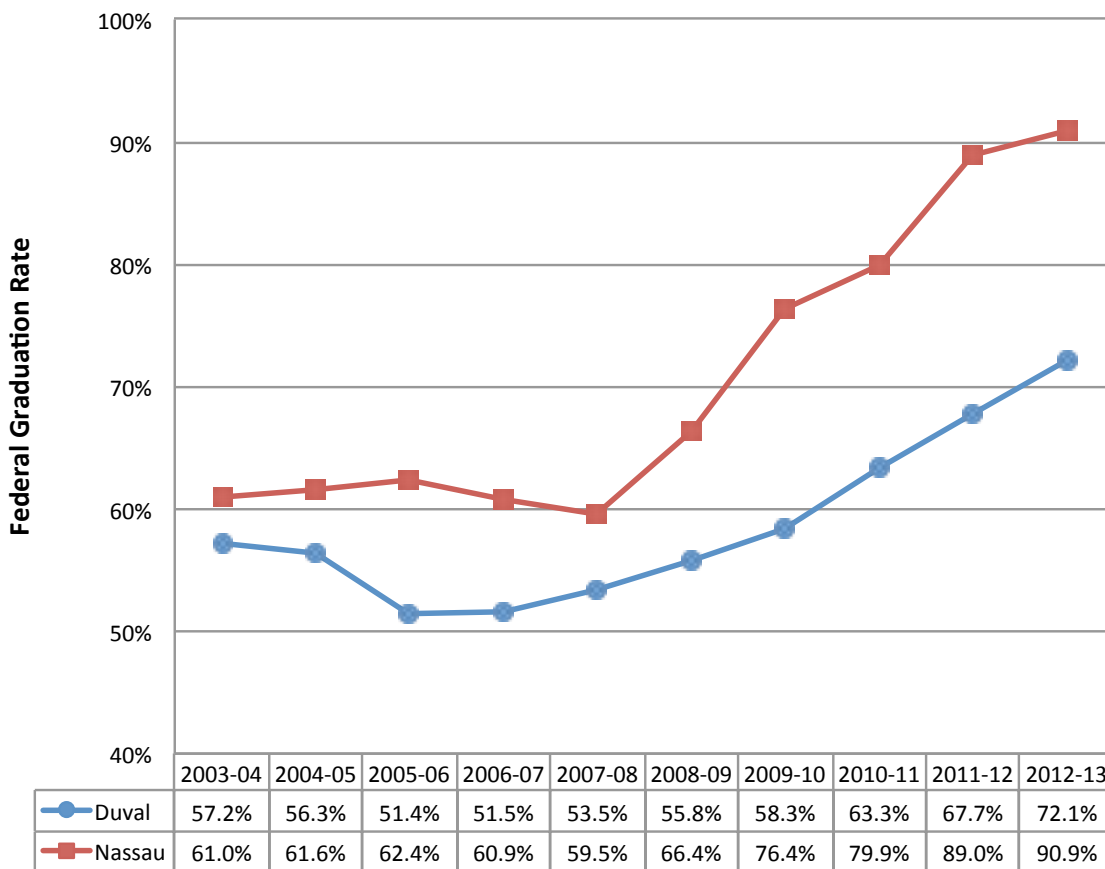**For Additional Information About Public School Performance**

Click Here

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Duval	57.2%	56.3%	51.4%	51.5%	53.5%	55.8%	58.3%	63.3%	67.7%	72.1%
Nassau	61.0%	61.6%	62.4%	60.9%	59.5%	66.4%	76.4%	79.9%	89.0%	90.9%

Figure 3. High School Graduation Rates for Duval and Nassau Counties [13]

PUBLIC HIGH SCHOOL GRADUATION PROJECTIONS

The projected public high school graduation count for Duval County is charted in Figure 4. As shown, the standard high school diploma count is expected to rise through 2015-16 and then plateau into 2016-2017. A similar view for Nassau county public high schools is shown in Figure 5. The combined total projections for the service area is shown (as a stacked bar chart) in Figure 6.
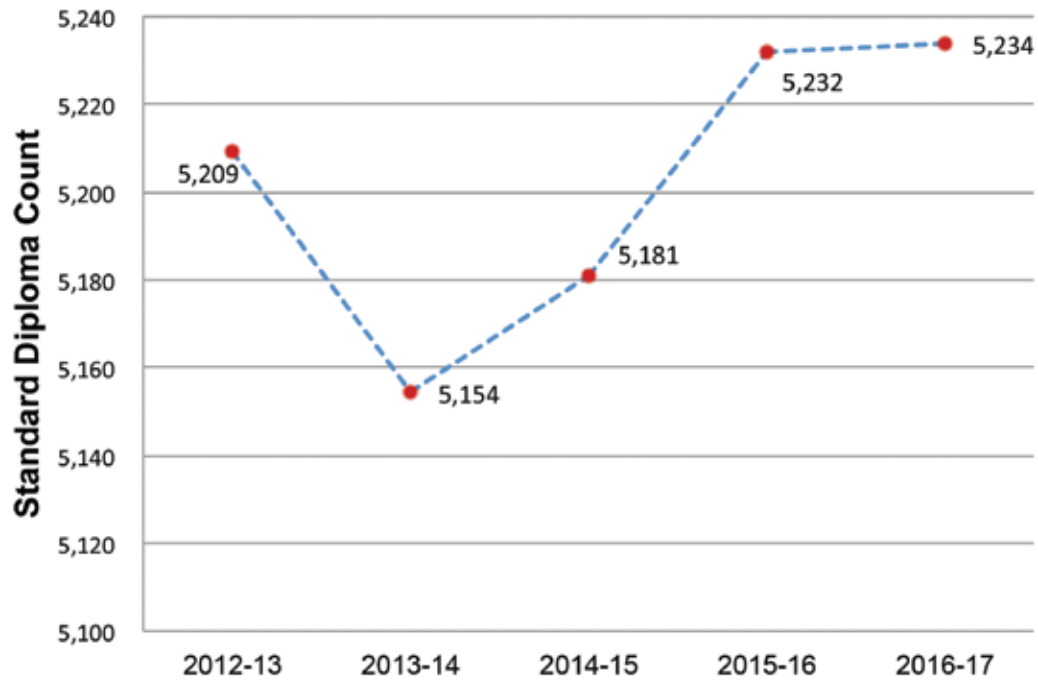

Figure 4. Duval County Public High School Graduate Projection [14]

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14   Source: Florida Department of Education, Projected Florida HS Graduates (accessed 8/17/14)
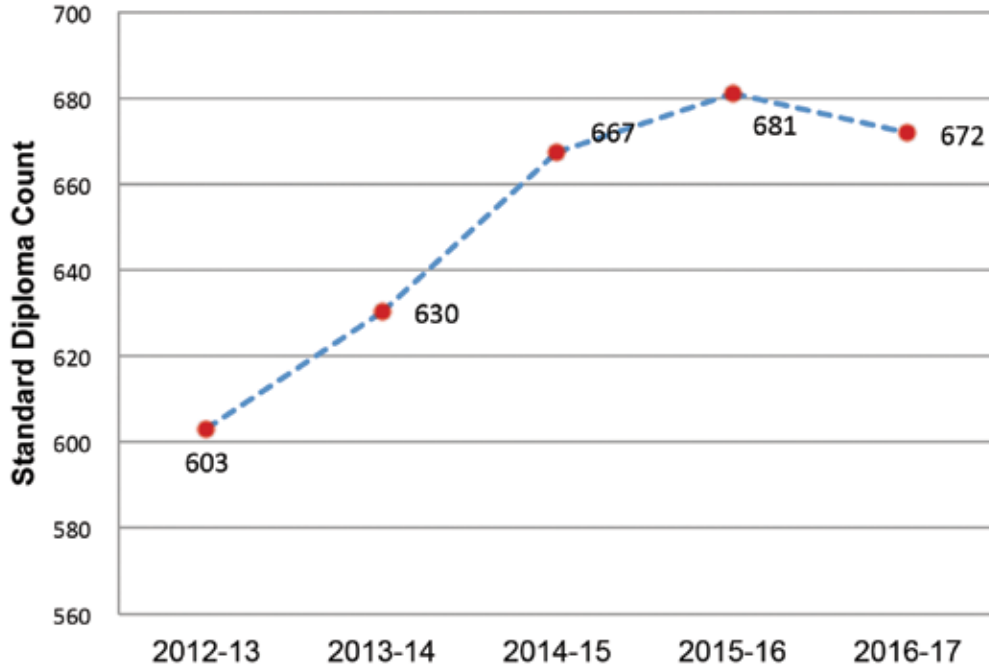
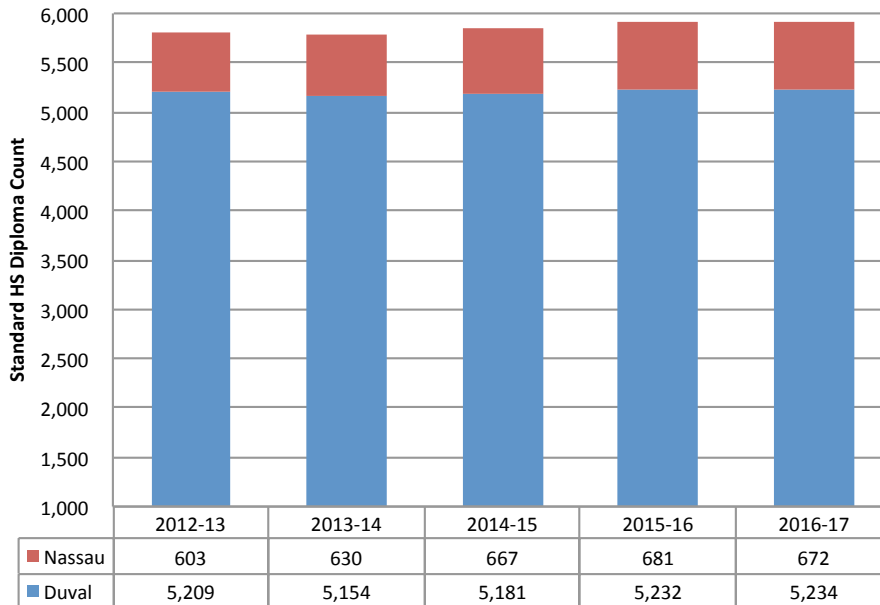**Figure 5. Nassau County Public High School Graduate Projection** [15]

	2012-13	2013-14	2014-15	2015-16	2016-17
■ Nassau	603	630	667	681	672
■ Duval	5,209	5,154	5,181	5,232	5,234

Figure 6. Combined Public High Schools Graduate Projection for the Service Area [16]

Section 3

- Demographic Overview and Data
- Geographic Dispersion
- Student Gender
- Student Race and Ethnicity
- Student Age
- Full- and Part-Time Enrollment
- First Time in College/Dual Enrollment

STUDENT DEMOGRAPHICS

DEMOGRAPHIC OVERVIEW AND DATA

The student demographic characteristics presented in this section specifically reference fall 2013 beginning-of-term data. The fall, beginning-of-term data set consists of an unduplicated count of 28,134 students enrolled at FSCJ during that period. These data are also used and reported by both the State of Florida (Florida College System) and the U.S. Department of Education via the Integrated Post-secondary Education Data System (IPEDS)[17] to report student demographic characteristics at participating American post-secondary institutions.

College-wide by gender, 59% of students are female and 41% are male. The median age is 23.8 years and the mean (calculated as of as of September 1, 2013) is 27.5 years. Approximately two-thirds (67.2%) of students were enrolled on a Part-Time basis. College-wide, 13.8% of students were categorized as either First-Time-in-College (FTIC) or FTIC Dual Enrollment (DE)[18] /Early Admission (EA) [19].

In comparison to the Florida College System, race and ethnicity percentages at FSCJ show both similarities and differences. The percentage of students identified as White at FSCJ is 48% compared to 45% system-wide. The percentage of students identified as Black at FSCJ is 26% compared to 18% system-wide. The percentage of students identified as Hispanic at FSCJ is 6.4% compared to 25.6% system-wide. The percentage of students identified as Two or More Races at FSCJ is 1.8% compared to 1.8% system-wide. Further breakdowns of these values (e.g., by race and ethnicity as well as gender) are provided later in this section as well as in Appendix 5.

Next, the geographic location of students (by zip code of record) is examined. Figure 7 is map of student zip code location on the contiguous U.S. mainland and Figure 8 shows service area detail using local zip codes. Regarding state residency, the proportion of students classified as Florida residents for fall 2013 was 92%.

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17   The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based data collection system. IPEDS currently consists of the following components: Institutional Characteristics (IC); 12-month Enrollment (E12);Completions (C); Human Resources (HR) composed of Employees by Assigned Position (EAP), Fall Staff (S),and Salaries (SA); Fall Enrollment (EF); Graduation Rates (GRS); Finance (F); and Student Financial Aid (SFA).

18   A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.

19   A policy under which students who have not completed high school are admitted to and enrolled Full-Time in college, usually after completion of their junior year.
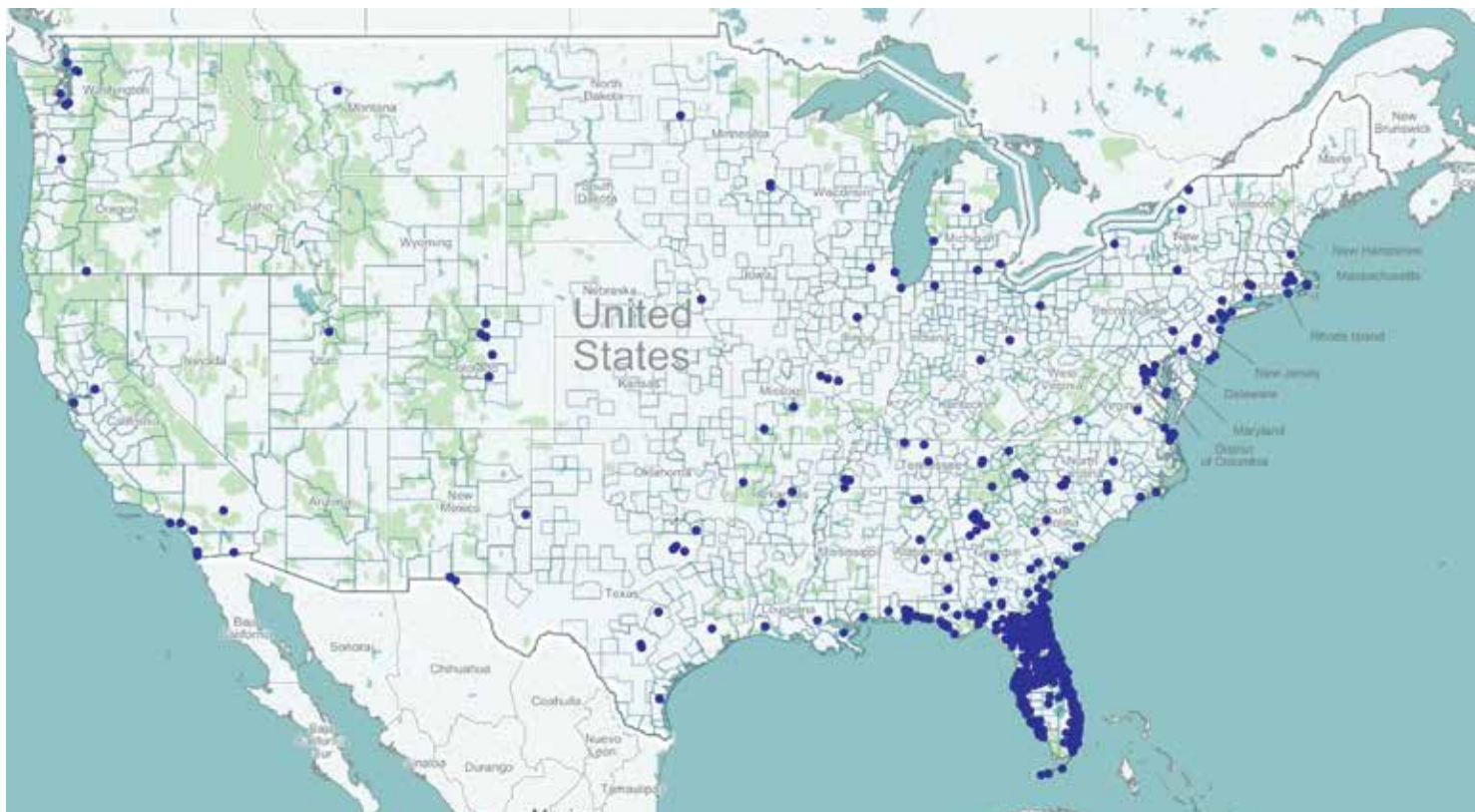
GEOGRAPHIC DISPERSION

Figure 7. Student Locations by Zip Code (Contiguous U.S. Mainland)[20]

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20   Each dot represents at least one student zip code (although those in Florida represent many more than one student each) as stated in the FSCJ Orion system and
matched to the 2013 fall (beginning-of-term) FLDOE/IPEDS demographic cohort (DE1004 Fee Classification Residency. Most students (92% of the total) are classified as FL Residents.
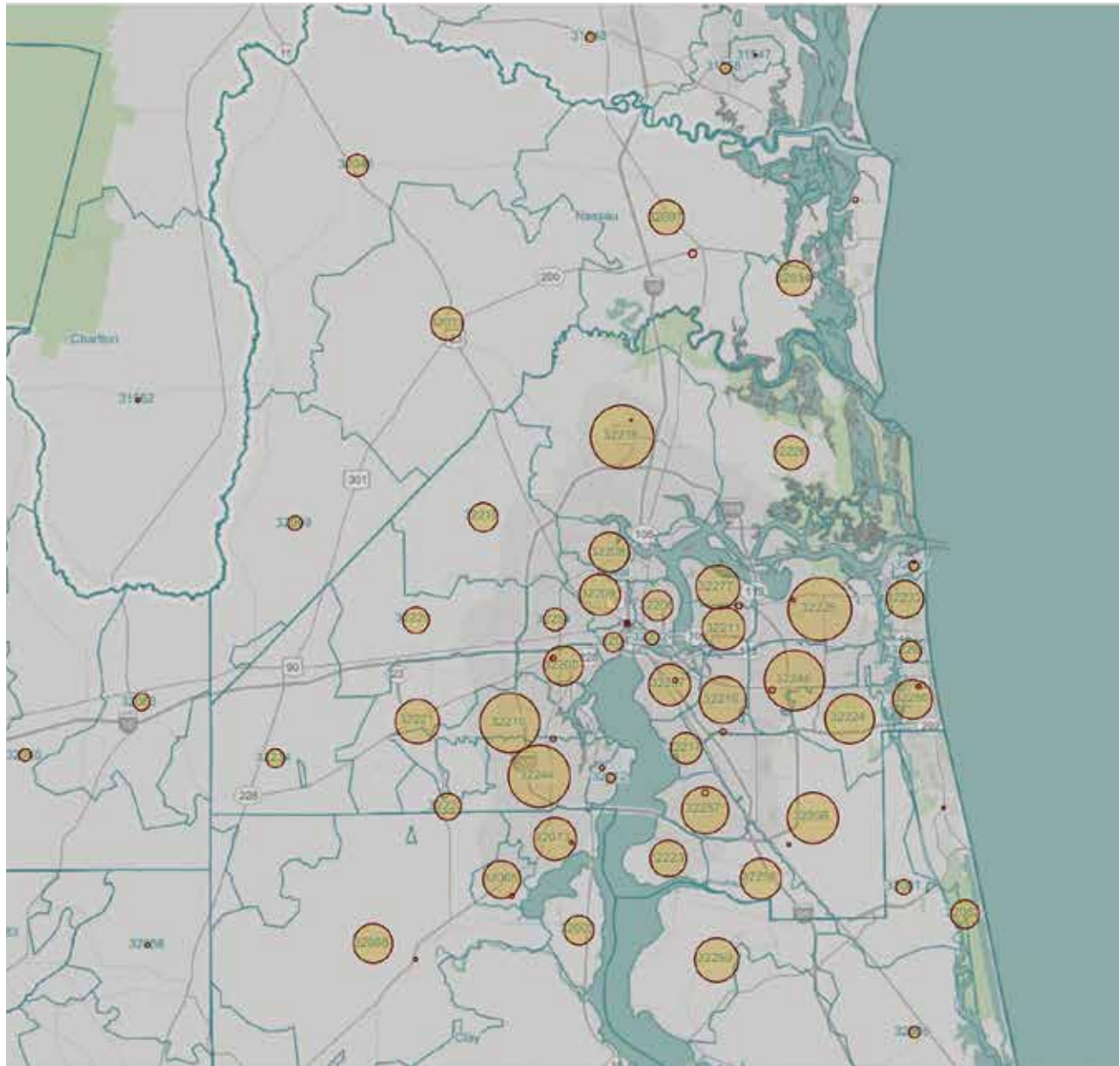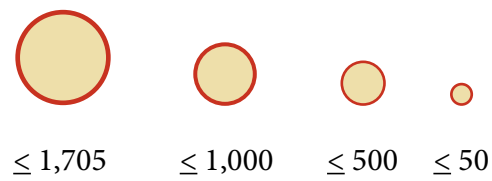
Figure 8. Service Area Detail of Local Student Population Zip Code Locations

≤ 1,705   ≤ 1,000   ≤ 500   ≤ 50

As shown in Figure 9, the top six zip codes (containing student counts over 1,000) include 32225 (1,561), 32218 (1,560), 32244 (1,506), 32246 (1,407), 32210 (1,383), and 32256 (1,014).
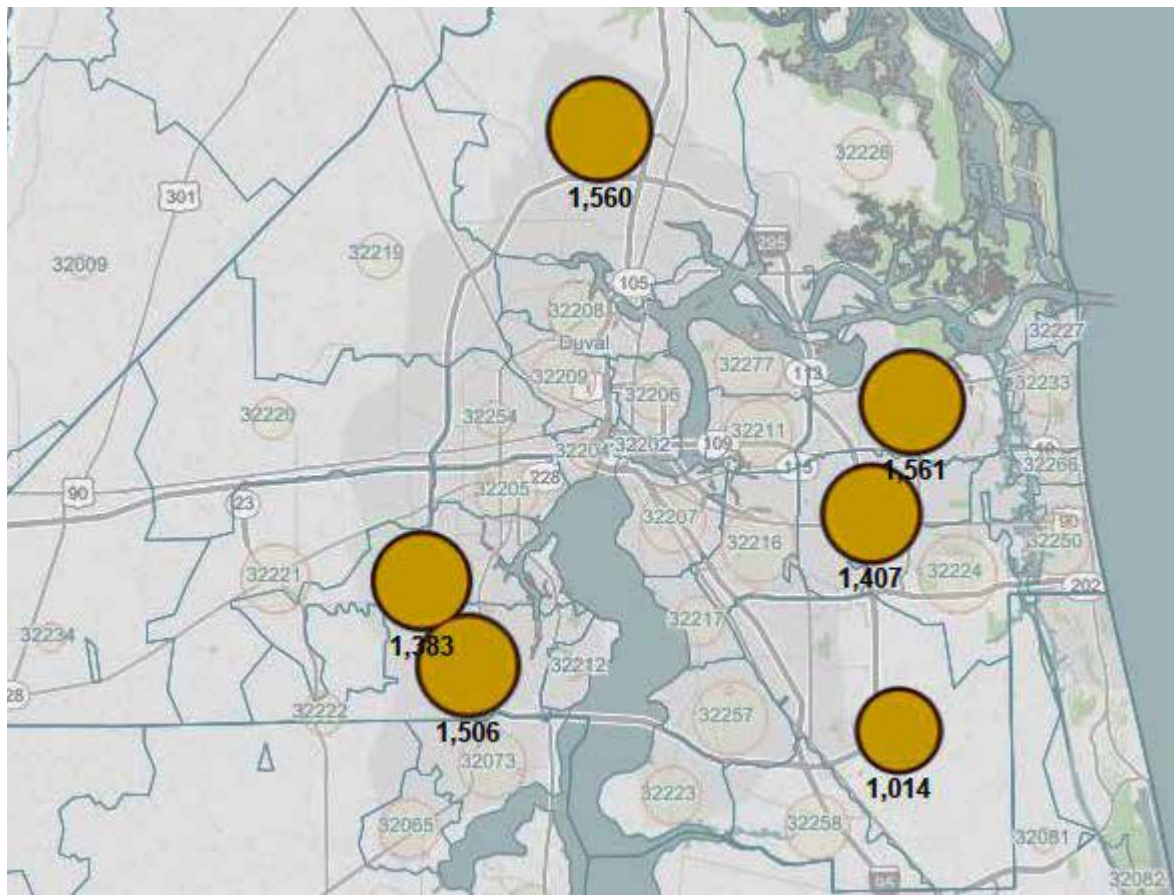

Figure 9. Top Six Highest Local Student Population Zip Code Locations (>1,000 Students)

STUDENT GENDER

College-wide, the percentage of females is nearly 60% and the percentage of males is just over 40%. [21] Table 7 shows counts and percentages of student gender by campus/center and college-wide. Figure 10 is a 100% stacked bar chart of student gender by campus/center and college-wide.

Table 7. Student Gender College-Wide and by Campus/Center

| | Student Gender | | | | |
Campus/Center	Female	Percent of Campus Total	Male	Percent of Campus Total	Campus Total
Cecil	112	27.8%	291	72.2%	403
Deerwood	1,184	56.5%	910	43.5%	2,094
Downtown	1,582	48.6%	1,676	51.4%	3,258
Kent	2,786	58.8%	1,952	41.2%	4,738
Military *	62	45.9%	73	54.1%	135
Nassau	354	64.4%	196	35.6%	550
North	2,699	68.0%	1,268	32.0%	3,967
Open	4,436	69.0%	1,993	31.0%	6,429
South	3,374	51.6%	3,167	48.4%	6,541
College-Wide	**16,589**	**59.0%**	**11,526**	**41.0%**	**28,115****

* Military includes students located at NAS Jacksonville and Mayport Naval Station
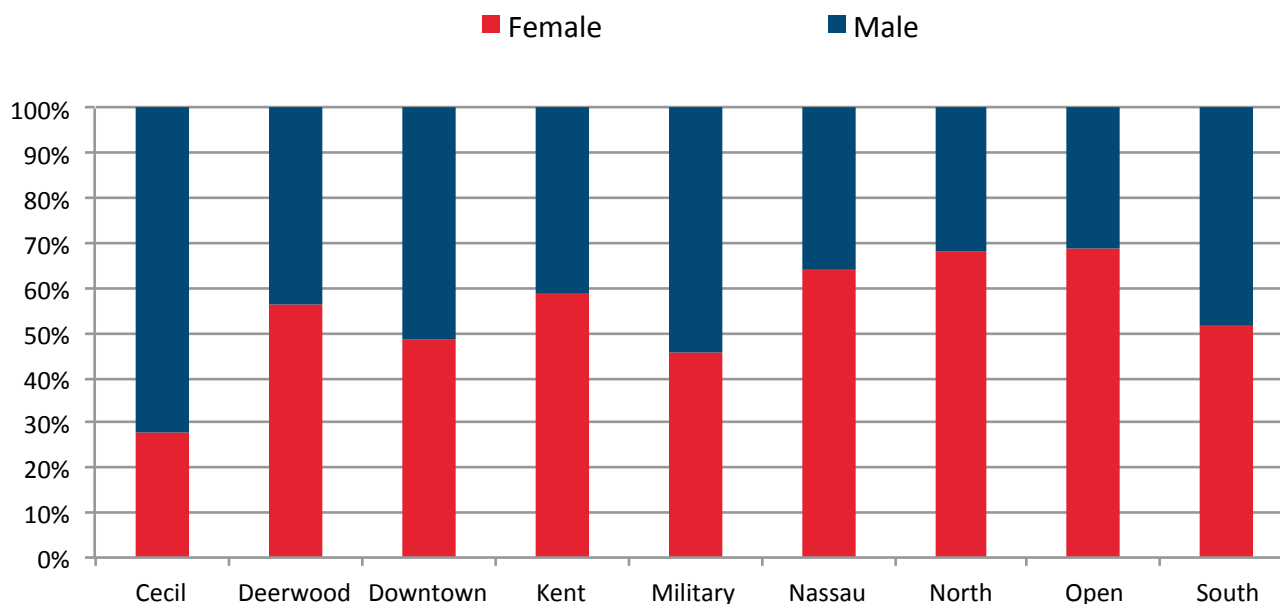
Figure 10. Student Gender College-Wide and by Campus/Center (100% Stacked) Bar Chart

STUDENT RACE AND ETHNICITY

The demographic characteristics presented here specifically reference fall 2013 beginning-of-term information based on an unduplicated student count of 28,134. [22] Figure 11 is a demographic snapshot of the College by student race and ethnicity. The percentages and descriptive categories shown correspond with both state and federal (IPEDS) measures based on fall 2013 beginning-of-term counts, however, these do not include students in such programs as Adult Education, Continuing Workforce Education, or General Education Development (GED) Preparation. [23]
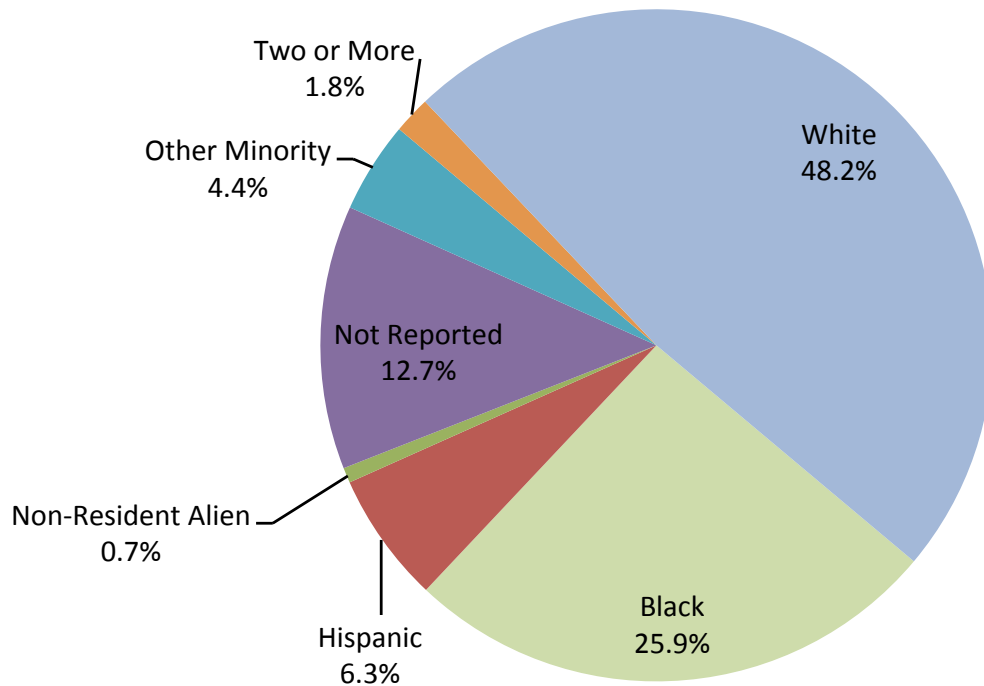

Figure 11. College-Wide Student Race and Ethnicity (fall, beginning of term)

In addition to race and ethnicity, several other student demographic characteristics are presented and compared. These include student gender, age (mean, median), citizenship, Full-Time/Part-Time enrollment status, First-Time-in-College (FTIC), and FTIC Dual Enrollment/Early Admission Status.

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22   Source: IPEDS EF2 Cohort file for Fall 2013 and ORION via SSMS. This file contains a total of 28,134 student records of known gender. The IPEDS EF2 co-hort file for Fall 2013 and was matched to ORION data to include student home campus and student birthdate (DOB) using SRMIS Imports Tables: ST_ACD-MC_HIST_A_154; ST_STDNT_A_125; ST_STDNT_TERM_A_236 (local file: K:\M6500\Documents\2013_FSCJ\00_FSCJ Fact Book\Fact Book FSCJ Data\00_fall2013_EF2demographicsNEW\FSCJ_EF2_fall2012-fall2013_combined_02_repaired.xlsx).

23   Other Minority = American Indian, Alaskan Native, Asian, Native Hawaiian, Pacific Islanders; The data set includes four classifiers for citizenship. Non-Resident Alien (A) includes students not classified as U.S. Citizen (C), Permanent Resident (P), or Unknown/Not Reported (X)

Using the IPEDS race and ethnicity categories, the relative percentages for the College can be compared to the Florida College System overall. As shown in Table 8 the College has substantially higher relative percentage of students categorized as Black and Not Reported/Unknown, and a substantially lower relative percentage of Hispanic students.

Table 8. College-State Student Race and Ethnicity Comparisons [24]

Student Race and Ethnic	Florida State College at Jacksonville		Florida College System	
	Count	Percentage	Count	Percentage
Black	7,291	25.9%	83,666	18.0%
Hispanic	1,769	6.3%	118,821	25.6%
Non-Resident Alien	205	0.7%	8,891	1.9%
Not Reported	3,569	12.7%	22,398	4.8%
Other Minority	1,236	4.4%	14,099	3.0%
Two or More	504	1.8%	8,552	1.8%
White	13,560	48.2%	208,386	44.8%
Total	**28,134**	**100.0%**	**464,813**	**100.0%**

Further breakdowns and more detailed comparisons were made using locally extracted college data matched to the EF2 federal cohort.[25]   Using the extracted data set, additional demographic details, both college-wide and for each (aggregated) main campus/center location, are examined and compared next. Table 9 contains race and ethnicity counts by campus using the same category definitions as reported by the Florida Department of Education.[26] These categories combine American Indian or Alaska Native, Asian, and Native Hawaiian or Pacific Islander as "Other Minority" for IPEDS reporting purposes. Campus percentages are shown in Figures 12 through 21.

Table 9. Race and Ethnicity Campus Counts (fall, beginning of term)[27] [28]

Campus/Center	Black	Hispanic	Resident	Not Reported	Other Minority	Two or More	White	Row Totals	Percent (College-Wide)
Cecil Center	78	35	1	46	13	9	221	**403**	1.4%
Deerwood Center	302	173	21	277	104	50	1,167	**2094**	7.4%
Downtown Campus	1,341	190	86	373	125	37	1,106	**3258**	11.6%
Kent Campus	1,417	310	20	482	225	122	2,162	**4738**	16.8%
Military *	49	12		14	7	2	51	**135**	0.5%
Nassau Center	35	17		138	8	5	347	**550**	2.0%
North Campus	1,492	153	16	557	158	52	1,539	**3967**	14.1%
Open Campus	1,522	378	13	726	225	83	3,482	**6429**	22.9%
South Campus	1,048	499	48	955	371	143	3,477	**6541**	23.2%
Unknown	7	2		1		1	8	**19**	0.1%
Column Totals	**7,291**	**1,769**	**205**	**3,569**	**1,236**	**504**	**13,560**	**28,134**	
College-Wide	**25.9%**	**6.3%**	**0.7%**	**12.7%**	**4.4%**	**1.8%**	**48.2%**		

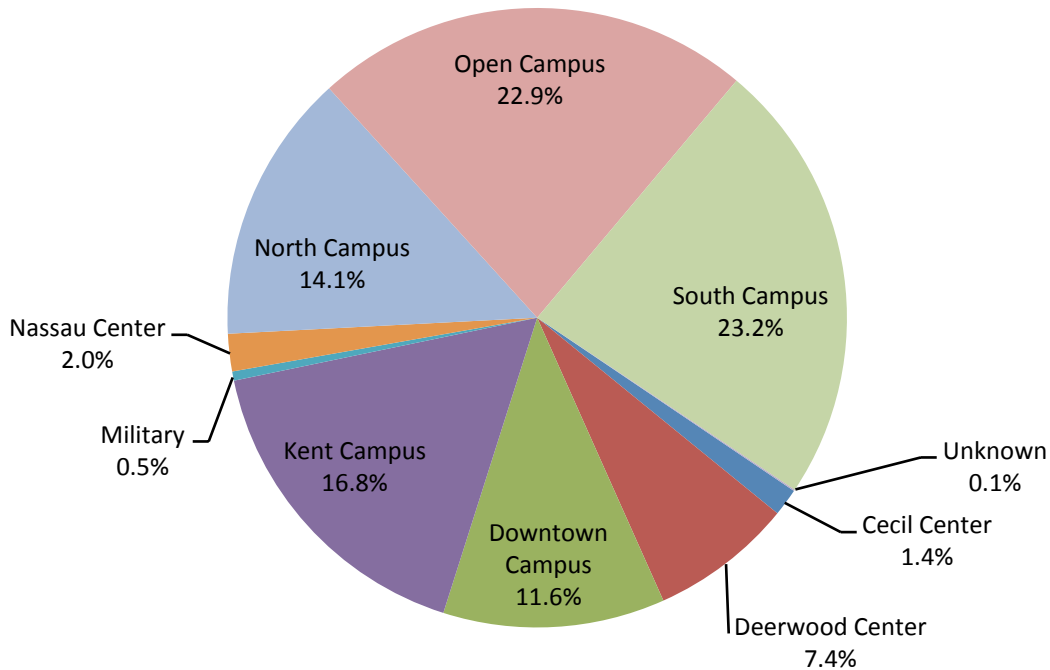* Military includes students located at NAS Jacksonville and Mayport Naval Station

Figure 12. Percentages for Main Campus/Center Locations (2013 fall, beginning of term) [27] [28]

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27   Source: Federal IPEDS EF2 based on data from the 2013-14 Student Data Base Fall Beginning-of-Term (n=28,134). Race and Ethnicity categories are adjusted to match those used by FLDOE/FCS (fact book). "Other minority" includes American Indian, Alaskan Native, Asian, Hawaiian, Pacific Islanders.

28   In addition to campus/center-based online, (x7300) , DTC includes 23 other distinct physical locations), North Campus also includes 10 other distinct physical locations, Kent Campus also includes 1 other distinct physical location, South Campus count also includes 7 other distinct physical locations, DWC also includes 3 other distinct physical locations. Many of these additional locations consist of area high schools, hospitals, and UNF.
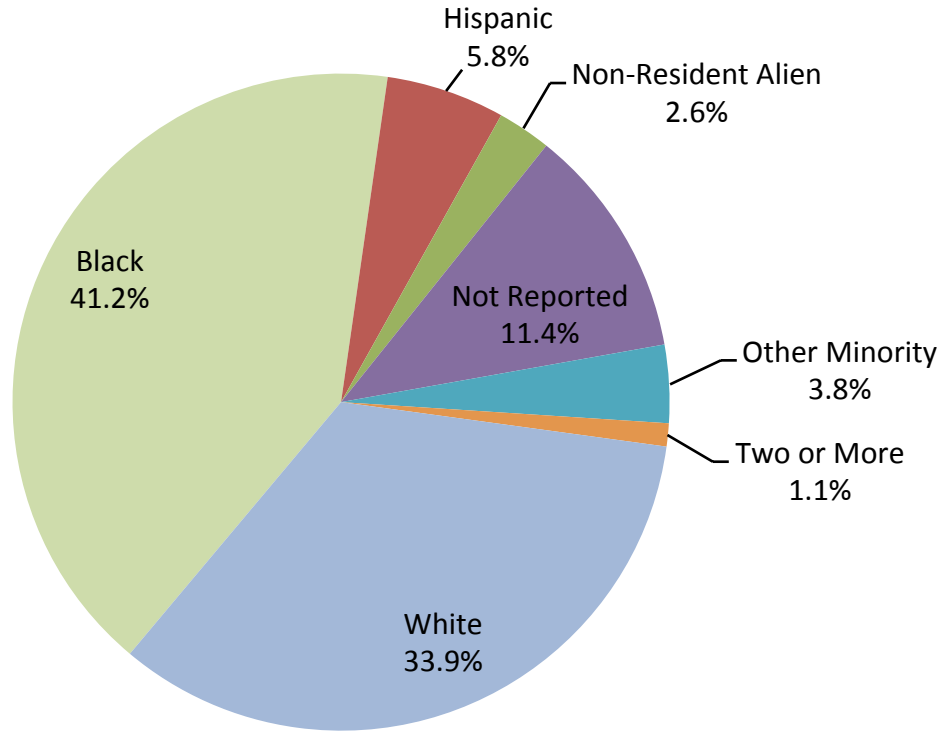
Figure 13. Downtown Campus Race and Ethnicity (fall, beginning of term)
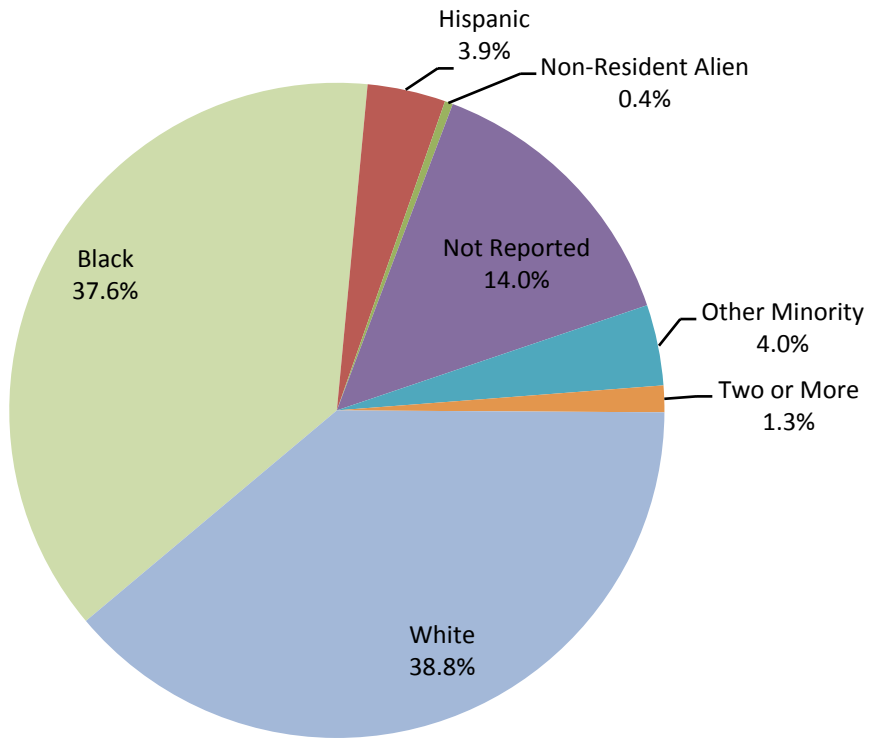
Figure 14. North Campus Race and Ethnicity (fall, beginning of term)
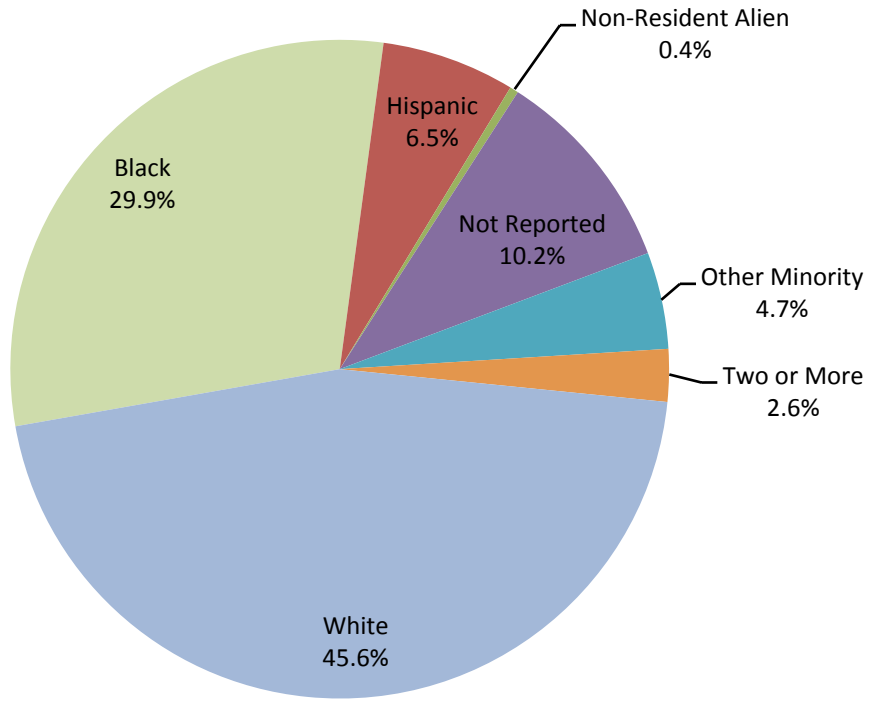
Figure 15. Kent Campus Race and Ethnicity (fall, beginning of term)

Kent Campus pie chart values:
- Non-Resident Alien 0.4%
- Hispanic 6.5%
- Black 29.9%
- Not Reported 10.2%
- Other Minority 4.7%
- Two or More 2.6%
- White 45.6%
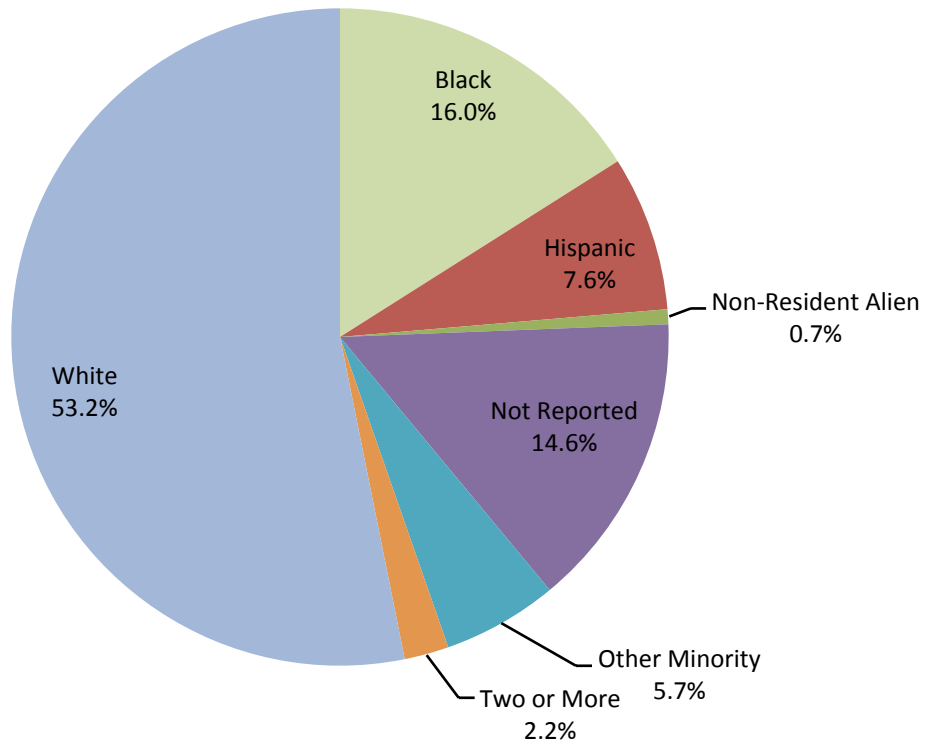
Figure 16. South Campus Race and Ethnicity (fall, beginning of term)

South Campus pie chart values:
- Black 16.0%
- Hispanic 7.6%
- Non-Resident Alien 0.7%
- Not Reported 14.6%
- Other Minority 5.7%
- Two or More 2.2%
- White 53.2%

Figure 17. Open Campus Race and Ethnicity (fall, beginning of term)

Figure 18. Deerwood Center Race and Ethnicity (fall, beginning of term)

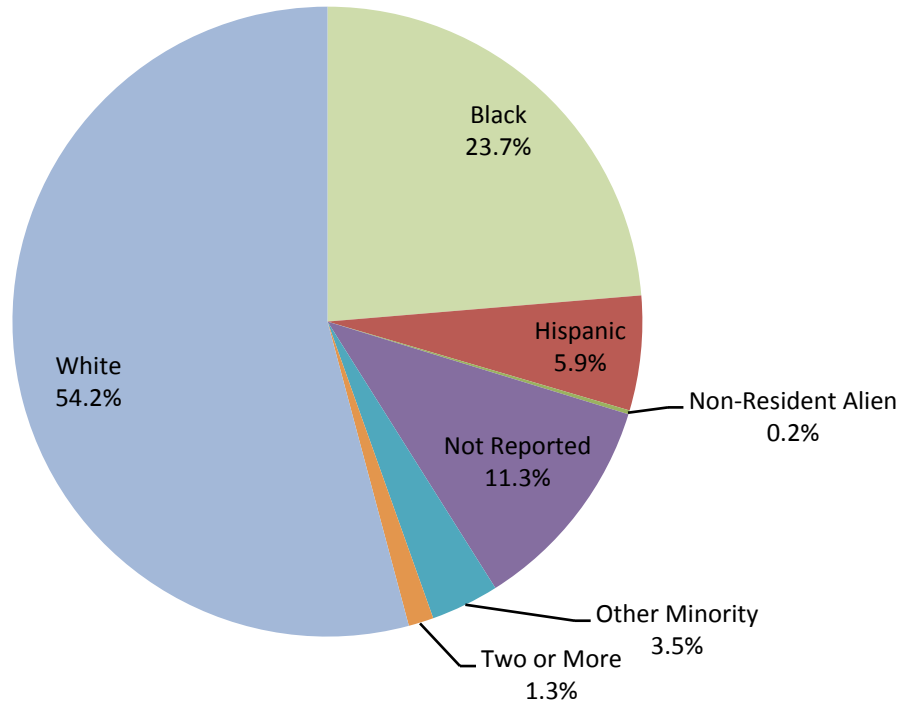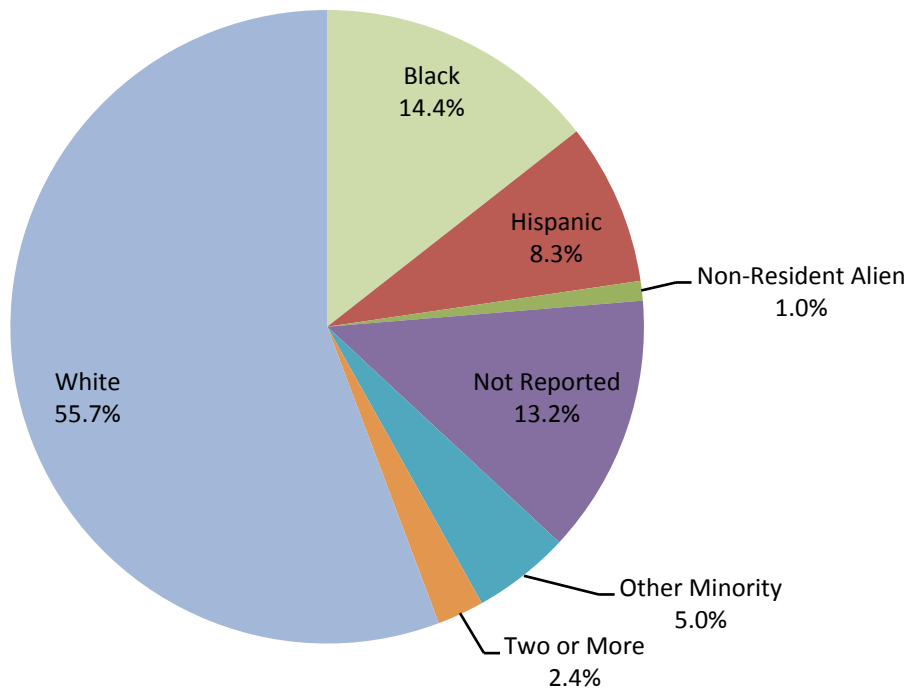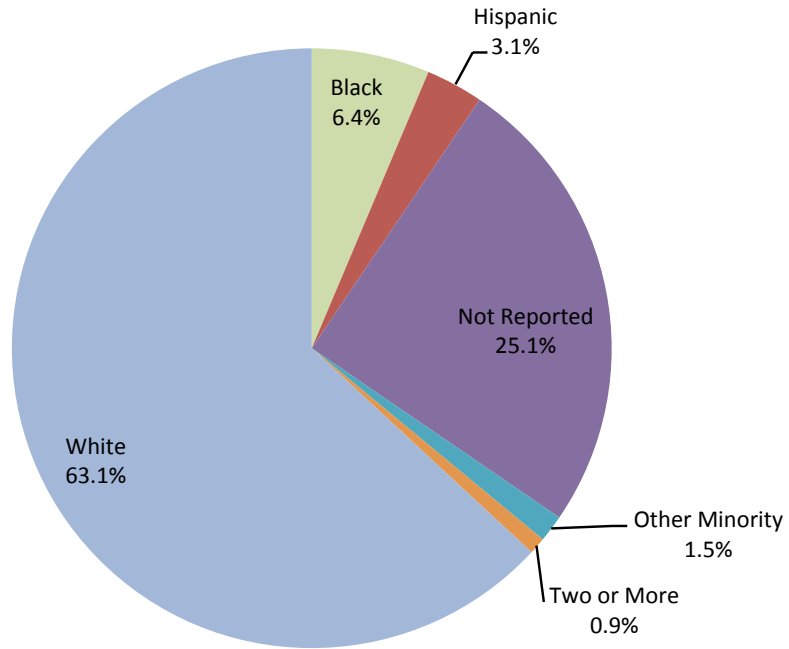**Figure 19. Nassau Center Race and Ethnicity (fall, beginning of term)**
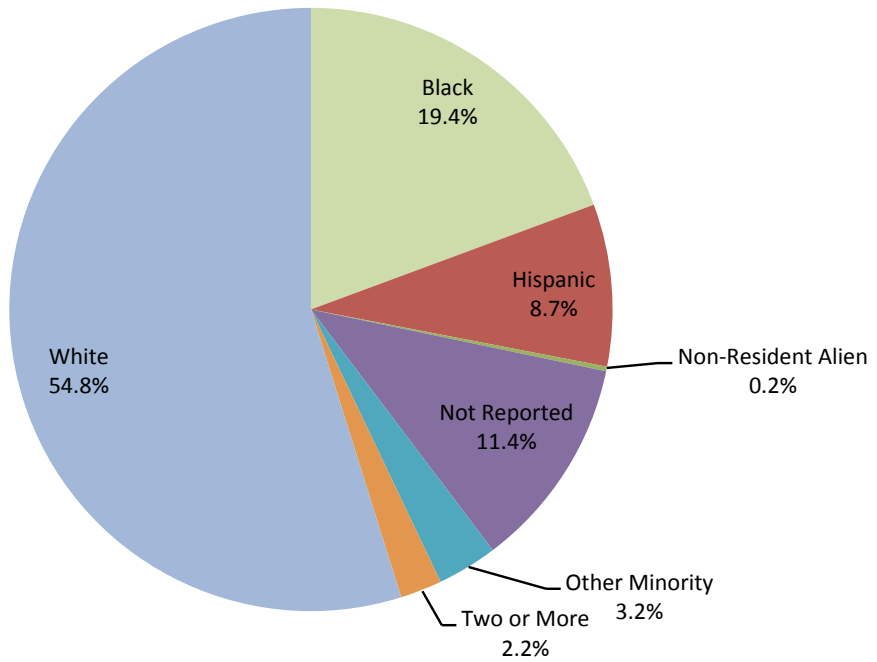
Figure 20. Cecil Center Race and Ethnicity (fall, beginning of term)
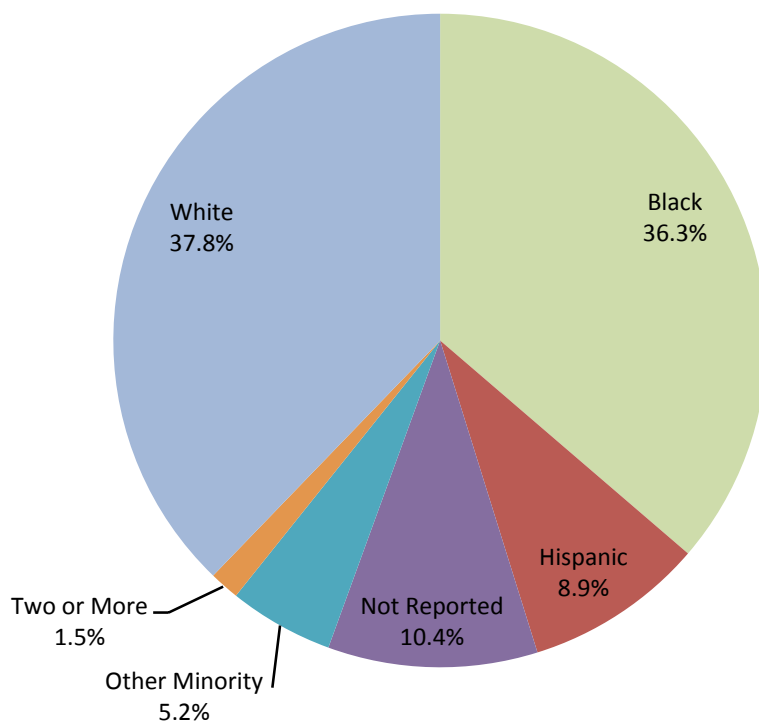
Figure 21. Military Race and Ethnicity (fall, beginning of term)[29] [30]

Table 10. Student Race and Ethnicity by Gender College-Wide Counts and Percentages [31]

Race and Ethnicity	Female	Percent of Row Total	Student Gender Male	Percent of Row Total	Row Total
Black	4,737	65.0%	2,554	35.0%	7,291
Hispanic	1012	57.2%	757	42.8%	1,769
Non-Resident Alien	142	69.3%	63	30.7%	205
Not Reported	1,986	55.6%	1,583	44.4%	3,569
Other Minority	715	57.8%	521	42.2%	1,236
Two or More	293	58.1%	211	41.9%	504
White	7,717	56.9%	5,843	43.1%	13,560
College-Wide	**16,602**	**59.0%**	**11,532**	**41.0%**	**28,134**
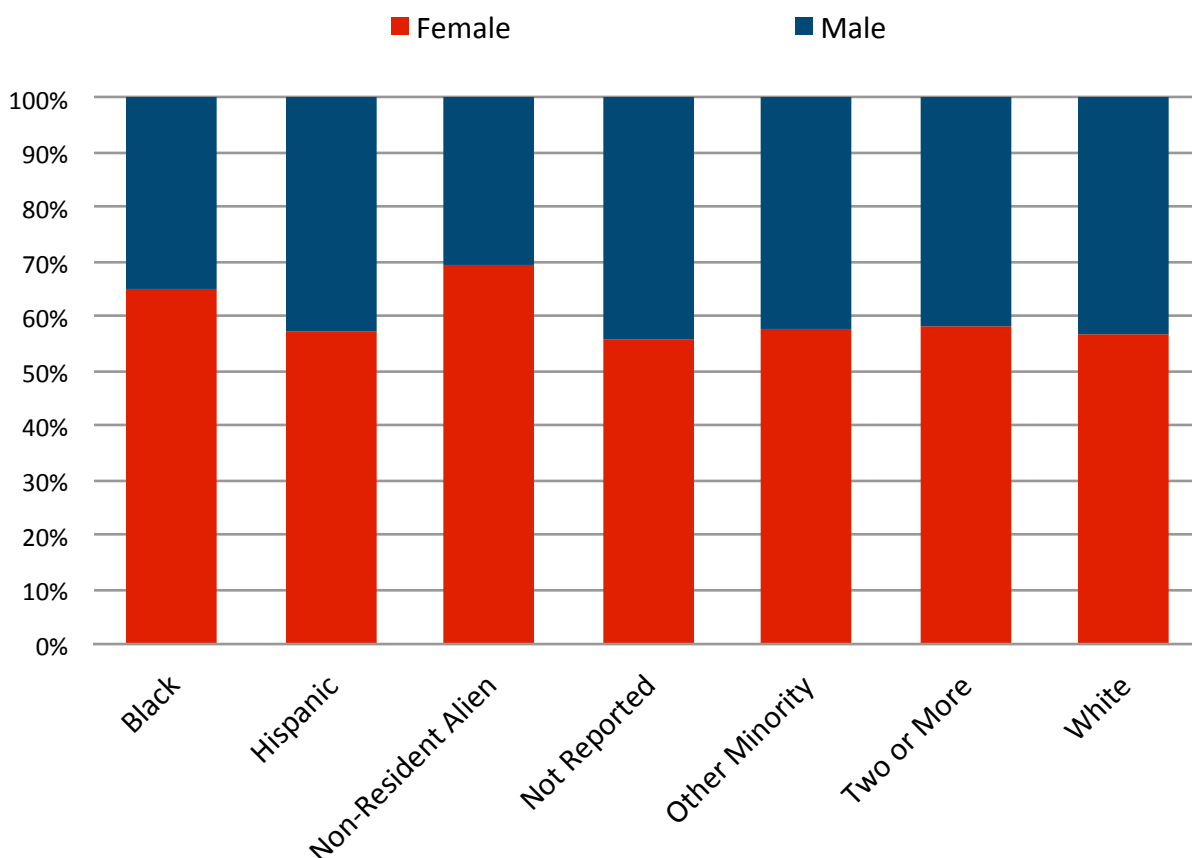
Figure 22. Student Race and Ethnicity by Gender College-Wide (100% Stacked) Bar Chart

31   Source: Federal IPEDS EF2 based on data from the 2013-14 Student Data Base Fall Beginning-of-Term (n=28,134). FLDOE 2014 Fact Book 1.2F Race and Ethnicity Fall Headcount Enrollment Race and Ethnicity categories are adjusted to match those used by FLDOE/FCS (fact book). "Other minority" includes American Indian, Alaskan Native, Asian, Hawaiian, Pacific Islanders.

STUDENT AGE

The average (mean) student age at the College is 27.5 years (calculated as of as of September 1, 2013). The median age is 23.8 years. As detailed in Table 11 South Campus and Nassau Center have the youngest students and Downtown Campus has the oldest students. [32] The overall (college-wide) student age distribution, and all individual campus/center distributions are positively skewed. [33] The college-wide standard deviation is 10.1 years with the smallest degree of variation at Deerwood Center (SD = 8.7, IQR = 8.0) and the largest degree of variation at Downtown Campus (SD = 11.8, IQR = 18.1). Kent Campus has the largest range (63 years) and Nassau Center has the smallest range (48 years). Additional age distribution statistics (both college-wide and by campus/center) are available in Appendix A5. Average student age may be further disaggregated for each campus/center by student gender. Table 12 displays the mean student age by gender for each campus/center and college-wide. Figure 23 is a bar chart of median student age by gender for each campus/center and college-wide.

Table 11. Student Age College-Wide and by Campus/Center [34]

| Location | Mean | Median | Standard Deviation | Student Age (as of 9/1/2013) | | | | | | |
				Count	Minimum	Maximum	Range	Q1*	Q3*	IQR*
Cecil Center	29.93	26.27	11.20	403	16.62	67.62	50.99	20.95	35.49	14.53
Deerwood Center	25.09	21.58	8.67	2,094	16.16	68.94	52.77	19.40	27.43	8.03
Downtown Campus	31.22	27.58	11.76	3,258	15.60	73.44	57.84	21.43	39.54	18.12
Kent Campus	26.55	22.66	10.04	4,738	15.72	78.73	63.01	19.52	30.10	10.59
Military *	30.96	27.75	9.28	135	17.13	63.82	46.69	24.25	37.88	13.62
Nassau Center	24.23	20.67	8.99	550	16.01	63.62	47.62	18.29	26.97	8.68
North Campus	27.73	24.38	10.12	3,967	15.78	77.65	61.88	19.99	32.69	12.70
Open Campus	30.00	27.27	9.69	6,429	15.49	71.63	56.13	22.49	35.29	12.80
South Campus	24.61	21.25	8.76	6,541	14.95	75.74	60.78	19.24	26.21	6.97
Unknown	27.96	25.25	10.22	19	18.08	51.00	32.91	19.31	35.28	15.97
College-Wide	**27.51**	**23.84**	**10.10**	**28,134**	**14.95**	**78.73**	**63.78**	**20.04**	**31.95**	**11.91**

* Q1 = Quartile 1 (25%-ile); Q3 = Quartile 3 (75%-ile); IQR = Inter-Interquartile Range (Q3-Q1)

* * Military includes students located at NAS Jacksonville and Mayport Naval Station

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[32] This comparison excludes the 19 students whose home campus is indeterminate and categorized as Unknown in the table.

[33] Skewness indicates the degree to which a distribution is not symmetrical (e.g., compared to a normal distribution, which has a skewness coefficient of zero). The college-wide student age distribution skewness value is +1.35 (Fisher-Pearson standardized moment coefficient).

[34] Source: Federal IPEDS EF2 based on data from the 2013-14 Student Data Base Fall Beginning-of-Term (n=28,134). FLDOE 2014 Fact Book 1.2F Race and Ethnicity Fall Headcount Enrollment

Table 12. Mean Age by Gender at Each Campus/Center and College-Wide [35]

| | Student Gender | | | | | | | |
| | Female | | | | Male | | | |
Campus/Center	Mean	Median	Minimum	Maximum	Mean	Median	Minimum	Maximum
Cecil Center	28.79	26.87	16.77	56.21	30.37	25.64	16.62	67.62
Deerwood Center	25.56	21.63	16.18	66.48	24.47	21.44	16.16	68.94
Downtown Campus	29.82	25.65	16.05	73.44	32.55	29.23	15.6	71.79
Kent Campus	26.55	22.56	15.72	78.73	26.53	22.81	15.78	75.00
Military *	30.00	27.53	18.2	63.82	31.77	28.64	17.13	62.01
Nassau Center	24.55	20.59	16.12	58.3	23.65	20.8	16.01	63.62
North Campus	28.11	24.82	15.78	77.65	26.93	23.6	15.92	68.11
Open Campus	29.98	27.1	15.49	71.63	30.03	27.58	15.67	67.39
South Campus	24.37	20.92	14.95	75.74	24.87	21.64	15.4	68.86
Unknown	29.53	22.95	18.08	51	24.55	25.71	18.25	29.77
College-Wide	**27.51**	**23.82**	**14.95**	**78.73**	**27.52**	**23.86**	**15.4**	**75**

* Includes students located at NAS Jacksonvill and Mayport Naval Station
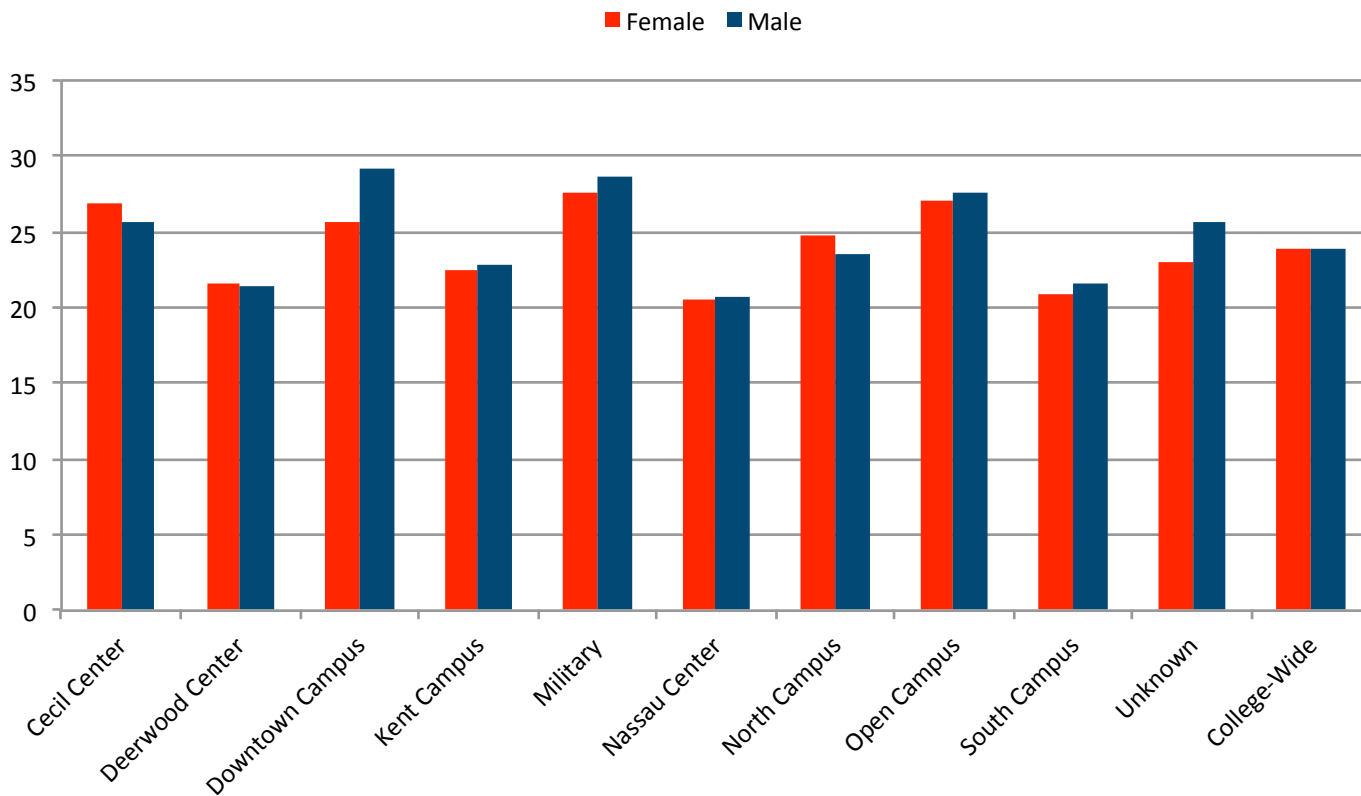
Figure 23. Median Age by Gender at Each Campus/Center and College-Wide (Bar Chart)

FLORIDA STATE COLLEGE
AT JACKSONVILLE™

FULL-TIME/PART-TIME ENROLLMENT STATUS

As shown in Figure 24, most students (67%) are enrolled Part-Time. On a campus/center basis, Cecil Center, North Campus, Downtown Campus and South Campus have the highest percentage (>35%) of Full-Time students, and Military has the lowest percentage (20%). Table 13 displays Full-Time/ Part-Time enrollment details for each campus/center, as well as the college-wide total.

Table 13. Full-Time/ Part-Time Enrollment Status by Campus/Center [36]

Campus/Center	Enrollment Status				
	Full-Time	Percent of Campus	Part-Time	Percent of Campus	Campus Total
Cecil Center	171	42.43%	232	57.57%	403
Deerwood Center	719	34.34%	1,375	65.66%	2,094
Downtown Campus	1,174	36.03%	2,084	63.97%	3,258
Kent Campus	1,457	30.75%	3,281	69.25%	4,738
Military *	27	20.00%	108	80.00%	135
Nassau Center	159	28.91%	391	71.09%	550
North Campus	1,486	37.46%	2,481	62.54%	3,967
Open Campus	1,700	26.44%	4,729	73.56%	6,429
South Campus	2,318	35.44%	4,223	64.56%	6,541
Unknown	6	31.58%	13	68.42%	19
College-Wide	**9,217**	**32.76%**	**18,917**	**67.24%**	**28,134**

* Military includes students located at NAS Jacksonville and Mayport Naval Station
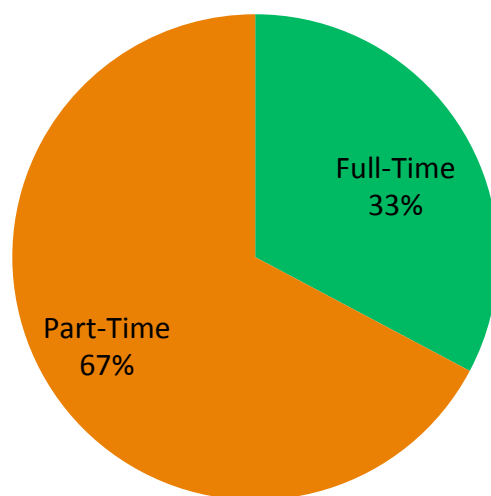
Figure 24. Full-Time/ Part-Time Enrollment Status College-Wide

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Figure 25 presents Full-Time/Part-Time student enrollment information for each campus/center as a 100% stacked bar chart.
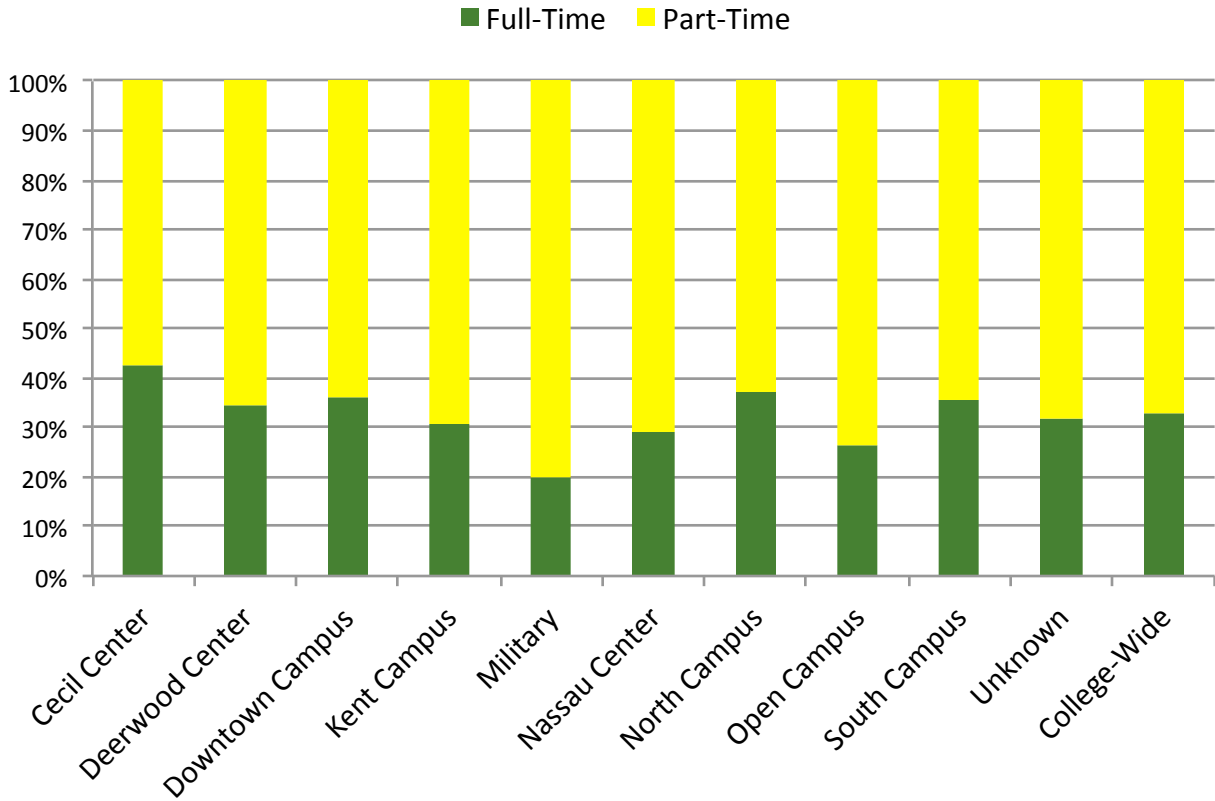
Figure 25. Full-Time/ Part-Time Enrollment Comparisons College-Wide and by Campus/Center [37] [38]

Table 14 presents counts and percentages by race and ethnicity for Full-Time and Part-Time enrollment status. Figure 26 presents this information as a 100% stacked bar chart.

Table 14. Full-Time/ Part-Time Enrollment Status by Race and Ethnicity

| Race and Ethnicity | Enrollment Status | | | | |
	Full-Time	Percent of Row	Part-Time	Percent of Row	Category Total
Black	2,336	32.04%	4,955	67.96%	7,291
Hispanic	622	35.16%	1,147	64.84%	1,769
Non-Resident Alien	102	49.76%	103	50.24%	205
Not Reported	1,170	32.78%	2,399	67.22%	3,569
Other Minority	382	30.91%	854	69.09%	1,236
Two or More	185	36.71%	319	63.29%	504
White	4,420	32.60%	9,140	67.40%	13,560
All Students	**9,217**	**32.76%**	**18,917**	**67.24%**	**28,134**
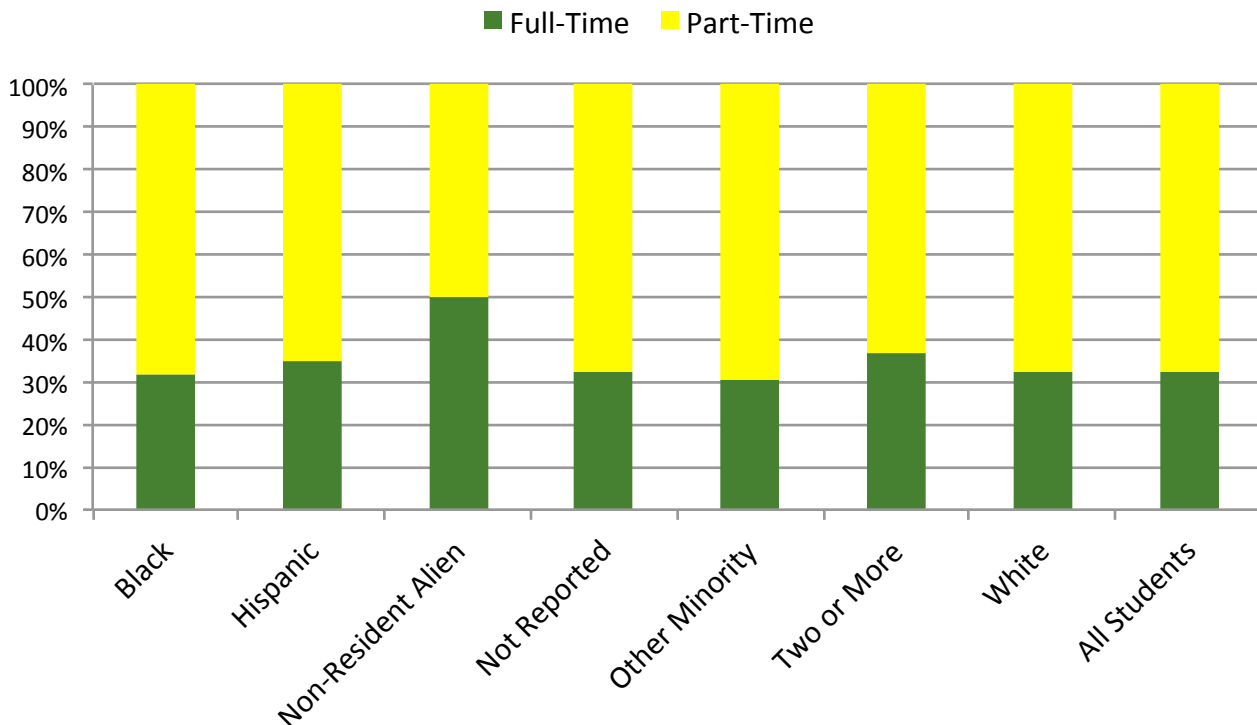
Figure 26. Full-Time/ Part-Time Enrollment Status by Race and Ethnicity [39]

Table 15. Full-Time/ Part-Time Counts and Percentages by Gender, Campus and College-Wide

| Campus/Center | Gender, Campus and College-Wide | | | | | | | | | | |
| | Female | | | | | Male | | | | | |
	Full-Time	%	Part-Time	%	Total	Full-Time	%	Part-Time	%	Total	Row Total
Cecil Center	33	29.46%	79	70.54%	112	138	47.42%	153	52.58%	291	403
Deerwood Center	378	31.93%	806	68.07%	1,184	341	37.47%	569	62.53%	910	2,094
Downtown Campus	422	26.68%	1,160	73.32%	1,582	752	44.87%	924	55.13%	1,676	3,258
Kent Campus	838	30.08%	1,948	69.92%	2,786	619	31.71%	1,333	68.29%	1,952	4,738
Military *	11	17.74%	51	82.26%	62	16	21.92%	57	78.08%	73	135
Nassau Center	100	28.25%	254	71.75%	354	59	30.10%	137	69.90%	196	550
North Campus	1,030	38.16%	1,669	61.84%	2,699	456	35.96%	812	64.04%	1,268	3,967
Open Campus	1,161	26.17%	3,275	73.83%	4,436	539	27.04%	1,454	72.96%	1,993	6,429
South Campus	1,199	35.54%	2,175	64.46%	3,374	1,119	35.33%	2,048	64.67%	3,167	6,541
Unknown	6	46.15%	7	53.85%	13	0	0.00%	6	100.00%	6	19
College-Wide	**5,178**	**31.19%**	**11,424**	**68.81%**	**16,602**	**4,039**	**35.02%**	**7,493**	**64.98%**	**11,532**	**28,134**

* Military includes students located at NAS Jacksonville and Mayport Naval Station
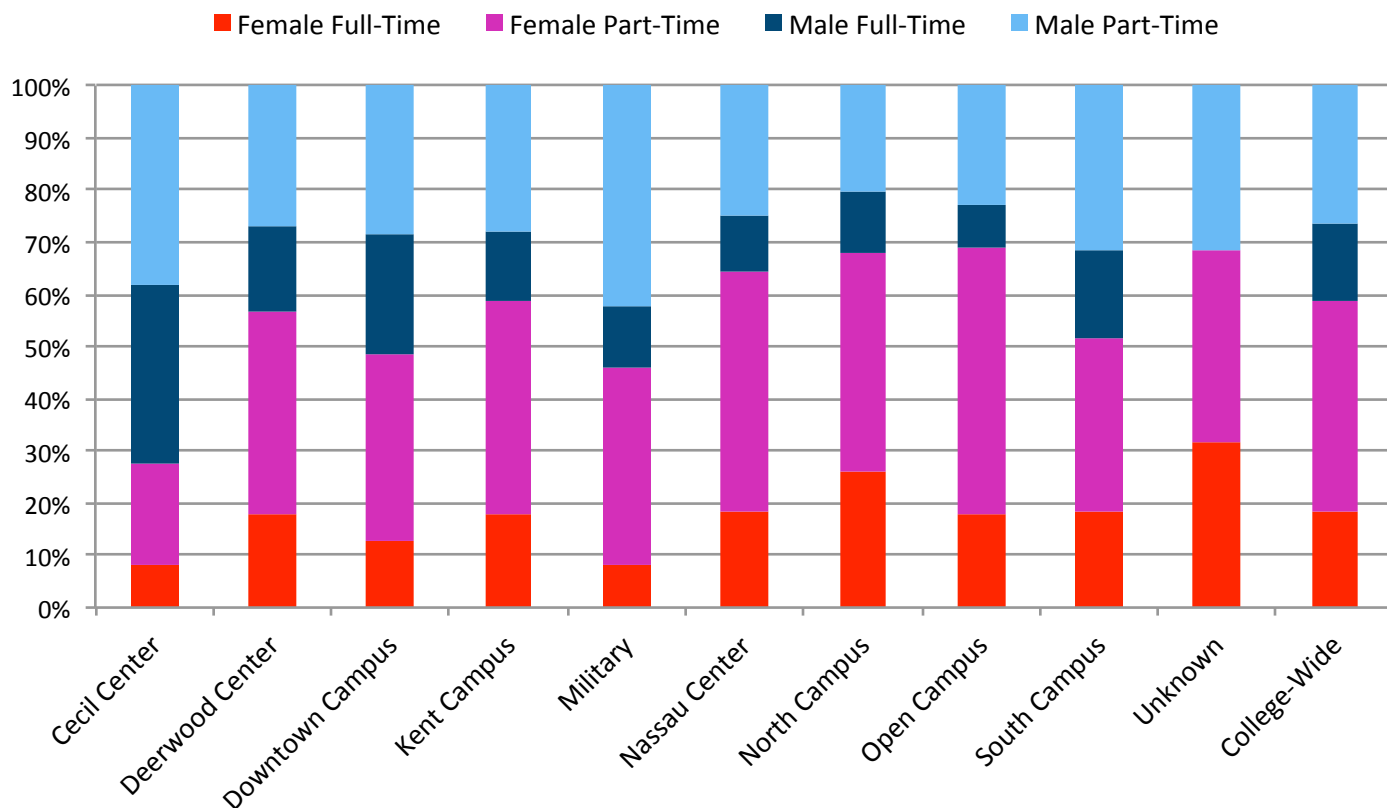
Figure 27. Full-Time/ Part-Time Status by Gender, Campus and College-Wide [40] [41]

FIRST TIME IN COLLEGE/DUAL ENROLLMENT/EARLY ADMISSION STATUS

College-wide, 13.4% of students were categorized as either First-Time-in-College (FTIC) or FTIC Dual Enrollment (DE)/Early Admission (EA). Table 16 and Figure 28 provide additional details. [42]

Table 16. FTIC, Dual Enrollment, Early Admission Student Status by Campus/Center

Campus/Center	Admission Status								Campus Total
	All Others (Not FTIC)	%	Dual/Early (FTIC)	%	FTIC	%	Not Applicable	%	
Cecil Center	358	88.8%	3	0.7%	33	8.2%	9	2.2%	403
Deerwood Center	1,623	77.5%	29	1.4%	358	17.1%	84	4.0%	2,094
Downtown Campus	2,678	82.2%	93	2.9%	375	11.5%	112	3.4%	3,258
Kent Campus	3,727	78.7%	235	5.0%	558	11.8%	218	4.6%	4,738
Military *	109	80.7%	0	0.0%	12	8.9%	14	10.4%	135
Nassau Center	439	79.8%	29	5.3%	68	12.4%	14	2.5%	550
North Campus	3,350	84.4%	191	4.8%	315	7.9%	111	2.8%	3,967
Open Campus	5,766	89.7%	29	0.5%	268	4.2%	366	5.7%	6,429
South Campus	5,000	76.4%	308	4.7%	859	13.1%	374	5.7%	6,541
Unknown	10	52.6%	0	0.0%	9	47.4%	0	0.0%	19
College-Wide	**23,060**	**82.0%**	**917**	**3.3%**	**2,855**	**10.1%**	**1,302**	**4.6%**	**28,134**

* Military includes students located at NAS Jacksonville and Mayport Naval Station
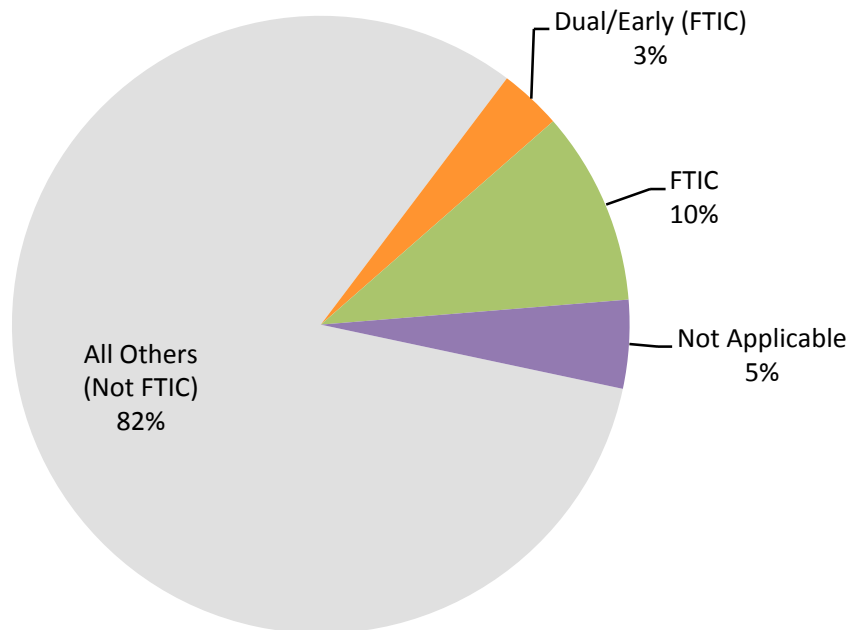
Figure 28. College-Wide FTIC, Dual Enrollment, Early Admission Student Status

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Section 4

- Annual Unduplicated Enrollment
- Annual Duplicated Enrollment
- Workforce/CWE Program Enrollments
- Developmental Education Enrollments
- Baccalaureate Program Enrollments
- Web/Distance Learning Course Enrollments
- Full-Time Equivalent (FTE) Enrollment
- Program Completions/Trends
- Graduation Rates

ENROLLMENT
& COMPLETIONS

ANNUAL UNDUPLICATED ENROLLMENT

Of the 28 colleges comprising the Florida College System, Florida State College at Jacksonville has the second largest five-year total annual unduplicated student enrollment of students served (n=366,871). Figure 29 compares the five-year total annual enrollments of the top five Florida College System institutions. [43]
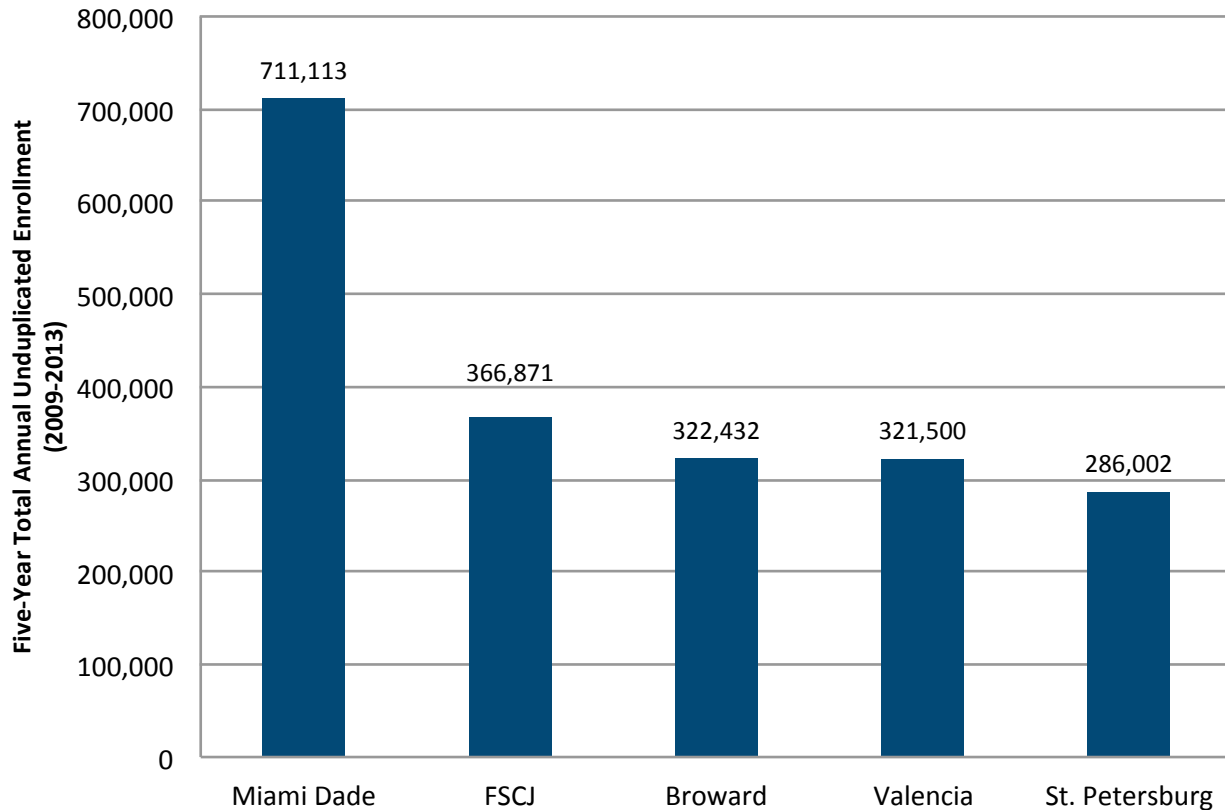
Figure 29. Five-Year Total Annual Unduplicated Enrollment Comparison

The 2012-2013 Annual Unduplicated Student Headcount Enrollment at the College was 57,114 students served. [44] The number of annual enrollments has a counter-cyclical relationship with the overall employment rate in Florida. Figure 30 shows the relationship between the Florida employment rate and the annual unduplicated headcount enrollment at the College between 1997 and 2013. As shown, as the employment rate increases, enrollments typically decrease. This same pattern holds at the Florida College System level (i.e., using the system total vs. the employment rate).

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43   Source: FLDOE 2014 Fact Book 2.3.3T, Annual Unduplicated Student Headcount Enrollment, 2008-09 through 2012-13, Students Served, Lower Division/ Non-Credit and Upper Division
44   Source: FLDOE 2014 Fact Book 2.2T, students served (note—the enrolled in a course count was 56,308)
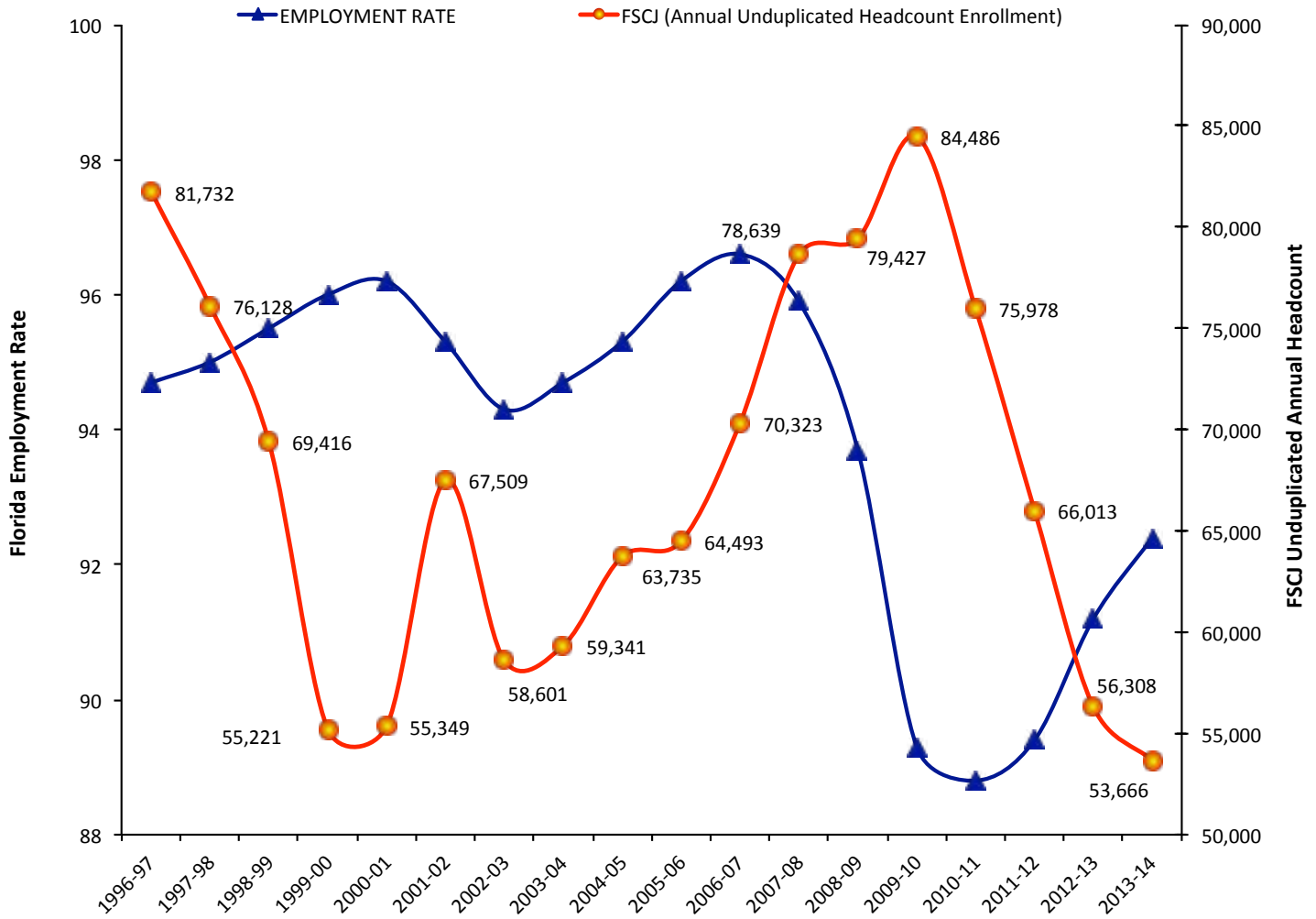
Figure 30. College Enrollment vs. Florida Employment Rate (1997 – 2014) [45]

Because a student can be counted in more than one program, annual duplicated enrollment by program area is also tabulated. The following section expands upon annual duplicated enrollments by program area.

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45   Source: FLDOE 2014 Fact Book 2.3.6T, Annual Unduplicated Student Headcount Enrollment, 2008-09 through 2012-13, Students Enrolled in a Course, Lower Division/Non-Credit and Upper Division. Notes: Upper Division includes any student enrolled in an upper division course or granted a baccalaureate degree. Lower Division/Non-Credit includes any student enrolled in a lower division or Non-credit course or granted an award other than a baccalaureate degree or was reported with no course enrollment. Students Served - Any student reported on the Student Database. May not be enrolled in a course, but was granted an award or acceleration credit or other service. Students Enrolled in a Course - Student reported on the Student Database that was enrolled in any course. Funded Students Enrolled in a Course - Student reported on the Student Database and eligible for state funding, so that the hours count toward Funded FTE.

ANNUAL DUPLICATED ENROLLMENTS

As shown in Table 17 and Figure 31, the majority of the 70,608 total (duplicated) annual enrollments occurred in the Associate in Arts program.

Table 17. Annual Enrollment by Program Area (counts) [46]

Enrollment By Program Area	
Program	**Count**
Associate in Arts (AA)	21,859
Other*	14,401
Associate in Science (AS)	9,899
Continuing Workforce Education (CWE)	5,166
College & Vocational Preparatory	8,541
Adult Education Basic & Secondary	4,927
Post Secondary Adult Vocational (PSAV)	4,012
Post Secondary Vocational (PSV)	1,377
CIS and EPI**	426
Total (duplicated)*	**70,608**

*Includes students awaiting enrollment in limited access programs, students enrolled in apprenticeship courses, and students who are enrolled in courses related to employment, as general freshmen or for other personal objectives. There may be some duplication between major program areas.
**Includes Community Instructional Services Recreation & Leisure (CIS) and Educator Preparation Institute (EPI) COMBINED
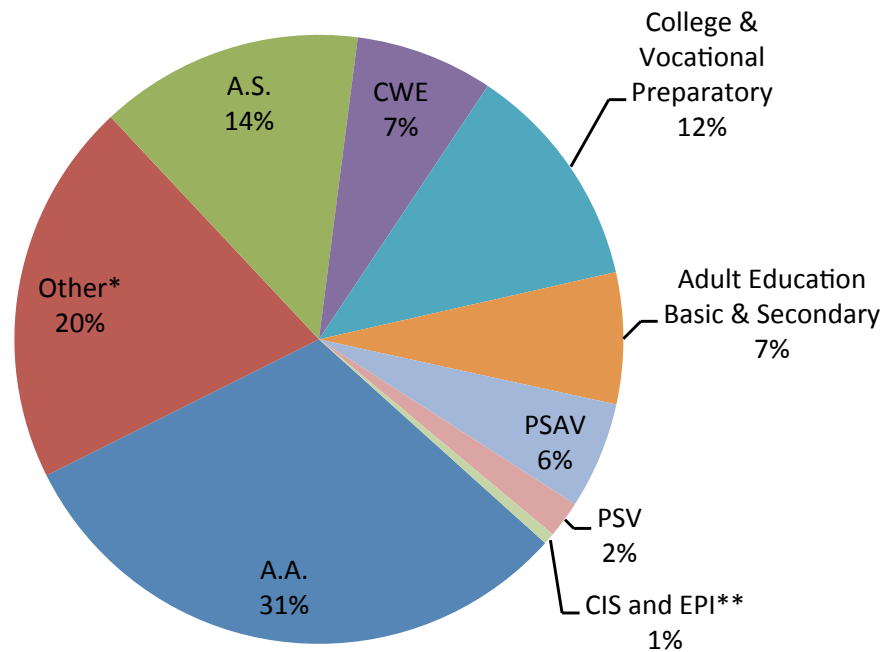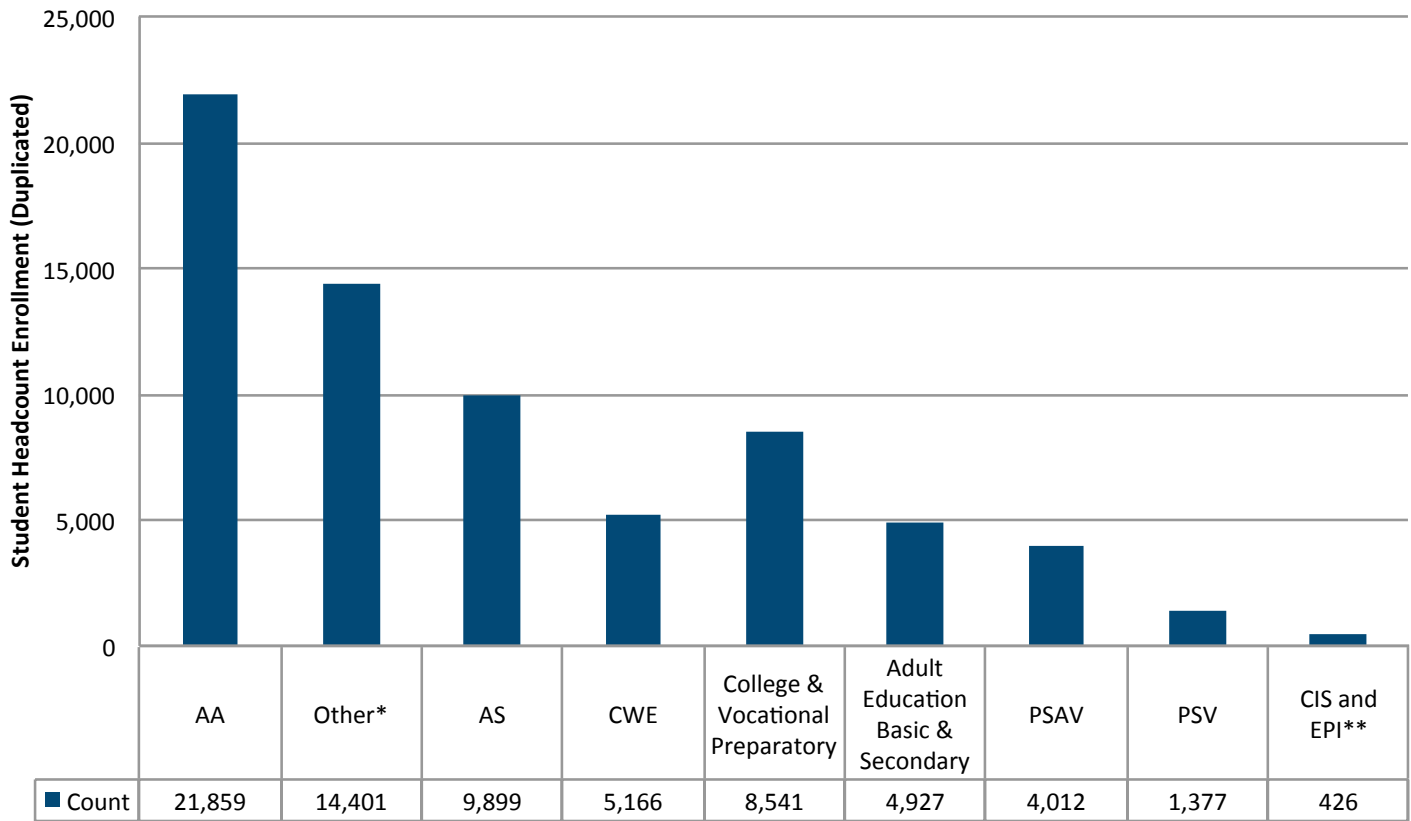*** The unduplicated student headcount enrollment is 66,013

Figure 31. Annual Duplicated Enrollment by Program Area

Annual duplicated student headcount enrollment is shown in Figure 32.

Count	AA	Other*	AS	CWE	College & Vocational Preparatory	Adult Education Basic & Secondary	PSAV	PSV	CIS and EPI**
Count	21,859	14,401	9,899	5,166	8,541	4,927	4,012	1,377	426

*Includes students awaiting enrollment in limited access programs, students enrolled in apprenticeship courses, and students who are enrolled in courses related to employment, as general freshmen or for other personal objectives. There may be some duplication between major program areas.

**Includes Community Instructional Services Recreation & Leisure and Educator Preparation Institute combined. There may be some duplication between major program areas.

Figure 32. Annual Duplicated Headcount Enrollment by Program (2012-2013) [47] [48] [49]

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47   Source: FLDOE 2014 Fact Book, 4.6T Program Enrollment Headcount by College and Program Area

48   AA=Associate in Arts, AS=Associate in Science, PSV=Postsecondary Vocational, CIS= Community Instructional Services Recreation & Leisure, EPI=Educator Preparation Institute, CWE=Continuing Workforce Education, PSAV=Post-Secondary Adult Vocational

49   FTE = Full-Time Equivalent: The full-time equivalent (FTE) of students is a single value providing a meaningful combination of full-time and part-time students. IPEDS data products currently have two calculations of FTE students, one using fall student headcounts and the other using 12-month instructional activity.

The following credit type abbreviations are used throughout: A&P = Advanced and Professional [includes liberal arts courses leading to the completion of an AA degree]; PSV = Post-Secondary Vocational [includes college credit workforce courses leading to completion of an AS degree or Technical Certificate (TC)]; PSAV = Post-Secondary Adult Vocational (includes non-credit vocational workforce courses leading to the completion of a Vocational Certificate (VC)]; CP = College Preparatory; EPI= Educator Preparation Institute (now inactive)

WORKFORCE PROGRAM ENROLLMENTS

Credit workforce programs are categorized in seven areas as shown in Table 18. Figure 33 shows the largest combined percentage of enrollments (54%) to be in the business/industrial areas.

Table 18. Credit Workforce Education Program Headcount Enrollment [50]

Workforce Program Area	Count
Marketing	1,127
Health	2,598
Family/Consumer	1,232
Business	3,961
Industrial	4,328
Public Service	1,871
Apprentice	171
Total	15,288
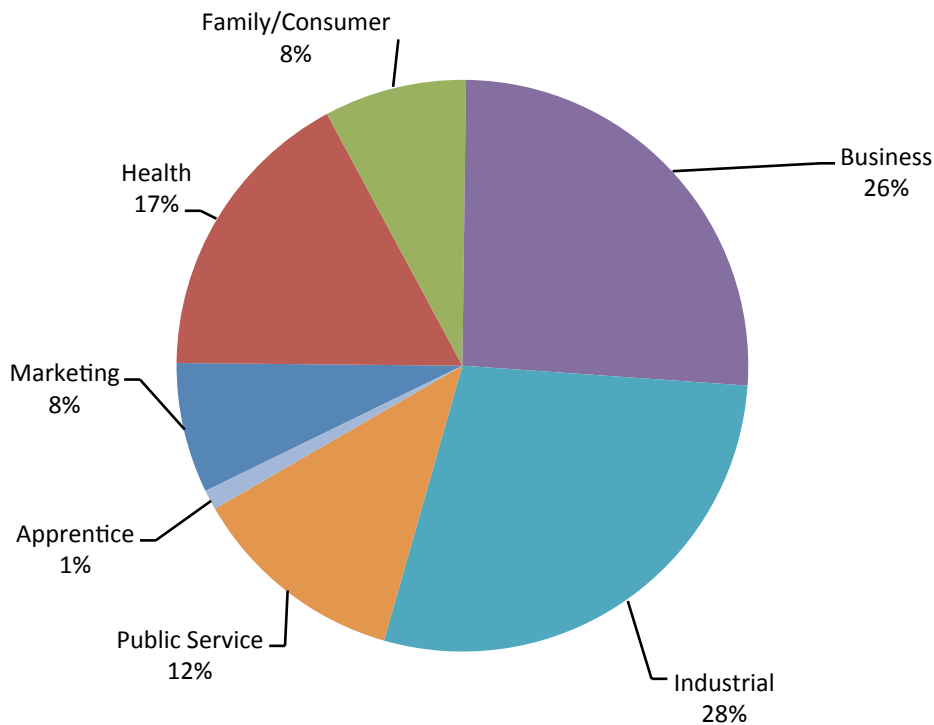
Figure 33. Credit Workforce Education Program Enrollment Percentage Comparison

Continuing Workforce Education (CWE) Enrollments

Table 19 contains headcount enrollment counts for Continuing Workforce Education (CWE) programs by area.[51]
Figure 34 is a bar chart of CWE student headcount by course area

Table 19. Continuing Workforce Education Enrollment by Course Area

Continuing Workforce Education Program	Enrollment
Marketing	629
Health	433
Family/Consumer	73
Business	1,144
Industrial	551
Public Service	2,336
Total	5,166

	Marketing	Health	Family/Consumer	Business	Industrial	Public Service
Count	629	433	73	1,144	551	2,336
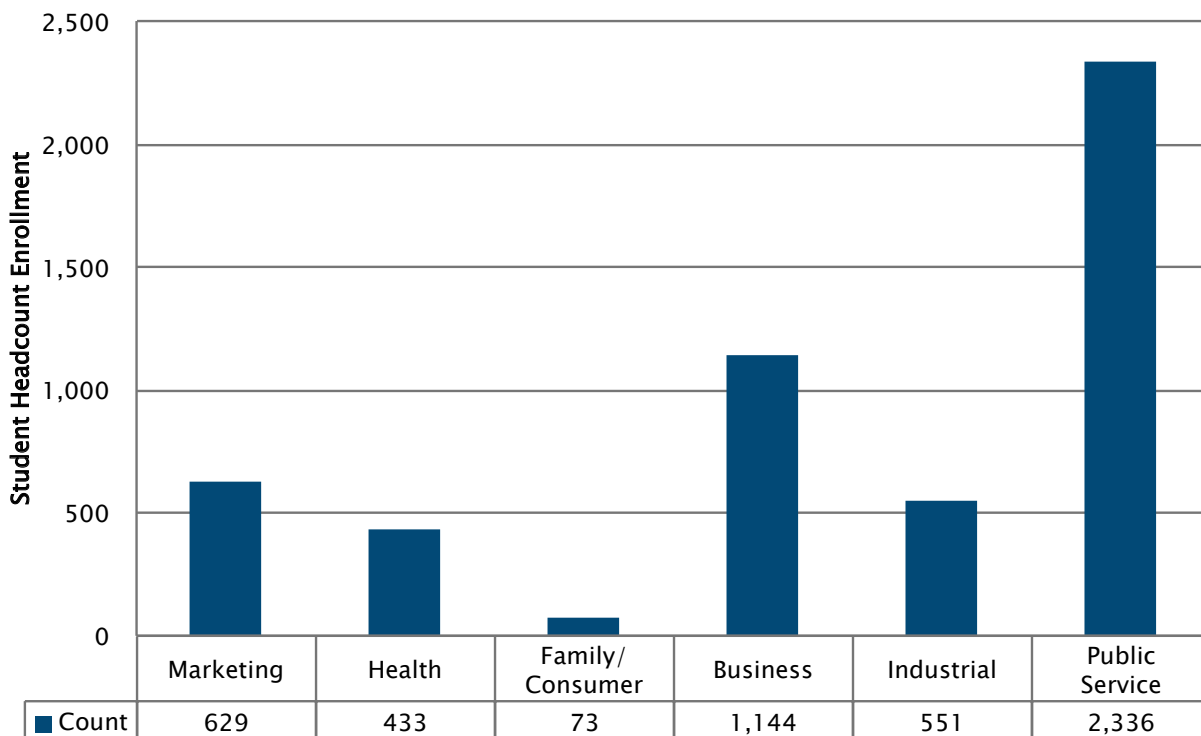
Figure 34. Credit Workforce Education Bar Chart Enrollment by Course Area

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51   Source: FLDOE 2014 Fact Book, 4.8T Continuing Workforce Education Enrollment Headcount by CWE Course Area

DEVELOPMENTAL EDUCATION ENROLLMENTS

Developmental education is defined as 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. Figure 35 shows the developmental unduplicated education enrollments for a seven-year period (2006-07 through 2012-13). Duplicated enrollments are shown by subject area for Math, Reading, and English in Figures 36, 37, and 38.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
FSCJ	7,167	7,739	7,957	9,173	9,634	9,634	8,541
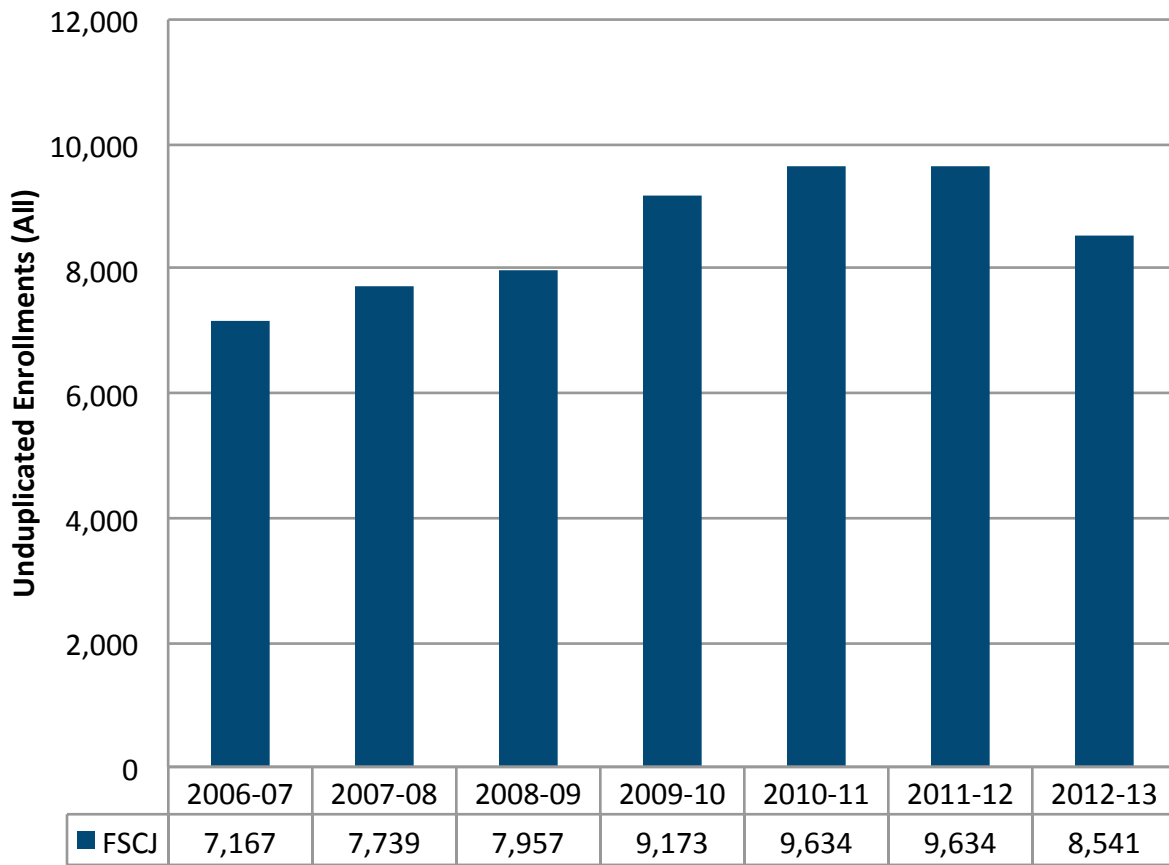
Figure 35. Developmental Education Unduplicated Enrollments [52]

FSCJ	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
FSCJ	5,649	6,495	6,521	7,752	8,193	8,764	8,069

Figure 36. Developmental Math Enrollment [53]

FSCJ	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
FSCJ	1,706	1,747	1,797	2,268	2,483	2,856	2,529
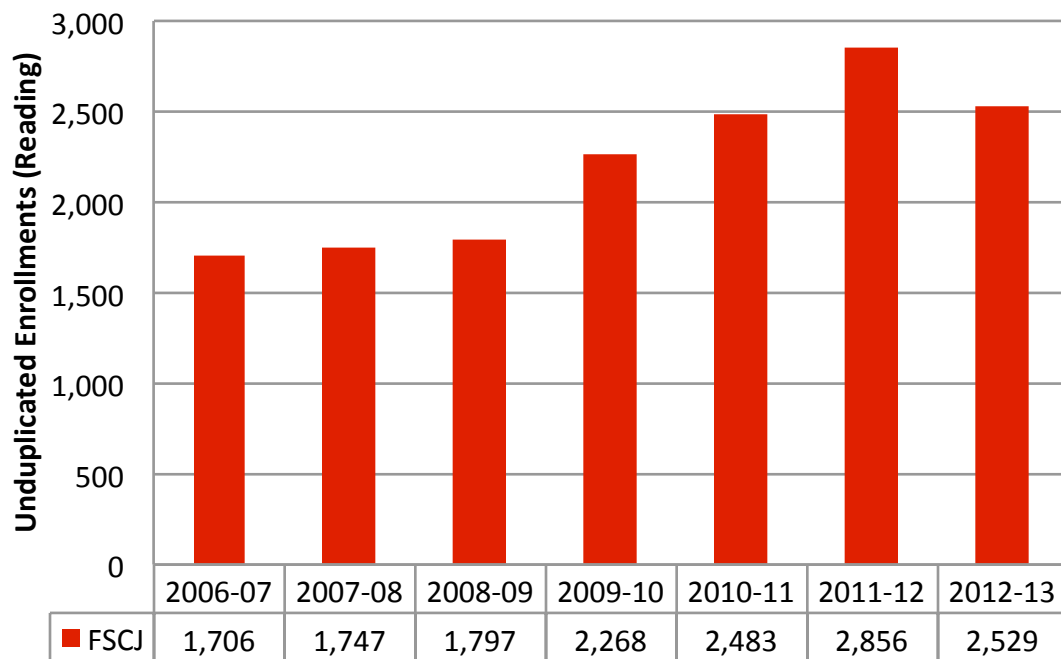
Figure 37. Developmental Reading Enrollment

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
FSCJ	1,681	1,970	2,097	2,547	2,759	2,389	1,790

Figure 38. Developmental English Enrollment [54]

The ten-year trend of student success and retention in all developmental courses is shown in Figures 39 and 40. As shown, the trend for both student success and student retention is positive and statistically significant [55] reflecting true improvement in both areas over the period.

**For Additional
Information About
FSCJ Developmental
Success and Retention**

Click Here

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54   Source: FLDOE, FCS, Transparency and Accountability, Developmental Education-College Readiness (q2) [accessed 8/27/14]
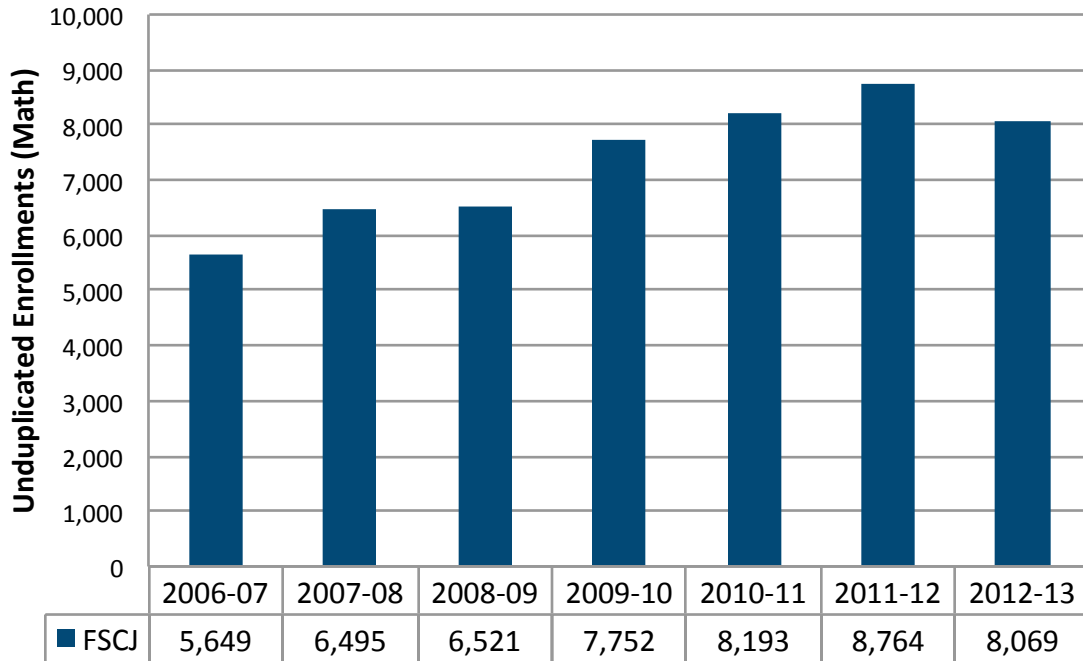55   The OLS regression (ANOVA) results are statistically significant at $p < 0.05$.

58　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　**2013-2014** Fact Book

For Additional Information About FSCJ Developmental Success and Retention

Click Here

Notes: Each point represents an academic term identified by nearest month of term start (Fall = Sept.; Spring = Jan.; Summer = May).
Hint: Hover over points and line for additional details. The 10-year trend is positive and statistically significant (p < .05).
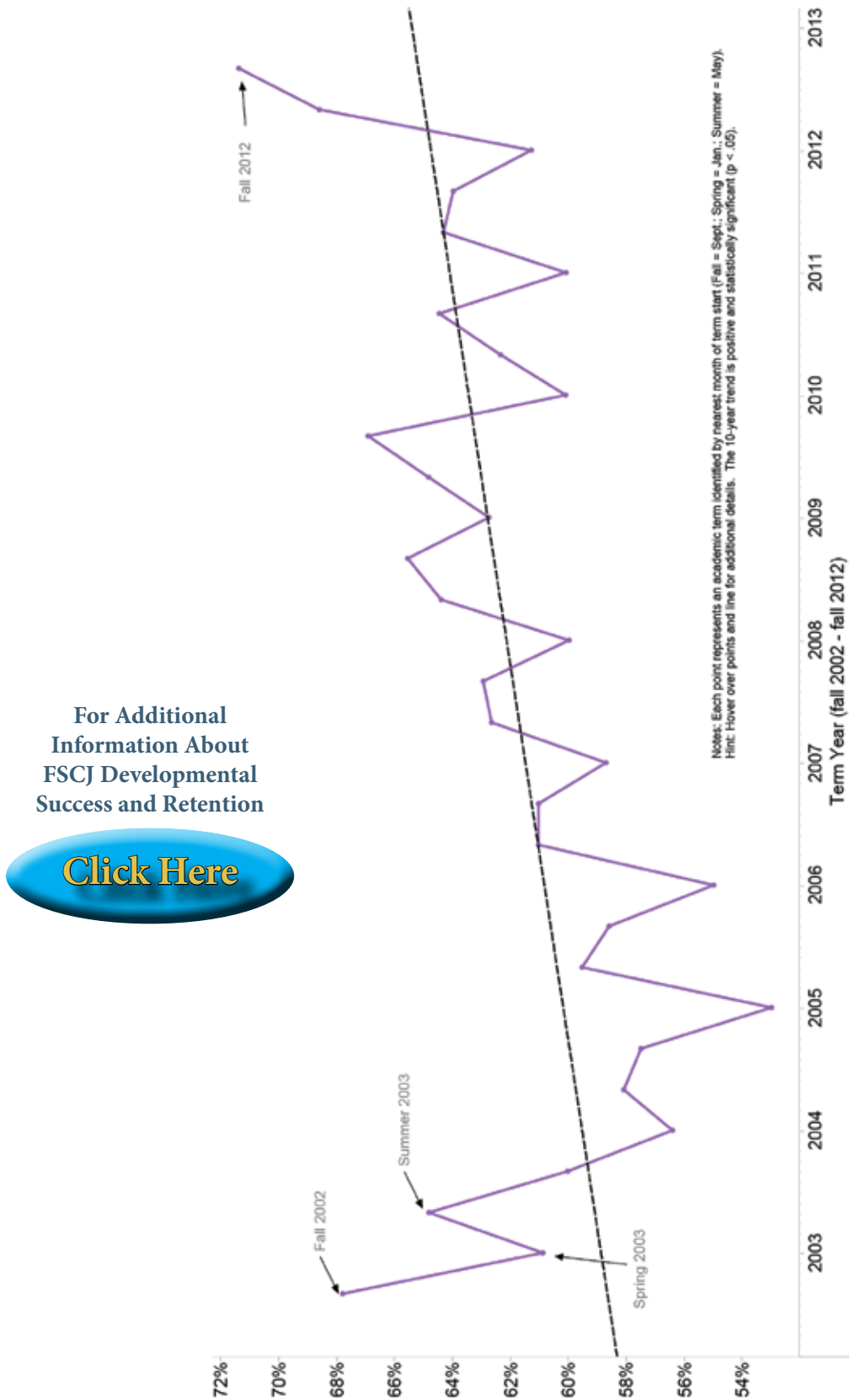
Figure 39. Developmental Student Success Ten Year Trend All Courses and Locations [56]

56   The trend of mean developmental course Success by academic term (fall 2002 through fall 2012). Means are based on (n = 165,650) developmental course grades from data in ORION via SSMS, ST_ACDMC_HIST_A_154 as of 2/18/2013. Mean course success is calculated as a percentage based on academic history grades as ΣABC/ΣABCDFFNW. The local analysis file is TabData (DevEdEnrollment_10yrs_02_DelivMeth (2).xlsx). Current Courses: ENC0015, ENC0025, MAT0018, MAT0028, MAT1033, REA0007, REA0017. Campus/Centers: Downtown Campus (DTC), Open Campus, North Campus, Kent Campus, South Campus, Nassau Center, Deerwood Center, NAS Jax, NS Mayport, Cecil Center North.

For Additional Information About FSCJ Developmental Success and Retention

Click Here

Notes: Each point represents an academic term identified by nearest month of term start (Fall = Sept.; Spring = Jan.; Summer = May). Hint: Hover over points and line for additional details. The 10-year trend is positive and statistically significant (p < .05).

Figure 40. Developmental Course Retention Ten Year Trend All Courses and Locations [57]

57   The trend of mean developmental course Retention by academic term (fall 2002 through fall 2012). Means are based on (n = 165,650) developmental course grades from data in ORION via SSMS, ST_ACDMC_HIST_A_154 as of 2/18/2013. Mean course retention is calculated as a percentage based on academic history grades as ΣABCDFFN/ΣABCDFFNW. The local analysis file is TabData (DevEdEnrollment_10yrs_02_DelivMeth (2).xlsx). Current Courses: ENC0015, ENC0025, MAT0018, MAT0028, MAT1033, REA0007, REA0017. Campus/Centers: Downtown Campus (DTC), Open Campus, North Campus, Kent Campus, South Campus, Nassau Center, Deerwood Center, NAS Jax, NS Mayport, Cecil Center North. ©2013 Florida State College at Jacksonville. Contact the Office of Student Analytics and Research for additional information.

BACHELOR DEGREE PROGRAM ENROLLMENTS

Of the 22 institutions with Bachelor degree program enrollments, Florida State College at Jacksonville ranks number three with a total of 3,075 enrollments in all Bachelor degree programs in the Florida College System (FCS). Table 20 shows headcount enrollments (sorted by total in descending order) for Education, Nursing, and all other Bachelor degree programs. [58]

Table 20. Headcount Enrollments by Major (FCS) Program Areas

College	Education	Nursing	All Other	Total
St. Petersburg	763	1,200	4,048	6,011
Miami Dade	600	1067	2,934	4,601
FSCJ	**548**	**93**	**2,434**	**3,075**
Indian River	231	277	2,470	2,978
Broward	371	442	1,430	2,243
Daytona	231	0	1,539	1,770
Palm Beach State	0	71	1,647	1,718
Polk	0	345	1082	1,427
Edison *	324	306	775	1405
Santa Fe	146	65	907	1118
Northwest FL	125	157	550	832
Seminole State	0	0	808	808
Pensacola	0	147	432	579
State College FL	101	196	257	554
Central FL	34	0	495	529
St. Johns River	54	0	243	297
Chipola	98	42	70	210
Valencia	0	0	0	157
Gulf Coast	0	41	50	91
South Florida	0	0	54	54
Lake Sumter	0	0	37	37
Florida Gateway	0	21	0	21
Total	**3,626**	**4,470**	**22,262**	**30,515**

* Edison was renamed as Florida SouthWestern State College in 2014

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[58]   Source: FLDOE, FCS 2014 Fact Book 4.10.1T, 4.10.2T, 4.10.3T, 4.10.4T (2012-13)

The stacked bar chart shown in Figure 41 further compares Bachelor program enrollments among these institutions.

■ Education ■ Nursing ■ All Other
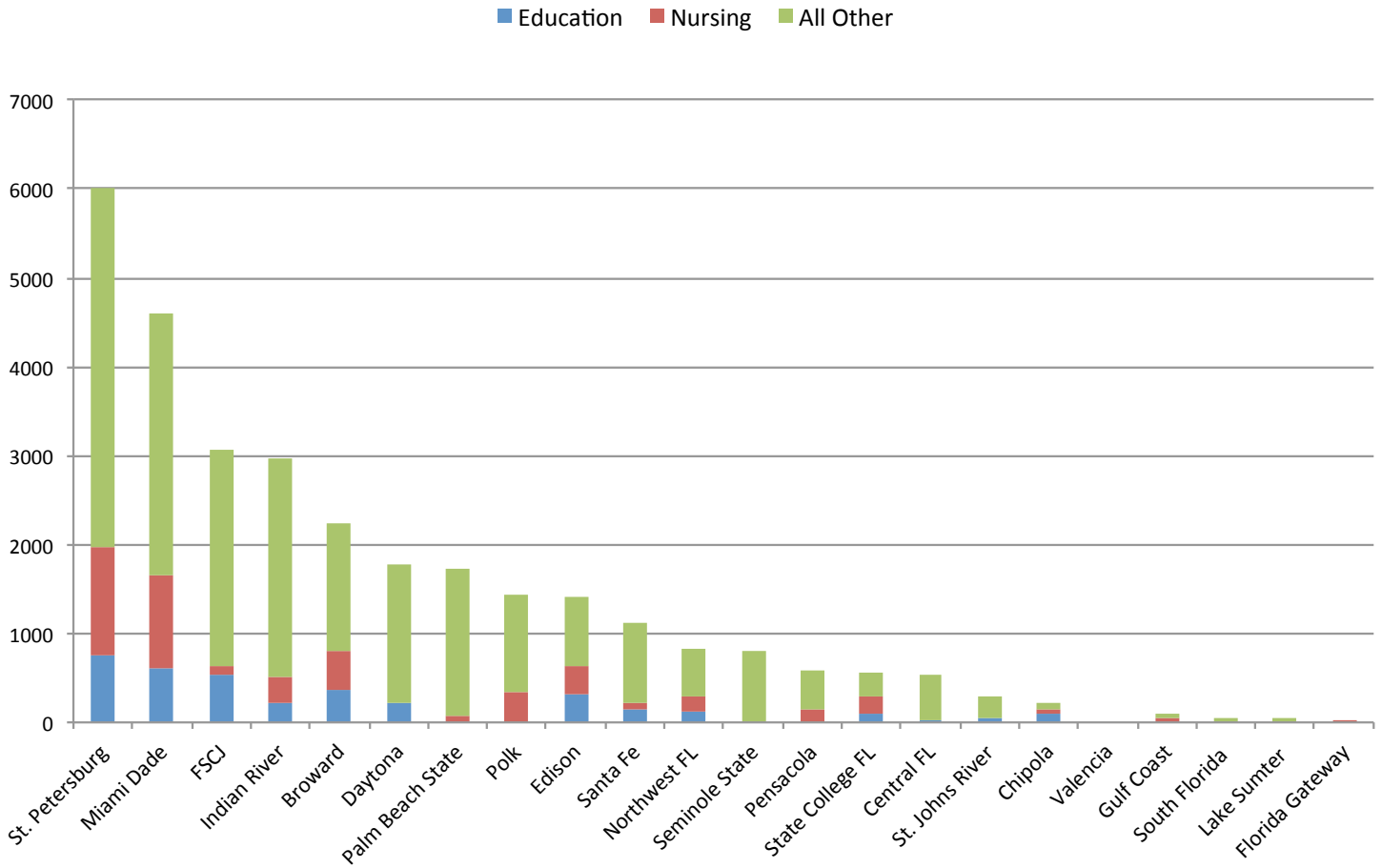
Figure 41. Credit Program Enrollment, Bachelor Degree Programs (headcount) FCS Comparison [59] [60]

WEB-BASED/INTERNET DISTANCE LEARNING COURSE ENROLLMENTS

Compared to the Florida College System average, FSCJ has a substantially higher duplicated course enrollment for web-based/Internet distance learning as shown in Figure 42. Additional details for the College and System are provided in Table 21.

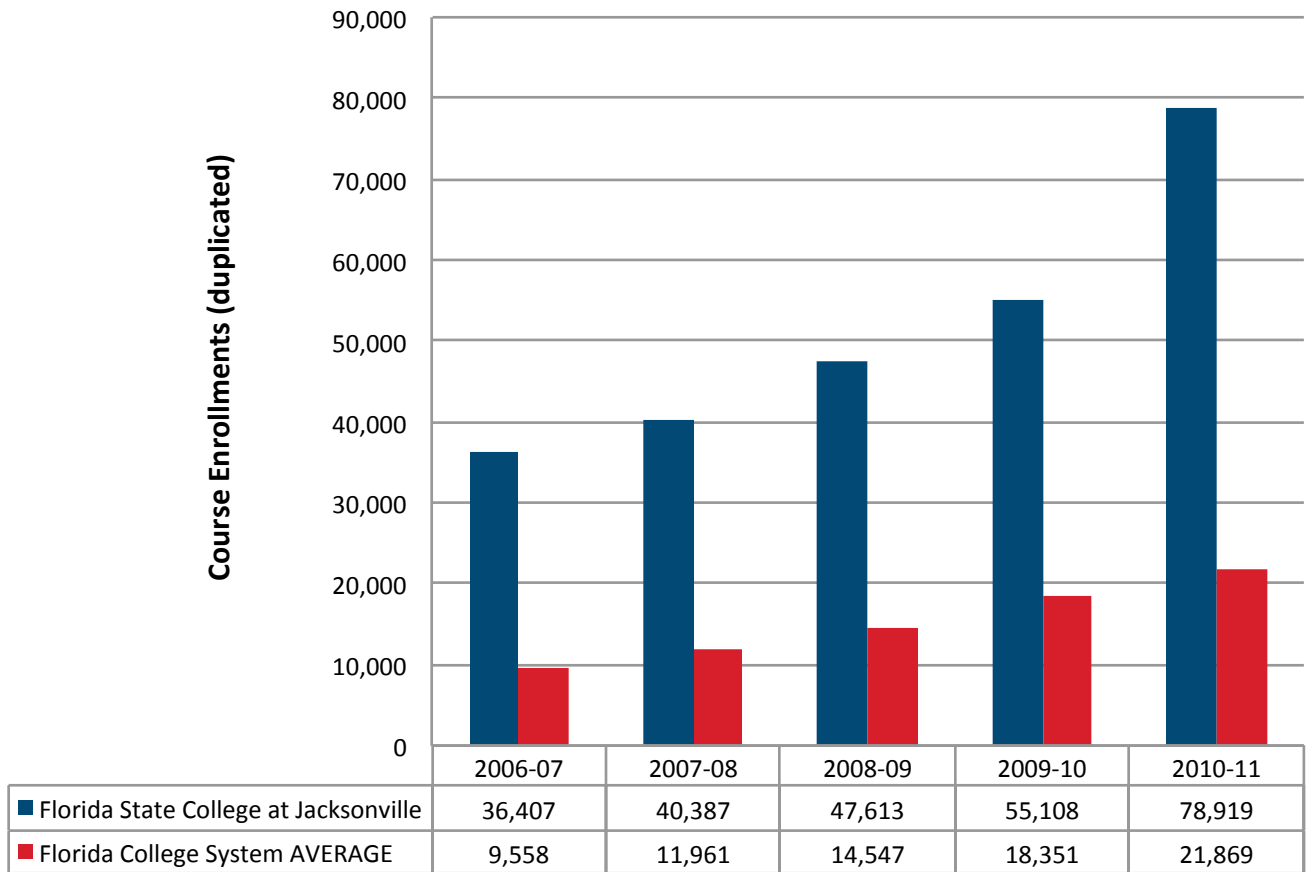|	2006-07	2007-08	2008-09	2009-10	2010-11
■ Florida State College at Jacksonville	36,407	40,387	47,613	55,108	78,919
■ Florida College System AVERAGE	9,558	11,961	14,547	18,351	21,869

Figure 42. Web-Based/Internet Distance Learning Course Enrollment (Duplicated) Comparison [61]

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61   Source: FLDOE, Florida College System, Web-based\Internet Distance Learning Course Enrollments (Duplicated) Statewide and by College (2006-07 through 2010-11). Note—these data have not been updated from the prior year (as of 8/27/14) by FLDOE

Table 21. Web–Based/Internet Distance Learning Course Enrollment Comparisons [62]

COLLEGE	2006-07	2007-08	2008-09	2009-10	2010-11	3 YEAR AVERAGE	1 YEAR CHANGE		5 YEAR CHANGE	
							NUMBER	PERCENT	NUMBER	PERCENT
BREVARD	16,005	17,857	20,505	23,628	25,828	23,320	2,200	9.3%	9,823	61.4%
BROWARD	11,856	15,825	18,640	23,021	29,873	23,845	6,852	29.8%	18,017	152.0%
CENTRAL FLORIDA	4,832	5,805	13,573	15,105	13,268	13,982	-1,837	-12.2%	8,436	174.6%
CHIPOLA	104	199	473	924	1,794	1,064	870	94.2%	1,690	1625.0%
DAYTONA BEACH	7,449	12,002	18,893	25,541	32,213	25,549	6,672	26.1%	24,764	332.4%
EDISON *	2,530	3,807	8,684	13,752	16,450	12,962	2,698	19.6%	13,920	550.2%
FSCJ	36,407	40,387	47,613	55,108	78,919	60,547	23,811	43.2%	42,512	116.8%
FLORIDA KEYS	186	452	931	1,083	625	880	-458	-42.3%	439	236.0%
GULF COAST	4,464	5,151	7,013	9,800	10,508	9,107	708	7.2%	6,044	135.4%
HILLSBOROUGH	7,793	11,387	16,054	19,456	23,428	19,646	3,972	20.4%	15,635	200.6%
INDIAN RIVER	10,906	12,299	15,450	18,247	20,366	18,021	2,119	11.6%	9,460	86.7%
FLORIDA GATEWAY	4,530	4,841	5,870	7,313	7,389	6,857	76	1.0%	2,859	63.1%
LAKE SUMTER	651	1,118	1,564	1,635	2,078	1,759	443	27.1%	1,427	219.2%
STATE COLLEGE FL	4,293	5,565	7,305	10,110	11,456	9,624	1,346	13.3%	7,163	166.9%
MIAMI DADE	16,399	13,818	3,699	24,057	41,856	23,204	17,799	74.0%	25,457	155.2%
NORTH FLORIDA	1,612	1,686	1,398	1,431	1,789	1,539	358	25.0%	177	11.0%
NORTHWEST FLA	3,712	4,551	5,795	6,872	7,765	6,811	893	13.0%	4,053	109.2%
PALM BEACH STATE	8,851	10,629	13,950	17,899	21,157	17,669	3,258	18.2%	12,306	139.0%
PASCO-HERNANDO	4,049	5,436	3,867	9,806	11,148	8,274	1,342	13.7%	7,099	175.3%
PENSACOLA	6,927	8,202	9,783	12,467	13,097	11,782	630	5.1%	6,170	89.1%
POLK	2,278	4,116	5,675	7,383	10,508	7,855	3,125	42.3%	8,230	361.3%
ST. JOHNS RIVER	5,626	7,346	7,985	9,733	10,417	9,378	684	7.0%	4,791	85.2%
ST. PETERSBURG	52,095	59,992	67,933	78,376	88,735	78,348	10,359	13.2%	36,640	70.3%
SANTA FE	11,088	13,875	15,434	17,529	21,938	18,300	4,409	25.2%	10,850	97.9%
SEMINOLE STATE	8,069	11,077	15,588	22,903	27,016	21,836	4,113	18.0%	18,947	234.8%
SOUTH FLORIDA	381	1,114	1,205	2,042	2,046	1,764	4	0.2%	1,665	437.0%
TALLAHASSEE	11,776	23,204	30,951	28,448	24,052	27,817	-4,396	-15.5%	12,276	104.2%
VALENCIA	22,761	33,179	41,487	50,165	56,625	49,426	6,460	12.9%	33,864	148.8%
SYSTEM TOTAL	267,630	334,920	407,318	513,834	612,344	511,165	98,510	19.2%	344,714	128.8%

* Edison was renamed as Florida SouthWestern State College in 2014

62   Source: FLDOE, Florida College System, Web-based\Internet Distance Learning Course Enrollments (Duplicated) Statewide and by College (2006-07 through 2010-11). Note—these data have not been updated from the prior year (as of 8/27/14) by FLDOE.

FULL-TIME EQUIVALENT (FTE) ENROLLMENT [63]

The Full-Time equivalent of students is a single value providing a meaningful combination of Full-Time and Part-Time students. [64] The number of FTE students is calculated based on instructional credit and/or contact hours (referencing a 30-credit hour basis e.g., 30 semester hours of enrollment in an academic year =1 FTE). That the hours count toward what is commonly referred to as *funded* FTE. [65] Figure 43 is a longitudinal comparison of all, combined, (funded) FTE by reporting year.
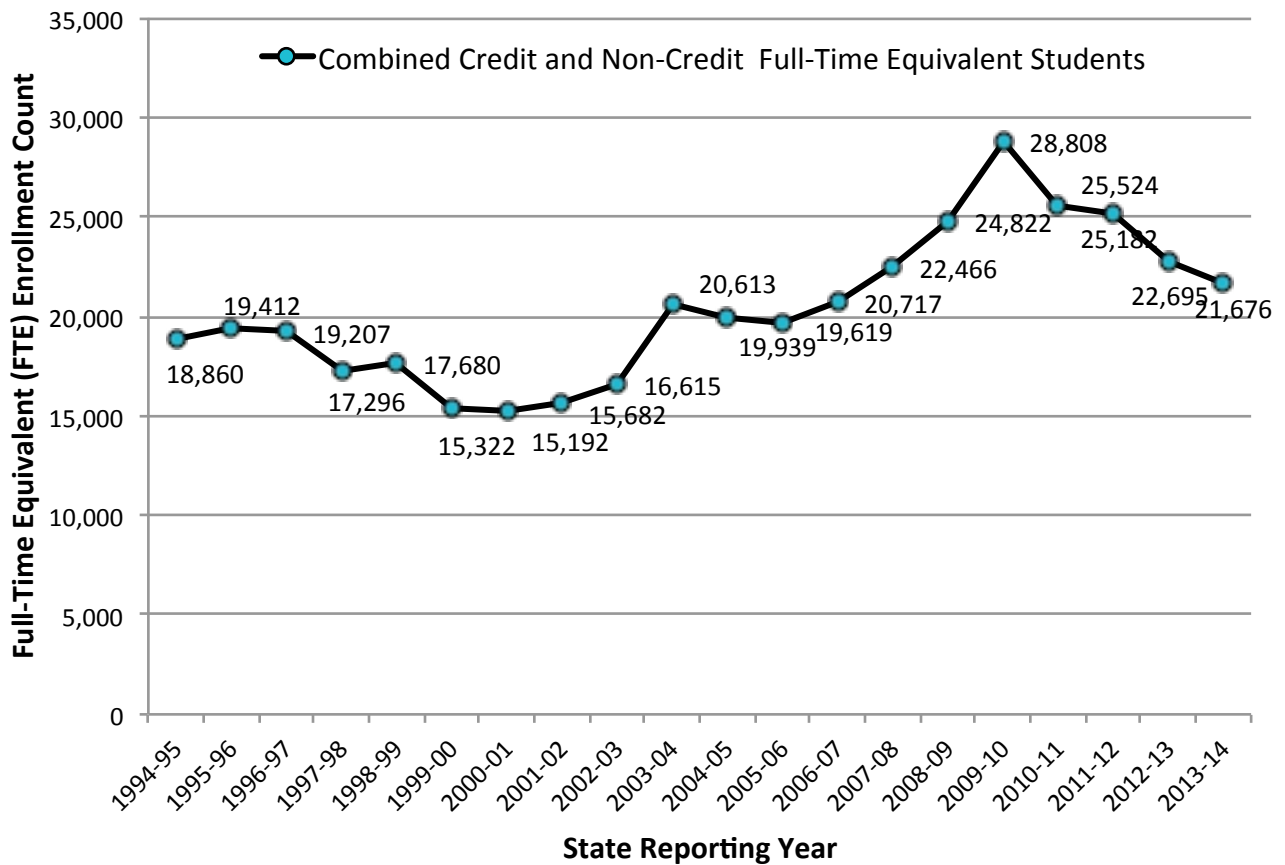

Figure 43. Combined (all credit types) FTE Enrollment (1994-2014) [66]

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63   FTE = Full-Time Equivalent: The full-time equivalent (FTE) of students is a single value providing a meaningful combination of full-time and part-time students. IPEDS data products currently have two calculations of FTE students, one using fall student headcounts and the other using 12-month instructional activity.

The following credit type abbreviations are used throughout: A&P = Advanced and Professional [includes liberal arts courses leading to the completion of an AA degree]; PSV = Post-Secondary Vocational [includes college credit workforce courses leading to completion of an AS degree or Technical Certificate (TC)]; PSAV = Post-Secondary Adult Vocational (includes non-credit vocational workforce courses leading to the completion of a Vocational Certificate (VC)]; CP = College Preparatory; EPI= Educator Preparation Institute (now inactive)

64   Source: National Center for Education Statistics, IPEDS Glossary
65   Funded FTE does not include Life Long Learning and CWE after 09-10.
66   Source: Historical FTE Enrollment Data – rev 21 (8/1/14)

The mean enrollment over the entire period shown is 20,366 with a peak (maximum) of 28,808 (09-10) and subsequent decline. Figure 44 displays separate plots for combined credit, and combined non-credit FTE.
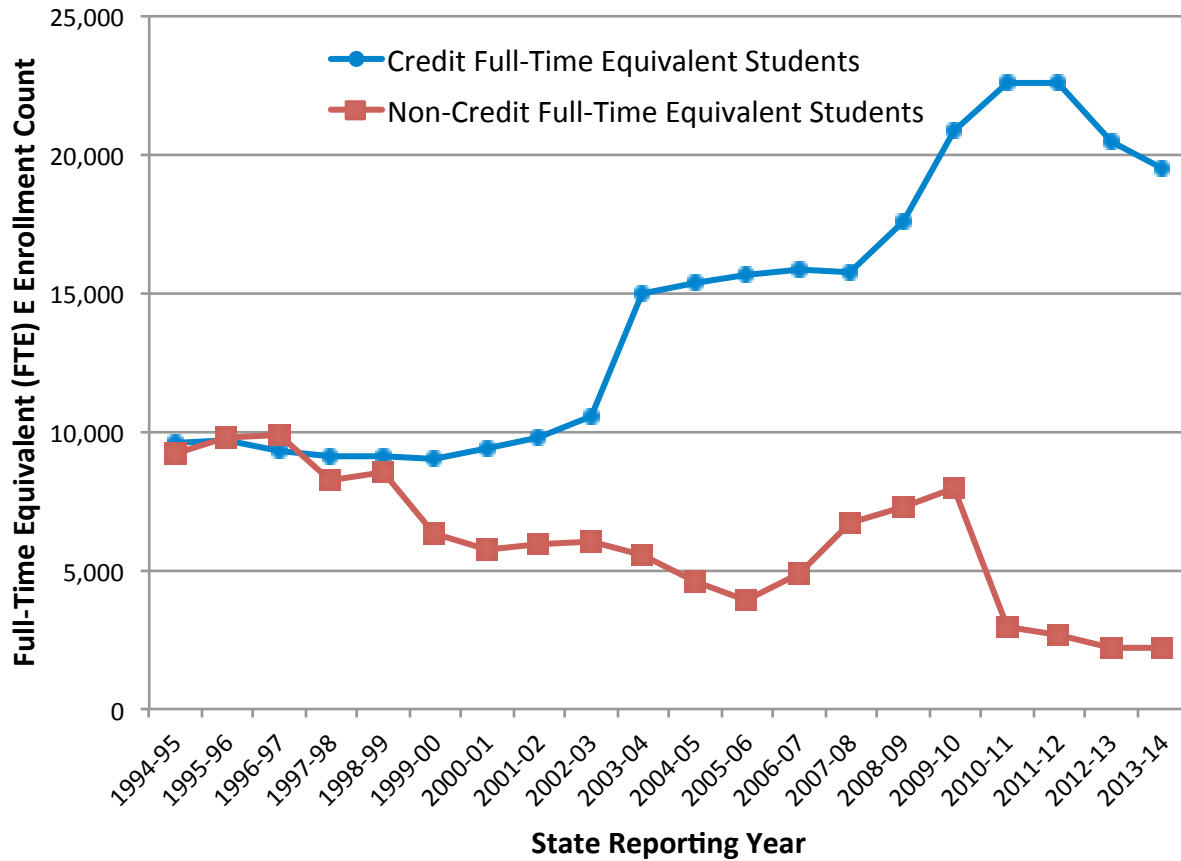

Figure 44. FTE Enrollment Disaggregated by Credit and Non-Credit Types [67]

The disaggregated plots shown in Figure 44 show non-credit FTE declines contributed substantially to the initial decline beginning in the 2009-2010 reporting year. Both Credit and Non-Credit FTE can also be further disaggregated by the distinct credit types comprising each main category. College credit FTE includes four credit types: (1) Advanced and Professional (A&P), (2) Postsecondary Vocational (PSV), (3) College Preparatory (CP), and (4) Educator Preparation Institute (EPI). Of these, the two largest by enrollment count are the A&P and PSV credit types.

Figure 45 displays the historical growth pattern for both A&P and PSV (funded FTE) enrollment.
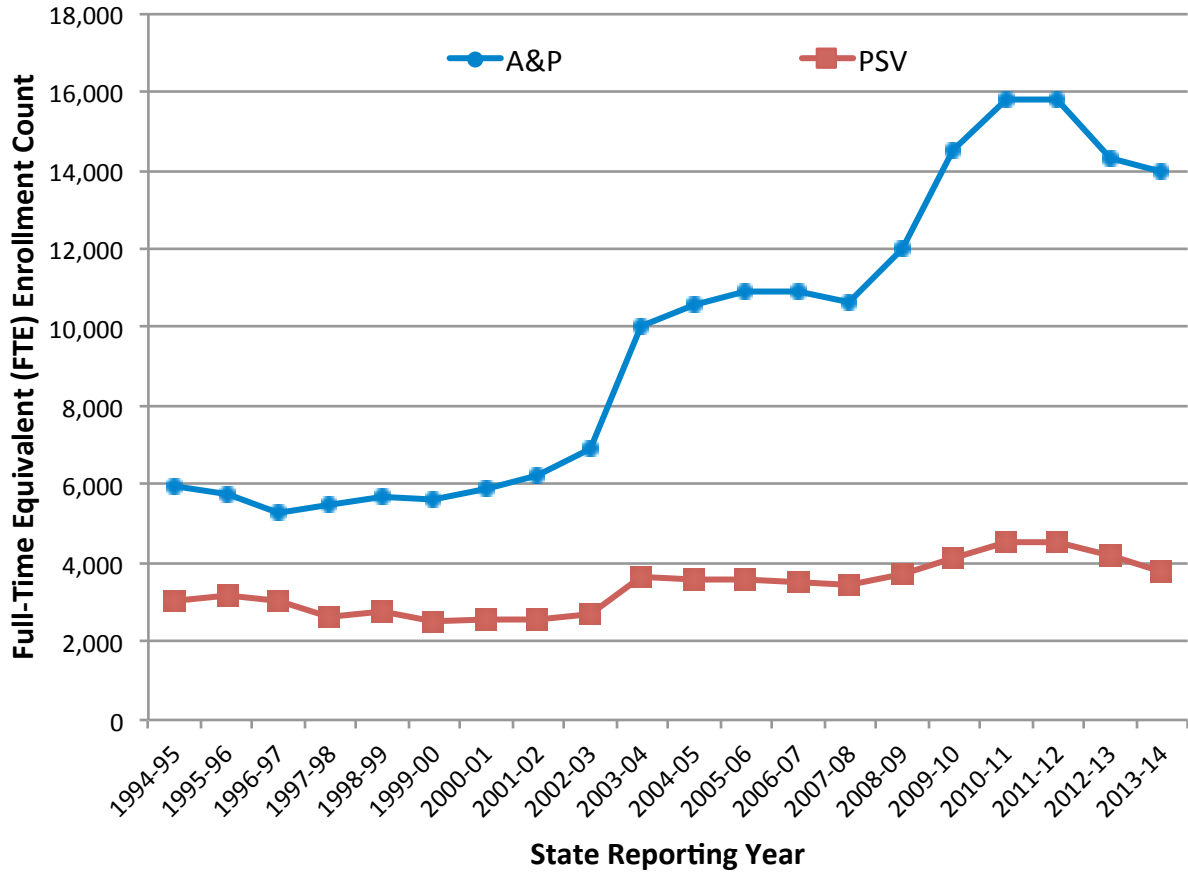

Figure 45. Advanced and Professional and Postsecondary Vocational FTE Enrollment [68]

The smaller two college credit types consist of the College Preparatory (CP) and Educator Preparation Institute (EPI) credit types. As shown in Figure 46, College Preparatory FTE enrollment has exhibited steady overall growth through 2011-12 with subsequent declines and the Educator Preparation Institute [69] enrollment displays a period of initial growth and then decline between 2004 and 2014.
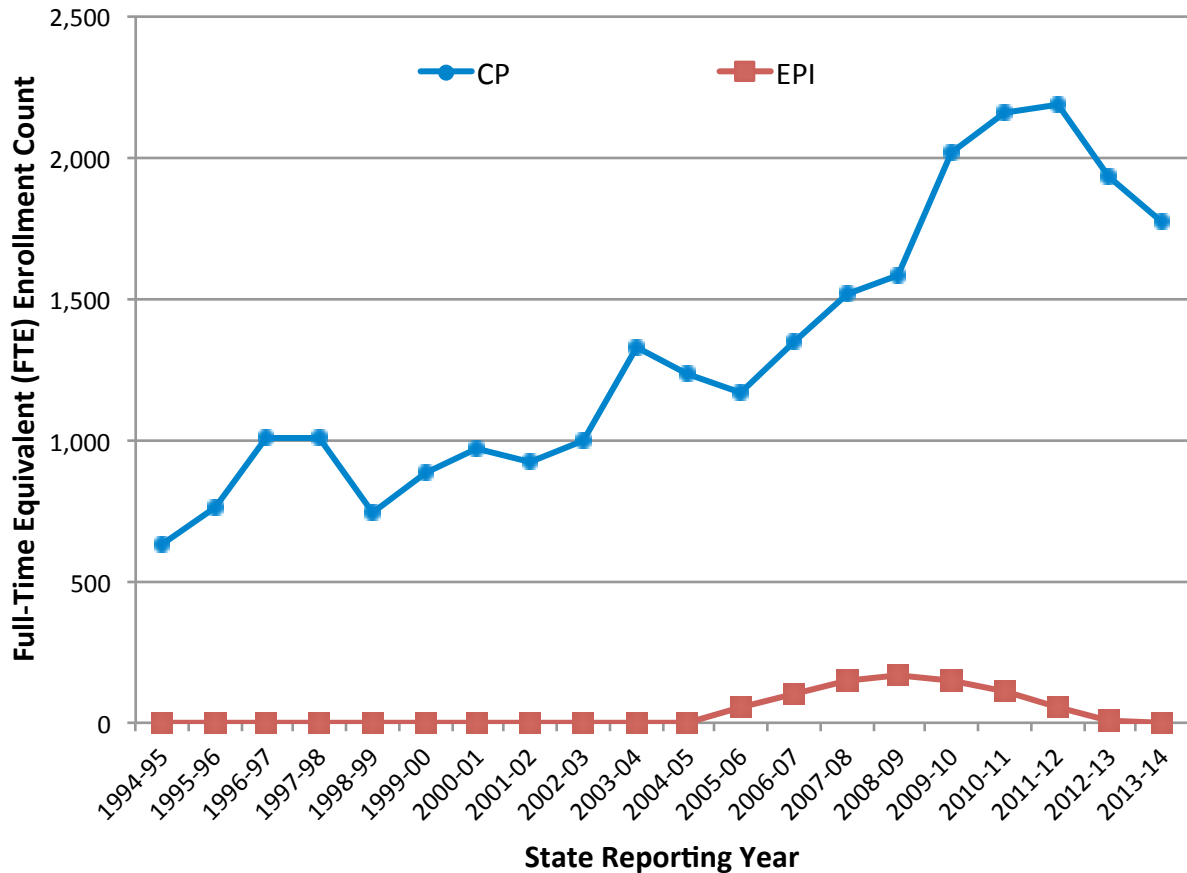

Figure 46. College Preparatory and Educator Preparation Institute FTE Enrollment [70]

Non-credit FTE also includes four distinct credit types: (1) Postsecondary Adult Vocational (PSAV), (2) Continuing Workforce Education (CWE), (3) Apprenticeship (APPR), and (4) Adult General Education (AGE). Figure 47 is a chart of all four non-credit enrollment types historically. As mentioned previously, Continuing Workforce Education is not counted as funded FTE after 2009-10. [71]
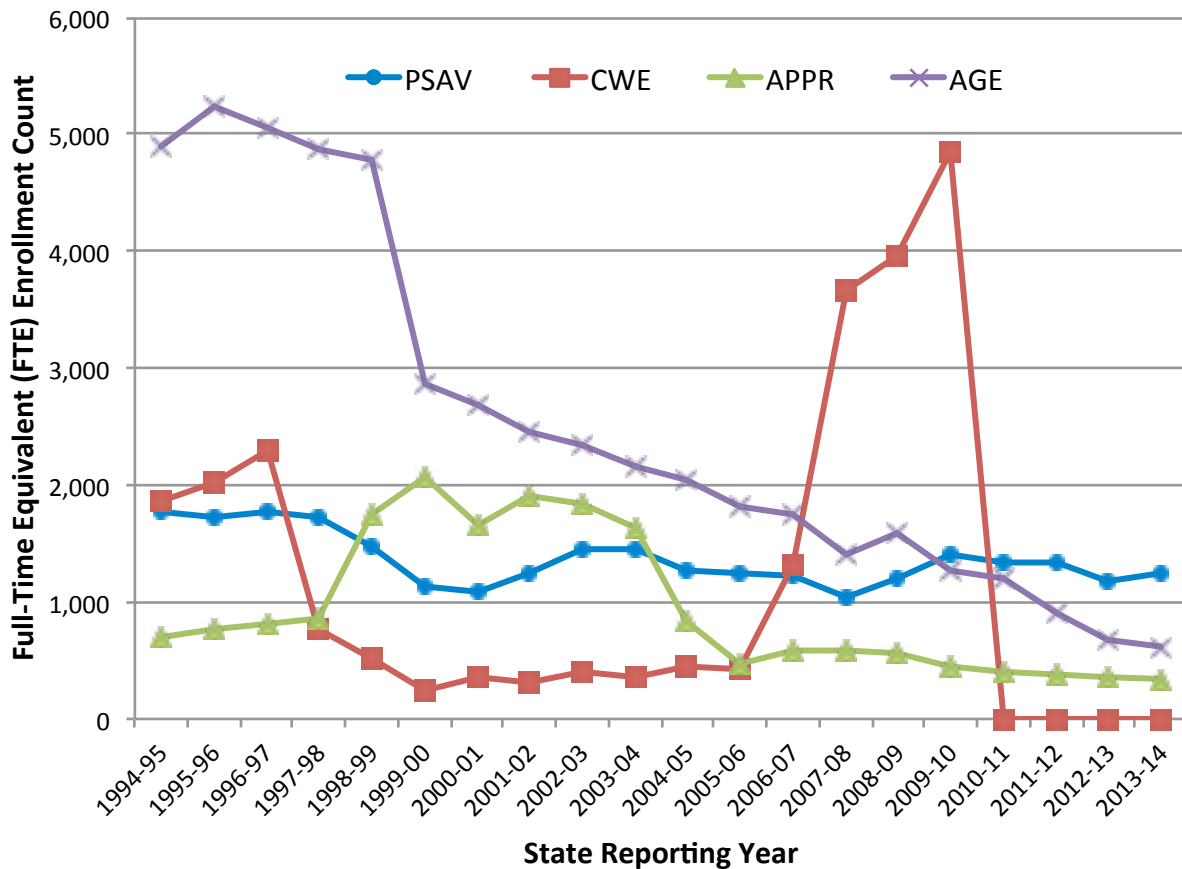
Figure 47. Non-Credit FTE Enrollment by Credit Type [72]

The FTE enrollment counts for college credit and non-credit courses are further detailed in Figure 48, which contains college credit counts, and Figure 49, which contain non-credit enrollment counts. Additional FTE details, for the College and Florida College System are shown in Figures 50 and 51 and include numerical change by program area. A twelve-year FTE history by program type is shown in Figures 52 through 59.
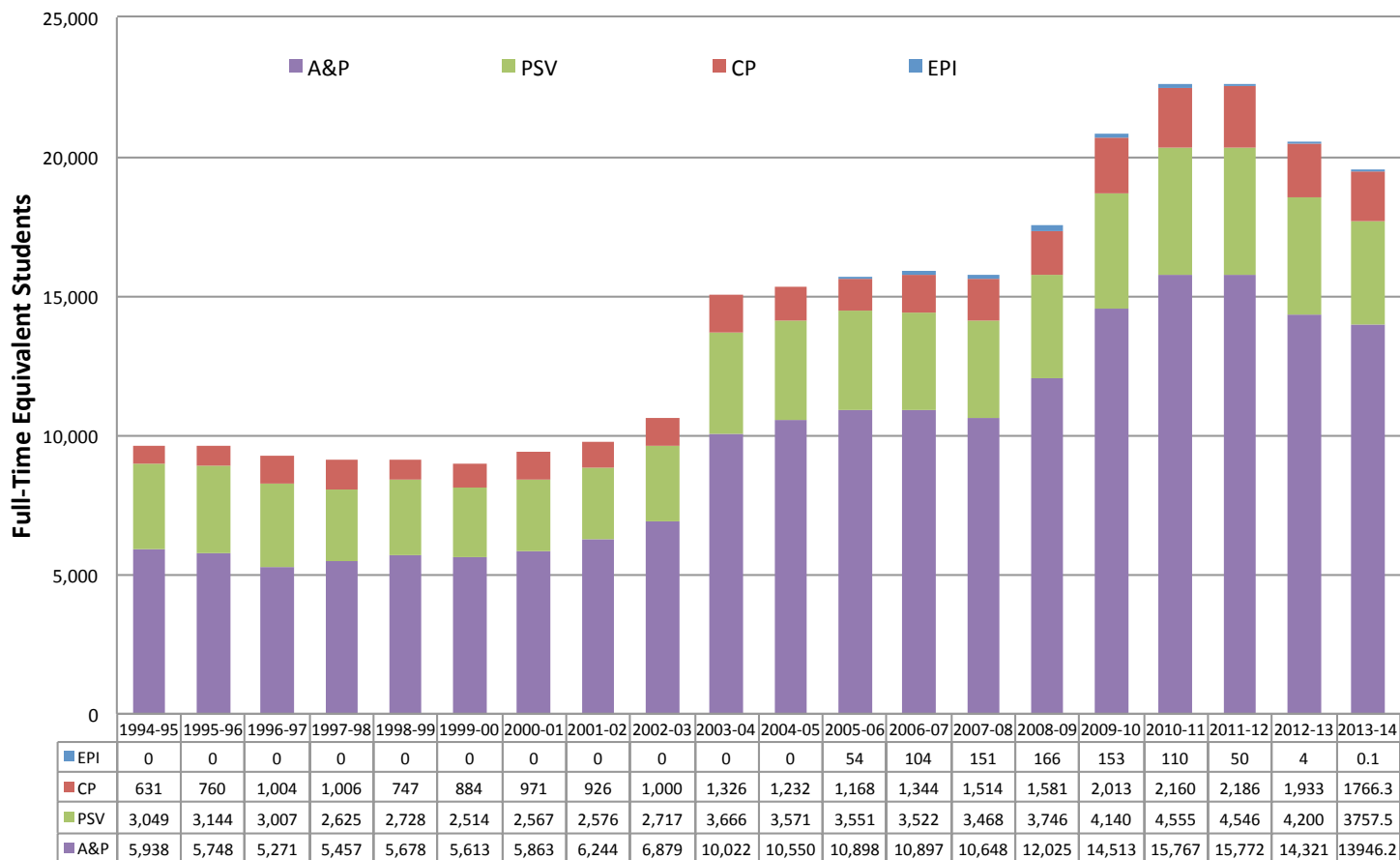
Figure 48. College Credit FTE Enrollments by Credit Type (1994 - 2013) [73] [74]

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
EPI	0	0	0	0	0	0	0	0	0	0	0	54	104	151	166	153	110	50	4	0.1
CP	631	760	1,004	1,006	747	884	971	926	1,000	1,326	1,232	1,168	1,344	1,514	1,581	2,013	2,160	2,186	1,933	1766.3
PSV	3,049	3,144	3,007	2,625	2,728	2,514	2,567	2,576	2,717	3,666	3,571	3,551	3,522	3,468	3,746	4,140	4,555	4,546	4,200	3757.5
A&P	5,938	5,748	5,271	5,457	5,678	5,613	5,863	6,244	6,879	10,022	10,550	10,898	10,897	10,648	12,025	14,513	15,767	15,772	14,321	13946.2

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73   Source: Historical FTE Enrollment Data – rev 21 (8/1/14).
74   Credit Type Key: Advanced and Professional (A&P), (2) Postsecondary Vocational (PSV),(3) College Preparatory (CP), and (4) Educator Preparation Institute (EPI)

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
AGE	4,903	5,250	5,052	4,877	4,791	2,862	2,676	2,466	2,338	2,160	2,038	1,811	1,744	1,402	1,582	1,277	1,195	909	686	618.7
APPR	700	767	803	853	1,743	2,059	1,667	1,908	1,832	1,634	843	475	581	577	569	450	398	379	365	342.6
CWE	1,871	2,020	2,289	758	514	252	367	307	403	356	438	418	1,306	3,666	3,955	4,846	0	0	0	0
PSAV	1,768	1,724	1,782	1,720	1,480	1,138	1,082	1,256	1,446	1,451	1,267	1,244	1,219	1,040	1,198	1,416	1,340	1,340	1,186	1245

Figure 49. Non-Credit FTE Enrollments by Credit Type (1994 – 2013) [75] [76]

Florida State College at Jacksonville
2013-14 FTE-3 Over 2012-13 FTE-3 Change in FTE by Program Area

Change in FTE

Program Area	Value
Upper Division (5.9% total)	117
Adult Sec./GED (0.4%)	-35
EPI (0% total)	-4
Adult Basic (2.4% total)	-25
PSAV (5.7% total)	59
Vocational Prep. (0.03% total)	-7
Apprentice (1.6% total)	-22
PSV (17.3% total)	-442
College Prep (8.1% total)	-167
A&P (58.4% total)	-492

Figure 50. College 2013-14 FTE-3 Over 2012-13 FTE-3 Change in FTE by Program Area [77]

Florida College System
2013-14 FTE-3 Over 2012-13 FTE-3 Change in FTE by Program Area

Change in FTE

Value	Program Area
1,535	UPPER DIVISION (3.8% of total FTE)
100	APPRENT (1.1% of total FTE)
29	VOC PREP (0.2% of total FTE)
-45	EPI (0.2% of total FTE)
-85	ADULT BASIC (1.4% of total FTE)
-222	ADULT SEC/GED PREP (0.4% of total FTE)
-290	POSTSEC ADULT VOC (2.8% of total FTE)
-1,807	POSTSEC VOC (16.8% of total FTE)
-3,658	A & P (64.3% of total FTE)
-5,110	DEV ED (9.0% of total FTE)
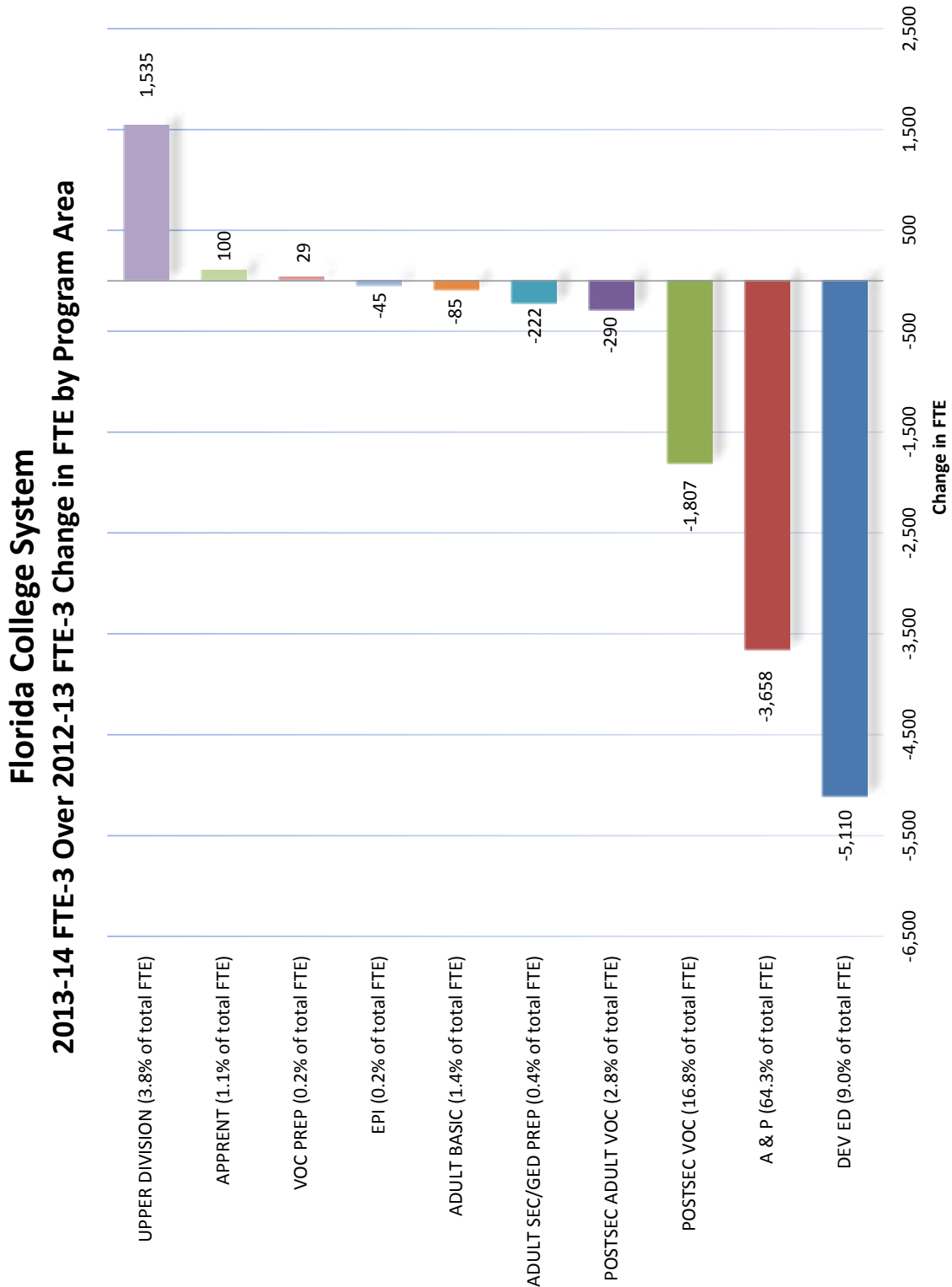
Figure 51. College 2013-14 FTE-3 Over 2012-13 FTE-3 Change in FTE by Program Area [78]

Figure 52. Twelve-Year College FTE History - Grand Total, All Programs [79]

Figure 53. Twelve-Year College FTE History – Lower Division Total [80]

80   Source: Florida College System Enrollment Estimating Conference (8/4/14) Meeting Packet; CCTCMIS: FTECOL, CO3F29C - 07/16/2014 11:26 AM (FN30C3);
      FTE Historical Data. I:\M6500\Documents\2014 FSCJ\2014_FACTOR\FACTOR_FLDOE_Data\FTE HISTORY 30 CREDIT HOUR - 12 YEARS SRS 8-1-13_UP-
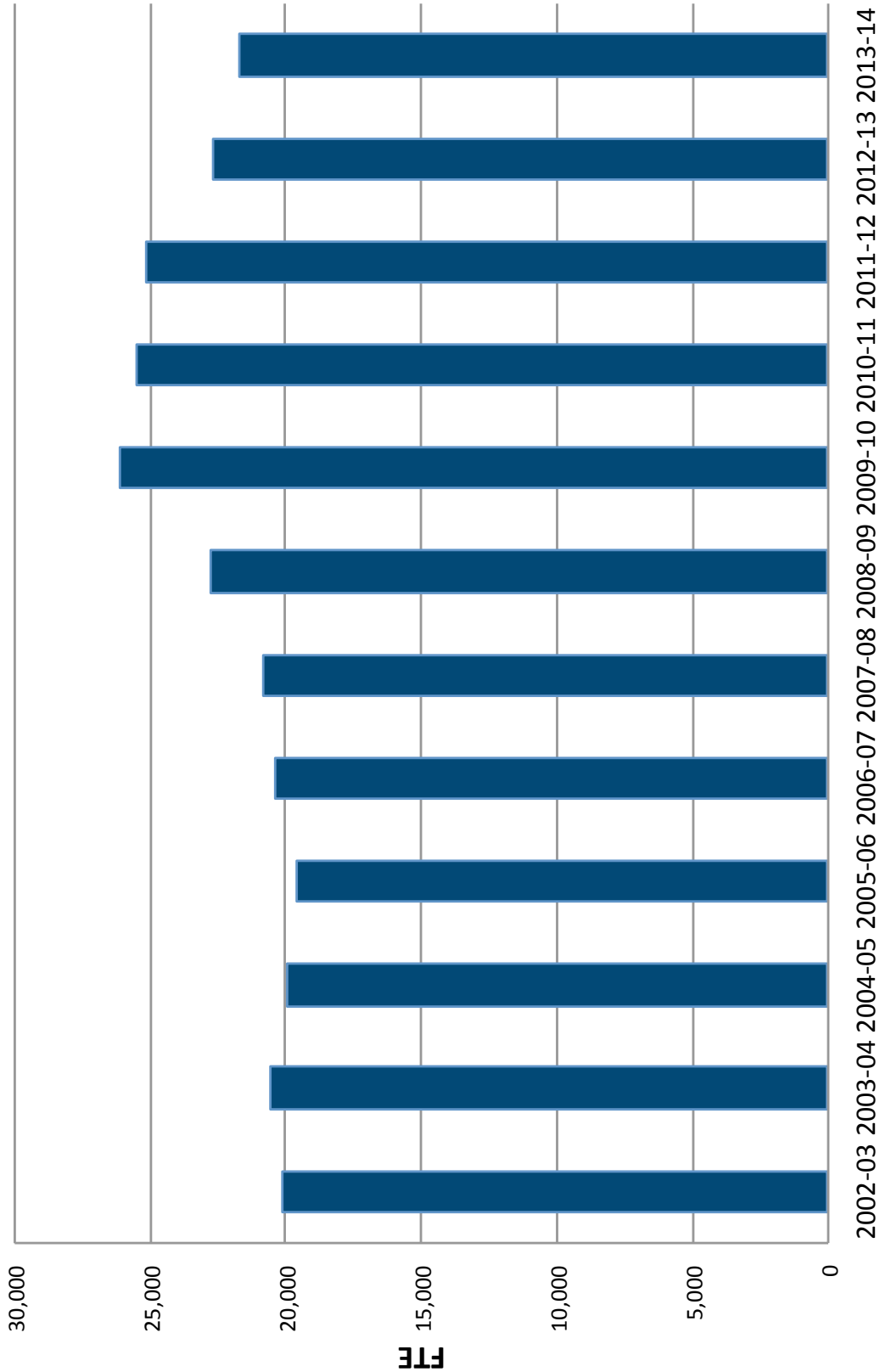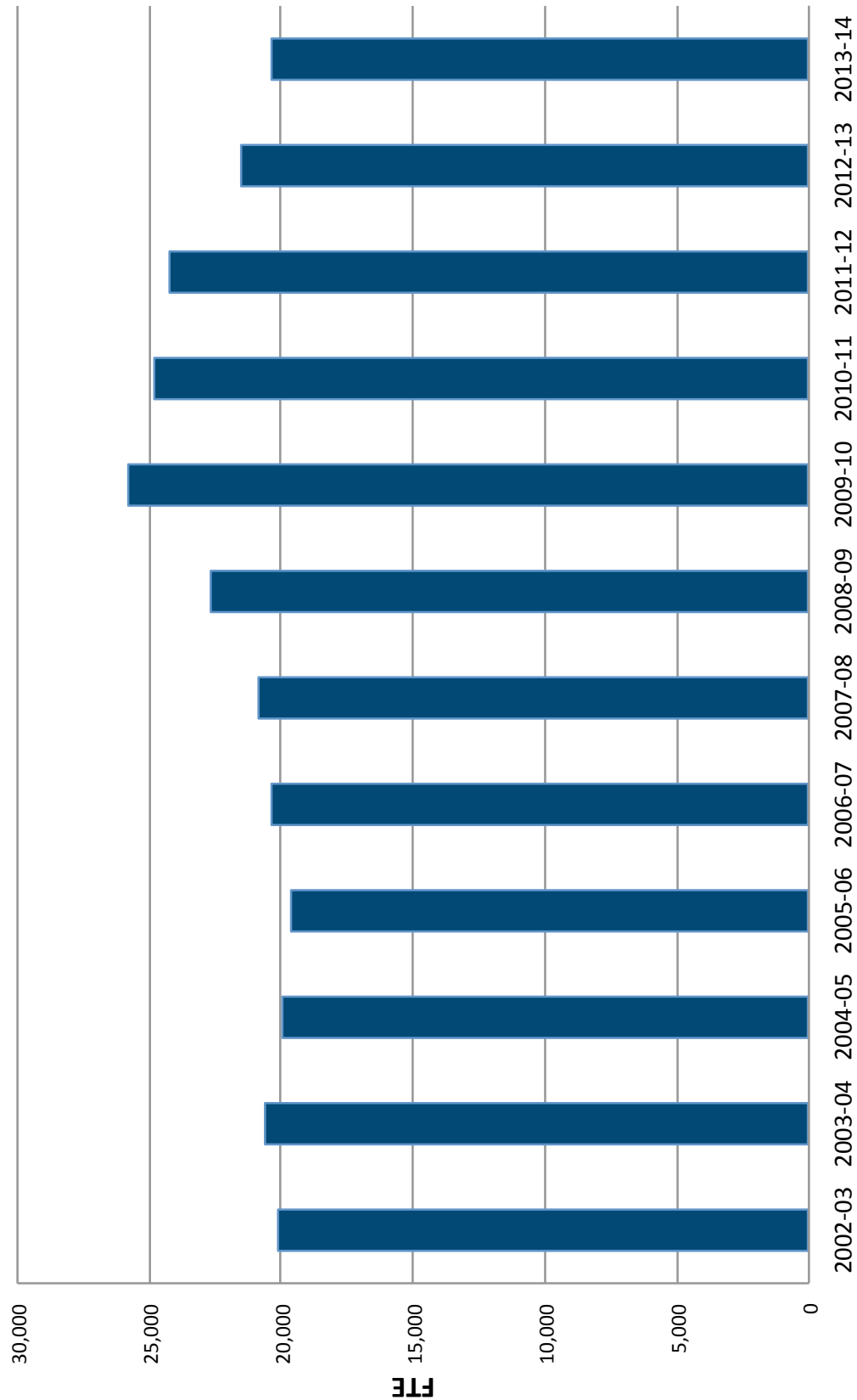   DATED.xls

Figure 54. Twelve-Year College FTE History – Upper Division Total [81]

Florida State College at Jacksonville
FTE History - Advanced & Professional

Florida State College at Jacksonville
FTE History - Postsecondary Vocational

Figure 55. (A, B). Twelve-Year College FTE History - A&P, PSV [82]

Florida State College at Jacksonville
FTE History - College Preparatory

C

Florida State College at Jacksonville
FTE History - Educator Preparation Institute

D
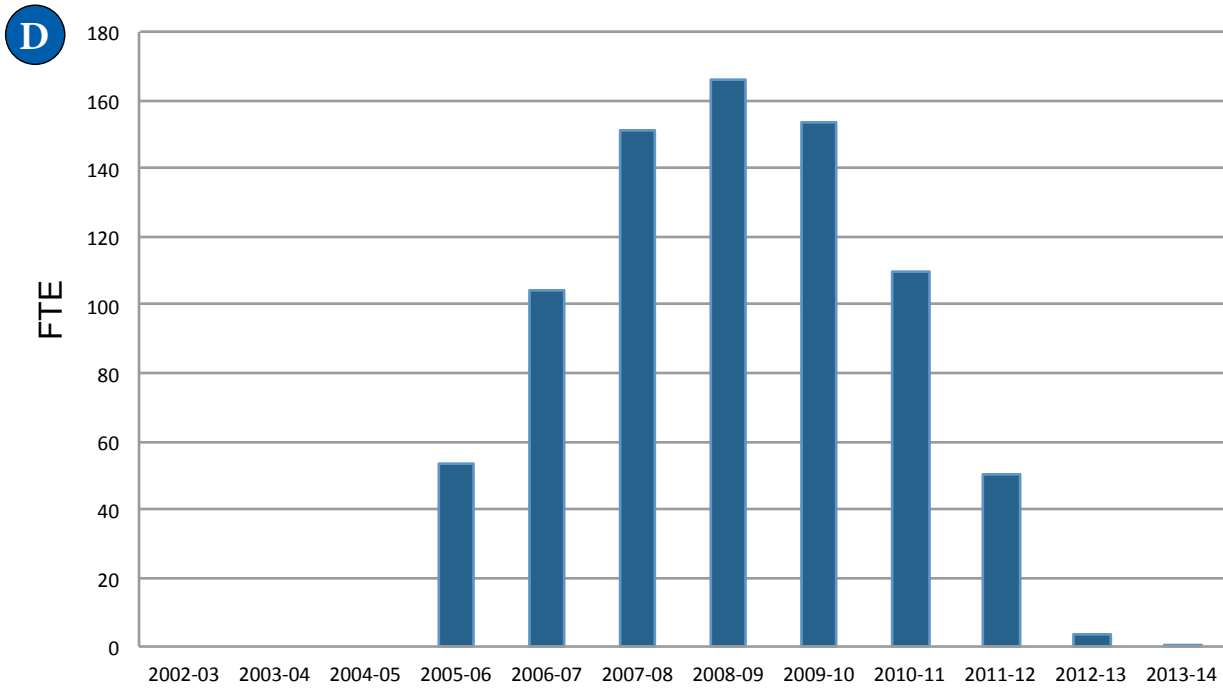
Figure 56. (C, D). Twelve-Year College FTE History - College Prep., EPI [83]

83   Source: Florida College System Enrollment Estimating Conference (8/4/14) Meeting Packet; CCTCMIS: FTECOL, CO3F29C - 07/16/2014 11:26 AM (FN30C3);
FTE Historical Data. I:\M6500\Documents\2014 FSCJ\2014_FACTOR\FACTOR_FLDOE_Data\FTE HISTORY 30 CREDIT HOUR - 12 YEARS SRS 8-1-13_UP-
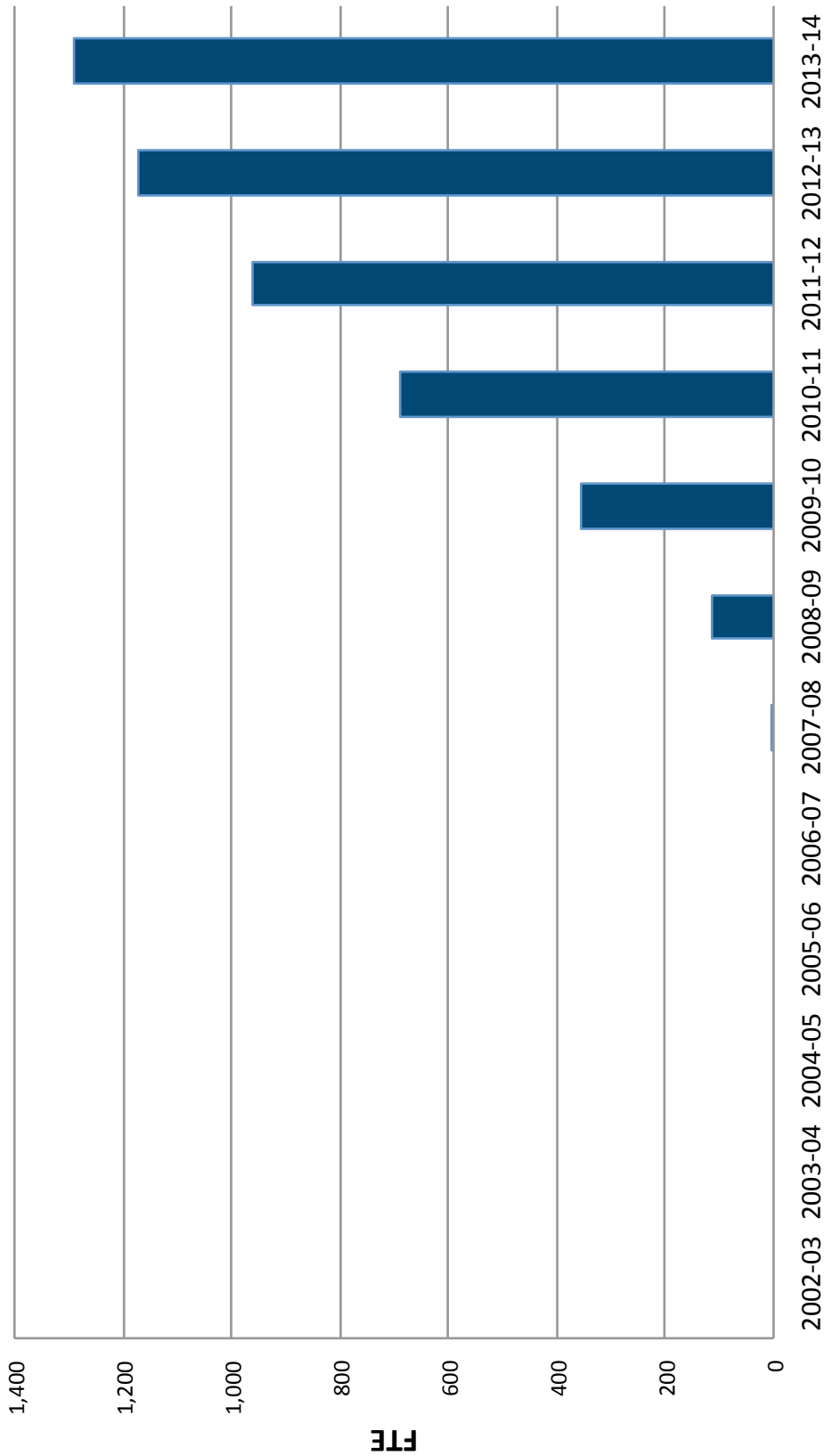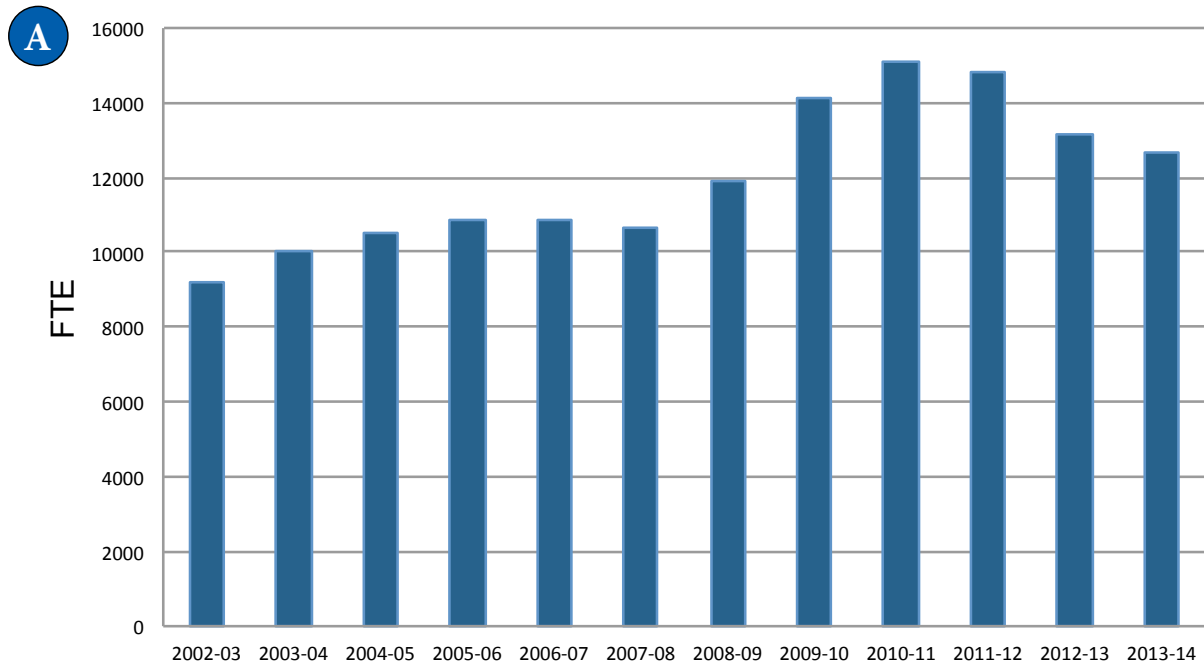DATED.xls

Florida State College at Jacksonville
FTE History - Postsecondary Adult Vocational

E
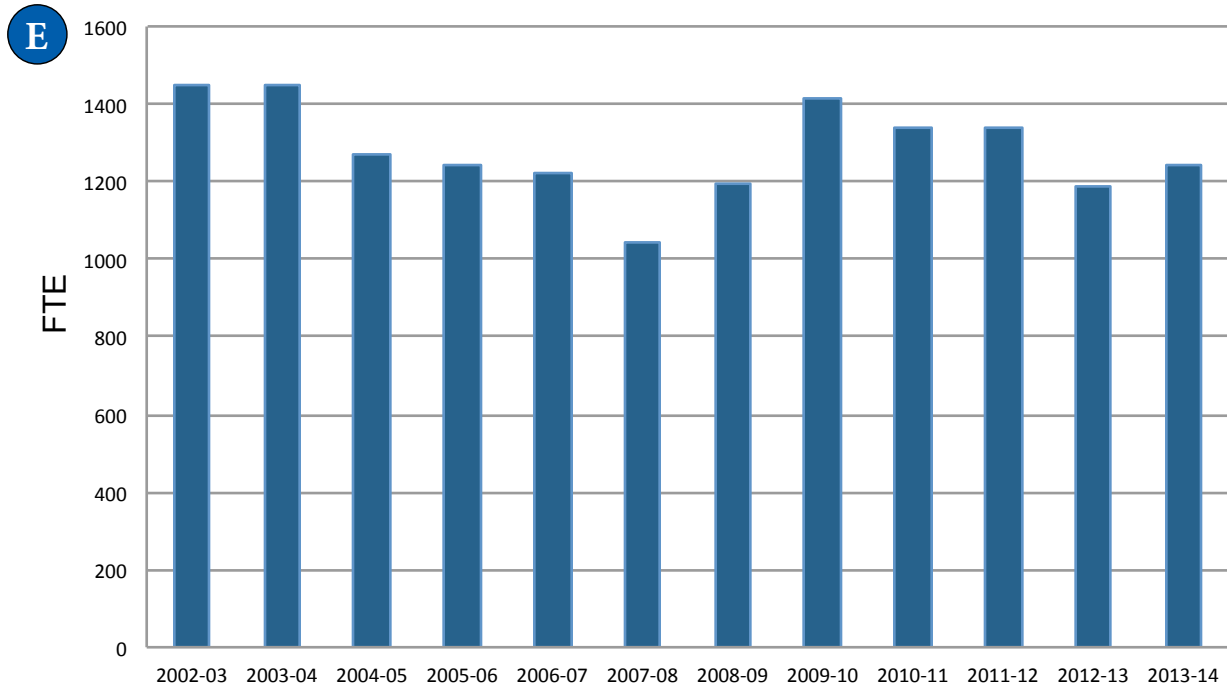
Florida State College at Jacksonville
FTE History - Apprenticeship

F
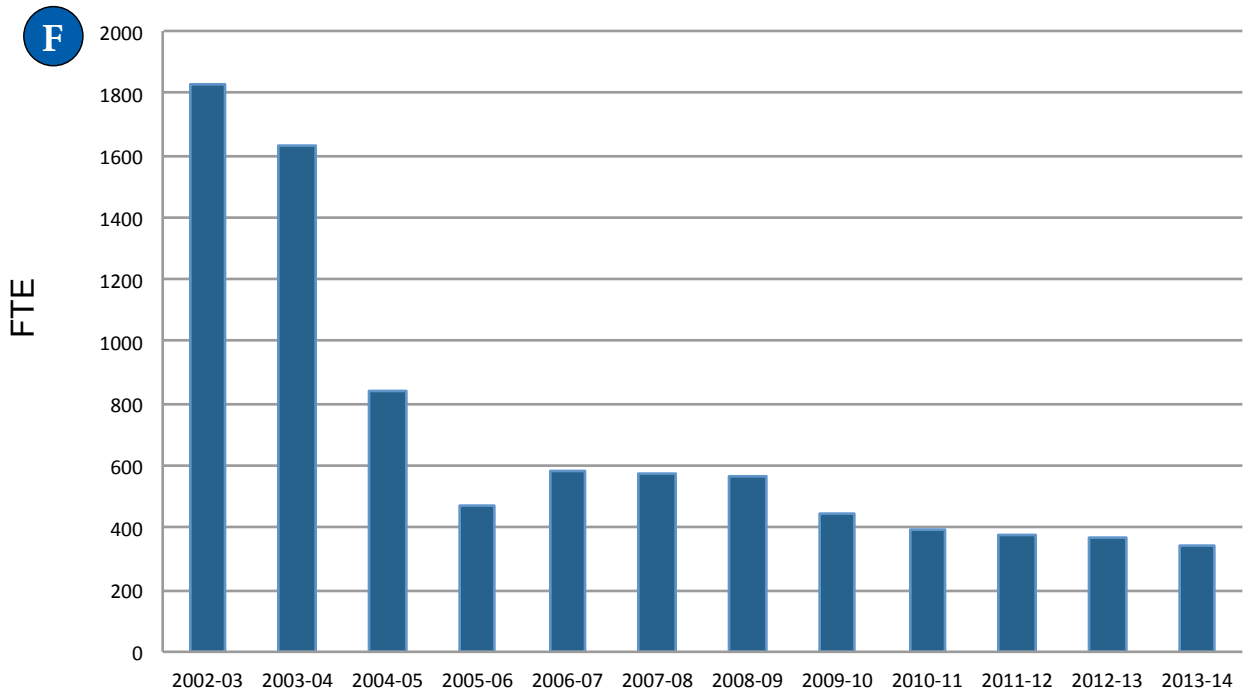
Figure 57. (E, F). Twelve-Year College FTE History - PSAV, Apprenticeship [84]

Florida State College at Jacksonville
FTE History - Continuing Workforce Education

G
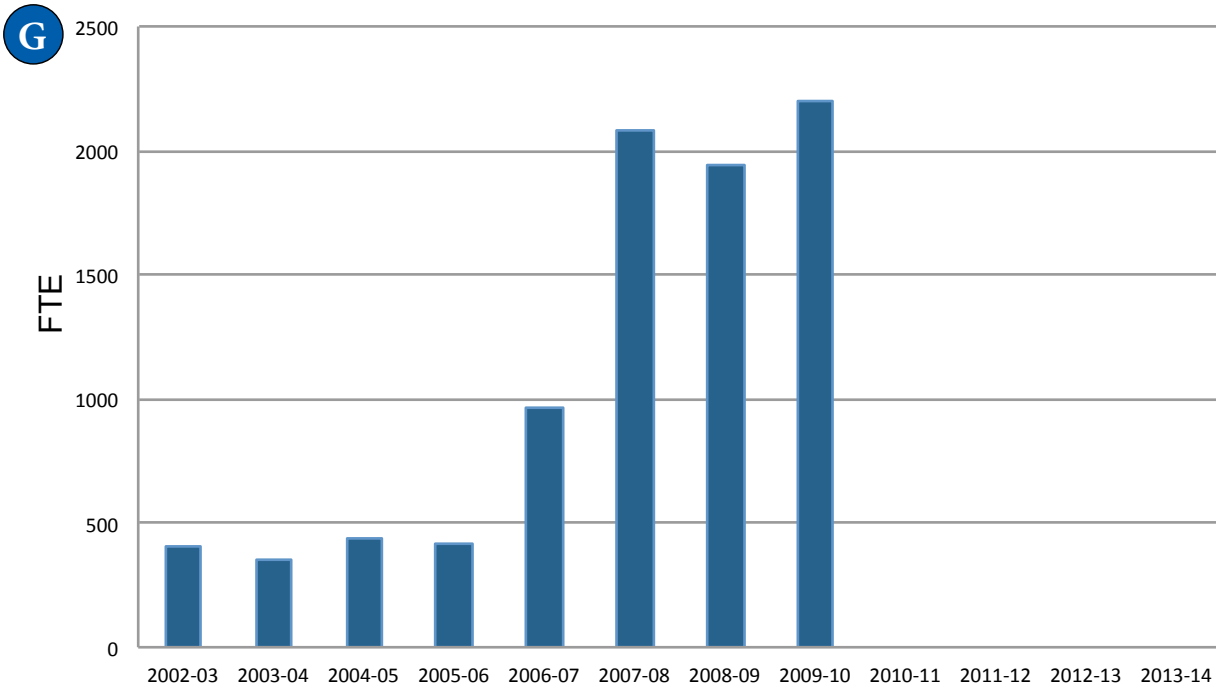
Florida State College at Jacksonville
FTE History - Adult Basic
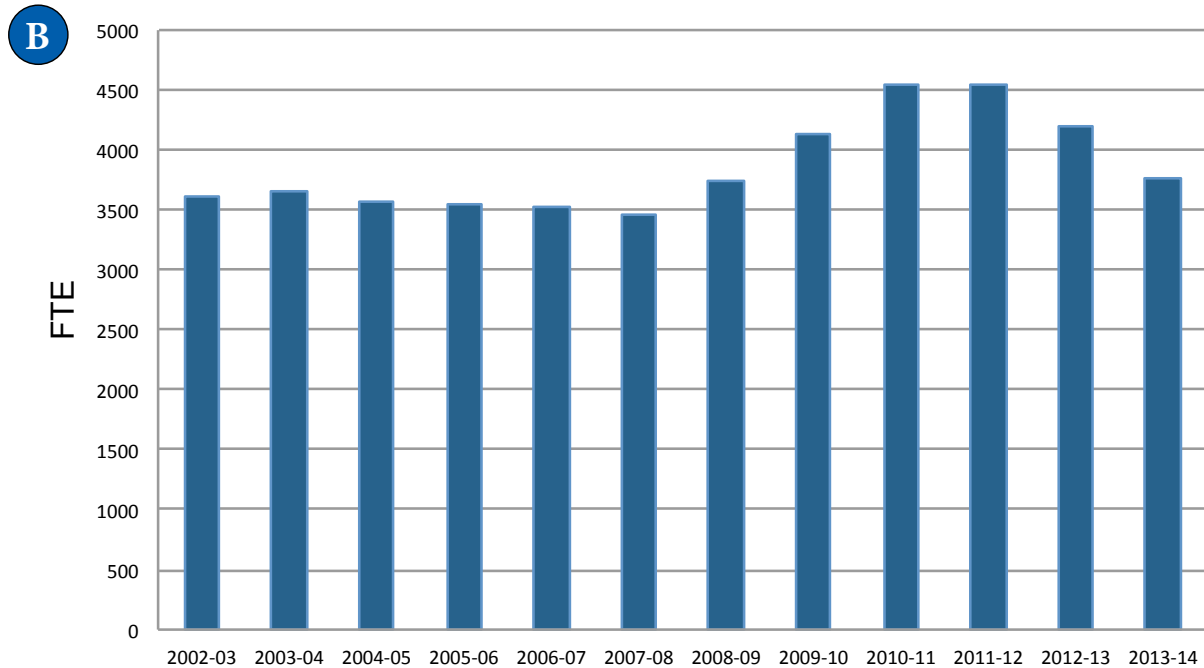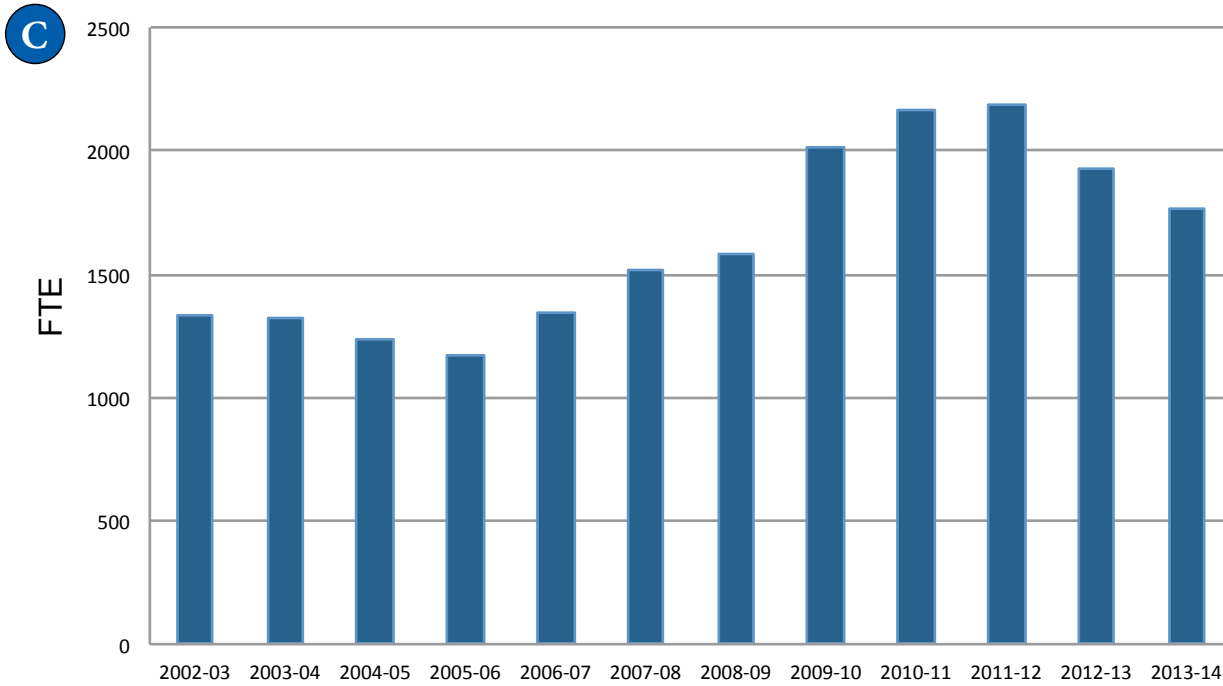
H
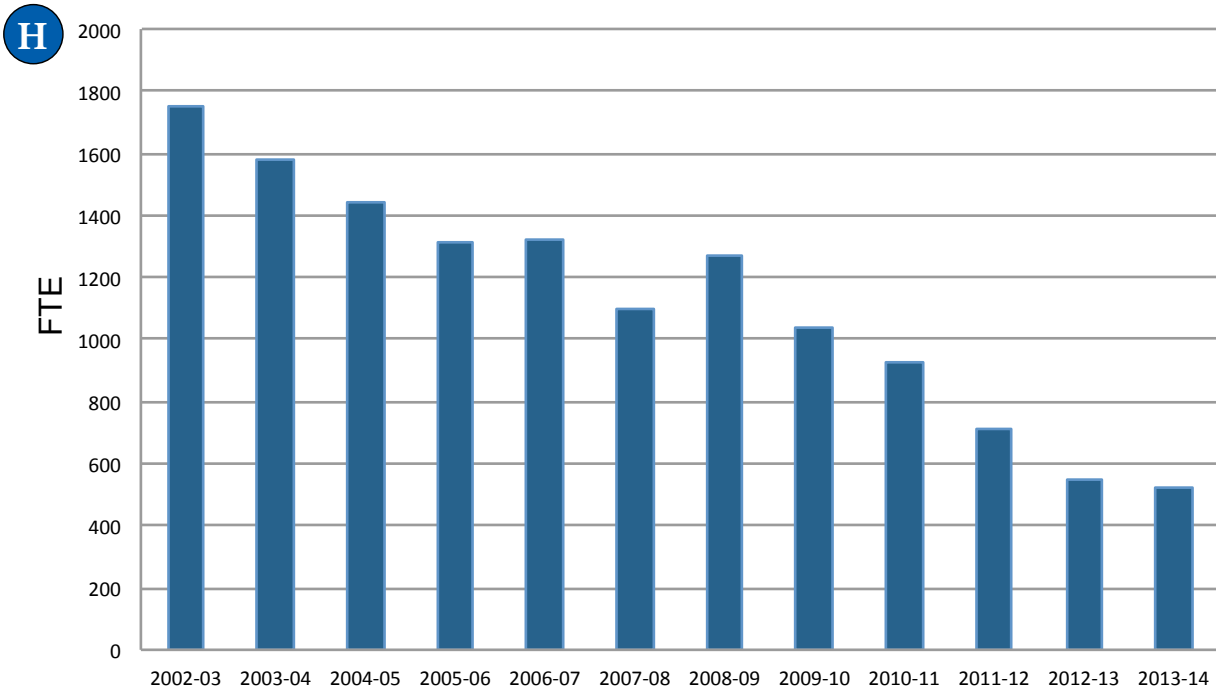
Figure 58. (G, H). Twelve-Year College FTE History - CWE, Adult Basic [85]

85   Source: Florida College System Enrollment Estimating Conference (8/4/14) Meeting Packet; CCTCMIS: FTECOL, CO3F29C - 07/16/2014 11:26 AM (FN30C3);
       FTE Historical Data. I:\M6500\Documents\2014 FSCJ\2014_FACTOR\FACTOR_FLDOE_Data\FTE HISTORY 30 CREDIT HOUR - 12 YEARS SRS 8-1-13_UP-
       DATED.xls

Florida State College at Jacksonville
FTE History - Adult Secondary / GED Preparation
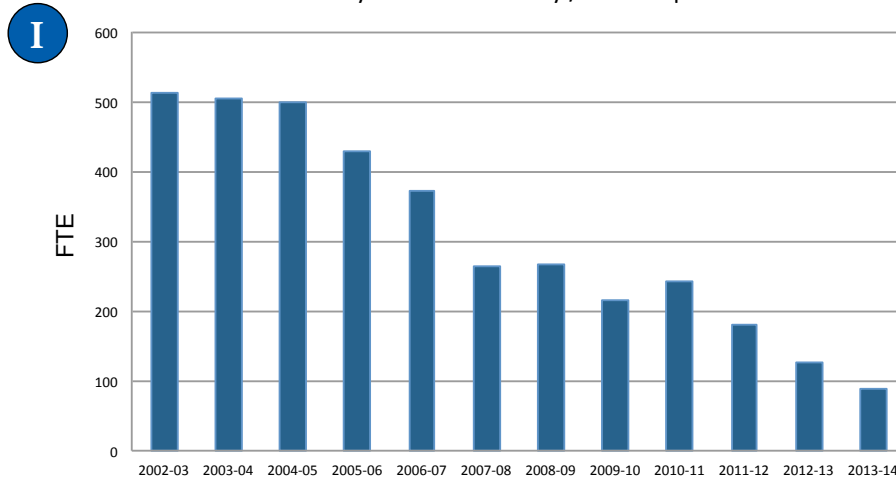
Florida State College at Jacksonville
FTE History - Vocational Preparation
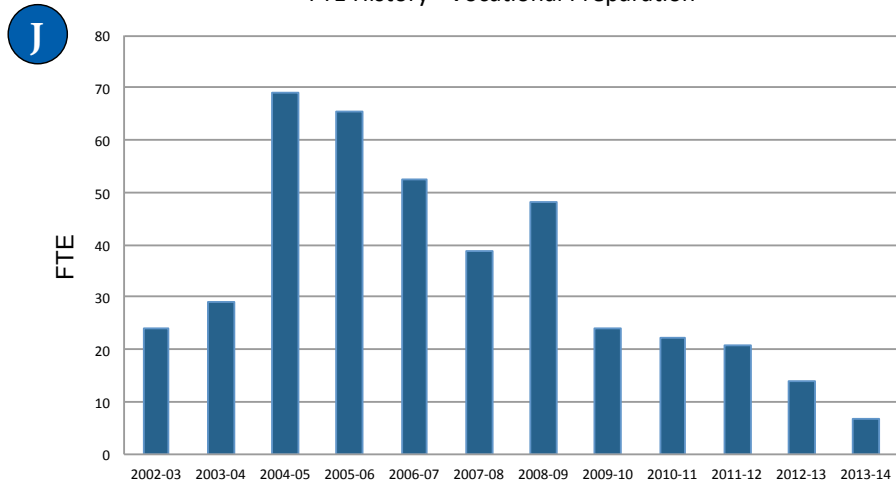
Florida State College at Jacksonville
FTE History - Special Disabled Adult
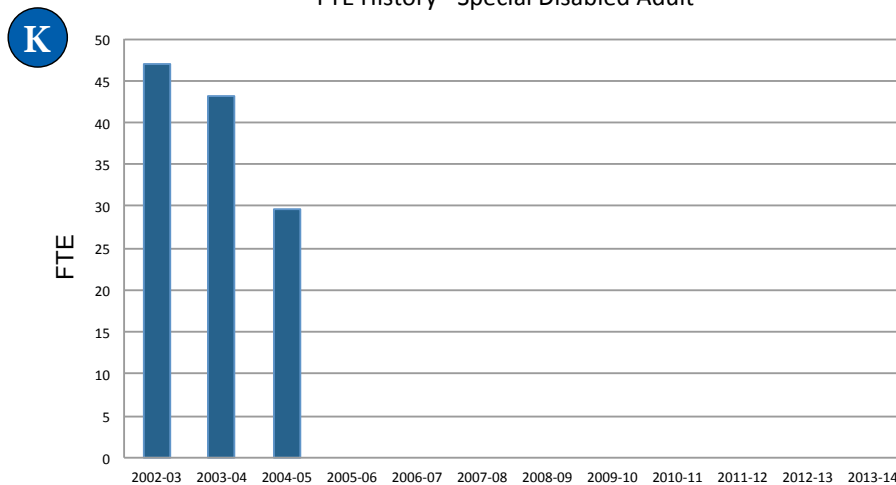
Figure 59. (I,J,K). Twelve-Year College FTE History - Adult Sec./GED, Voc. Prep., Spec. Disabled Adult [86]

A comparison of the top five colleges based on five year FTE totals (2009-10 through 2013-14) is presented in Figure 60. As shown, the College ranks fourth in annual FTE enrollment. Note—these totals have been adjusted to current year definitions. Beginning in FY 2010-11, enrollment in CWE (and Life Long Learning) programs were no longer included and upper division was included for funding purposes. Therefore, the entire chart excludes CWE programs, but it includes upper division programs where applicable for comparison purposes.
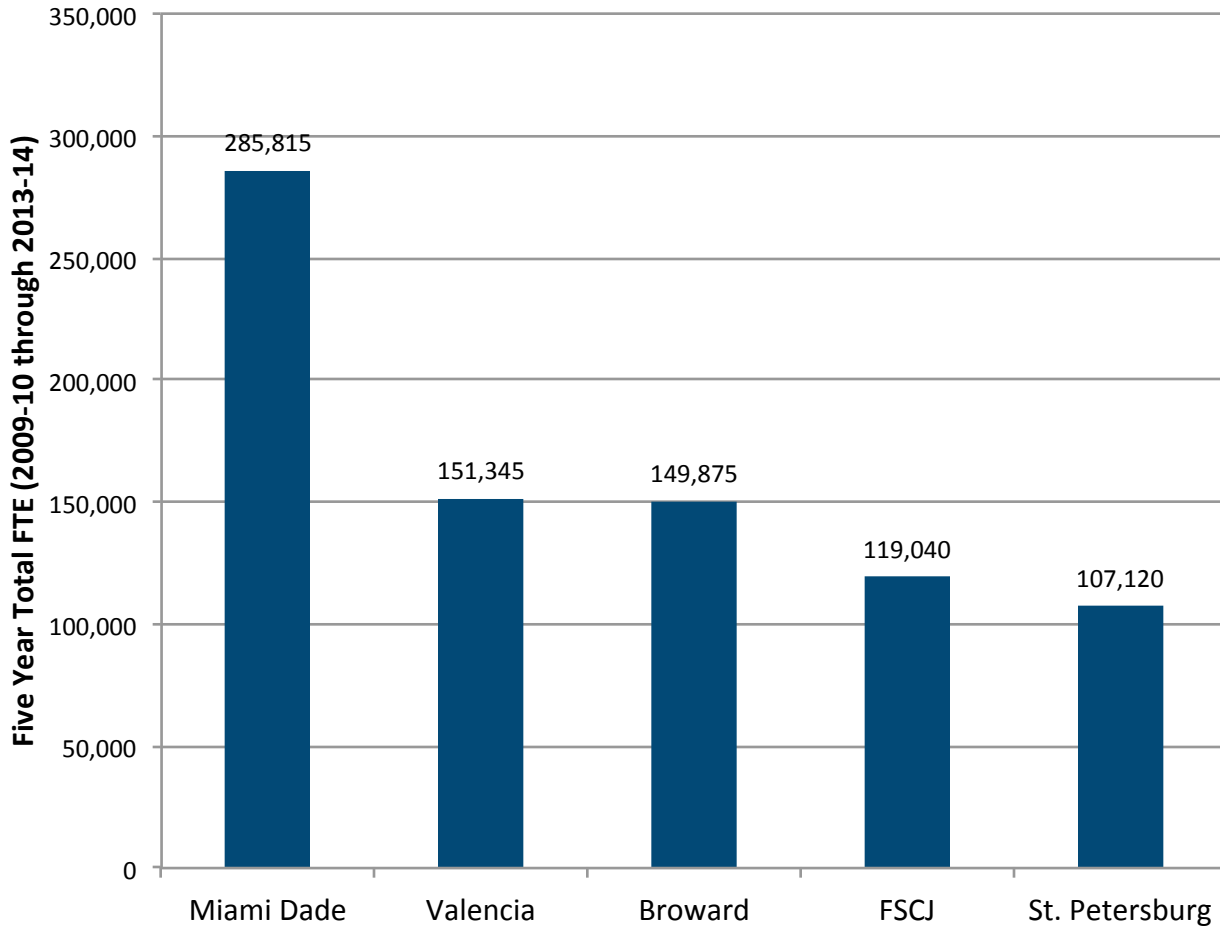
Note: For comparison purposes, this FTE has been normalized to the current year's definition of funded FTE. CWE is excluded and Upper Level is included for each year displayed.

Figure 60. Five-Year Full-Time Equivalent Enrollment Comparison[87]

PROGRAM COMPLETIONS

A total of 8,501 award completions included both lower division (Associate) and upper division Bachelor's degrees. [88]
As shown in Table 22 and Figure 61, the majority of lower division completions were AA degrees.

Table 22. Combined Credit Program Award Completions [89]

Award/Degree	Count	Cumulative Total	Percent
Associate in Arts	3,757	3,757	51.5%
Educator Preparation Institute **	45	3,802	0.6%
Associate in Science	1,207	5,009	16.6%
Certificates*	2,280	7,289	31.3%
Non-Bachelors Sub-total	**7,289**		100.0%
Education	145	145	27.2%
Nursing	25	170	4.7%
Other	363	533	68.1%
Bachelors Sub-total	**533**		100.0%
Grand Total	**7,822**		

*includes Advanced Technical Certificates, PSAV, PSV
** Inactivated 2013 (In "Teach-Out") Mode
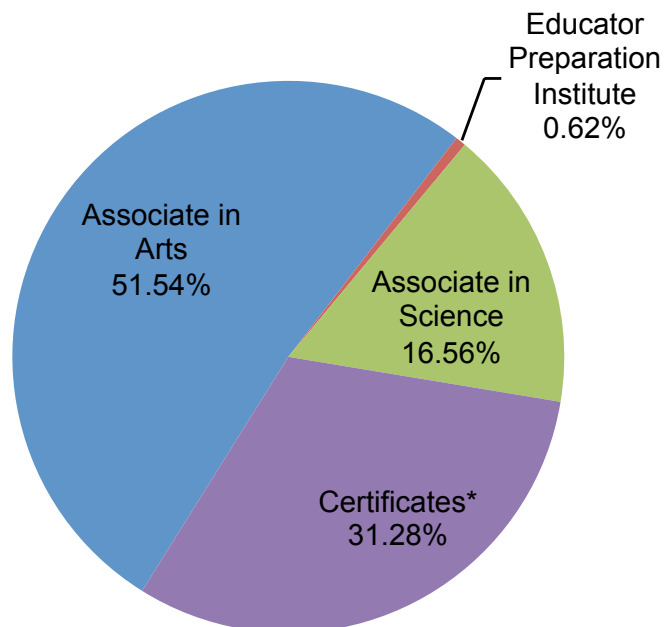
*includes Advanced Technical Certificates, PSAV, PSV

Figure 61. Non-Bachelors Credit Program Completions

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[88]   Note—Completions are a count of students earning each award, regardless of when the student began pursuing the award. This is different from various definitions
of "graduation rate" which generally involve further qualifying of particular student types (e.g., first time in college, Full-Time, etc.) especially organized as defined
cohorts. The IPEDS graduation rate for the college is discussed later.

[89]   Source: FLDOE, FCS 2014 Fact Book Credit Program Completers (2012-13) Headcount 5.3T, 5.4.1T, 5.4.2T, 5.4.4T, 5.4.5T, 5.4.6T, 5.4.7T, 5.4.8T, 5.51T, 5.52T, 5.5.3T

For comparison purposes, combined credit program completions are shown for a subset of institutions in the Florida College System in Figure 62.

	2008-09	2009-10	2010-11	2011-12	2012-13
BROWARD*	4,845	5,803	5,682	7,437	7,899
DAYTONA STATE*	3,379	3,485	4,492	4,625	4,495
FSCJ*	5,664	6,248	7,671	8,501	7,822
HILLSBOROUGH	3,623	3,953	4,384	5,464	5,761
MIAMI-DADE*	9,035	10,969	11,302	14,123	14,325
PALM BEACH*	4,565	5,122	5,687	5,988	6,598
ST. PETERSBURG*	3,623	4,052	4,291	5,771	6,105
VALENCIA	8,369	9,761	10,440	12,093	11,434
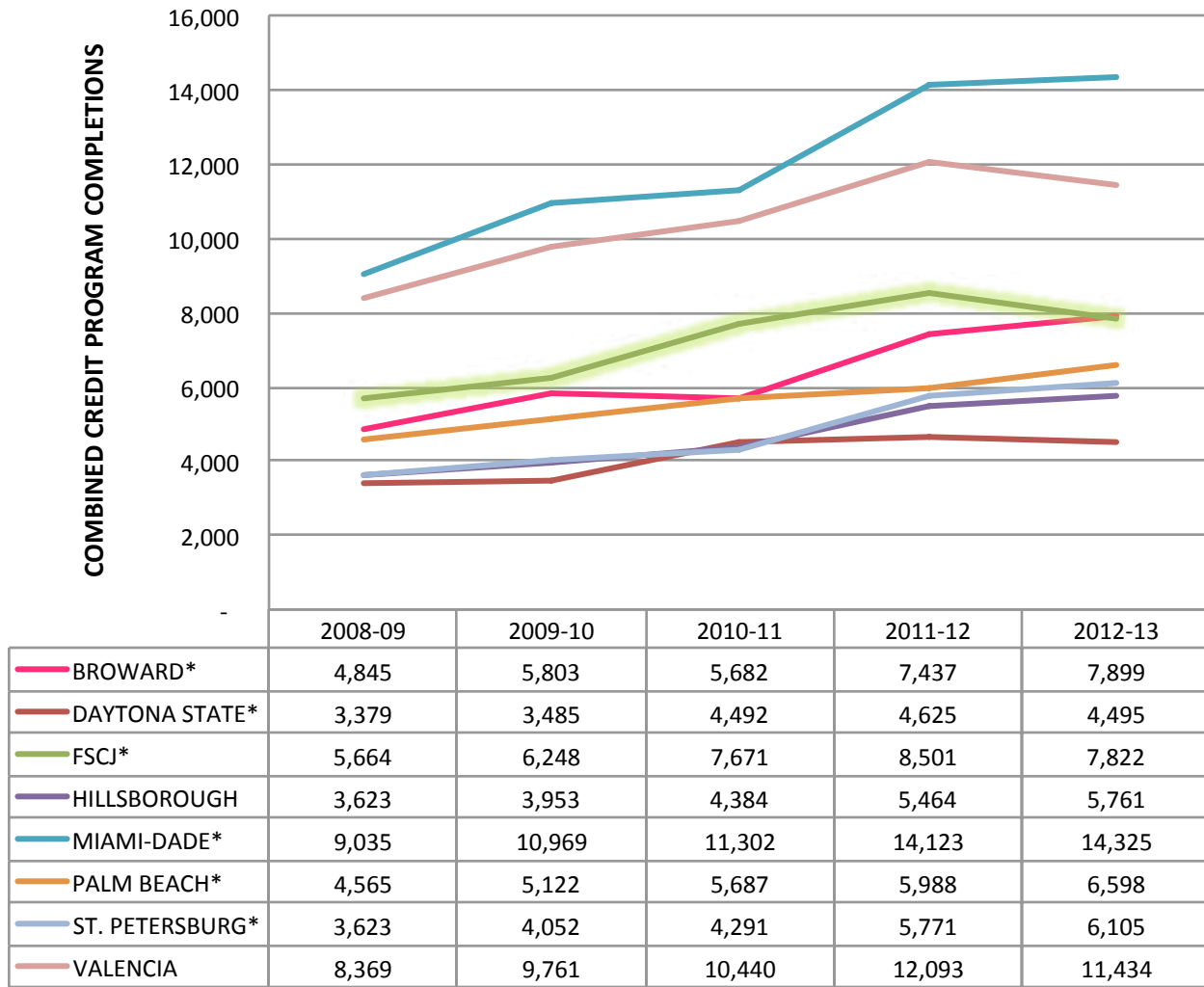
*Baccalaureate Colleges

Figure 62. Combined Credit Program Completions, Five-Year Trend Comparison [90]

Florida State College at Jacksonville ranked fourth in total (Bachelors and Non-Bachelors) completers of the institutions offering bachelors degrees. Figure 63 shows a rank order count of total degrees for the top six institutions in the Florida College System.

	Miami Dade	Valencia	Broward	FSCJ	Palm Beach State	St. Petersburg
■ Bachelors Total	829	10	355	533	217	1168
■ Non-Bachelors Total	13,496	11,424	7,544	7,289	6,381	4,937
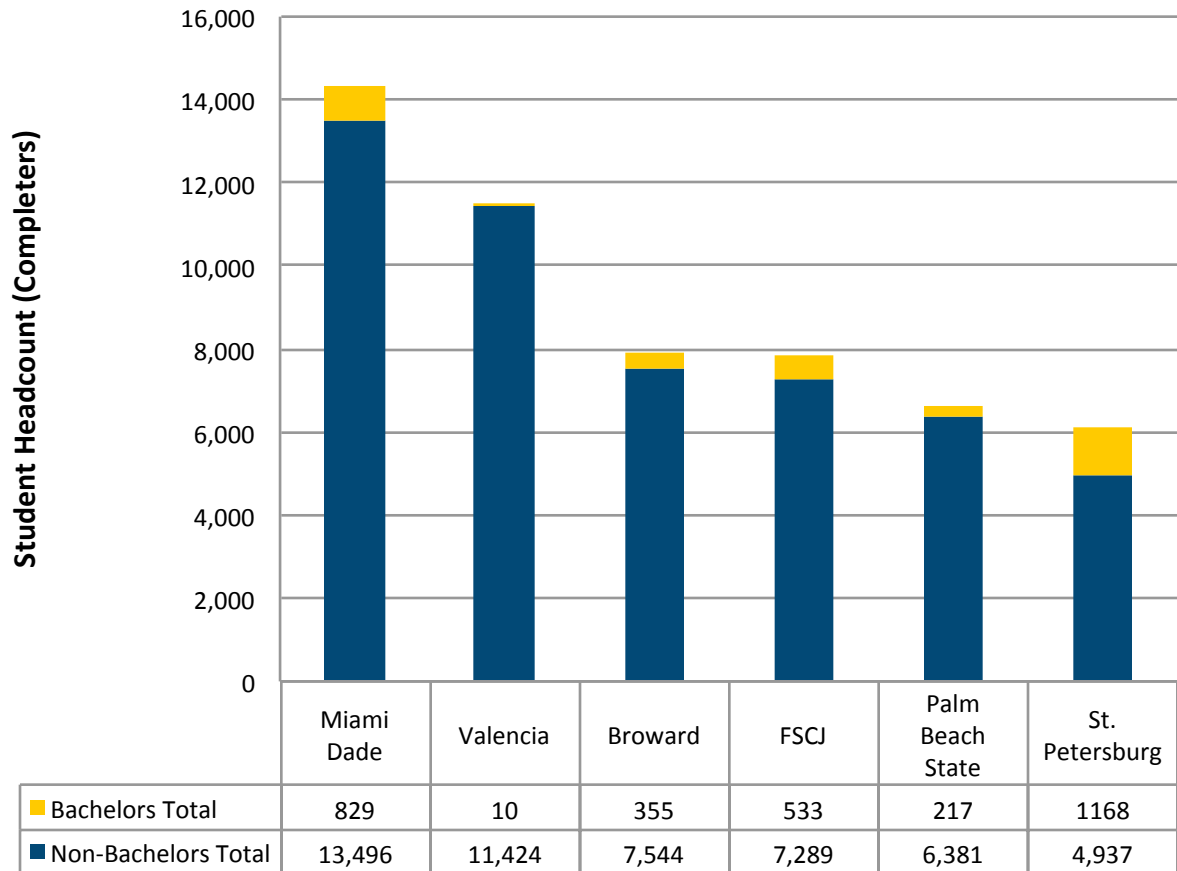
Figure 63. Top Five Total Completers for Bachelors Colleges in the FCS [91]

Table 23 lists equivalent data for all colleges in the Florida College System.

Table 23. 2012-13 Completion Totals for All FCS Institutions [92]

College	Non-Bachelors	Bachelors	Grand Total
Miami Dade	13,496	829	14,325
Valencia	11,424	10	11,434
Broward	7,544	355	7,899
FSCJ	**7,289**	**533**	**7,822**
Palm Beach State	6,381	217	6,598
St. Petersburg	4,937	1,168	6,105
Seminole State	6,013	46	6,059
Hillsborough	5,761	0	5,761
Daytona	4,095	400	4,495
Indian River	3,872	435	4,307
Eastern Florida (Brevard)	3,955	0	3,955
Santa Fe	3,205	90	3,295
Tallahassee	3,193	0	3,193
Edison *	2,574	345	2,919
Pensacola	2,402	67	2,469
Pasco-Hernando	2,223	0	2,223
Polk	1,742	116	1,858
Northwest Fla	1,628	183	1,811
Central Florida	1,743	34	1,777
State College FL	1,688	58	1,746
St. Johns River	1,316	37	1,353
Gulf Coast	1,057	4	1,061
Lake Sumter	781	0	781
Florida Gateway	729	0	729
South Florida	657	0	657
Chipola	538	82	620
North Florida	354	0	354
Florida Keys	280	0	280

* Edison was renamed as Florida SouthWestern State College in 2014

Graduation Rates

The federal Student Right-to-Know Act of 1990 legally established the requirement that all institutions participating in Title IV (student financial assistance) programs must annually report their graduation rate for all first-time, full-time, degree or certificate seeking students.   To carry out this requirement, the National Center for Education Statistics (NCES) developed the Graduation Rate Survey (GRS) as part of its Integrated Postsecondary Education Data System (IPEDS). The 1998 Higher Education Act (HEA) Amendments extended this, charging NCES with making specific consumer information, including graduation rates, available online. The NCES release of the first GRS data was significant in the sense that institutional graduation rates on a national level had not been previously published. [93] This further solidified the "IPEDS" graduation rate (as defined in GRS) as a commonly used indicator of student success, specifically in terms of timely degree completion.

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 degrees. For Associate degrees, 100% of "normal time" is considered as two academic years ; 150% of normal time is defined as three years; and 200% of normal time is defined as four years. [94] Of these, the 150% measure is most often used and reported. Applying this same schema to Bachelor degrees, 150% of normal time is considered to be six years.

For most of its history as an Associate degree granting institution, Florida State College at Jacksonville reported its IPEDS graduation rate using the three-year follow-up schedule (150% of normal time) for Associate degrees. However, beginning in 2007-2008 (and coinciding with its status change to a Bachelor degree granting institution), the College began reporting 150% of normal time using the six-year follow-up schedule for Bachelor degrees.

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93   Note—while certain states (including Florida), decide GRS parameters for all state institutions (thereby facilitating comparisons within the state), institutional comparisons across states must be undertaken with an awareness of potential definitional differences.

94   Regardless of the exact number of credit hours required to complete a specific Associate degree program.

It is important to recognize that the IPEDS* beginning student cohorts include only a subset of all students registered in any given fall term. This subset 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 may represent a relatively small fraction of the total at any given institution.   As shown in Figure 64, of 100% of students registering at FSCJ in fall 2012 and fall 2013, only an average of 32% are full-time and of these, only about 5% are considered full-time, first-time, degree/certificate seeking.   It is this relatively small subset of entering fall term student that comprise the IPEDS GRS student cohort at FSCJ.
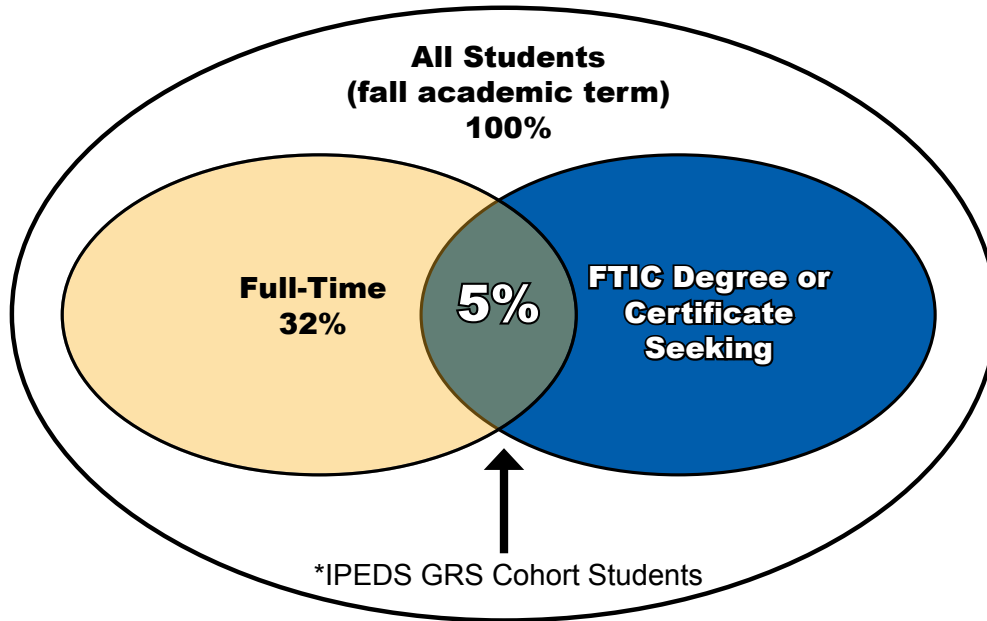
Figure 64. Annual GRS Cohort Student Selection Used to Calculate IPEDS Graduation Rate

For each cohort year, students are removed (i.e. subtracted) from the original cohort count to arrive at an "adjusted" count (which will always be less than the original cohort count). These adjustments are based upon a narrowly defined set of guidelines. A student is removed if he or she

- left school to serve in the armed forces or was called to active duty,

- left school to serve with a foreign aid service of the federal government (e.g., Peace Corps),

- became deceased or totally and permanently disabled, or

- left school to serve on an official/recognized church mission.

* Integrated Postsecondary Education Data System (see previous page for details)

FSCJ IPEDS Graduation Rates

For IPEDS reporting years 2007-08 through 2013-14 [95] adjusted cohort sizes for FSCJ ranged between 1,018 (2007-08) and 2,029 (2013-14) students with a median 1,876 students and an average of 1,805 students. During this same period, eligible completions occurring within 150% of normal time (i.e., 6-years for a Bachelor's institution) ranged between 355 (2007-08) and 702 (2013-14) with a median of 607 and an average of 583. As shown in Figure 64, the relationship between the number of degree/certificate completions and the IPEDS (150%) graduation rate can be negatively correlated [96] and can change over time. The degree of correlation between the IPEDS graduation rate and award count depends on both the number of completers (numerator) and the adjusted cohort count (denominator). Hence, for any given year, the graduation percentage could be relatively high based on a lower number of completers (numerator) if the adjusted cohort count (denominator) is disproportionately low for that year.

Referencing Figure 64, that was the case in 2007-08 (however, the opposite can also occur as in 2009-10). This is important to understand when looking at straight award (graduation) counts as shown later in this report, because these provide only a limited view which does not account for beginning student cohort size.
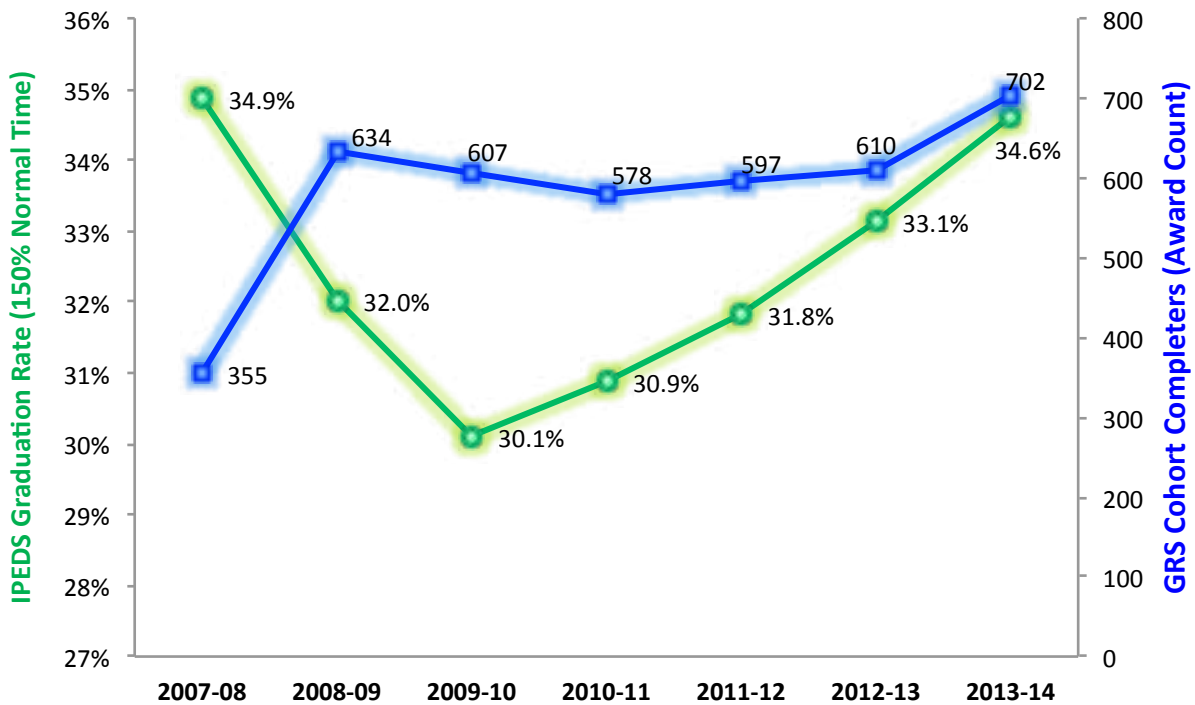
Figure 64. FSCJ IPEDS Graduation Rate and Completer (Award) Count 7-Year Trend Comparison

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95   Entering cohort years 2001-02 through 2007-08
96   For the relationship shown in Figure 2, the Pearson product-moment correlation coefficient (R) = -.3054 and the coefficient of determination (R2) = .0933.

GRADUATION RATE COMPARISONS

The IPEDS (150%) graduation rates for five selected Florida College System (FCS) institutions are shown in Figure 65. Of all FCS colleges, the institutions (shown) were selected for comparison based on their Bachelor degree granting status, and size (student headcount) in terms of annual unduplicated upper division students served. [97]
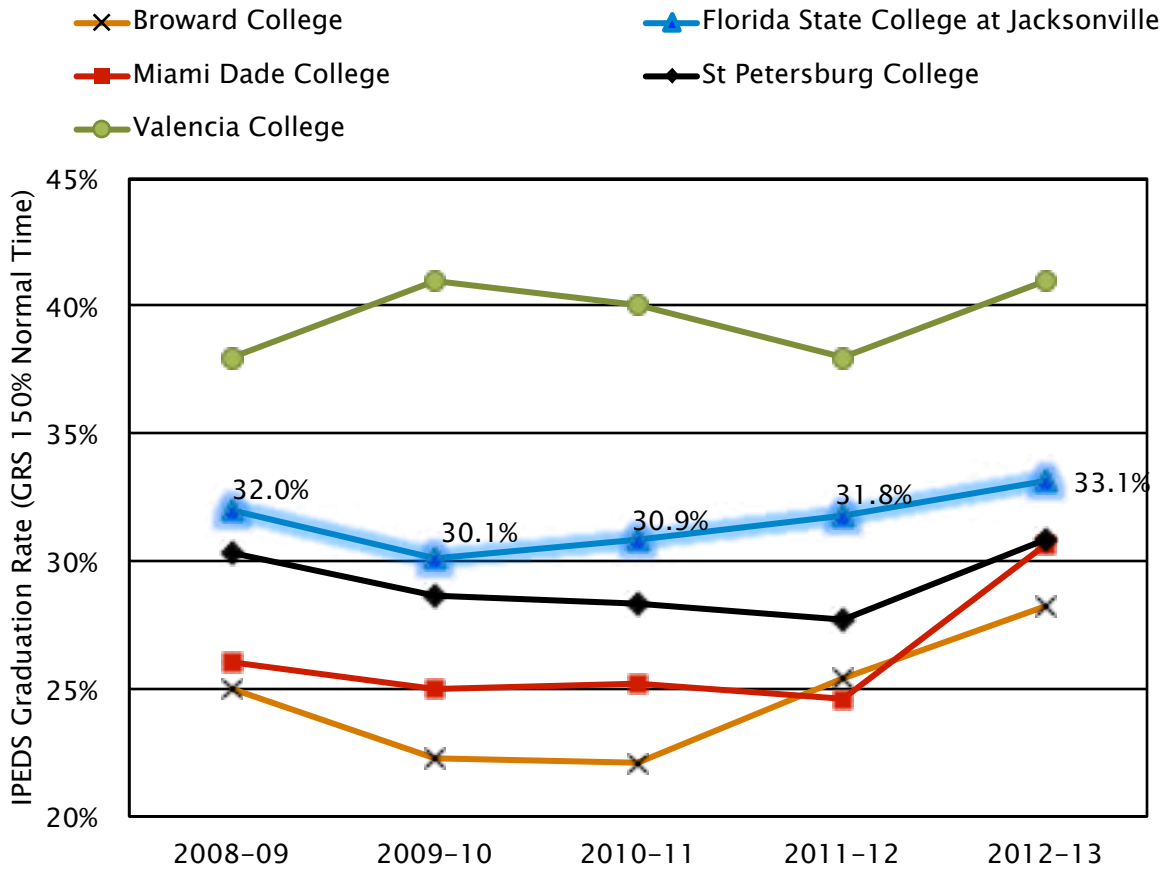
Figure 65. Five-Year IPEDS Graduation Rates for Selected Florida College System Institutions [98]

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97   Top five Florida College System Institutions Offering Upper Division Courses (4-year Degrees) Based on 2012-13 Annual Unduplicated Student Headcount Enrollment, Upper Division (Source: FLDOE, FCS 2014 Fact Book 2.3.6T)
98   Edison was renamed as Florida SouthWestern State College in 2014

Table 24. Five-Year IPEDS Graduation Rates for Selected Florida College System Institutions

Institution	IPEDS Graduation Rate by Year				
	2008-09	2009-10	2010-11	2011-12	2012-13
Broward College	25.0%	22.3%	22.1%	25.4%	28.2%
Daytona State College	32.8%	28.8%	33.5%	28.9%	28.3%
Edison State College *	32.8%	24.9%	26.7%	26.0%	29.1%
Florida State College at Jacksonville	**32.0%**	**30.1%**	**30.9%**	**31.8%**	**33.1%**
Indian River State College	31.5%	37.6%	41.0%	38.8%	41.3%
Miami Dade College	26.0%	25.0%	25.2%	24.6%	30.7%
Palm Beach State College	31.0%	27.1%	30.9%	30.9%	34.5%
St Petersburg College	30.3%	28.7%	28.4%	27.7%	30.9%
Valencia College	38.0%	41.0%	40.0%	38.0%	41.0%

* Edison was renamed as Florida SouthWestern State College in 2014

The average graduation for this group is 29.9% with a minimum rate of 22.1% (2010-11, Broward) and a maximum of 41.3% (2012-13, Indian River). Regarding possible explanations for the differences, Bailey, Crosta, and Jenkins (2006) used multinomial regression to estimate expected graduation rates for the 28 colleges in the Florida system based on student demographic characteristics, institutional resources, size, and other factors and found that larger colleges and colleges with larger minority and part-time student proportions tended to have lower graduation rates compared to peer institutions with opposite characteristics. Table 24 contains yearly percentages for each of the eight institutions compared in Figure 65 (previous page).

GRADUATION AND TRANSFER RATES

In addition to graduation rate, the IPEDS methodology also allows for the calculation of a student transfer rate prior to graduation. The transfer rate is the percentage of the full-time, first-time students from the GRS cohort who transferred to another institution prior to completion of the student's chosen certificate or degree program. [99] Figure 66 shows the combined graduation and transfer rates for FSCJ from 2007-08 through 2013-14.

■ Graduation Rate   □ Transfer Rate

Year	Graduation Rate	Transfer Rate
2007-08	35%	6.4%
2008-09	32%	7.4%
2009-10	30%	7.9%
2010-11	31%	8.2%
2011-12	32%	9.8%
2012-13	33%	8.8%
2013-14	35%	9.3%
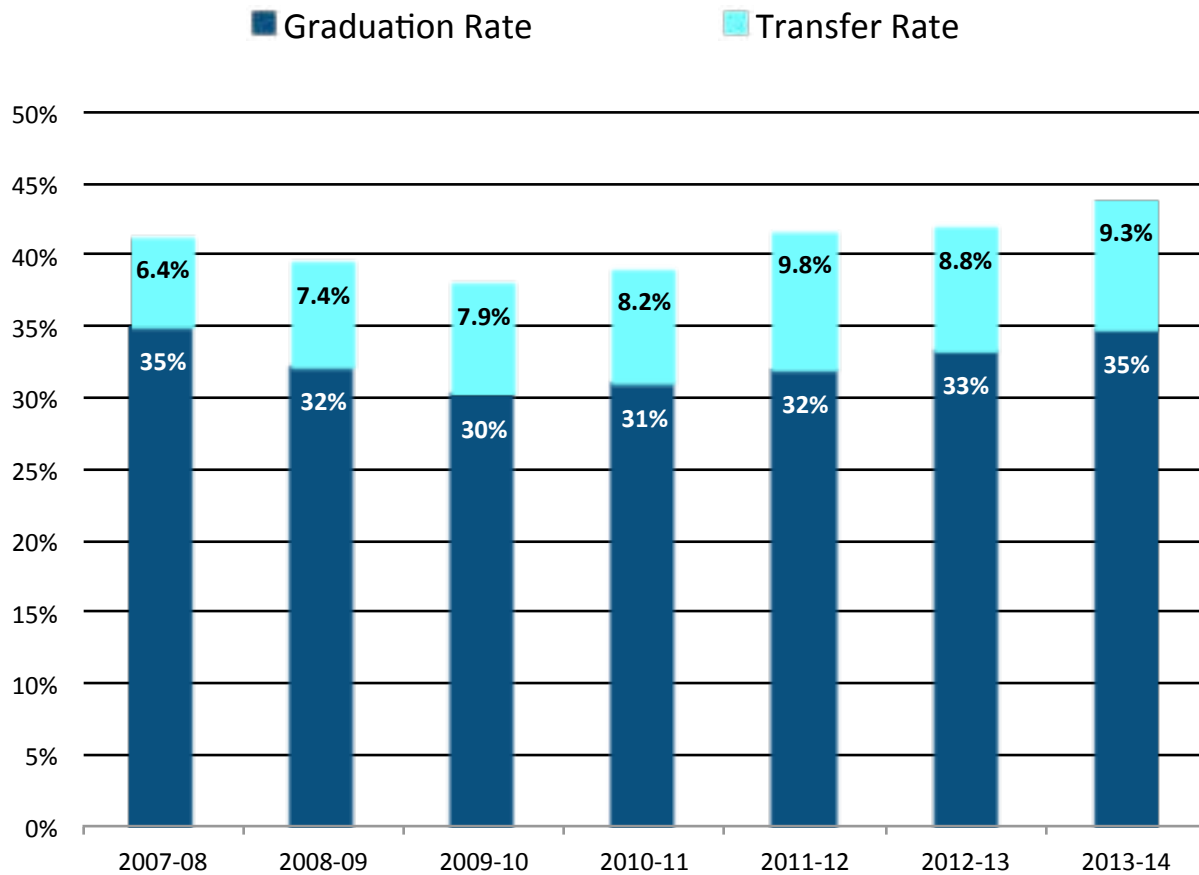
Figure 66. FSCJ IPEDS Combined 7-Year Graduation and Transfer Rates (prior to graduation)

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99   Note—By definition, the IPEDS transfer rate includes non-completing transfers only. This excludes students who complete their chosen certificate or degree program with FSCJ and then transfer to another institution. IPEDS transfer rate is subject to change over time based on cohort count adjustments.

GRADUATION COUNTS

It is also possible to examine straight graduation counts on a term-to-term or annual basis. While such counts provide a measure of the number of degrees completed, they reveal nothing about when (or where) each graduating student began in the program completed. [100] Figure 67 shows the five-year counts for AA and AS degrees and Figure 68 shows equivalent trends for Bachelor's degrees.
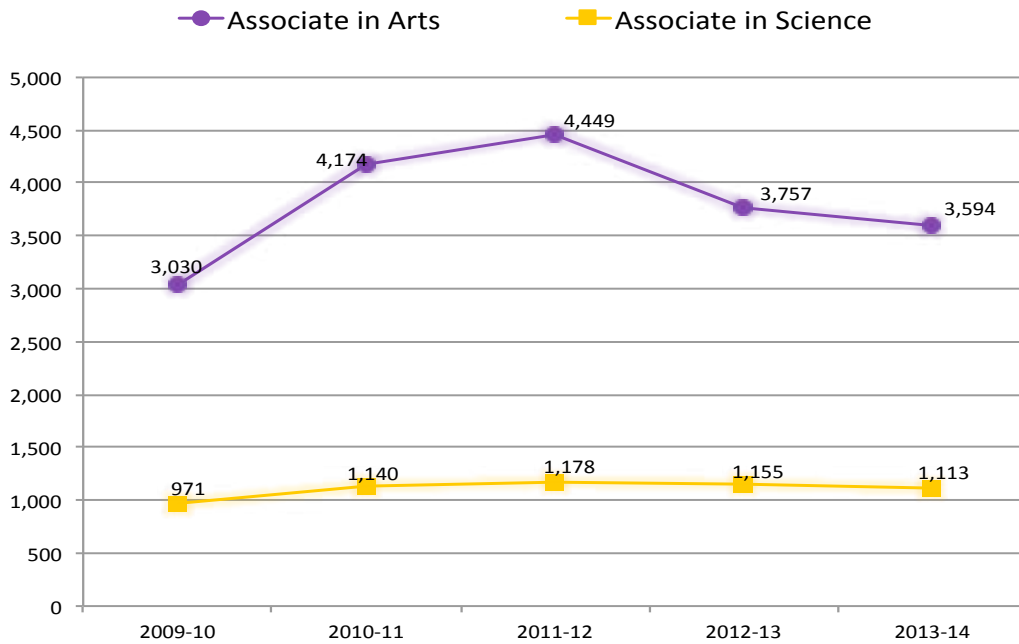
Figure 67. Counts of AA and AS Degree Graduates
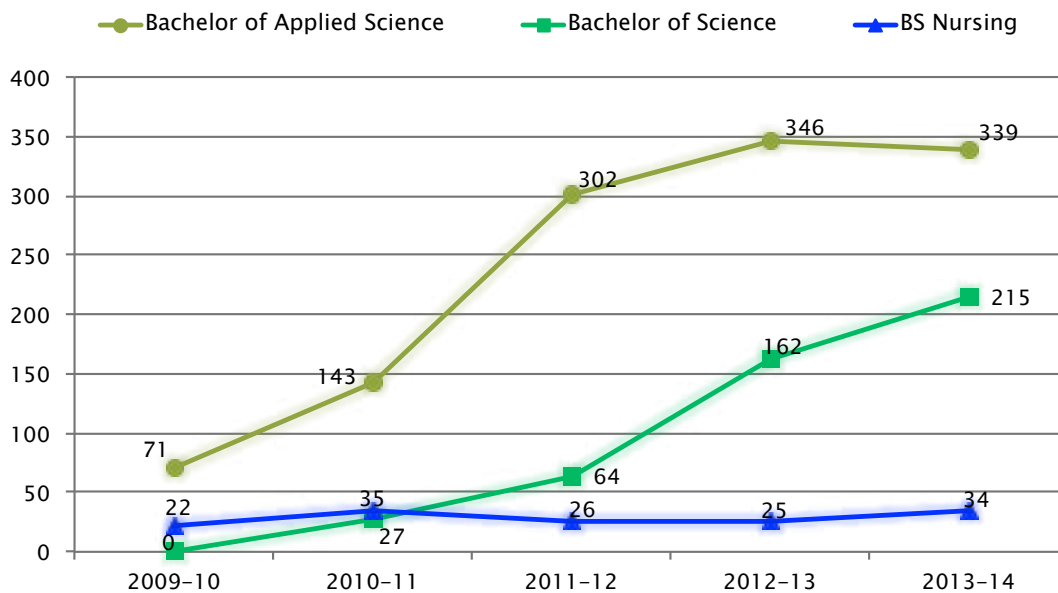
Figure 68. Counts of FSCJ Associate Degree Graduates in FSCJ Bachelors Programs

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100   A SAR research project undertaken to analyze native (i.e. non-transfer) students at FSCJ found that of 4,011 native AA/AS completers active in, or graduated from, FSCJ B.S. or BAS programs (fall 2009 through summer 2013), nearly 37% completed their Associate degree prior to fall 2009 (ranging as far back as spring 1973). Of the total native cohort, 21% (853) completed, and 79% (3158) were still active (summer 2010 through summer 2013).

Native students include those who complete an Associate degree at FSCJ and matriculate, or transfer, into a FSCJ bachelors program. [101]   A native student is defined as one who earned either an AA or AS degree from FSCJ prior to, or in the same term as, the student started a B.S. or BAS program. An analysis of ten specific bachelors programs [102] revealed 86.8% (4,011) of enrolled students to be FSCJ native students (13.2% or 610 were non-native students). [103] Figure 69 contains a term-to-term count of native FSCJ bachelors students between fall 2009 and summer 2013. [104]
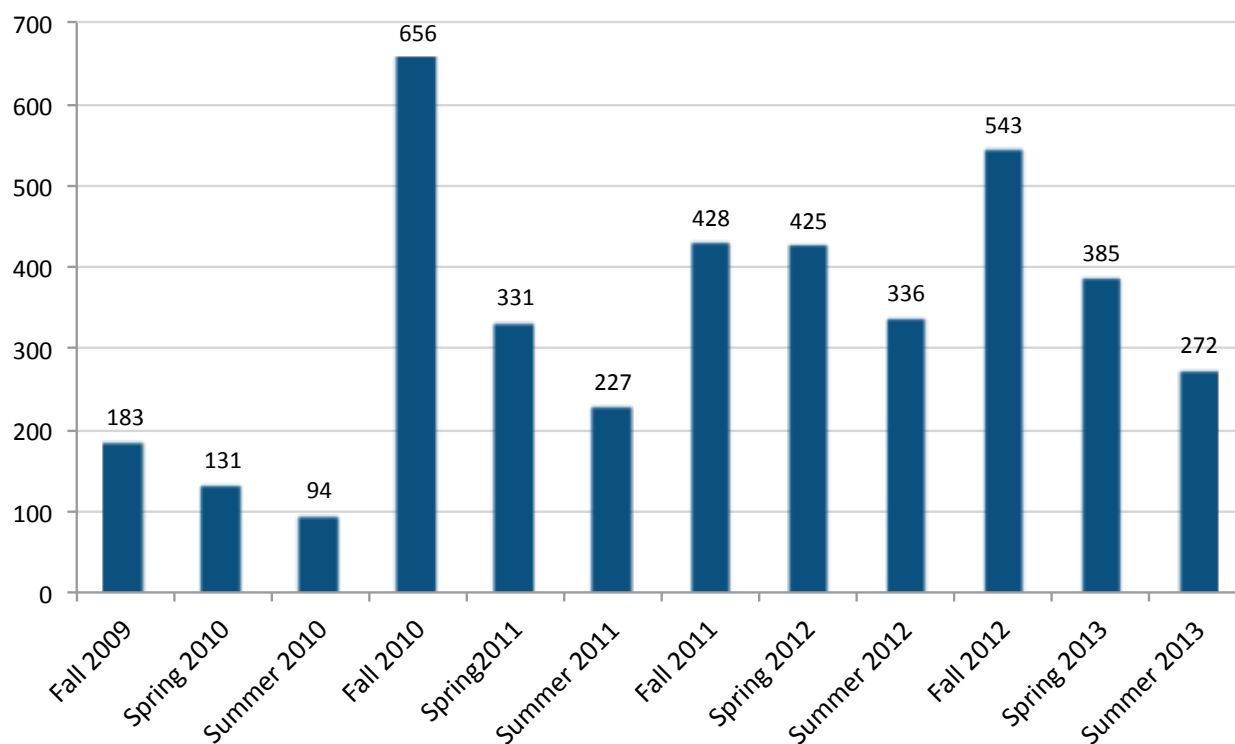
Figure 69. FSCJ Associate Degree Graduate Counts (Native Students in Selected Bachelors Programs)

101   Since 2007, FSCJ Associate degree graduates have had opportunities to remain at FSCJ and earn a bachelors degree, instead of transferring to another institution. FSCJ's bachelors programs enroll graduates from FSCJ Associate degree programs as well as graduates from other postsecondary institutions.

102   (1) Supervision and Management (S100), (2) Computer Systems Networking and Telecommunications (S300), (3) Information Technology Management (S301), (4) Public Safety Management (S400), (5) Digital Media (S500), (6) Fire Science Management (S911), (7) Early Childhood Education (T100), (8) Business Admin-istration (T200), (9) Biomedical Sciences (T300), and (10) Converged Communications (T400). Note--Excludes BSN, Transient, Non-Degree Seeking, Teacher Certification.

103   Note about duplication elimination—because students can be Associated with multiple bachelors programs, and because students may have completed multiple Associate degrees, duplicates were eliminated as follows: (1) Associate degree duplications were eliminated by selecting the earliest AA or AS degree completion. If two degrees were completed at the same time, the earliest start date was used. If a student started and completed both an AA and AS degree at the same time, the AA degree was selected. Students were included only if their Associate degree completion date was less than, or equal to, their BS or BAS program start date. No provisionally admitted BS or BAS are included; and (2) To eliminate bachelors duplications the most recent BS or BAS start date was used.

104   For additional details see SAR study Bachelors Analysis BS and BAS Programs FSCJ Native Students

Section 5

- Employee Demographics
- Occupational Classifications
- Employee Degree Types

PERSONNEL

EMPLOYEE DEMOGRAPHICS

Table 25 presents a 5-year annual "snapshot" of employees by gender 2010 through 2014. [105] As of October 15, 2013 there were 2,800 employees working at the college. Of these, 57% were female and 43% were male. The five-year average employment count 2010 to 2014 is 2,846. As shown in Figure 70 the female to male proportion is generally near 60% to 40%. Unless otherwise noted, all employee demographic data are taken from the APR2014 Annual Verification Report used by the FLDOE to report an employee "snapshot" as of October 15, 2013.

Table 25. Employee Gender (Five-Year) Counts and Percentages [106]

Employee Gender	2010 Count	2010 Percent	2011 Count	2011 Percent	2012 Count	2012 Percent	2013 Count	2013 Percent	2014 Count	2014 Percent
Male	1128	41.1%	1012	39.7%	1296	42.1%	1291	42.2%	1196	42.7%
Female	1619	58.9%	1536	60.3%	1780	57.9%	1768	57.8%	1604	57.3%
Total	2,747		2,548		3,076		3,059		2,800	

Source: COMPREQ (10/15/2013 13:26:35;) APR2010-APR2014, ANNUAL APR SUBMISSION
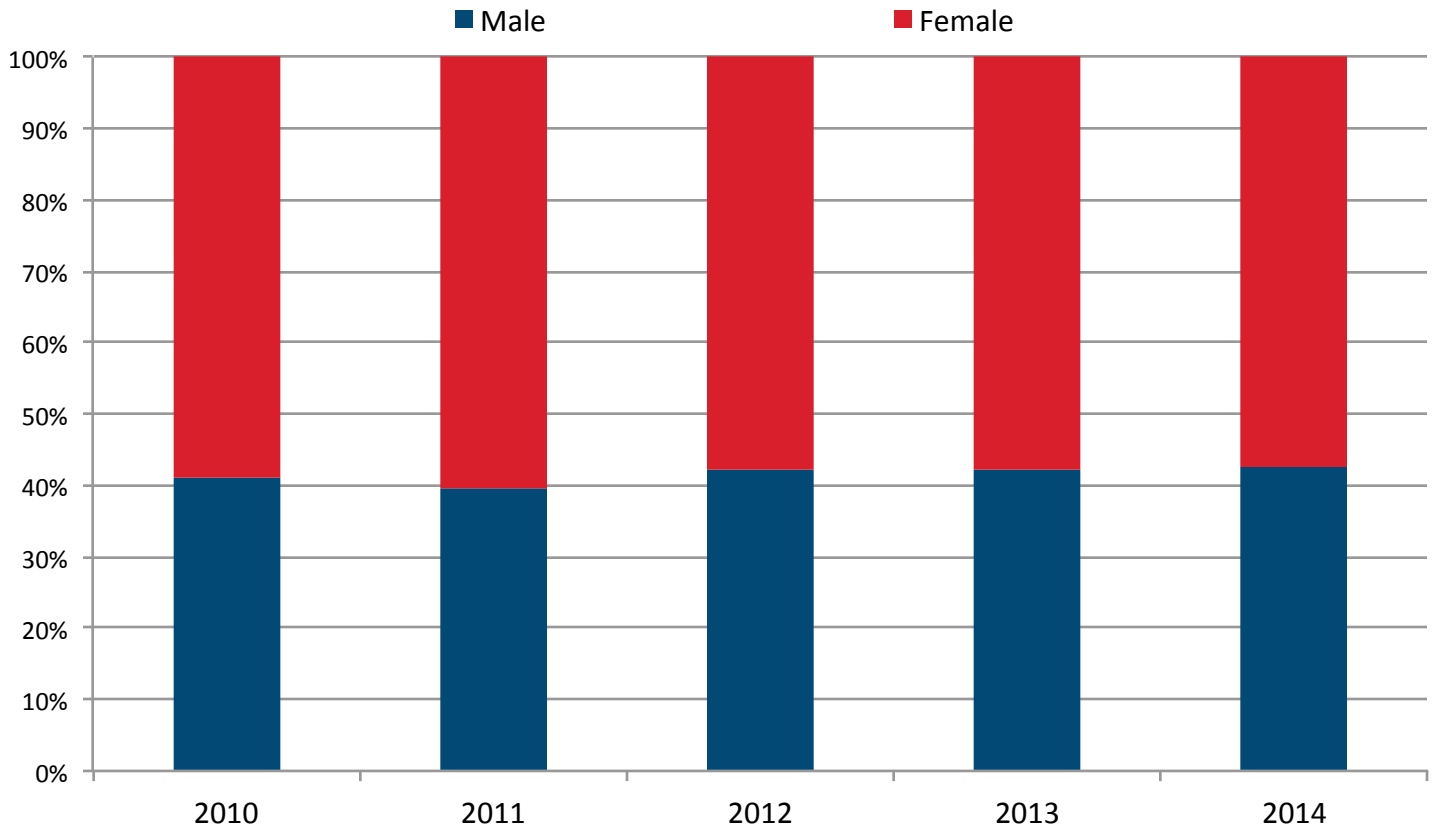
Figure 70. Employee Gender Percentages (Five-Year, 100% Stacked Bar Chart)

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105   State Reporting Years
106   Source: COMPREQ (10/15/2013 13:26:35;) APR2010-APR2014, ANNUAL APR SUBMISSION

Five-year employee race and ethnicity counts and percentages are presented in Table 26 and further summarized in Figure 71.

Table 26. Employee Race and Ethnicity (Five-Year) Counts and Percentages [107]

Employee Race and Ethnicity	2010 Count	2010 Percent	2011 Count	2011 Percent	2012 Count	2012 Percent	2013 Count	2013 Percent	2014 Count	2014 Percent
White	1,739	63.3%	1,576	61.9%	1,996	64.9%	2,024	66.2%	1,845	65.9%
Black	648	23.6%	604	23.7%	734	23.9%	737	24.1%	675	24.1%
Hispanic	114	4.1%	106	4.2%	94	3.1%	100	3.3%	106	3.8%
Asian	89	3.2%	71	2.8%	84	2.7%	81	2.6%	76	2.7%
American Indian/Alaska Native	56	2.0%	5	0.2%	5	0.2%	9	0.3%	6	0.2%
Unknown	101	3.7%	94	3.7%	75	2.4%	22	0.7%	15	0.5%
Total	**2,747**		**2,548**		**3,076**		**3,059**		**2,800**	

Source: COMPREQ (10/15/2013 13:26:35;) APR2010-APR2014, ANNUAL APR SUBMISSION
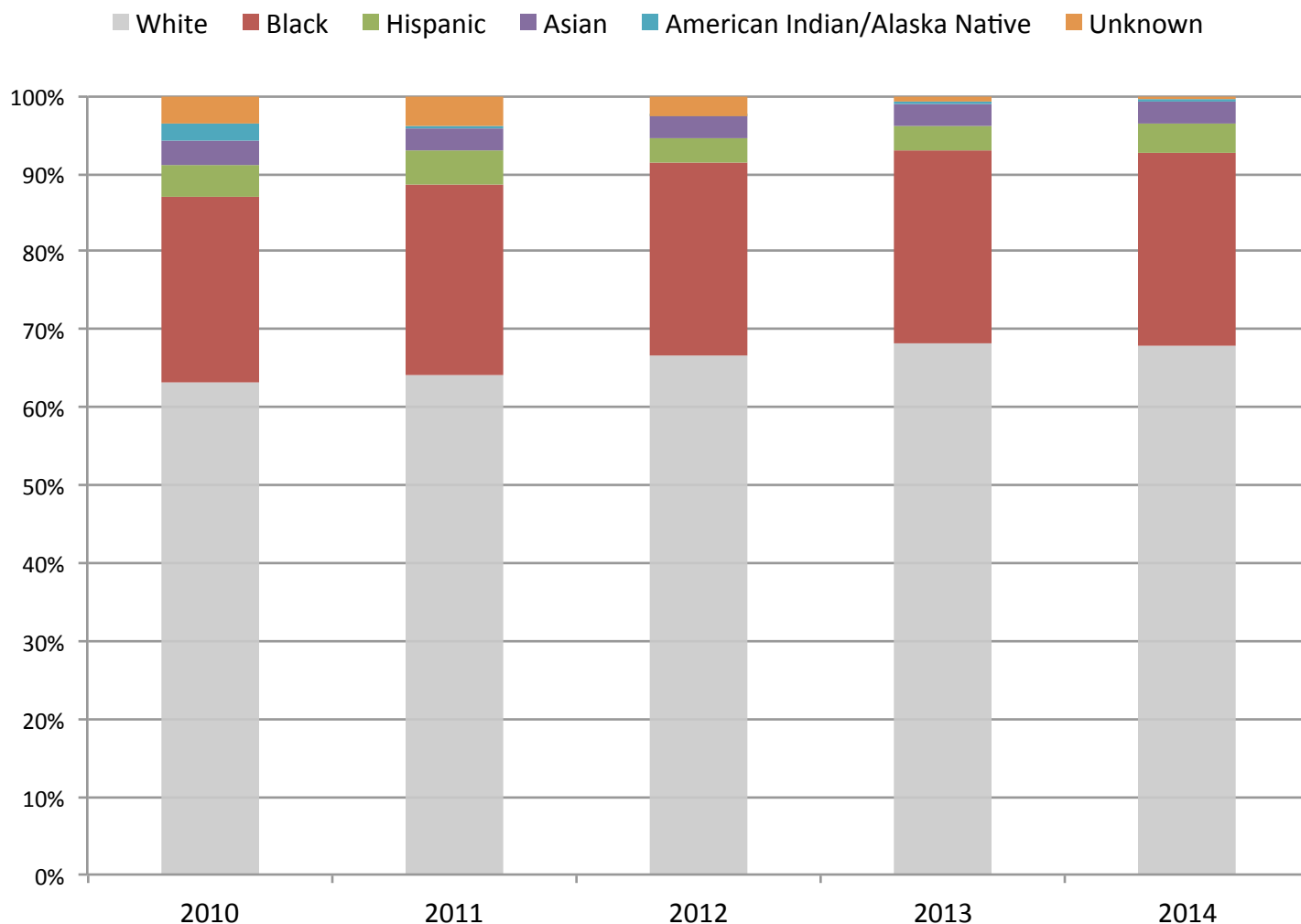
Figure 71. Employee Race and Ethnicity Percentages (Five-Year, 100% Stacked)

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107   Source: CCTCMIS - COMPFREQ 2010 - 2014 FLDOE Annual Verification Report APR2013. Note—data constitute an annual snapshot of employees as of October 15, 2013 and are provided by the state to the IPEDS HR Survey

Temporary and full/part-time employee counts and percentages are presented in Tables 27 and 28. Figure 72 presents a five-year history of full-to-part-time employee percentages.

Table 27. Temporary Employment Status (Five-Year) Counts and Percentages [108]

Employee Status	2010		2011		2012		2013		2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Temporary	1,151	41.9%	899	35.3%	1,327	43.1%	1,305	42.7%	1,159	41.4%
Non Temporary	1,596	58.1%	1,649	64.7%	1,749	56.9%	1,754	57.3%	1,641	58.6%
Total	**2,747**		**2,548**		**3,076**		**3,059**		**2,800**	

Source: COMPREQ (10/15/2013 13:26:35;) APR2010-APR2014, ANNUAL APR SUBMISSION

Table 28. Full-Time/ Part-Time Employment Status (Five-Year) Counts and Percentages

Employee Status (Full-Time/ Part-Time)	2010		2011		2012		2013		2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full-Time	1,322	48.1%	1,384	54.3%	1,544	50.2%	1,531	50.0%	1,452	51.9%
Part-Time	1,425	51.9%	1,164	45.7%	1,532	49.8%	1,528	50.0%	1,348	48.1%
Total	**2,747**		**2,548**		**3,076**		**3,059**		**2,800**	

Source: COMPREQ (10/15/2013 13:26:35;) APR2010-APR2014, ANNUAL APR SUBMISSION
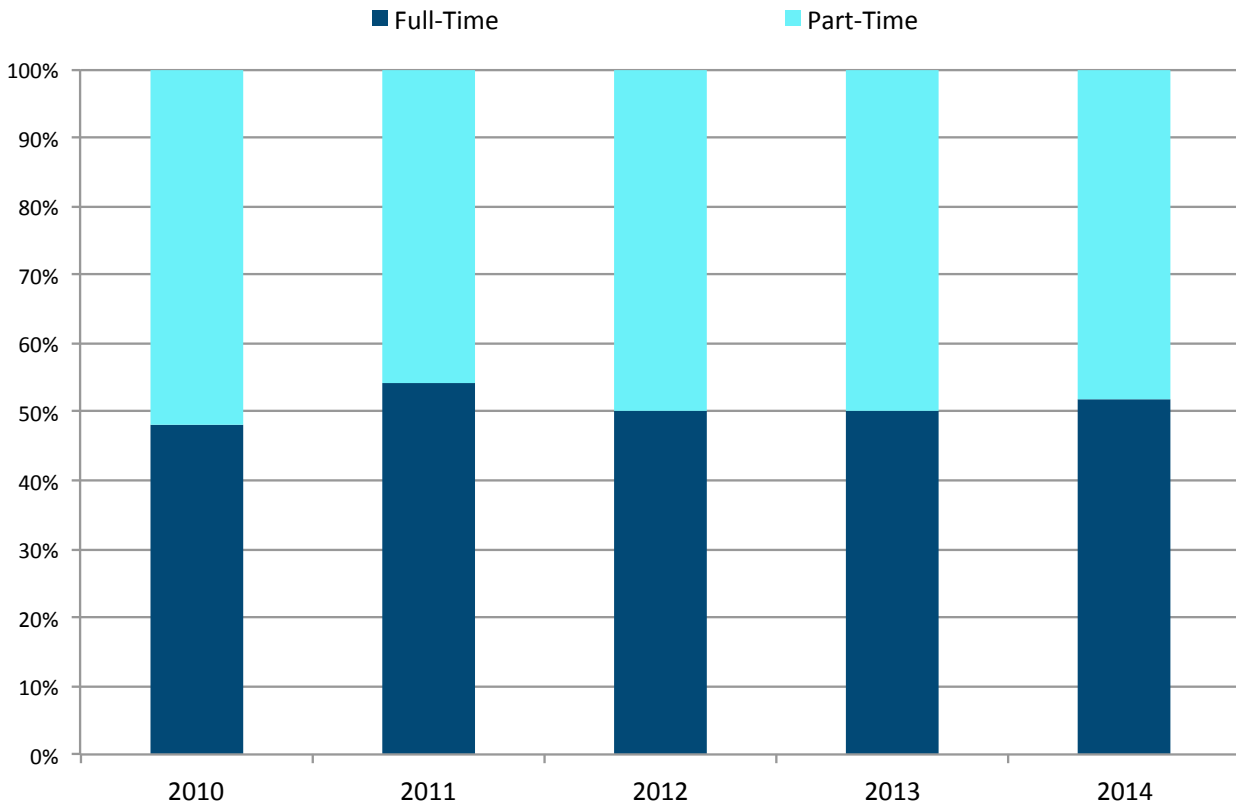
Figure 72. Full-Time/ Part-Time Employee Percentages (Five-Year, 100% Stacked Bar Chart)

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108   Source: CCTCMIS - COMPFREQ 2010 - 2014 FLDOE Annual Verification Report APR2013. Note—data constitute an annual snapshot of employees as of October 15, 2013 and are provided by the state to the IPEDS HR Survey

OCCUPATION ACTIVITY CLASSIFICATIONS

Table 29 presents a breakdown of employee counts by occupational activity as defined in the IPEDS HR Survey. Figure 73 presents these breakdowns in chart form. Table 30 shows a five-year history of employee degree types and Table 31 presents on employee breakdown by race and ethnicity.

Table 29. Occupation Activity Classifications (Five-Year) Counts and Percentages

Occupational Activity	2014	
	Count	Percent
Management	101	3.6%
Business/Financial	56	2.0%
Computer Engineering/Science	101	3.6%
Community Service, Legal, Arts, Media	112	4.0%
Instruction	1,194	42.6%
Archivists, Curators, Museum Technicians	2	0.1%
Librarians	26	0.9%
Library Technicians	22	0.8%
Other teaching/instructor support	197	7.0%
Service	112	4.0%
Sales and Related	0	0.0%
Office/Administrative Support	590	21.1%
Natural Resources, Construction/Maintenance	129	4.6%
Production, Transportation, Material	6	0.2%
Student Assistants	152	5.4%
Total	**2,800**	**100.0%**

Source: COMPREQ (10/15/2013 13:26:35;) APR2010-APR2014, ANNUAL APR SUBMISSION
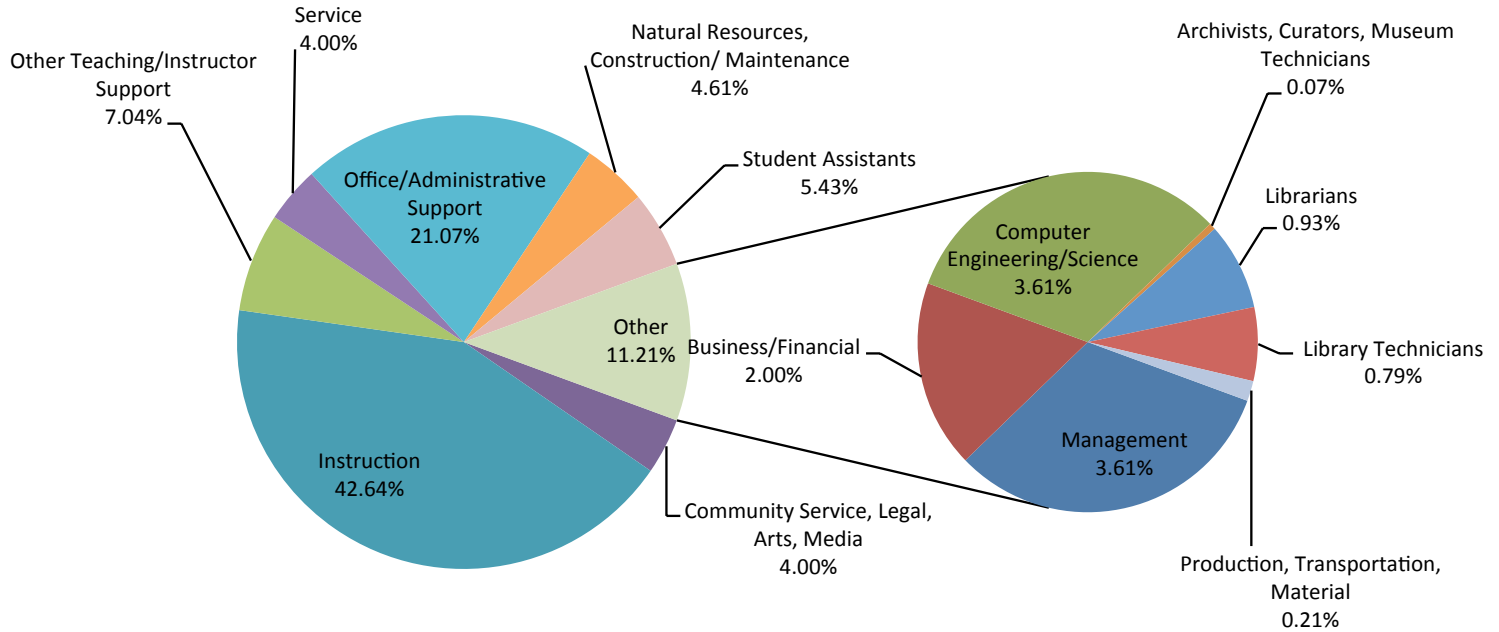
Figure 73. Employee Occupation Classifications (Oct. 2012) Compound Pie Chart

Employee Degree Types

Table 30. Employee Degree Types (Five-Year) Counts and Percentages

Academic Degree Types	2010		2011		2012		2013		2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Doctorate	266	9.7%	258	10.1%	312	10.1%	344	11.2%	338	12.1%
Specialist/Advanced Masters	68	2.5%	68	2.7%	65	2.1%	0	0.0%	21	0.8%
Masters	784	28.5%	700	27.5%	886	28.8%	962	31.4%	907	32.4%
Bachelors	466	17.0%	429	16.8%	531	17.3%	535	17.5%	483	17.3%
Associate	219	8.0%	197	7.7%	270	8.8%	281	9.2%	258	9.2%
Less than Associate	688	25.0%	673	26.4%	772	25.1%	707	23.1%	579	20.7%
Other	256	9.3%	223	8.8%	240	7.8%	230	7.5%	214	7.6%
Total	**2,747**		**2,548**		**3,076**		**3,059**		**2,800**	

Source: COMPREQ (10/15/2013 13:26:35;) APR2010-APR2014, ANNUAL APR SUBMISSION

Table 31. Full-Time Faculty Gender, Race, and Ethnicity (2008-09 to 2012-13) [109]

Full-Time Faculty	2008-09		2009-10		2010-11		2011-12		2012-13	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Black (female)	31	8.20%	31	8.40%	31	8.16%	34	8.59%	30	7.46%
Black (male)	16	4.23%	13	3.52%	15	3.95%	18	4.55%	25	6.22%
Hispanic (female)	4	1.06%	7	1.90%	9	2.37%	10	2.53%	13	3.23%
Hispanic (male)	4	1.06%	7	1.90%	7	1.84%	6	1.52%	6	1.49%
White (female)	182	48.15%	169	45.80%	170	44.74%	176	44.44%	167	41.54%
White (male)	133	35.19%	118	31.98%	121	31.84%	123	31.06%	132	32.84%
Other (female)	5	1.32%	12	3.25%	14	3.68%	14	3.54%	14	3.48%
Other (male)	3	0.79%	11	2.98%	12	3.16%	11	2.78%	11	2.74%
NR Alien (female)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
NR Alien (male)	0	0.00%	1	0.27%	1	0.26%	4	1.01%	4	1.00%
Total	**378**		**369**		**380**		**396**		**402**	

Figure 74. Full-Time Faculty Gender, Race, and Ethnicity (2008-09 to 2012-13)

Section 6
- Facilities Descriptions
- Sites, Acreage, Valuation

FACILITIES

FACILITIES UTILIZATION AND DESCRIPTIONS

Florida State College at Jacksonville exceeded the State Standard for minimum space utilization for both classrooms and labs for 2012-13. The College had 84.85% utilization for classrooms and 108.72% utilization for labs in fall 2012-13 and 81.83% for classrooms and 103.53% for labs in winter-spring 2011-12. 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 requests for funding in the first three years include only those campuses with the highest utilization rates and already have some FSC Foundation matching funds available for the projects. Table 32 contains a summary of college facilities measures and values.

Table 32. Facilities Statistics (Sites, Acreage, Buildings, Valuation) [110]

Measure	Value
Number of Sites	10
Total Operating Campuses	4
Total Acres*	843.71
Total Owned Buildings**	109
Owned Total Gross Sq. Ft.**	3,026,674
Building Values***	$674,471,312
Content Values***	$64,493,496
Combined Values	$738,964,808

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

On the following page the campus and site summaries provide addition facilities locations as excerpt from the current capital improvement plan. [111] [112]

110 Source: FLDOE 2014 Fact Book 7.14T Florida College System Facilities Sites, Inventory, and Value by College 2012-13. CCTCMIS - FCSITFACTBK PROGRAM NAME: FCSITFACTBK RUN DATE: 12/13/13 RUN TIME: 10:26:15 SOURCE: FCO 2012-13 WINTER/SPRING (received by SAR 9/10/14)
111 Source: FLDOE 2014 Fact Book 7.14T Florida College System Facilities Sites, Inventory, and Value by College 2012-13. CCTCMIS - FCSITFACTBK PROGRAM NAME: FCSITFACTBK RUN DATE: 12/13/13 RUN TIME: 10:26:15 SOURCE: FCO 2012-13 WINTER/SPRING (received by SAR 9/10/14)
112 All information and text in this section provided by the FSCJ Facilities Department.

Downtown Complex

Downtown Campus, District Administrative Offices, and Support Services Facilities are interrelated and relatively contiguous. They occupy seven adjacent city blocks along State Street, separated by Laura Street, Pearl Street and Broad Street in downtown Jacksonville. Consequently, these three sites are considered as one complex for planning purposes. The combined area of the complex consists of twelve buildings with 683,282 gross square feet (GSF) on about forty acres.

The Downtown Complex includes diverse but related elements. From west to east they are:

Urban Resource Center – houses district Student Services as well as Pre-Collegiate program administration.

District Administrative Office – an ancillary center - The Administrative Offices building houses the College President's Office, senior college staff, centralized administrative support staff, FSC Foundation staff, Artist Series Operations staff and the boardroom for the District Board of Trustees.

The Advanced Technology Center – includes high technology classroom and lab instructional facilities for Downtown Campus.

Downtown Campus - Buildings A, B, C, & D – include instructional and student service facilities of Downtown Campus.

Main Street Center – is an ancillary center comprised of two buildings that provide centralized logistical support to the College. Additionally the Veterans' Center is located in this building.

35 West State Street – Located at the East end of the campus, this building is currently used for storage and vehicle maintenance. It was originally constructed as an auto dealership but is nearing its useful life. Basic building maintenance is becoming cost prohibitive so a replacement project is being planned for future implementation. This includes demolishing the existing building and developing an adaptive reuse project that incorporates extensive remodeling of the adjacent aging building at 11 W. State Street. [113]

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113   All information and text in this section provided by the FSCJ Facilities Department.

NORTH CAMPUS

North Campus, the oldest campus, opened in late 1970. It has twenty-three buildings with 464,033 GSF on 160 acres. This Campus serves northern and northwestern Duval County and much of Nassau County through its center, the Betty P. Cook Nassau County Center. Except for a few areas at the western end of the campus, where some wetlands exist, there are no insurmountable deterrents to developing portions of the remaining 37 acres of developable property. The most recently constructed building, the Criminal Justice Center (CJC), was completed in June 2000. The Criminal Justice Program's need for instructional space exceeds available space in the CJC and had the highest utilization of lab space in the College during the 2010-11 school years. New construction projects include the expansion to the CJC consisting of a 14,000 GSF addition and related site work and a new 120,000 G.S.F Academic Health Center proposed for the North Campus to consolidate most of the health related programs into one building. The Jacksonville area has eight hospitals and numerous clinics which have an increasing demand for trained health professionals. The College needs an on-campus training facility where it can supervise and better manage the practical applications of its health occupation students. The new Academic Health Center will fulfill this requirement for the community by accommodating the following academic programs and functions:

- Emergency Medical Services and Paramedic Training
- Practical Nursing
- Associate Degree Nursing
- Health Information Management
- Medical Assisting
- Radiation Therapy
- Radiography
- Nursing Assisting
- Physical Therapy Assisting
- Occupational Therapy Assisting
- Respiratory Care
- Medical Lab Technician
- Wellness Clinic

Space is included to support the new Associate in Science Degree Program in Cardiovascular Technology and a Wellness Clinic. The College Foundation's major capital campaign has received contribution funds of $1.1 million which are eligible for State matching funds. The project is proposed to be constructed in phases with the first phase including a 20,000 G.S.F building and related site work for $10 million. A central utilities building (CUB) is included in later phases of this project to support the new building as well as improve energy efficiency for existing buildings at North Campus. [114]

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114   All information and text in this section provided by the FSCJ Facilities Department.

KENT CAMPUS

Kent Campus was completed in 1979. It has eight buildings with 414,011 G.S.F on approximately 38 acres. Kent Campus serves the western and southwestern areas of Duval County. This Campus is in an urban area surrounded by major roads and residential areas and only has a half acre of remaining developable property. It faces a major thoroughfare - Roosevelt Boulevard - connecting the town of Orange Park in Clay County and the region's largest Navy Base with Downtown Jacksonville. Kent Campus' administration proposes remodeling Science Labs in Buildings E to house expanded science programs. Bachelor of Science Programs in Business Administration and Supervisory Management Programs will be accommodated by converting outdated lab space in buildings A, B, C, & F into much needed general classroom space.

SOUTH CAMPUS

South Campus is the largest campus in acreage and number of buildings. It serves the southern and Eastern portion of Duval County. Currently, the Campus has thirty-five buildings with 618,097 GSF on about 338 acres. South Campus is divided by a major utility easement. A portion of the Campus is wetlands and conservation areas protected from development, but it still has approximately 57 developable acres remaining. The southern half of the Campus facing Beach Boulevard contains the majority of the academic buildings. The northern half accommodates the newest facility for the Fire Academy of the South, completed in December 2010. This includes an instructional lab building and a state-of-the-art Burn Ship Simulator. A second phase of this project includes an Aircraft Rescue Fire Fighting training simulator. It is an integral facility for the Fire Fighting Training program and includes an Aviation Burn Simulator, supporting infrastructure, equipment and related site work. The fire Simulator is a large steel tube replica of an A-757 aircraft fuselage surrounded by a burn pit to simulate a variety of aircraft fires. The College was awarded a FAA grant to augment the funding for this project. The third phase of the project will include additional burners in the Simulator to more completely simulate interior cockpit, cabin, and galley fires.

NASSAU CENTER

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 102 acre campus and is now a full service campus supplemented by course offerings at the North Campus. It still provides conference and outdoor "team building" training facilities for local organizations and corporations on the initial 20 acre parcel. Currently the Center has 18 buildings with 118,144 GSF of floor area. A relatively new 47,095 G.S.F. building for instructional and support services was completed in August 2000. More recently, the College, along with the Nassau County School District received funding for a joint use Technical Career Center. The completed 44,982 GSF joint-use facility provides much needed training for high school and college students in high demand vocational areas. There are approximately 40 acres of remaining developable property at the Nassau County Center. [115]

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[115]   All information and text in this section provided by the FSCJ Facilities Department.

Deerwood Center

The Deerwood Center facility was originally constructed as a retail mall that was acquired by the College in 1994. The new Deerwood Center consists of 281,807 G.S.F of instructional and student support service areas and 500 space parking garage on 14 acres.   As part of the College restructuring in the summer of 2013, Open Campus headquarters moved to the Deerwood Center. The Center provides a full range of academic programs in an important business district of the city and houses the College's Information Technology operations center. The first phase of remodeling was completed in 2000 and since then, the facility has experienced rapid growth. To meet this demand, the College acquired the balance of the retail space in the mall and constructed the parking garage. The newly acquired retail space was remodeled in 2009, providing additional instructional space along with the Library and Learning Commons. The final phase of the project remodeled the vacated backfill areas and was completed in August of 2010. The Deerwood Center also offers meeting and event space which can be leased to corporate clients and serves as an important hub for the surrounding community.

Cecil Center

After the Navy vacated Cecil Field in August of 1999, the Aviation Center of Excellence was established as what is now called Cecil Center South, located to the south of Normandy Blvd. The College leases two buildings (J & K) from the City of Jacksonville and building H from the Jacksonville Aviation Authority at the former Naval Base. All three of the buildings were remodeled and now house the College's aviation-related programs. The former Navy Public Works office, Building J, houses avionics instructional programs as part of the College Aviation Center of Excellence. These facilities were followed by construction of a new 46,697 GSF education facility at Cecil Center North on 130 acres owned by the College located to the north of Normandy Blvd. More recently, a new 134,889 GSF Hangar, the Aircraft Service Educational Facility, was constructed at Cecil Center South adjacent to the runway. The facility was developed in partnership with the Jacksonville Aviation Authority to teach maintenance, repair, overhaul, and aircraft painting. The Cecil Center North portion of the center is planned as a six building educational center for general Associate and Bachelor's programs to serve west Duval County. The future master plan proposes a second academic educational facility and a Fire Arms Training Center. The Center continues to expand to accommodate the needs of growing programs for the community and businesses in the area. [116]

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116   All information and text in this section provided by the FSCJ Facilities Department.

NASSAU CENTER - (SITE #6)

DOWNTOWN COMPLEX- (SITE #1, 10 & 11)

NORTH CAMPUS - (SITE #2)

SOUTH CAMPUS- (SITE #4)

KENT CAMPUS - (SITE #5)

CECIL CENTER - (SITE #8)

OPEN CAMPUS / DEERWOOD- (SITE #7)

CAMPUS & CENTER SITE OVERVIEW
FLORIDA STATE COLLEGE AT JACKSONVILLE 9-25-2014
ACRES TOTAL LAND AREA
3,064,356 TOTAL SQ. FT. BUILDING AREA

Figure 75. Facilities Campus and Center Site Overview (Location Map and Aerial Photos) [117] [118]

117   Note—Includes owned and rental / leased facilities. Acreage and square footage stated are as of date and may not exactly match other sources.
118   All information and text in this section provided by the FSCJ Facilities Department.

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2013-2014 Fact Book

Section 7

- Revenues and Expenses
- Annual Expenditures
- Average Cost Per Student Served
- Tuition and Fees
- Resource Development (Grants)

FINANCE

REVENUES AND EXPENSES

Table 33 contains details from the statement of revenues, expenses and changes for the fiscal year ended June 30, 2013. [119]

Table 33. Statement of Revenues, Expenses, and Changes (Audited Financials)

	College	Component Unit
REVENUES		
Operating Revenues:		
Student Tuition and Fees, Net of Scholarship Allowances of $29,355,610	$ 36,730,799	$
Federal Grants and Contracts	14,787,698	
State and Local Grants and Contracts	2,667,886	
Nongovernmental Grants and Contracts	398,284	
Sales and Services of Educational Departments	880,256	
Auxiliary Enterprises	3,483,464	4,613,150
Other Operating Revenues	1,901,942	2,224,888
Total Operating Revenues	60,850,329	6,838,038
EXPENSES		
Operating Expenses:		
Personnel Services	123,665,819	614,584
Scholarships and Waivers	31,368,611	1,471,630
Utilities and Communications	6,284,896	
Contractual Services	12,825,277	4,885,728
Other Services and Expenses	6,209,467	615,098
Materials and Supplies	14,276,334	261,466
Depreciation	10,839,633	
Total Operating Expenses	205,470,037	7,848,506
Operating Loss	(144,619,708)	(1,010,468)
NONOPERATING REVENUES (EXPENSES)		
State Noncapital Appropriations	73,722,608	
Federal and State Student Financial Aid	55,906,128	
Gifts and Grants	139,171	
Investment Income	1,259,636	4,180,491
Proceeds from Sale of Capital Assets	74,704	
Gain on Disposal of Capital Assets	392,276	
Other Nonoperating Expenses	(210,478)	
Interest on Capital Asset-Related Debt	(221,790)	
Net Nonoperating Revenues	131,062,255	4,180,491
Income (Loss) Before Other Revenues, Expenses, Gains, or Losses	(13,557,453)	3,170,023
State Capital Appropriations	2,485,166	
Capital Grants, Contracts, Gifts, and Fees	6,105,611	
Additions to Permanent Endowments		198,573
Total Other Revenues	8,590,777	198,573
Increase (Decrease) in Net Position	(4,966,676)	3,368,596
Net Position, Beginning of Year	273,280,542	38,716,521
Net Position, End of Year	$ 268,313,866	$ 42,085,117

119   Source: Florida State College at Jacksonville, Financial Audit for Fiscal Year Ended June 30, 2013, Report No. 2014-176, March 2014. Note—the full report contains accompanying notes to financial statements as an integral part of the full statement which is available upon request.

ANNUAL EXPENDITURES

Total annual costs for the College's Current Fund (Unrestricted) were $137,394,495 for the 2012-13 academic year. [120] College costs and expenditures are presented categorically in Table 34. As shown, the main cost categories include (1) Direct Instruction, (2) Academic Support, (3) Student Services, (4) Institutional Support, (5) Plant Operations and Maintenance, (6) Unallocated Costs (excluding transfers), and (7) Transfers.

Table 34. Functional Distribution of Operating Expenses

Functional Classification	Amount
Direct Instruction	$60,293,001
Academic Support	$22,214,168
Student Services	$13,963,806
Institutional Support	$22,288,743
Plant Operations/Maintenance	$18,243,650
Unallocated Cost (excluding transfers)	$344,612
Transfers	$46,515
Total Operating Expenses	**$137,394,495**

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120   Source: FLDOE 2014 Fact Book Fact Book 7.3T Florida College System Annual Cost Analysis Expenditures by College and Function 2012-13. Also see Florida State College at Jacksonville, Financial Audit for Fiscal Year Ended June 30, 2013, Report No. 2014-176, March 2014.

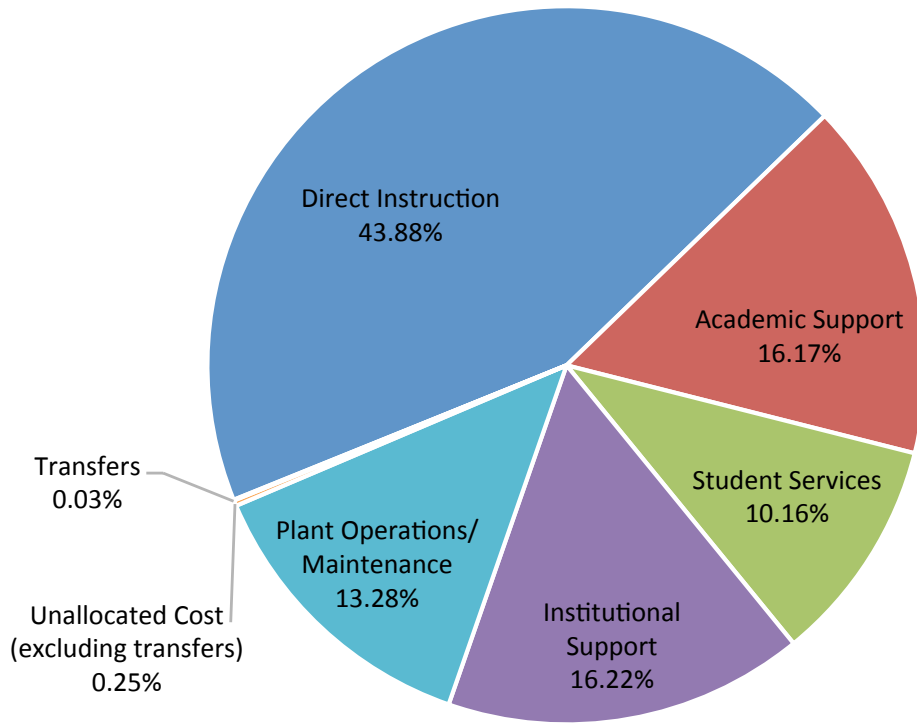Figure 76 contains a disaggregated pie chart view of operating expenses as percentages by category.

Figure 76. Annual College Expenditures by Function [121]

121   Source: FLDOE 2014 Fact Book Fact Book 7.3T Florida College System Annual Cost Analysis Expenditures by College and Function 2012-13.

112   **2013-2014** Fact Book

AVERAGE COST PER STUDENT SERVED

Of the 28 colleges in the Florida system, Florida State College at Jacksonville ranks 11th in terms of most cost effective institutions with an average cost per student served of $2,406. [122] Figure 77 is a comparison of all Florida College System institutions.
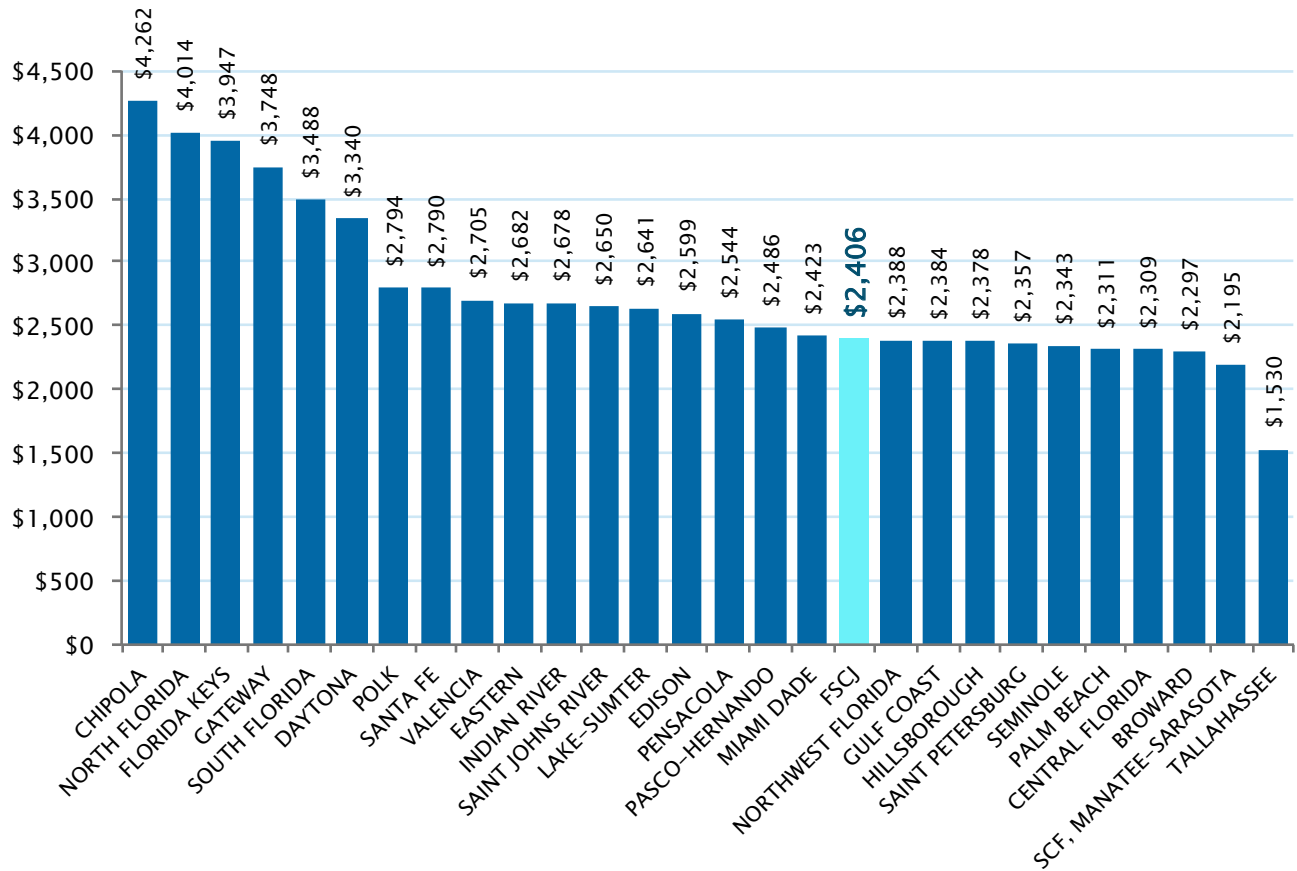

Figure 77. Average Cost per Student Served (Descending Order) Ranks

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122   Source/Methodology: 2014 FLDOE College Fact Book. For each institution, divide total cost from Fact Book 7.3T (Florida College System Annual Cost Analysis Expenditures by College and Function) by total students served (2012-13) as shown in 2.2T (Florida College System Annual Unduplicated Student Headcount Enrollment (2012-13) and then rank order by quotient (descending).

TUITION AND FEES

Tables 35, 36 and 37 contain student fees for lower division, upper division and Post-Secondary Adult Vocational Programs. [123]

Table 35. Lower Division Tuition Per Credit Hour

Lower Division	Cost Per Credit Hour (USD)			
	Florida Resident	Georgia Resident	Non-Resident	Non-Resident Online
Tuition	$102.88	$216.55	$399.27	$216.55
30-Credit Hours Total	$3,086.40	$6,496.50	$11,978.10	$6,496.50

*Tuition and fees are subject to change by action of the District Board of Trustees. Current tuition and fees will be posted at the time of registration. PSAV tuition and fees are assessed based on the number of contact hours required for each class. Thirty contact hours equal one credit hour.

Table 36. Upper Division Tuition Per Credit Hour

Baccalaureate (Upper Division)	Cost Per Credit Hour (USD)			
	Florida Resident	Georgia Resident	Non-Resident	Non-Resident Online
Tuition	$114.52	$225.09	$399.27	$225.09
30-Credit Hours Total	$3,435.60	$6,752.70	$11,978.10	$6,752.70

*Tuition and fees are subject to change by action of the District Board of Trustees. Current tuition and fees will be posted at the time of registration.

Table 37. Post Secondary Adult Vocational (PSAV) Tuition Per Credit Hour

Post Secondary Adult Vocational (PSAV)**	Cost Per Credit Hour (USD)		
	Florida Resident	Georgia Resident	Non-Resident
Tuition	$86.70	$173.10	$345.90
30-Credit Hours Total	$2,601.00	$5,193.00	$10,377.00

*Tuition and fees are subject to change by action of the District Board of Trustees. Current tuition and fees will be posted at the time of registration. **PSAV tuition and fees are assessed based on the number of contact hours required for each class. Thirty contact hours equal one credit hour.

RESOURCE DEVELOPMENT (GRANTS)

In 2013-2014, the Resource Development team secured $10,549,792 in grant awards in collaboration with campus and department design team members. [124]

In 2013, the U.S. Department of Labor awarded a Trade Adjustment and Assistance Community College and Career Training Act (TAACCCT) grant [125] to the LINCS for Supply Chain Management project in the amount of $24,513,413, with FSCJ receiving $1,142,481 of this award. The College is an active part of the nationwide consortium led by Broward College to develop a set of eight stackable and latticed credentials that will provide workers with skills suitable for entry and middle-level employment in supply chain management. The eight newly created industry-recognized certifications will be based on evidence-based design endorsed by the Council of Supply Chain Management Professionals.

The College received $2,988,471 in grant awards in 2013-2014 from the Florida Department of Education for the Carl D. Perkins Postsecondary Section 132, Carl D. Perkins Rural and Sparsely Populated, Adult General Education, and English Literacy and Civics Education programs.

The Quick Response Training (QRT) two-year state-funded grant program is offered through CareerSource. The customizable training is offered to new or expanding businesses and must be for high skill/high wage jobs in Florida targeted industries. Florida State College at Jacksonville serves as the fiscal agent for QRTs. In the 2013-2014 fiscal year, FSCJ's QRT grant awards totaled $768,673. As the fiscal agent, the College receives a 5% indirect cost rate, which covers operational costs associated with contract development and grant management.

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124   For comparison purposes in 2012-2013, the Resource Development team secured $13,418,434.00 in grant awards.
125   In 2009, the American Recovery and Reinvestment Act amended the Trade Act of 1974 to authorize the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program. TAACCCT provides community colleges and other eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are eligible for training under the TAA for Workers program, and prepare program participants for employment in high-wage, high-skill occupations.

Section 8
- FSC Foundation Board of Directors
- FSC Foundation Financials

FSC FOUNDATION

FSC Foundation Mission

Florida State College Foundation's mission is to secure financial resources for Florida State College at Jacksonville to provide students in need access to an affordable, quality education and to enhance the lives and the economic development of Northeast Florida. www.floridastatecollegefoundation.org

2013-2014 Foundation Board of Directors

Values

Commitment

We are steadfast in our obligation to fulfill the intention of the donor and discover new financial resources for students in need of additional support.

Trust

We are diligent and disciplined in carrying out our mission. We are reliable and responsible in ways that earn the trust of our donors, students and community.

Stewardship

We properly invest and safeguard the funds entrusted to us, reflecting the intentions of our donors, and meeting the needs of the students and the College.

Support

We value our staff's skills and actively support their continued growth and development as they advance the Foundation and adapt to future needs.

Excellence

We strive to pay attention to every detail every day. We consistently seek creative and innovative ways to do better.

Diversity and Inclusion

We seek to be inclusive and embrace diversity in all its forms. It strengthens our ability to achieve our goals by bringing together and serving a broad cross-section of individuals with varied needs, experiences, and perspectives.

Vision

We envision a community, where through availability and excellence in education resources, individuals and families will achieve their potential, have income stability, and live happy, productive lives.

Table 38. FSC Foundation Net Assets, End of Fiscal Year (In Thousands)

Net Assets, End of Fiscal Year *(in thousands)*

	June 30,	
	2014	**2013**
Current assets	$ 2,750	$ 4,121
Non-current assets	44,261	38,029
Capital assets	-	-
Total assets	$ 47,011	$ 42,150
Current liabilities	$ 474	$ 65
Noncurrent liabilities	70	53
Total liabilities	544	118
Net assets:		
Restricted permanent endowments	$ 38,857	$ 33,294
Restricted by donor - expendable	7,019	7,514
Unrestricted	591	1,224
Total net assets	46,467	42,032
Total liabilities and net assets	$ 47,011	$ 42,150

The Foundation experienced a $4.5 million increase in net assets from the previous fiscal period, increasing from $42.0 million at June 30, 2013 to $46.5 million as of June 30, 2014. The increase is primarily attributable to net gains on its investment holdings. [126]
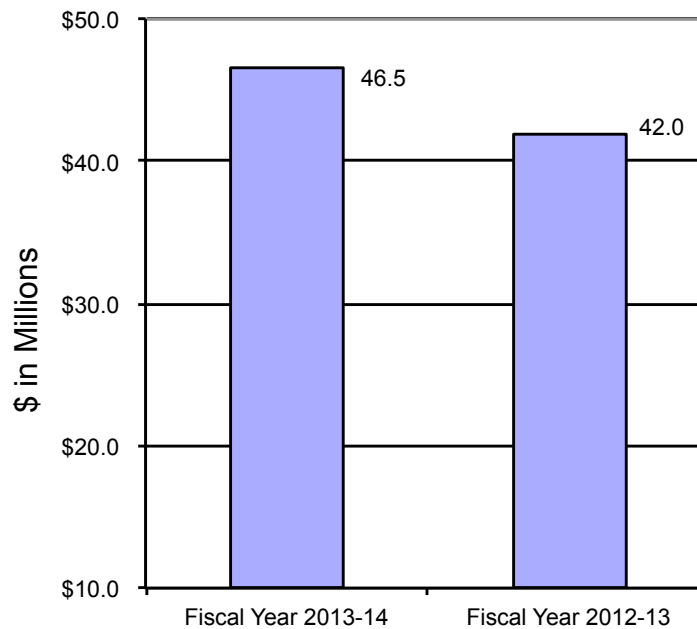

Figure 78. Foundation Net Assets 2013-2014

126   Source, MDA report document PBC 6/30/2014

CASH REVENUE

Cash contributions, inclusive of Artist Series donations, totaled $1.7 million, an increase of 36% from the prior year. The College elected not to bill the Foundation for certain in-kind staff and support expenditures of $645,212 in 2014 and $669,273 in 2013.

The Artist Series had a net operations loss of $501,048, as compared to a loss from operations of $120,534 during the prior year. Additionally, Artist Series staff and support expenditures totaling $350,896 were provided in-kind by the College for the year ended June 30, 2013, as allowed by the contract in order for the Foundation to have unrestricted funds to support scholarships and operations. No Artist Series expenses were provided in-kind by the College during the year ended June 30, 2014.

INVESTMENT INCOME

Investment income, including interest and dividends, for the fiscal year ended June 30, 2014 was $6.3 million, an increase of 50% over the prior year. The Foundation's invested assets totaled $44.3 million, an increase of $6.3 million from $38.0 million in the previous year. Foundation assets generated an approximate 13.3% return on average net assets for the year.
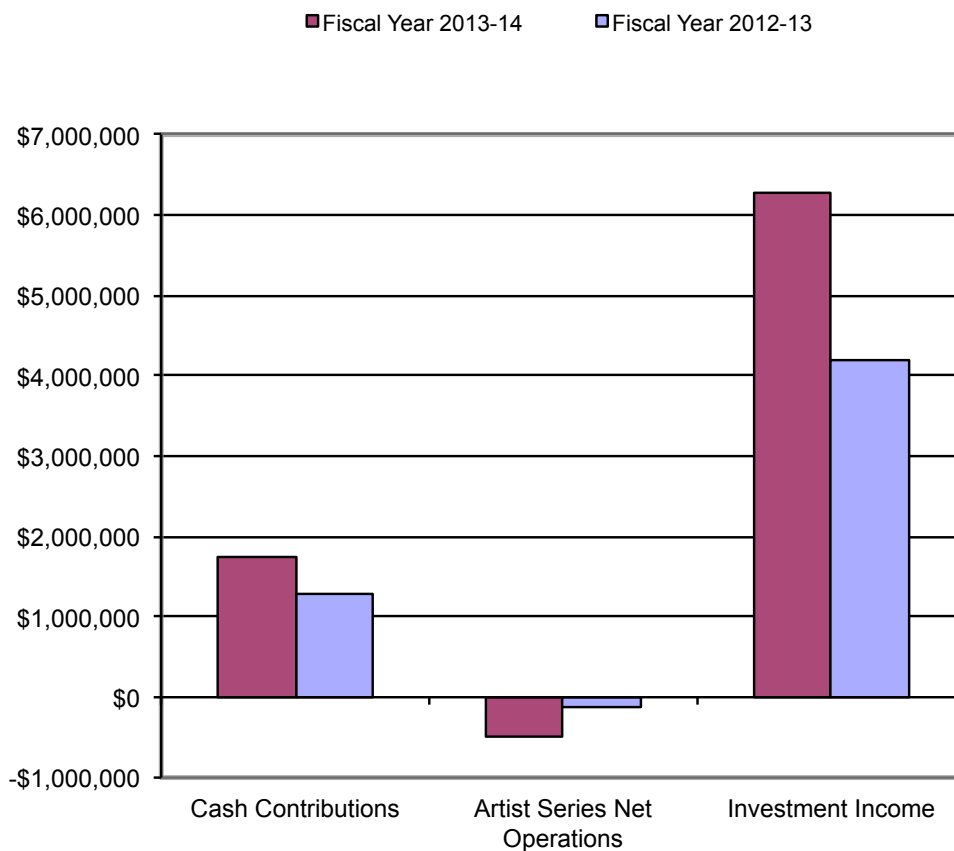

Figure 79. FSC Foundation Revenues [127]

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127   Source, MDA report document PBC 6/30/2014

SUPPORT TO COLLEGE

Total support to the College was $2.6 million for the fiscal year ended June 30, 2014, an increase of 17% from the previous year. Scholarship support of $1.4 million was approximately 2% less than the prior year. Institutional and program support totaled $1.2 million, an increase of 52% from the prior year.

During the year ended June 30, 2014, the Foundation returned $947,000 to donors who had previously provided funding for The Mary and Jim Winston Academic Health Center project, primarily due to lack of funding considered necessary for the project. The Foundation had received $1,284,100 in contributions prior to the cancellation of the project.
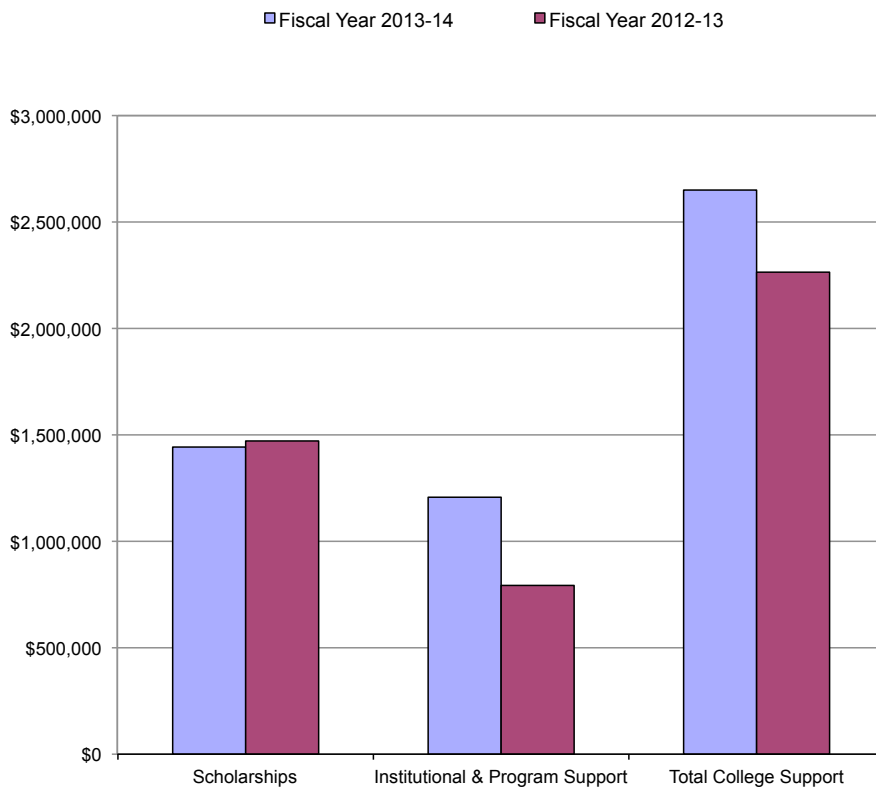

Figure 80. FSC Foundation Support for College and Expenses [128]

ECONOMIC FACTORS THAT WILL AFFECT THE FUTURE

The economic position of the Foundation is closely tied to that of Jacksonville's local economy. Through private and corporate contributions, as well as net operating surplus, if any, from the Artist Series productions, the Foundation will be able to directly support Florida State College at Jacksonville's effort to continue the development of new programs to meet the ever-changing needs of employers and provide a leadership role in educational and community services for Duval and Nassau counties in northeast Florida.

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128   Source, MDA report document PBC 6/30/2014

FSC Foundation Endowment Time Weighted Returns,
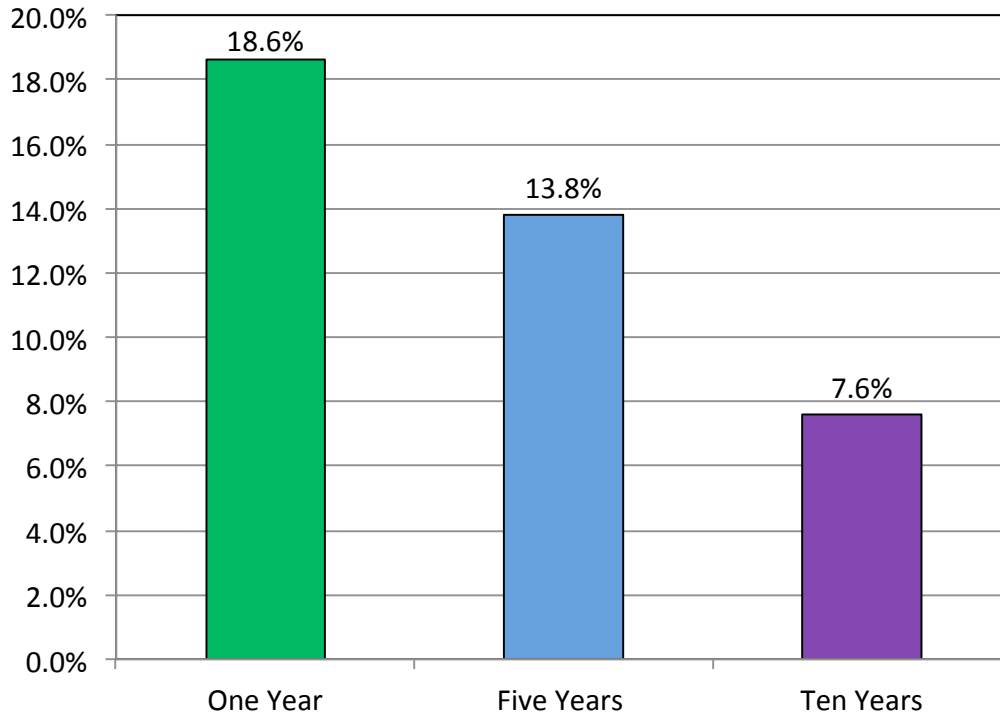### June 30, 2004 to June 30. 2014

Figure 82. FSC Foundation Endowment Time Weighted Returns 2004 through 2014 [129]
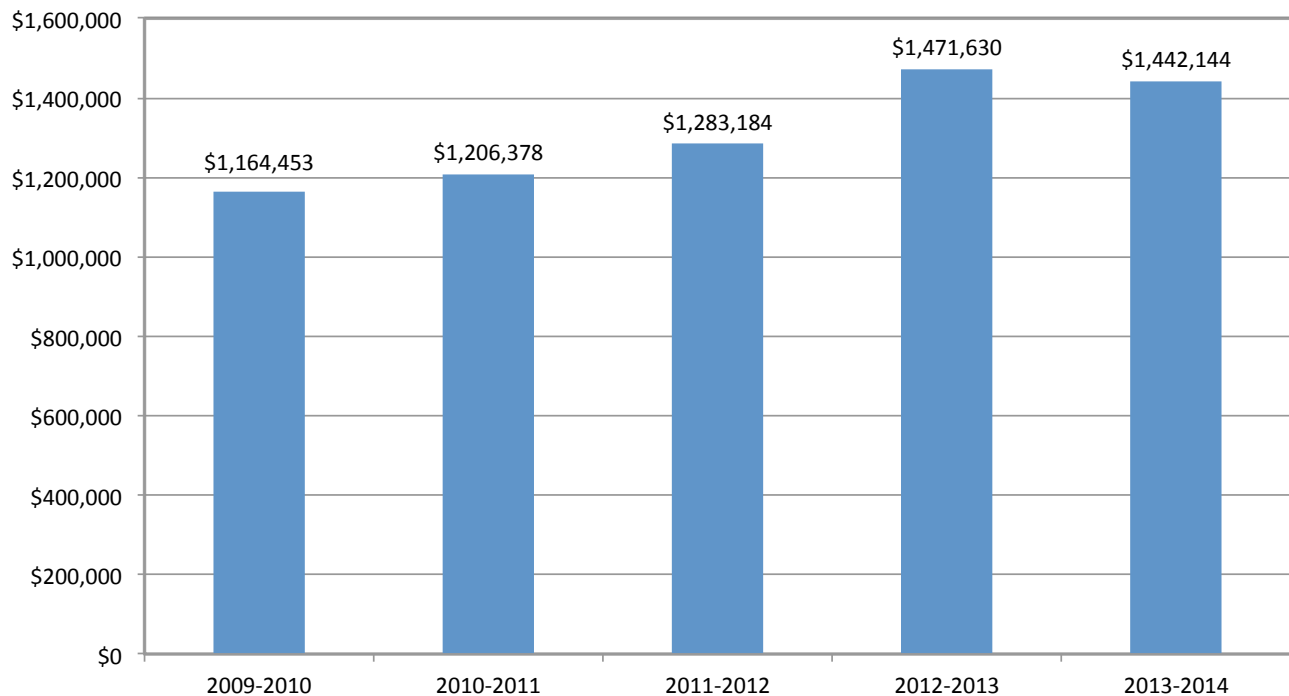
FSC Foundation Scholarship Support

Figure 83. FSC Foundation Scholarship Expenses 2009-2010 through 2013-2014 [130]

129   Source, MDA report document PBC 6/30/2014
130   Source, MDA report document PBC 6/30/2014

FSC Alumni

The purpose of the Florida State College at Jacksonville Alumni Association is to promote the development of the College by facilitating communication between alumni and the College, by fostering the role of alumni in support of ongoing College activities, and by encouraging in alumni the feelings of pride and loyalty. To date, there are more than 130,000 registered FSCJ Alumni.

Alumni are invited to share news items for publication in future newsletters. News items may include, but are not limited to, work promotions, advanced degrees, weddings, births and new jobs. News items can be mailed to the Florida State College Foundation at 501 West State Street, Jacksonville, Florida 32202 or emailed to foundation@fscj.edu.

For more information about the FSCJ Alumni Association, please call (904) 632-3237.

Section A

APPENDICES

A1: Bachelors Completions by Program (Academic Year 2013-14) [1]

Program Name	Degree	Program ID	Academic Term			Total	% of total
			Fall	Spring	Summer		
SUPERVISION AND MANAGEMENT	BAS	S100	69	76	68	213	33.8%
BUSINESS ADMINISTRATION	BS	T200	40	29	35	104	16.5%
EARLY CHILDHOOD EDUCATION	BS	T100	57	44	1	102	16.2%
COMPUTER SYSTEMS NETWORKING & TELECOMM	BAS	S300	19	23	17	59	9.4%
INFORMATION TECH MANAGEMENT	BAS	S301	20	18	18	56	8.9%
NURSING	BSN	N200	17	16	1	34	5.4%
PUBLIC SAFETY MANAGEMENT	BAS	S400	7	16	0	23	3.6%
BIOMEDICAL SCIENCES	BS	T300	6	5	8	19	3.0%
CONVERGED COMMUNICATIONS	BS	T400	0	10	3	13	2.1%
DIGITAL MEDIA	BAS	S500	2	3	1	6	1.0%
FIRE SCIENCE MANAGEMENT	BAS	S911	1	1	0	2	0.3%
Column Totals			**238**	**241**	**152**	**631**	

Note: AA Completions for the same terms were 1.098 (fall), 1,393 (spring), and 990 (summer) for a total a 3,481

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[1]   FSCJ Orion via SQL Server 2012 Management Studio (SSMS) Reporting Services (accessed 9/22/14)

A2: AS Completions by Program of Study (Academic Year 2013-14) [2]

Program Name	Program ID	Academic Term			Total	% of total
		Fall	Spring	Summer		
NURSING R.N.	2149	113	102	80	295	29.7%
NETWORK SYSTEMS TECHNOLOGY	2156	18	24	17	59	5.9%
PARALEGAL STUDIES	2299	14	20	13	47	4.7%
COMPUTER INFORMATION TECH	2153	11	15	13	39	3.9%
BUSINESS ADMINISTRATION	2213	17	9	13	39	3.9%
SUPPLY CHAIN MANAGEMENT	2127	10	16	7	33	3.3%
AVIATION OPERATIONS	2354	20	6	5	31	3.1%
RADIOGRAPHY	2154	0	26	2	28	2.8%
EARLY CHILDHOOD MANAGEMENT	2203	13	12	3	28	2.8%
PHYSICAL THERAPIST ASSISTANT	222A	0	0	24	24	2.4%
DENTAL HYGIENE	2300	0	21	0	21	2.1%
OCCUPATIONAL THERAPY ASSISTANT	2355	1	19	0	20	2.0%
CRIMINAL JUSTICE TECHNOLOGY	2239	4	8	7	19	1.9%
RESPIRATORY CARE	2244	0	19	0	19	1.9%
CULINARY MANAGEMENT	2259	9	3	7	19	1.9%
ACCOUNTING TECHNOLOGY	2201	2	15	1	18	1.8%
NURSING R.N.	2261	3	14	1	18	1.8%
DIGITAL MEDIA/MULTIMEDIA TECH	2152	7	5	5	17	1.7%
OFFICE ADMINISTRATION	2265	5	11	1	17	1.7%
AVIATION MAINTENANCE MANAGEMNT	2150	5	6	5	16	1.6%
SIGN LANGUAGE INTERPRETATION	221A	1	12	2	15	1.5%
HISTOLOGIC TECHNOLOGY	2262	4	4	7	15	1.5%
MEDICAL LABORATORY TECHNOLOGY	2220	4	5	5	14	1.4%
FUNERAL SERVICES	2161	12	1	0	13	1.3%
BIOMEDICAL ENGINEERING TECH	2271	3	8	0	11	1.1%
HOSPITALITY/TOURISM MANAGEMENT	2214	1	3	6	10	1.0%
FIRE SCIENCE TECHNOLOGY	2911	5	4	1	10	1.0%
RADIATION THERAPY	2163	0	9	0	9	0.9%
EMERGENCY MEDICAL SERVICES	2251	7	2	0	9	0.9%
RADIOGRAPHY	2254	2	6	1	9	0.9%
HEALTH INFORMATION TECHNOLOGY	2277	3	0	6	9	0.9%
INDUSTRIAL MANAGEMENT TECH.	2378	3	3	2	8	0.8%
OPHTHALMIC TECHNICIAN	2180	2	0	5	7	0.7%
INTERIOR DESIGN TECHNOLOGY	2389	0	4	3	7	0.7%
ENVIRONMENTAL SCIENCE TECHNOLOGY	2166	3	2	1	6	0.6%
AUTOMOTIVE SERVICE MANAGEMENT TECH	2236	3	1	2	6	0.6%
EMERGENCY ADMINISTRATION AND MANAGEMENT	2404	2	4	0	6	0.6%
THEATRE & ENTERTAINMENT TECH	221B	3	2	0	5	0.5%
ARCH DESIGN & CONSTRUCTN TECH	2202	1	3	0	4	0.4%
ENGINEERING TECHNOLOGY	2320	1	3	0	4	0.4%
BIOTECHNOLOGY LAB TECH	2199	1	2	0	3	0.3%
BUILDING CONSTRUCTION TECH	2234	1	1	0	2	0.2%
INDUSTRIAL MANAGEMENT TECH.	2278	0	1	1	2	0.2%
IT SECURITY	2179	1	0	0	1	0.1%
	Column Totals	315	431	246	992	

*The total award count represents 987 (unduplicated) students

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Florida State College at Jacksonville

A3: Technical Certificate (TC) Completions (Academic Year 2013-14)

Program Name	Program ID	Fall	Spring	Summer	Total	% of total
INFORMATION TECHNOLOGY TECH.	6945	47	39	24	110	9.7%
ACCOUNTING TECHNOLOGY SPEC	6221	24	26	16	66	5.8%
BUSINESS SPECIALIST	6253	20	31	14	65	5.7%
BUSINESS MANAGEMENT	6251	23	18	12	53	4.7%
BUSINESS OPERATIONS	6250	21	20	11	52	4.6%
EMERGENCY MEDICAL TECHNICIAN	6394	16	20	13	49	4.3%
LOGISTICS AND TRANSPORTATION SPECIALIST	6127	30	15	1	46	4.0%
INFORMATION TECHNOLOGY SUPPORT SPECIALIST	6280	16	21	9	46	4.0%
OFFICE SUPPORT	6100	20	16	9	45	4.0%
INFORMATION TECHNOLOGY ANALYSIS	6281	17	16	9	42	3.7%
SCIENTIFIC WORKPLACE PREP	6502	1	1	40	42	3.7%
GUESTS SERVICES SPECIALIST	6052	2	28	10	40	3.5%
CHEMICAL LABORATORY SPECIALIST	6501	12	17	3	32	2.8%
ACCOUNTING TECHNOLOGY MGMT	6224	10	17	4	31	2.7%
MARKETING OPERATIONS	6256	11	17	3	31	2.7%
DIGITAL MEDIA/MULTIMEDIA PRODUCTION	6402	9	22	0	31	2.7%
ACCOUNTING TECHNOLOGY OP	6223	14	15	1	30	2.6%
OFFICE SPECIALIST	6101	7	14	4	25	2.2%
OFFICE MANAGEMENT	6359	7	12	6	25	2.2%
CULINARY ARTS	6051	8	8	6	22	1.9%
COMPUTER FORENSICS TECH	6947	12	1	9	22	1.9%
CUSTOMER SUPPORT SPECIALIST	6953	6	11	3	20	1.8%
PNEUMATICS, HYDRAULICS AND MOTORS FOR MANUFACTURING	6043	3	10	6	19	1.7%
COMPUTER PROGRAMMING SPECIALIS	6956	7	9	2	18	1.6%
CNC MACHINIST	6041	0	17	0	17	1.5%
PARAMEDIC	6393	1	9	7	17	1.5%
GRAPHIC DESIGN PRODUCTION	6401	4	11	2	17	1.5%
DIGITAL MEDIA/MULTIMEDIA VIDEO PRODUCTION	6400	3	8	0	11	1.0%
INFORMATION TECHNOLOGY MANAGEMENT	6108	6	2	2	10	0.9%
DATABASE DEVELOPMENT SPECIALIST	6955	3	7	0	10	0.9%
AUTOCAD FOUNDATIONS	6011	4	4	1	9	0.8%
RADIATION THERAPY SPECIALIST	6153	9	0	0	9	0.8%
FOOD AND BEVERAGE MANAGEMENT	6050	0	2	6	8	0.7%
ENTREPRENEURSHIP	6254	1	3	4	8	0.7%
WEB DEVELOPMENT SPECIALIST	6954	1	0	6	7	0.6%
AUTOMOTIVE SERVICE MANAGEMENT TECHNOLOGY	6936	4	1	1	6	0.5%
EMERGENCY ADMINISTRATOR AND MANAGER	6405	2	3	0	5	0.4%
DRAFTING	6012	1	1	2	4	0.4%
MECHATRONICS	6044	0	0	4	4	0.4%
HOMELAND SECURITY AND MANAGEMENT	6404	1	3	0	4	0.4%
AIR TRAFFIC CONTROL	6967	3	1	0	4	0.4%
BIOTECHNOLOGY SPECIALIST	6198	0	0	3	3	0.3%
BIOTECHNOLOGY LABORATORY SPECIALIST	6199	0	0	3	3	0.3%
BUSINESS DEVELOPMENT AND ENTREPRENEURSHIP	6255	0	1	2	3	0.3%
FIRE COMPANY MANAGEMENT	6450	1	1	0	2	0.2%
ADVANCED MANUFACTURING	6040	1	0	0	1	0.1%
ENGINEERING TECHNOLOGY	6042	0	1	0	1	0.1%
A/C, REFRIG & HEATING SYSTEMS TECH	6120	1	0	0	1	0.1%
A/C, REFRIGERATION & HEATING SYSTEMS ASSISTANT	6121	1	0	0	1	0.1%
CONSTRUCTION ELECT TECH	6185	1	0	0	1	0.1%
MARKETING	6252	0	1	0	1	0.1%
CISCO CERTIFIED NETWORK ASSO	6273	0	1	0	1	0.1%
MEDICAL OFFICE MANAGEMENT	6387	1	0	0	1	0.1%
DIGITAL MEDIA/MULTIMEDIA PROD	6403	1	0	0	1	0.1%
CRIMINAL JUSTICE TECHNOLOGY SPECIALIST	6420	0	1	0	1	0.1%
CRIME SCENE TECHNICIAN	6421	0	0	1	1	0.1%
INFORMATION TECHNOLOGY MGMT	6946	1	0	0	1	0.1%
COMPUTER SECURITY SPECIALIST	6957	0	1	0	1	0.1%
NETWORK SUPPORT TECHNICIAN	6958	0	1	0	1	0.1%
Column Totals		**394**	**484**	**259**	**1137**	

*The total award count represents 823 (unduplicated) students

A4: Vocational Certificate (VC) Completions (Academic Year 2013-14) [3]

Program Name	Program ID	Academic Term			Total	% of total
		Fall	Spring	Summer		
INSURANCE CUSTOMER SERVICE REP	5727	128	139	143	410	26.3%
COMMERCIAL VEHICLE DRIVING	5100	41	38	31	110	7.1%
LIFE INSURANCE MARKETING	5726	40	26	25	91	5.8%
INSURANCE CLAIMS ADJUSTER	5728	29	33	28	90	5.8%
LAW ENFORCEMENT OFFICER	5758	32	13	44	89	5.7%
REAL ESTATE SALES AGENT	5733	27	26	27	80	5.1%
CORRECTIONAL OFFICER	5759	27	16	31	74	4.8%
PRACTICAL NURSING	5657	15	31	19	65	4.2%
A/C, REFRIG & HEATING TECH	5604	17	17	13	47	3.0%
COSMETOLOGY	5743	19	12	15	46	3.0%
FACIALS SPECIALTY	5711	13	10	11	34	2.2%
AIRCRAFT AIRFRAME MECHANIC	5712	15	13	2	30	1.9%
AIRCRAFT POWERPLANT MECHANIC	5734	0	15	14	29	1.9%
CROSSOVER CORRECTIONAL OFFICER TO LAW ENFORCEMENT	5756	29	0	0	29	1.9%
INSURANCE GENERAL LINES AGENT	5723	8	4	16	28	1.8%
PERSONAL LINES INSURANCE	5737	13	6	8	27	1.7%
AUTOMOTIVE SERVICE TECHNOLOGY	5609	7	16	1	24	1.5%
FIRE FIGHTER I AND II	5720	8	6	10	24	1.5%
CHILD CARE CENTER OPERATIONS	5794	8	12	4	24	1.5%
MEDICAL ASSISTING	5648	0	2	21	23	1.5%
APPLIED WELDING TECHNOLOGIES	5679	11	7	4	22	1.4%
ELECTRICITY	5632	5	14	1	20	1.3%
DENTAL ASSISTING	5649	0	0	19	19	1.2%
SURGICAL TECHNOLOGY	5667	0	0	19	19	1.2%
PHARMACY TECHNICIAN PROGRAM	5771	8	4	7	19	1.2%
NURSING ASSISTANT ARTICULATED	5131	1	13	3	17	1.1%
MASSAGE THERAPY	5700	0	1	16	17	1.1%
MEDIUM & HEAVY DUTY TRUCK & BUS TECHNICIAN	5616	7	5	2	14	0.9%
AUTOMOTIVE COLLISION REPAIR & REFINISHING	5606	1	2	8	11	0.7%
AIRCRAFT COATING AND CORROSION CONTROL TECHNOLOGY	5757	2	6	0	8	0.5%
FAMILY CHILD CARE TRAINING	5738	2	2	1	5	0.3%
CARPENTRY	5618	4	0	0	4	0.3%
GLOBAL LOGISTICS AND SUPPLY CHAIN TECHNOLOGY	5320	1	2	0	3	0.2%
AIR CONDITIONING REFRIGERATIONAND HEATING TECHNOLOGY I	5776	0	0	3	3	0.2%
PARAMEDIC	5793	0	1	0	1	0.1%
OFFICE ASSISTANT	5905	0	0	1	1	0.1%
Column Totals		**518**	**492**	**547**	**1557**	

*The total award count represents 1530 (unduplicated) students

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A5: Student Demographic Comparisons

IPEDS Fall Beginning of Term (EF2) Enrollment Counts

	Term-Year		Total
	Fall 2012	**Fall 2013**	
Downtown Campus	4,131	3,258	7,389
Kent Campus	5,006	4,738	9,744
North Campus	4,195	3,967	8,162
Open Campus	6,144	6,429	12,573
South Campus	7,147	6,541	13,688
Other	3,430	3,201	6,631
Total	**30,053**	**28,134**	**58,187**

College-Wide Student Age (Calculated as of Sept. 1 of Term-Year)

	Term-Year			
	Fall 2012		**Fall 2013**	
	Female	**Male**	**Female**	**Male**
Student Age	Mean	Mean	Mean	Mean
Black	29.40	28.99	29.15	30.06
White	28.28	27.55	27.88	27.38
Hispanic	25.99	26.32	25.80	26.07
Other Minority	26.37	26.11	26.31	26.42
Two or More	22.71	22.86	22.63	22.97
Not Reported	23.85	24.49	24.30	25.60
Total	**27.65**	**27.13**	**27.51**	**27.52**

Source: IPEDS Fall Enrollment (EF2) Data Files for 2012-13 (n=30,053) and 2013-14 (n=28,134). The IPEDS Fall Enrollment (EF2) files are located at Northwest Regional Data Center (NWRDC). Reference: FLDOE Florida College System Student Data Base (SDB) Chapter 3. *Race and Ethnicity Categories as defined by FLDOE, Florida College System. "Other Minority" includes Asian, American Indian/Alaska Native, Hawaiian/Pacific Islander. U.S. Census (1997 OMB) full race category names are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multiple Races. Under these guidelines the full name of the ethnicity category is Hispanic or Latino. Persons who report themselves as Hispanic can be of any race. Prepared by FSCJ Office of Student Analytics and Research for FACTOR 2014.

Student Age (9/1/2013) College-Wide
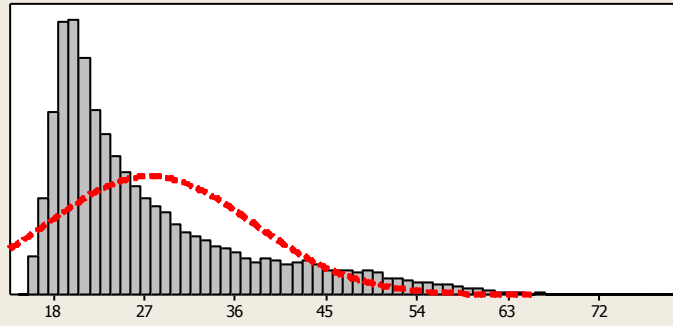
Anderson-Darling Normality Test	
A-Squared	1419.06
P-Value <	0.005
Mean	27.510
StDev	10.104
Variance	102.087
Skewness	1.34678
Kurtosis	1.22996
N	28134
Minimum	14.950
1st Quartile	20.040
Median	23.840
3rd Quartile	31.950
Maximum	78.730

95% Confidence Interval for Mean
27.392   27.628

95% Confidence Interval for Median
23.720   23.960

95% Confidence Interval for StDev
10.021   10.188

95% Confidence Intervals
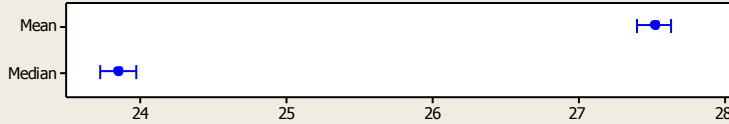
Source: IPEDS 2013 Fall (BOT) Enrollment (EF2) Data File

Student Age by Campus
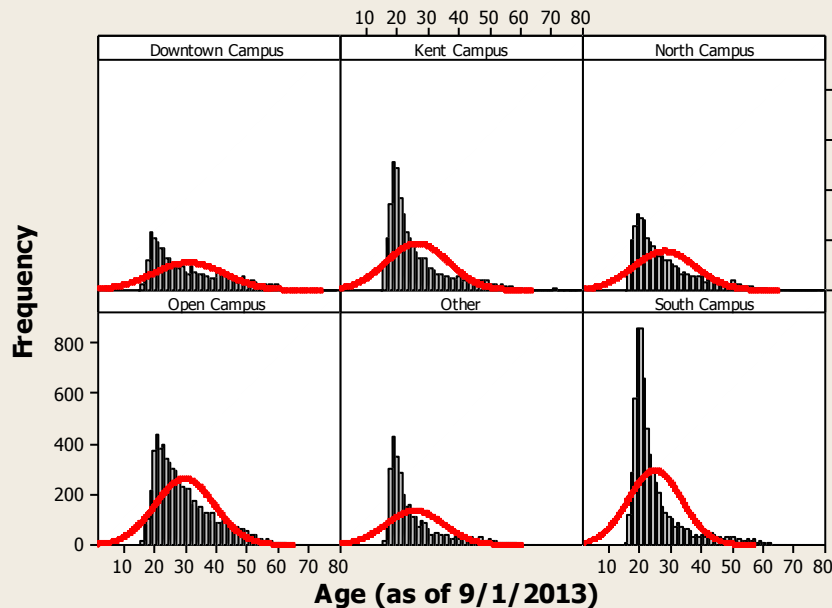
Downtown Campus
Mean 31.22
StDev 11.76
N 3258

Kent Campus
Mean 26.55
StDev 10.04
N 4738

North Campus
Mean 27.73
StDev 10.12
N 3967

Open Campus
Mean 30.00
StDev 9.685
N 6429

Other
Mean 25.81
StDev 9.328
N 3201

South Campus
Mean 24.61
StDev 8.763
N 6541

Panel variable: Campus
Source: Fall 2013 Beginning-of-Term EF2 Data File for FSCJ

Downtown Campus Student Age (Calculated as of Sept. 1 of Term-Year) [a]

	Term-Year			
	Fall 2012		Fall 2013	
	Female	Male	Female	Male
Student Age	Mean	Mean	Mean	Mean
Black	31.05	32.02	30.34	34.92
White	31.41	31.27	30.70	31.98
Hispanic	29.98	30.99	29.84	30.02
Other Minority	28.30	29.37	27.91	31.77
Two or More	24.87	24.46	26.77	22.62
Not Reported	26.78	29.13	26.81	30.05
Total	**30.39**	**31.10**	**29.82**	**32.55**

Source: IPEDS Fall Enrollment (EF2) Data Files for 2012-13 (n=30,053) and 2013-14 (n=28,134). The IPEDS Fall Enrollment (EF2) files are located at Northwest Regional Data Center (NWRDC). Reference: FLDOE Florida College System Student Data Base (SDB) Chapter 3. *Race and Ethnicity Categories as defined by FLDOE, Florida College System. "Other Minority" includes Asian, American Indian/Alaska Native, Hawaiian/Pacific Islander. U.S. Census (1997 OMB) full race category names are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multiple Races. Under these guidelines the full name of the ethnicity category is Hispanic or Latino. Persons who report themselves as Hispanic can be of any race. Prepared by FSCJ Office of Student Analytics and Research for FACTOR 2014.

a. Main Campus Locations = Downtown Campus

Kent Campus Student Age (Calculated as of Sept. 1 of Term-Year) [a]

	Term-Year			
	Fall 2012		Fall 2013	
	Female	Male	female	Male
Student Age	Mean	Mean	Mean	Mean
Black	27.32	27.05	27.82	28.08
White	27.47	26.87	26.69	26.62
Hispanic	25.50	24.89	24.60	24.26
Other Minority	26.67	24.56	24.71	25.29
Two or More	22.23	22.21	21.60	21.39
Not Reported	23.71	24.25	25.13	25.84
Total	**26.72**	**26.20**	**26.55**	**26.53**

Source: IPEDS Fall Enrollment (EF2) Data Files for 2012-13 (n=30,053) and 2013-14 (n=28,134). The IPEDS Fall Enrollment (EF2) files are located at Northwest Regional Data Center (NWRDC). Reference: FLDOE Florida College System Student Data Base (SDB) Chapter 3. *Race and Ethnicity Categories as defined by FLDOE, Florida College System. "Other Minority" includes Asian, American Indian/Alaska Native, Hawaiian/Pacific Islander. U.S. Census (1997 OMB) full race category names are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multiple Races. Under these guidelines the full name of the ethnicity category is Hispanic or Latino. Persons who report themselves as Hispanic can be of any race. Prepared by FSCJ Office of Student Analytics and Research for FACTOR 2014.

a. Main Campus Locations = Kent Campus

North Campus Student Age (Calculated as of Sept. 1 of Term-Year) [a]

	Term-Year			
	Fall 2012		Fall 2013	
	Female	Male	Female	Male
Student Age	Mean	Mean	Mean	Mean
Black	29.26	27.20	28.89	27.72
White	29.48	27.64	29.09	27.78
Hispanic	27.67	28.52	27.53	26.08
Other Minority	29.05	29.67	29.58	28.48
Two or More	23.18	24.41	25.00	23.84
Not Reported	21.87	22.29	22.92	23.35
Total	27.87	26.48	28.11	26.93

Source: IPEDS Fall Enrollment (EF2) Data Files for 2012-13 (n=30,053) and 2013-14 (n=28,134). The IPEDS Fall Enrollment (EF2) files are located at Northwest Regional Data Center (NWRDC). Reference: FLDOE Florida College System Student Data Base (SDB) Chapter 3. *Race and Ethnicity Categories as defined by FLDOE, Florida College System. "Other Minority" includes Asian, American Indian/Alaska Native, Hawaiian/Pacific Islander. U.S. Census (1997 OMB) full race category names are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multiple Races. Under these guidelines the full name of the ethnicity category is Hispanic or Latino. Persons who report themselves as Hispanic can be of any race. Prepared by FSCJ Office of Student Analytics and Research for FACTOR 2014.

a. Main Campus Locations = North Campus

South Campus Student Age (Calculated as of Sept. 1 of Term-Year) [a]

	Term-Year			
	Fall 2012		Fall 2013	
	Female	Male	Female	Male
Student Age	Mean	Mean	Mean	Mean
Black	26.75	26.76	25.50	26.76
White	25.34	25.38	24.95	24.92
Hispanic	23.13	23.75	23.48	24.67
Other Minority	23.06	23.94	23.61	24.01
Two or More	21.57	21.45	20.56	20.91
Not Reported	22.17	23.03	22.35	23.87
Total	24.63	24.86	24.37	24.87

Source: IPEDS Fall Enrollment (EF2) Data Files for 2012-13 (n=30,053) and 2013-14 (n=28,134). The IPEDS Fall Enrollment (EF2) files are located at Northwest Regional Data Center (NWRDC). Reference: FLDOE Florida College System Student Data Base (SDB) Chapter 3. *Race and Ethnicity Categories as defined by FLDOE, Florida College System. "Other Minority" includes Asian, American Indian/Alaska Native, Hawaiian/Pacific Islander. U.S. Census (1997 OMB) full race category names are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multiple Races. Under these guidelines the full name of the ethnicity category is Hispanic or Latino. Persons who report themselves as Hispanic can be of any race. Prepared by FSCJ Office of Student Analytics and Research for FACTOR 2014

a. Main Campus Locations = South Campus

Open Campus Student Age (Calculated as of Sept. 1 of Term-Year) [a]

	Term-Year			
	Fall 2012		Fall 2013	
	Female	Male	Female	Male
Student Age	Mean	Mean	Mean	Mean
Black	31.13	31.44	31.59	31.58
White	30.59	30.10	30.35	30.55
Hispanic	27.92	29.03	27.56	28.49
Other Minority	28.22	27.16	29.09	28.76
Two or More	24.12	24.58	24.14	26.24
Not Reported	26.93	27.46	26.58	26.90
Total	**30.01**	**29.71**	**29.98**	**30.03**

Source: IPEDS Fall Enrollment (EF2) Data Files for 2012-13 (n=30,053) and 2013-14 (n=28,134). The IPEDS Fall Enrollment (EF2) files are located at Northwest Regional Data Center (NWRDC). Reference: FLDOE Florida College System Student Data Base (SDB) Chapter 3. *Race and Ethnicity Categories as defined by FLDOE, Florida College System. "Other Minority" includes Asian, American Indian/Alaska Native, Hawaiian/Pacific Islander. U.S. Census (1997 OMB) full race category names are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multiple Races. Under these guidelines the full name of the ethnicity category is Hispanic or Latino. Persons who report themselves as Hispanic can be of any race. Prepared by FSCJ Office of Student Analytics and Research for FACTOR 2014.

a. Main Campus Locations = Open Campus

All Other Locations Student Age (Calculated as of Sept. 1 of Term-Year) [a]

	Term-Year			
	Fall 2012		Fall 2013	
	Female	Male	Female	Male
Student Age	Mean	Mean	Mean	Mean
Black	29.17	28.23	29.49	29.58
White	26.55	26.10	25.89	25.29
Hispanic	24.08	25.64	24.08	25.40
Other Minority	26.17	25.97	24.65	24.39
Two or More	22.53	23.67	22.21	26.86
Not Reported	23.63	23.07	23.06	25.33
Total	**26.28**	**25.78**	**25.76**	**25.88**

Source: IPEDS Fall Enrollment (EF2) Data Files for 2012-13 (n=30,053) and 2013-14 (n=28,134). The IPEDS Fall Enrollment (EF2) files are located at Northwest Regional Data Center (NWRDC). Reference: FLDOE Florida College System Student Data Base (SDB) Chapter 3. *Race and Ethnicity Categories as defined by FLDOE, Florida College System. "Other Minority" includes Asian, American Indian/Alaska Native, Hawaiian/Pacific Islander. U.S. Census (1997 OMB) full race category names are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multiple Races. Under these guidelines the full name of the ethnicity category is Hispanic or Latino. Persons who report themselves as Hispanic can be of any race. Prepared by FSCJ Office of Student Analytics and Research for FACTOR 2014.

a. Main Campus Locations = Other

FSCJ Downtown Campus Fall, Beginning-of-Term, Enrollment (unduplicated students)

		Term-Year									
		Fall 2012			Fall 2013			Total			
		Downtown Campus			Downtown Campus			Downtown Campus			
		Count	Column N %	Table N %	Count	Column N %	Table N %	Count	Column N %	Table N %	
Black	female	1125	61.8%	15.2%	751	55.8%	10.2%	1876	59.2%	25.4%	
	male	696	38.2%	9.4%	596	44.2%	8.1%	1292	40.8%	17.5%	
White	female	507	37.8%	6.9%	441	39.4%	6.0%	948	38.6%	12.8%	
	male	834	62.2%	11.3%	677	60.6%	9.2%	1511	61.4%	20.4%	
Hispanic	female	118	48.8%	1.6%	104	51.7%	1.4%	222	50.1%	3.0%	
	male	124	51.2%	1.7%	97	48.3%	1.3%	221	49.9%	3.0%	
Other Minority	female	83	44.6%	1.1%	63	47.0%	0.9%	146	45.6%	2.0%	
	male	103	55.4%	1.4%	71	53.0%	1.0%	174	54.4%	2.4%	
Two or More	female	19	55.9%	0.3%	19	51.4%	0.3%	38	53.5%	0.5%	
	male	15	44.1%	0.2%	18	48.6%	0.2%	33	46.5%	0.4%	
Not Reported	female	256	50.5%	3.5%	204	48.5%	2.8%	460	49.6%	6.2%	
	male	251	49.5%	3.4%	217	51.5%	2.9%	468	50.4%	6.3%	
Total	female	2108	51.0%	28.5%	1582	48.6%	21.4%	3690	49.9%	49.9%	
	male	2023	49.0%	27.4%	1676	51.4%	22.7%	3699	50.1%	50.1%	

Source: IPEDS Fall Enrollment (EF2) Data Files for 2012-13 (n=30,053) and 2013-14 (n=28,134). The IPEDS Fall Enrollment (EF2) files are located at Northwest Regional Data Center (NWRDC). Reference: FLDOE Florida College System Student Data Base (SDB) Chapter 3. *Race and Ethnicity Categories as defined by FLDOE, Florida College System. "Other Minority" includes Asian, American Indian/Alaska Native, Hawaiian/Pacific Islander. U.S. Census (1997 OMB) full race category names are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multiple Races. Under these guidelines the full name of the ethnicity category is Hispanic or Latino. Persons who report themselves as Hispanic can be of any race. Prepared by FSCJ Office of Student Analytics and Research for FACTOR 2014.

FSCJ Kent Campus Fall, Beginning-of-Term, Enrollment (unduplicated students)

Term-Year

		Fall 2012 Kent Campus			Fall 2013 Kent Campus			Total Kent Campus		
		Count	Column N %	Table N %	Count	Column N %	Table N %	Count	Column N %	Table N %
Black	female	876	63.9%	9.0%	935	65.9%	9.6%	1811	64.9%	18.6%
	male	494	36.1%	5.1%	484	34.1%	5.0%	978	35.1%	10.0%
White	female	1335	57.0%	13.7%	1194	55.2%	12.3%	2529	56.1%	26.0%
	male	1009	43.0%	10.4%	968	44.8%	9.9%	1977	43.9%	20.3%
Hispanic	female	180	54.5%	1.8%	176	55.9%	1.8%	356	55.2%	3.7%
	male	150	45.5%	1.5%	139	44.1%	1.4%	289	44.8%	3.0%
Other Minority	female	125	55.3%	1.3%	128	54.7%	1.3%	253	55.0%	2.6%
	male	101	44.7%	1.0%	106	45.3%	1.1%	207	45.0%	2.1%
Two or More	female	55	59.1%	0.6%	75	61.5%	0.8%	130	60.5%	1.3%
	male	38	40.9%	0.4%	47	38.5%	0.5%	85	39.5%	0.9%
Not Reported	female	347	54.0%	3.6%	278	57.2%	2.9%	625	55.4%	6.4%
	male	296	46.0%	3.0%	208	42.8%	2.1%	504	44.6%	5.2%
Total	female	2918	58.3%	29.9%	2786	58.8%	28.6%	5704	58.5%	58.5%
	male	2088	41.7%	21.4%	1952	41.2%	20.0%	4040	41.5%	41.5%

Source: IPEDS Fall Enrollment (EF2) Data Files for 2012-13 (n=30,053) and 2013-14 (n=28,134). The IPEDS Fall Enrollment (EF2) files are located at Northwest Regional Data Center (NWRDC). Reference: FLDOE Florida College System Student Data Base (SDB) Chapter 3. *Race and Ethnicity Categories as defined by FLDOE, Florida College System. "Other Minority" includes Asian, American Indian/Alaska Native, Hawaiian/Pacific Islander. U.S. Census (1997 OMB) full race category names are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multiple Races. Under these guidelines the full name of the ethnicity category is Hispanic or Latino. Persons who report themselves as Hispanic can be of any race. Prepared by FSCJ Office of Student Analytics and Research for FACTOR 2014.

FSCJ North Campus Fall, Beginning-of-Term, Enrollment (unduplicated students)

		Fall 2012 North Campus			Fall 2013 North Campus			Total North Campus		
		Count	Column N %	Table N %	Count	Column N %	Table N %	Count	Column N %	Table N %
Black	female	1034	72.2%	12.7%	1081	72.3%	13.2%	2115	72.2%	25.9%
	male	399	27.8%	4.9%	415	27.7%	5.1%	814	27.8%	10.0%
White	female	1115	68.4%	13.7%	1032	66.8%	12.6%	2147	67.6%	26.3%
	male	516	31.6%	6.3%	512	33.2%	6.3%	1028	32.4%	12.6%
Hispanic	female	102	70.3%	1.2%	92	59.7%	1.1%	194	64.9%	2.4%
	male	43	29.7%	0.5%	62	40.3%	0.8%	105	35.1%	1.3%
Other Minority	female	94	63.5%	1.2%	105	65.6%	1.3%	199	64.6%	2.4%
	male	54	36.5%	0.7%	55	34.4%	0.7%	109	35.4%	1.3%
Two or More	female	22	59.5%	0.3%	34	65.4%	0.4%	56	62.9%	0.7%
	male	15	40.5%	0.2%	18	34.6%	0.2%	33	37.1%	0.4%
Not Reported	female	536	66.9%	6.6%	355	63.3%	4.3%	891	65.4%	10.9%
	male	265	33.1%	3.2%	206	36.7%	2.5%	471	34.6%	5.8%
Total	female	2903	69.2%	35.6%	2699	68.0%	33.1%	5602	68.6%	68.6%
	male	1292	30.8%	15.8%	1268	32.0%	15.5%	2560	31.4%	31.4%

Term-Year

Source: IPEDS Fall Enrollment (EF2) Data Files for 2012-13 (n=30,053) and 2013-14 (n=28,134). The IPEDS Fall Enrollment (EF2) files are located at Northwest Regional Data Center (NWRDC). Reference: FLDOE Florida College System Student Data Base (SDB) Chapter 3. *Race and Ethnicity Categories as defined by FLDOE, Florida College System. "Other Minority" includes Asian, American Indian/Alaska Native, Hawaiian/Pacific Islander. U.S. Census (1997 OMB) full race category names are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multiple Races. Under these guidelines the full name of the ethnicity category is Hispanic or Latino. Persons who report themselves as Hispanic can be of any race. Prepared by FSCJ Office of Student Analytics and Research for FACTOR 2014.

FSCJ South Campus Fall, Beginning-of-Term, Enrollment (unduplicated students)

		Term-Year									
		Fall 2012			Fall 2013			Total		
		South Campus			South Campus			South Campus		
		Count	Column N %	Table N %	Count	Column N %	Table N %	Count	Column N %	Table N %
Black	female	651	57.1%	4.8%	595	56.6%	4.3%	1246	56.9%	9.1%
	male	489	42.9%	3.6%	456	43.4%	3.3%	945	43.1%	6.9%
White	female	1845	51.5%	13.5%	1735	49.8%	12.7%	3580	50.7%	26.2%
	male	1740	48.5%	12.7%	1747	50.2%	12.8%	3487	49.3%	25.5%
Hispanic	female	261	49.5%	1.9%	272	53.6%	2.0%	533	51.5%	3.9%
	male	266	50.5%	1.9%	235	46.4%	1.7%	501	48.5%	3.7%
Other Minority	female	202	50.4%	1.5%	204	54.1%	1.5%	406	52.2%	3.0%
	male	199	49.6%	1.5%	173	45.9%	1.3%	372	47.8%	2.7%
Two or More	female	74	56.1%	0.5%	73	51.0%	0.5%	147	53.5%	1.1%
	male	58	43.9%	0.4%	70	49.0%	0.5%	128	46.5%	0.9%
Not Reported	female	719	52.8%	5.3%	495	50.5%	3.6%	1214	51.8%	8.9%
	male	643	47.2%	4.7%	486	49.5%	3.6%	1129	48.2%	8.2%
Total	female	3752	52.5%	27.4%	3374	51.6%	24.6%	7126	52.1%	52.1%
	male	3395	47.5%	24.8%	3167	48.4%	23.1%	6562	47.9%	47.9%

Source: IPEDS Fall Enrollment (EF2) Data Files for 2012-13 (n=30,053) and 2013-14 (n=28,134). The IPEDS Fall Enrollment (EF2) files are located at Northwest Regional Data Center (NWRDC). Reference: FLDOE Florida College System Student Data Base (SDB) Chapter 3. *Race and Ethnicity Categories as defined by FLDOE, Florida College System. "Other Minority" includes Asian, American Indian/ Alaska Native, Hawaiian/Pacific Islander. U.S. Census (1997 OMB) full race category names are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multiple Races. Under these guidelines the full name of the ethnicity category is Hispanic or Latino. Persons who report themselves as Hispanic can be of any race. Prepared by FSCJ Office of Student Analytics and Research for FACTOR 2014.

FSCJ Open Campus Fall, Beginning-of-Term, Enrollment (unduplicated students)

		Fall 2012 Open Campus			Fall 2013 Open Campus			Total Open Campus		
		Count	Column N %	Table N %	Count	Column N %	Table N %	Count	Column N %	Table N %
Black	female	1112	77.0%	8.8%	1116	73.2%	8.9%	2228	75.0%	17.7%
	male	333	23.0%	2.6%	408	26.8%	3.2%	741	25.0%	5.9%
White	female	2318	70.1%	18.4%	2379	68.3%	18.9%	4697	69.2%	37.4%
	male	989	29.9%	7.9%	1105	31.7%	8.8%	2094	30.8%	16.7%
Hispanic	female	222	67.1%	1.8%	268	70.2%	2.1%	490	68.7%	3.9%
	male	109	32.9%	0.9%	114	29.8%	0.9%	223	31.3%	1.8%
Other Minority	female	126	66.0%	1.0%	157	69.5%	1.2%	283	67.9%	2.3%
	male	65	34.0%	0.5%	69	30.5%	0.5%	134	32.1%	1.1%
Two or More	female	44	68.8%	0.3%	56	67.5%	0.4%	100	68.0%	0.8%
	male	20	31.3%	0.2%	27	32.5%	0.2%	47	32.0%	0.4%
Not Reported	female	527	65.4%	4.2%	460	63.0%	3.7%	987	64.3%	7.9%
	male	279	34.6%	2.2%	270	37.0%	2.1%	549	35.7%	4.4%
Total	female	4349	70.8%	34.6%	4436	69.0%	35.3%	8785	69.9%	69.9%
	male	1795	29.2%	14.3%	1993	31.0%	15.9%	3788	30.1%	30.1%

Source: IPEDS Fall Enrollment (EF2) Data Files for 2012-13 (n=30,053) and 2013-14 (n=28,134). The IPEDS Fall Enrollment (EF2) files are located at Northwest Regional Data Center (NWRDC). Reference: FLDOE Florida College System Student Data Base (SDB) Chapter 3. *Race and Ethnicity Categories as defined by FLDOE, Florida College System. "Other Minority" includes Asian, American Indian/Alaska Native, Hawaiian/Pacific Islander. U.S. Census (1997 OMB) full race category names are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multiple Races. Under these guidelines the full name of the ethnicity category is Hispanic or Latino. Persons who report themselves as Hispanic can be of any race. Prepared by FSCJ Office of Student Analytics and Research for FACTOR 2014.

A6: Program-Service Area Job and Wage Analysis for Duval and Nassau Counties

Program	CIP Code*	FSCJ Completions (2012)	Other Regional Completions (2012)	Regional Openings (2013)	Median Hourly Earnings	Regional Jobs (2013)	Regional Jobs (2014)	Δ%
Liberal Arts and Sciences/Liberal Studies	24.0101	4,449	388	65	$39.66	4,302	4,279	(1%)
Business-Personal/Financial Services Marketing Operations	52.1908	741	0	32	$27.25	1,414	1,364	(4%)
Registered Nursing/Registered Nurse	51.3801	385	687	242	$29.81	10,453	10,491	0%
Business Administration, Management and Operations, Other	52.0299	227	0	107	$30.28	1,853	1,918	4%
Emergency Medical Technology/Technician (EMT Paramedic)	51.0904	187	115	22	$16.08	609	614	1%
Executive Assistant/Executive Secretary	52.0402	142	0	422	$16.71	10,959	11,246	3%
Accounting Technology/Technician and Bookkeeping	52.0302	134	7	426	$15.95	8,558	8,858	4%
Business Administration and Management, General	52.0201	126	824	940	$43.34	14,667	15,310	4%
Criminal Justice/Police Science	43.0107	109	0	84	$27.09	2,529	2,515	(1%)
Licensed Practical/Vocational Nurse Training	51.3901	106	40	69	$21.22	2,096	2,114	1%
Truck-Bus Driver/Commercial Vehicle Operator and Instructor	49.0205	103	0	671	$15.64	13,316	13,762	3%
Security and Loss Prevention Services	43.0109	101	82	443	$9.41	4,983	5,344	7%
Aviation/Airway Management and Operations	49.0104	85	11	14	$45.35	369	374	1%
Computer/Information Tech. Services Admin./Mgt, Other	11.1099	83	0	0	$0.00	0	0	0%
Child Care and Support Services Management	19.0708	78	0	29	$11.30	1,019	1,003	(2%)
Early Childhood Education and Teaching	13.1210	64	22	45	$15.82	1,577	1,559	(1%)
Medical Radiologic Technology/Science - Radiation Therapist	51.0907	62	0	27	$26.51	1,126	1,136	1%
Cosmetology/Cosmetologist, General	12.0401	54	375	32	$9.65	1,332	1,332	(0%)
Computer Systems Analysis/Analyst	11.0501	49	0	396	$31.13	6,189	6,483	5%
Computer Systems Networking and Telecommunications	11.0901	48	116	396	$31.13	6,189	6,483	5%
Legal Assistant/Paralegal	22.0302	47	28	132	$22.10	2,012	2,110	5%
HVAC Maintenance Technology/Technician	47.0201	41	0	134	$18.81	1,288	1,387	8%
Aircraft Powerplant Technology/Technician	47.0608	39	0	61	$21.91	953	989	4%
Cinematography and Film/Video Production	50.0602	38	0	9	$21.79	279	279	(0%)
Health Information/Medical Records Technology/Technician	51.0707	37	0	26	$15.58	613	622	2%
Criminal Justice/Law Enforcement Administration	43.0103	35	48	6	$39.12	203	201	(1%)
Nursing Assistant/Aide and Patient Care Assistant/Aide	51.3902	35	0	85	$11.83	4,566	4,469	(2%)
Real Estate	52.1501	34	0	114	$19.65	2,516	2,596	3%
Corrections	43.0102	33	0	42	$20.08	1,549	1,516	(2%)
Electrician	46.0302	33	0	520	$20.36	5,165	5,594	8%
Transportation/Mobility Management	52.0209	33	70	53	$25.43	874	901	3%
Restaurant, Culinary, and Catering Management/Manager	12.0504	29	0	372	$15.65	3,495	3,766	8%
HVAC and Refrigeration Engineering Technology/Technician	15.0501	29	10	134	$18.81	1,288	1,387	8%
Physical Therapy Technician/Assistant	51.0806	29	0	14	$22.70	396	401	1%
Respiratory Care Therapy/Therapist	51.0908	29	26	8	$25.24	524	521	(1%)
Airframe Mechanics and Aircraft Maintenance Technology/Technician	47.0607	28	0	70	$22.01	1,122	1,163	4%
Operations Management and Supervision	52.0205	27	0	483	$31.16	8,017	8,327	4%
Fire Science/Fire-fighting	43.0203	26	0	32	$21.23	1,194	1,178	(1%)
Autobody/Collision and Repair Technology/Technician	47.0603	25	0	32	$18.05	669	687	3%
Accounting and Related Services, Other	52.0399	25	0	261	$16.48	5,643	5,850	4%
Dental Hygiene/Hygienist	51.0602	24	0	22	$31.83	561	569	1%
Medical/Clinical Assistant	51.0801	23	1,588	135	$13.50	2,880	2,958	3%

Program	CIP Code*	FSCJ Completions (2012)	Other Regional Completions (2012)	Regional Openings (2013)	Median Hourly Earnings	Regional Jobs (2013)	Regional Jobs (2014)	Δ%
Clinical/Medical Laboratory Science-Allied Professions, Other	51.1099	21	0	15	$25.88	536	532	(1%)
Fire Prevention and Safety Technology/Technician	43.0201	20	0	6	$34.40	145	144	(1%)
Clinical/Medical Laboratory Technician	51.1004	20	0	16	$18.63	309	317	3%
Restaurant/Food Services Management	52.0905	20	0	52	$25.46	505	547	8%
Welding Technology/Welder	48.0508	19	680	89	$17.34	909	974	7%
Occupational Therapist Assistant	51.0803	18	0	3	$24.92	84	84	1%
Automobile/Automotive Mechanics Technology/Technician	47.0604	17	0	155	$18.24	2,829	2,911	3%
Surgical Technology/Technologist	51.0909	17	64	18	$18.40	606	617	2%
Entrepreneurship/Entrepreneurial Studies	52.0701	17	0	421	$51.67	6,877	7,159	4%
Education, Other	13.9999	16	0	27	$22.12	1,227	1,233	1%
Automotive Engineering Technology/Technician	15.0803	16	0	153	$18.26	2,786	2,867	3%
Massage Therapy/Therapeutic Massage	51.3501	16	98	13	$17.97	232	242	4%
Dental Assisting/Assistant	51.0601	15	522	25	$18.03	892	898	1%
Interior Architecture	04.0501	14	0	56	$44.27	727	763	5%
Drafting and Design Technology/Technician, General	15.1301	14	5	30	$20.66	476	499	5%
Industrial Production Technologies/Technicians, Other	15.0699	13	0	12	$28.59	208	215	3%
Facial Treatment Specialist/Facialist	12.0408	12	13	5	$14.26	116	121	4%
Biomedical Technology/Technician	15.0401	12	0	15	$15.43	251	259	3%
Engineering Technology, General	15.0000	11	0	118	$25.84	1,955	2,032	4%
Architectural Engineering Technology/Technician	15.0101	11	0	10	$32.77	235	240	2%
Child Care Provider/Assistant	19.0709	10	0	73	$9.25	2,288	2,294	0%
Mechanical Engineering/Mechanical Technology/Technician	15.0805	9	0	13	$22.73	135	144	7%
Fire Services Administration	43.0202	9	0	5	$34.68	118	116	(1%)
Commercial and Advertising Art	50.0402	9	0	32	$19.74	661	675	2%
Visual and Performing Arts, Other	50.9999	9	0	19	$14.38	155	170	9%

Program	CIP Code*	FSCJ Completions (2012)	Other Regional Completions (2012)	Regional Openings (2013)	Median Hourly Earnings	Regional Jobs (2013)	Regional Jobs (2014)	Δ%
Construction Engineering Technology/Technician	15.1001	8	72	238	$34.02	1,892	2,084	10%
Management Information Systems, General	52.1201	8	0	142	$42.02	1,761	1,864	6%
Education/Teaching of Individuals with Hearing Impairments	13.1003	7	0	19	$25.20	930	928	(0%)
Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other	43.9999	7	0	102	$12.33	1,239	1,278	3%
Diesel Mechanics Technology/Technician	47.0605	7	0	44	$21.65	785	812	3%
Hospitality Administration/Management, General	52.0901	7	0	67	$26.02	650	702	8%
Hotel/Motel Administration/Management	52.0904	7	0	87	$20.72	974	1,033	6%
Computer Programming, Specific Applications	11.0202	6	0	388	$39.39	4,550	4,862	7%
Funeral Service and Mortuary Science, General	12.0301	6	0	4	$14.95	194	186	(4%)
Carpentry/Carpenter	46.0201	6	0	544	$20.87	3,817	4,311	13%
Pharmacy Technician/Assistant	51.0805	6	243	38	$14.12	1,231	1,257	2%
Optician/Ophthalmic Dispensing Optician	51.1801	6	0	15	$14.56	312	317	2%
Environmental Control Technologies/Technicians, Other	15.0599	5	0	10	$32.77	235	240	2%
Dietitian Assistant	51.3104	5	0	0	$11.71	44	44	(1%)
Airline/Commercial/Professional Pilot and Flight Crew	49.0102	4	17	17	$39.93	381	387	2%
Culinary Arts/Chef Training	12.0503	3	0	435	$11.45	4,115	4,463	8%
Biology Technician/Biotechnology Laboratory Technician	41.0101	2	0	2	$13.99	49	50	2%
Finance, General	52.0801	2	140	161	$32.29	7,674	7,620	(1%)
Computer Technology/Computer Systems Technology	15.1202	1	98	37	$30.04	709	731	3%
Marketing/Marketing Management, General	52.1401	1	126	146	$43.95	2,602	2,698	4%

*CIP = Classification of Instructional Program Code

Source: EMSI 2014.2 – QCEW Employees. Institution and Completer data is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics. EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry. This report uses state data from the following agencies: Florida Department of Economic Opportunity.

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GLOSSARY

Florida State College AT JACKSONVILLE™

A Academic Skills - Skills that provide the basic foundation necessary to benefit from further training and education and for future employment. This category encompasses communication, comprehension, quantitative thinking, critical thinking, and science and technology skills.

Accountability - A process whereby data-based measures are used to provide information on institutional performance.

Accreditation - Signifies that specific standards have been met by an institution or progam, such as institutional accreditation by the Southern Association of Colleges and Schools Commission on Colleges.

Achieving the Dream (AtD) - A national initiative supported by Lumina Foundation for Education, among others, that is focused on improving the access and success of low-income and minority students in community college.

ACT Assessment - An achievement test from the American College Testing Program used for placement testing in some community colleges and for admissions screening in some baccalaureate institutions.

Adult Basic Education (ABE) - Education for adults whose inability to speak, read or write the English language constitutes a substantial impairment of their ability to procure or retain employment commensurate with their ability; designed to help them be less dependent on others; to improve their ability to benefit from occupational training, to increase their opportunities for more productive and profitable employment and to make them better able to meet their adult responsibilities. Courses at or below the eighth grade level in the language arts, including English for Speakers of Other Languages, mathematics, natural and social sciences, consumer education, and other courses that enable an adult to attain basic or functional literacy.

Adult High School Program - provides courses of study leading to completion of credits and passing of state-mandated assessments (Florida Comprehensive Assessment Test, or FCAT) necessary to qualify for a high school diploma.

Adult General Education - A comprehensive program of adult basic education, adult secondary education, general educational development (GED) test instruction, and/or vocational preparatory instruction.

Adult Literacy - The level at which an adult must be able to read, write, compute and otherwise use the skills of schooling in order to operate successfully in the workplace and society.

Adult Secondary Education - Courses through which a person receives high school credit that leads to the award of a high school diploma or programs of instruction through which a student prepares to take the general education test (GED).

Adult Vocational Education - Instruction offered day or evening to adults or out-of-school youth over 16 years of age who are engaged in or preparing to enter an occupation.

Allied Health - A term for health-related job preparatory programs, other than nursing, in community colleges.

American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Americans with Disabilities Act (ADA) – An Act, passed by Congress, that requires reasonable accommodations be made in public facilities, including postsecondary institutions, for those with a physical or mental disability.

Annual Contract - A contract for employment for one year without the implication that another contract will be offered.

Applied Technology Diploma (ATD) - Courses that are part of an AS or AAS degree and lead to employment in a specific occupation. An ATD may consist of either vocational credit or college credit.

Apprentice - A person at least 16 years of age who is engaged in learning a recognized skilled trade through actual work experience under the supervision of journeymen craftsmen; whose training should be combined with properly coordinated studies of related technical and supplementary subjects; and who has entered into a written agreement, hereinafter called an apprenticeship agreement, with a registered apprenticeship sponsor who may be either an employer, an association of employers, or a local joint apprenticeship committee.

Apprenticeship Training - Structured vocational skill training in a given job through a combination of on the job training and classroom instruction.

Apprenticeship Training Programs - A program registered with the Department of Education or the state apprenticeship agency in accordance with the National Apprenticeship Act of 8/16/37, that is conducted or sponsored by an employer, group of employers, and a union. It contains all terms and conditions for qualifications, recruitment, selection, employment, and training of apprentices.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Area Vocational - Technical Center - A vocational school operated by a public school system.

Articulation - The bringing together of the various parts (levels) of the educational system to facilitate the smooth transition of students through the system.

Articulation Agreement - The State Board of Education rule that establishes provisions that facilitate the smooth transition of students through the various levels of the educational system.

Articulation Coordinating Committee (ACC) - The statewide Articulation Coordinating Committee was established as part of the Articulation Agreement in 1971 to adjudicate institutional or student conflicts regarding student transfer and admissions, interpret and recommend amendments to the Articulation Agreement, and develop procedures to facilitate a "seamless" transfer system for students.

Associate's degree - An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.

Associate in Applied Science (AAS) - Two-year technical degree indicating that a student has trained in a particular field and is prepared for employment.

Associate in Arts (AA) – Two-year degree that is designed for transfer.

Associate in Science (AS) - Two-year technical degree that contains 15-18 credit hours of transferable general education.

At-Risk Students - Any identifiable student who is at risk of not meeting the goals of an educational program, completing a high school education, or becoming a productive worker.

Bachelor's degree - An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (workstudy) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.

Bachelor of Applied Science (BAS) – A four-year degree designed to accommodate the unique demands for entry and advancement within specific workforce sectors.

Basic Skills - Skills in reading, writing, math, speaking, listening and problem solving that are necessary for individuals to succeed in vocational and applied training programs.

Best Practices Website – A statewide website hosted by the Division of Community Colleges to highlight successful college-based programs, strategies, or approaches that have been shown through research and evaluation, or an award/recognition process, as being effective and/or efficient. Submissions are made via the website and must meet criteria established by the Division.

Black or African American - A person having origins in any of the black racial groups of Africa.

Board of Trustees - The corporate body of persons appointed by the governor as the operating board for a community college.

Bridge Program - A postsecondary program that provides entering students who have not been in Tech Prep with the same academics and basic technology that have been taught to high school Tech Prep graduates.

C Campus - An instructional and administrative unit of a community college, consisting of college-owned facilities and staffed primarily by full-time personnel, housing a full range of instructional and support services sufficient to accommodate at least 1,000 Full-Time Equivalent (FTE) students.

Career Decision-Making - A process in which a student learns about him/herself, the world of work, and the relationship between the two. Career planning includes a career awareness for K-6, career exploration at the middle level, and career preparation beginning in the 9th grade and carried through grade 14.

Center - An instructional and administrative unit of a community college, consisting of college-owned or unowned facilities and staffed primarily by full-time personnel, housing a limited range of instructional and support services.

Certificate - A formal award certifying the satisfactory completion of a postsecondary education program.

CIP code - A six-digit code in the form xx.xxxx that identifies instructional program specialties within educational institutions.

Citizenship - To prepare students for success in the Naturalization process required for all who have the United States Citizenship Test as a goal. The content includes preparation for the citizenship test by studying U.S. history, government, culture, and symbols, with specific emphasis on rights and responsibilities under the Constitution of the United States of America.

Classification of Instructional Programs (CIP) - A taxonomic coding scheme for secondary and postsecondary instructional programs. It is intended to facilitate the organization, collection, and reporting of program data using classifications that capture the majority of reportable data. The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases.

Clock hour - A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as contact hour.

Co-enrolled Student - A student who is 16 years of age or older, currently enrolled in a ninth to twelfth grade program, and is taking high school credit courses through adult education.

College Center for Library Automation/Library Information Network for Community Colleges (CCLA/LINCC) - CCLA is Florida's centralized automated library system for the state's 28 community colleges. LINCC connects 66 campus libraries into a single online resource-sharing system.

College Credit - The type of credit assigned to courses or course equivalent learning that is part of an organized and specified college degree and/or program.

College Credit Certificate - Short-term career education program which is part of an AS or AAS degree.

College Goal Sunday – A program sponsored by the Division of Community Colleges and funded in part by the Lumina Foundation for Education that is held once a year at which students and their families receive assistance completing the Free Application for Federal Student Aid (FAFSA).

College Preparatory Instruction - Courses through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to enroll in college credit instruction. Section 1004.02(11) Florida Statutes (F.S.)

College Reach-Out Program (CROP) - A program to strengthen the educational motivation and preparation of low income or educationally disadvantaged students who otherwise would be unlikely to seek admission to a community college or university. The program targets 6th-12th graders.

Common Course Prerequisites – Lower division courses that students need to take prior to admission to an upper division program.

Community College Survey of Student Engagement (CCSSE) – A survey used to gauge the level of student involvement in various aspects of college life.

Competency - A learned skill performed in a knowledge and/or attitudinal area which can be accurately repeated or measured; an activity (cluster of skills and knowledge) that a person performs in an occupation that is both observable and measurable and that forms the basis for competency-based criteria.

Competency-Based Education - An educational approach based on a predetermined set of knowledge, skills, and abilities that the student is expected to accomplish.

Competency-Based Vocational Education - Instruction for employment that is based on current job tasks which are made known to each student before instruction and that, after appropriate instruction is provided, are to be performed by the student under pre-specified conditions and according to pre-specified standards.

Completer - A student who finishes a planned sequence of courses or competencies designed to meet an academic or vocational occupational objective and has met all of the requirements of the institution for program completion.

Concurrent-Use - Concurrent-use programs offer upper-division programs on existing community college campuses in partnership with four-year public or private institutions to increase the production of bachelor's degrees.

Contact hour - A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.

Continuing Contract - A contract for full-time employment for one year in a position classified as instructional with the implication that the contract will be renewed each year as long as the position is needed and the employee continues to perform satisfactorily.

Continuing Workforce Education - The classification of instruction designed to improve the job skills of employed persons. It may be tailored to a given employer and job (customized) or it may have broader applicability.

Cooperative Education - A program for persons who are enrolled in an educational program and who, through a cooperative arrangement between the institution and the employer, receive part-time vocational instruction in the institution and on-the-job training through part-time employment.

Core Abilities - The transferable skills essential to an individual's success regardless of occupation or community setting. These skills are regularly identified by employers, employees and educators as essentials to lifelong learning. They include: 1) work productivity, 2) critical thinking, 3) acting responsibly, 4) clear communication, 5) learn effectively, 6) value self positively, and 7) work cooperatively.

Council of Business Affairs (CBA or COBA) - An organization of the chief business officers in the community colleges.

Council of Presidents (COP) - An organization of the community college presidents.

Credit - A unit of measure assigned to courses or course equivalent learning.

Credit by Examination - The award of credit based on the demonstration of learning as assessed on an examination.

Credit hour - A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Cut Scores - A term referring to scores that mark a cutoff point; for example, a student whose score on a placement test falls below the cutoff point (cut score) must take prerequisite instruction.

D Direct Support Organization - A Florida nonprofit corporation organized and operated exclusively to receive, hold, invest, and administer property and to make expenditures to or for a community college or the Florida Community College System.

Distance Learning Library Initiative (DLLI) - A joint project of the Community College System and the State University System that gives students access to a core collection of high-demand electronic information.

District - The geographical area served by a community college, which ranges from one to six counties.

Diploma - A formal document certifying the successful completion of a prescribed program of studies.

Distance education -Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

Distance education course - A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.

Distance education program - A program for which all the required coursework for program completion is able to be completed via distance education courses.

Dual Enrollment – Enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree.

E Early Admission – A form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree.

Educator Preparation Institute (EPI) - Instructional institute located at self-selected postsecondary institutions, including community colleges, upon approval by the Department of Education in order to provide any or all of the following instruction: professional development for teachers for classroom improvement and for recertification purposes, training for substitute teachers, paraprofessional instruction, and competency-based instruction for baccalaureate degree holders leading to professional teacher certification. Educator Preparation Institutes provide an alternate route to teacher certification for mid-career professionals and college graduates who were not education majors.

Employability Skills - Skills relating to choosing a career, getting and keeping a job, making job and career changes, and career advancement.

Employment, Instruction-Related - Employment which has been determined to be related to the academic and vocational education received by the former student, including basic skills, employability skills and technical skills.

F Family Literacy - A program for adults with a literacy component for parents and children or other intergenerational literacy components.

First Generation in College (FGIC) – According to Florida Statute, a student is considered First Generation in College if neither of the student's parents earned a college degree at the baccalaureate level or higher or, in the case of any individual who regularly resided with and received support from only one parent, if that parent did not earn a baccalaureate degree (Section 1009.701 (5)(b), Florida Statutes). According to national literature, First Generation in College students are defined as those from families where neither parent attained any education beyond high school, not even some college education (First Generation Students in Postsecondary Education: A Look at their College Transcripts, National Center for Education Statistics, July 2005).

First-Time-in-College - A student attending college for the first time with no credit toward a degree or formal award from any other institution who is enrolled in a course in an instructional area that leads to a degree or certificate.

Florida Academic Counseling and Tracking for Students (FACTS) - The statewide web site for postsecondary student advising information.

Florida Association for Community Colleges (FACC) - The professional association for Florida's 28 public community colleges, their Boards, employees, retirees, and associates. The mission of the Association is to actively promote, democratically represent, support, and serve the individual members and institutions in their endeavors to provide their students and the citizens of Florida with the best possible comprehensive community college educational system.

Florida Center for Advising and Academic Support (FCAAS) - The center that supports the FACTS system (www.facts.org).

Florida Work Experience Program (FWEP) - A financial aid program which allows students the opportunity to work while earning financial aid.

Foundation for Florida's Community Colleges (FFCC) – The mission is to advance the education for students in the state of Florida, by enhancing scholarships and financial aid opportunities for deserving and talented community college students and innovative programs.

Free Application for Federal Student Aid (FAFSA) – Official document used by every college and university to determine eligibility for Federal Student Aid.

Functional Literacy - The demonstration of academic competence at an eligible grade level.

G General Education - Basic liberal education in communications, mathematics, natural sciences, social sciences, and humanities. A component of the Associate in Arts degree.

General Education Development (GED) Test Instruction - Noncredit courses that prepare students for success in the five GED subject area tests that lead to the award of the State of Florida High School Diploma.

Gordon Rule - The State Board of Education rule (6A-10.030, Florida Administrative Code), as recommended by Senator Gordon, that establishes mathematics and English requirements for the associate in arts and the baccalaureate degrees.

H Horizon Jobs/Critical Jobs - Horizon Jobs (also known as Critical Jobs) are jobs that have been identified as key to Florida's economic development for which training programs do not yet exist within the regions' public education systems.

I Incubator Facility - A community college facility in which small businesses share space, equipment, and support personnel and have access to technical and business consultants.

Information Technology (IT) - Information technology touches every aspect of Florida's Community College System – from the way it is used in the day-to-day operation of a campus to the courses students choose to take. IT has two major components: 1) the use of information technology to provide information, counseling and courseware to students; and 2) the commitment by community colleges to train workers for jobs in new technology fields.

Institutional Accreditation of the institution as a whole. Typically public colleges and universities are regionally accredited.

Institutional Program Evaluation Plan (IPEP or e-IPEP) - The Institutional Program Evaluation Plan is a document submitted annually by state-approved

teacher preparation programs to the Department of Education for the purpose of maintaining continued program approval. When submitted electronically, it is referred to as the e-IPEP.

Institutional Site - An instructional unit of a community college consisting of unowned facilities, leased for no more than one year, and housing very limited instructional services and no support services. Institutional sites cannot receive PECO funds for facilities.

Integrated Academic and Vocational Education - The process for combining skills and competencies, for reinforcement and subject area content, of academic and vocational course work through collaboration between two or more teachers for the correlation of instructional materials and sequencing of learning activities.

Integrated Curriculum - The act or process of blending or forming a whole. In Tech Prep, applied academic and technical curricula are integrated into a single curriculum.

Inter-Institutional Articulation Agreement - A signed agreement between the superintendent of each school district in the service area and the president of the community college outlining the overall terms of coordination between institutions.

Internship - Refers to postsecondary work-based learning in which a partnership is established between the schools, the employer or business, and the student for the purpose of providing practical education to the student through productive work opportunities. A signed agreement between all parties, outlining a student's cooperative learning plan, is a necessary component of an internship.

J Job Preparatory Instruction - Instruction through which students attain the job-specific, academic, and employability competencies necessary to enter specific occupations.

Job Preparatory Program - Job preparatory instruction about the minimum competencies necessary for effective entry into an occupation, including diversified cooperative education and job entry programs that coordinate directed study and on-the-job training.

Job Readiness - Refers to the point at which an individual is prepared for employment based upon possession of necessary work skills, social competence, job seeking and interview skills, etc. Conceptually, job readiness fits with a traditional "first you train - then you place" approach to employment.

Joint-Use Facility - The cooperative development and use of a facility by two or more educational boards.

K

L

Lifelong Learning - The classification for noncredit instruction of a community service nature, other than recreational and leisure time, or the retaking of a course under specific circumstances.

Limited Access Program - A community college vocational program or university upper- division program in which student enrollment is limited due to space, equipment, faculty limitations, or other limitations.

Linkage Institute - A joint program of a designated community college and university with a designated foreign country or region to develop stronger economic, cultural, educational, and social ties between Florida and the country or region, as provided for in section 288.8175, Florida Statutes.

Literacy - Preparation required to successfully enter the workforce and/or postsecondary education, function in a global economy, and make well-reasoned, thoughtful and healthy lifelong decisions

Literacy Completion Point (LCP) - The completion of identified literacy skill levels in adult general education.

Long-Range Program Plan (LRPP) - An annual document provided to the Governor's Office, which outlines the performance goals and budgetary request for the Florida Community College System.

Lower-Division - College attendees at the freshman and sophomore level.

M

Maintenance of Effort - The fiscal effort per student, or the aggregate expenditures of the State, from State sources, for vocational education for the fiscal year preceding the fiscal year for which the determination is made, must at least equal its effort or expenditures for vocational education for the second preceding fiscal year.

Matriculation Fee - The instructional fee paid by both resident and nonresident students per credit or credit equivalent.

Mission - As part of the needs assessment process, each institution includes its mission or reason for existence within the community.

N

National Community College Benchmark Project (NCCBP) – NCCBP was established to satisfy needs for comparative data in critical performance areas. It provides community colleges with opportunities to report outcome and effectiveness data, receive reports of benchmarks, and compare their data with those of peer institutions.

Native Student - A student who started as a freshman and remained in the same institution, as opposed to a transfer student.

Nursing Education Challenge Grant Fund - A fund through which private contributions to increase enrollment in nursing and other health-related programs in community colleges can be matched with state funds.

Occupational Completion Point - A group of competencies/skills that are needed in order to obtain proficiency in a specific occupation as identified by an OES code (Occupational Employment Statistics), DOT code (Dictionary of Occupational Titles), or industry title.

O On-the-Job (OJT) Training - An instructional methodology designed to provide students and other trainees with realistic on-the-job training experiences to acquire and apply knowledge, skills, and attitudes in an occupational field; a planned experience in a work situation through which the individuals, under supervision, learn to perform the job tasks.

Open Entry/Open Exit Courses or Programs - A program or course which enables the student to enter and/or exit at a point in time other than the term start and end dates specified on the academic calendar.

Oversight Committee – A standing committee of the Articulation Coordinating Committee. The Oversight Committee handles issues related to statewide AS to BS articulation and common course prerequisites.

Out of State Fee - The instructional fee paid by nonresident students per credit or credit equivalent in addition to the tuition fee.

P Parliamentary Authority - The parliamentary authority for the Florida Board of Education is the 10th edition of Robert's Rules of Order.

Performance-Based Budgeting - Performance-based budgeting was designed as a way to focus government on results, with monetary incentives for agencies that meet their performance goals.

Perkins Act - The federal vocational education funding act.

Phi Theta Kappa (PTK) International Honor Society - Phi Theta Kappa is the International Honor Society established for outstanding students at accredited two - year community colleges. The purpose of Phi Theta Kappa is to recognize and promote the academic achievement of students and assist them in developing personal skills in teamwork and leadership. Phi Theta Kappa also acts as a support group for students with a common interest in learning and a desire to excel at life in general. The Society's existence is centered around activities which involve Scholarship, Service, Leadership and Fellowship- the four Hallmarks of the Society- as well as an annual study known as

the honor's topic. To be eligible for membership, students must be enrolled in a regionally accredited institution offering an associate degree program; must have completed at least 12 hours of coursework leading to an associate degree program; have a grade point average of at least 3.5; and adhere to the moral standards of the society.

Placement and Follow-Up - The system for tracking vocational program completers to determine their placement (employment) and job performance in order to evaluate the job preparatory programs from which they graduated.

Planning Region - The 28 vocational planning regions that were established by Sections 228.073 and 228.074, Florida Statutes for the purpose of planning for vocational education and adult general education.

Postsecondary Adult Vocational Program (PSAV) - (Certificate Career Education) Job preparatory programs, excluding Continuing Workforce Education, through which a student receives a vocational certificate upon completion of instruction.

Postsecondary Vocational Program (PSV) - (Degree Career Education) College credit job preparatory programs, through which a student receives an Associate in Science or Associate in Applied Science Degree, college credit certificate, Applied Technology Diploma, or an Advanced Technical Certificate, upon completion of instruction.

Potential Supply - The number of vocational and applied technical job preparatory program "completers" and "leavers" with marketable skills.

Practicum - Instruction provided as part of a planned job preparatory program whereby the student is placed on the job for selected occupational experiences under the direct supervision of the teacher or job representative.

Preparatory Credit - The type of credit assigned to preparatory instruction.

Preparatory Instruction - Instruction to remedy deficiencies in knowledge and skills necessary upon entry into a degree or certificate program.

Program – (1) A defined sequence of courses leading to a recognized award including degree, certificate, diploma, GED, etc. (2) a set of activities designed to promote a specific goal.

Program/Course Structure - The manner in which the content of the program of study or course is structured, e.g., separate subjects, broad fields, integrated, and so forth.

Program Progression Points (PPP) - Pay point threshold (by credit hours) for AS, AAS, College Credit Certificate, and ATD. Identifies completion points for the purpose of performance funding.

Program Review - The periodic review of community college instructional programs. One level is the annual review of program specific data by the individual colleges and the Division of Community Colleges. A second level is a more extensive review by the individual colleges. A third level is a statewide review by the Division of Community Colleges based on statewide issues.

Project Priority List - A community college's priority listing of needed construction projects to be funded with capital outlay and debt service (CO & DS) funds as approved by the State Board of Education. These funds are from the tag revenues.

Q

R Recreation and Leisure - The classification for noncredit, usually short courses, designed to enhance recreation and leisure.

Registration Fees - All instructional and other fees collected during the registration process.

Related Subjects - Classroom and lab courses designed to increase knowledge, understanding, and ability to solve technical and theoretical problems concerned with a particular occupation.

Resident for Tuition Purposes - A student who meets the requirements of residency for tuition purposes as defined in section 1009.21, Florida Statutes, and 6A-10.044, Florida Administrative Code.

Retraining Programs - Courses that provide an occupational changing type of instruction to prepare persons for entrance into a new occupation or to instruct workers in new and different skills demanded by technological changes.

Rule - A state agency statement of general applicability that implements, interprets, or prescribes law or describes the organization, procedure, or practice requirements of a state agency, such as a State Board of Education rule.

S SAT Assessment - An achievement test from College Board used for placement testing in some community colleges and for admissions screening in some baccalaureate institutions.

Special Purpose Center - A unit of a community college consisting of college owned facilities or unowned facilities leased for more than one year, housing a limited number of special, clearly defined services.

Specialized Accreditation - Accreditation of a given program within an institution.

Specific Job Training - Training and education for skills required by the employer that provides the individual student with the ability to obtain employment and to adapt to the changing demands of the work place.

State Agency - A unit of state government such as a state department. The Department of Education and the Executive Office of the Governor are examples.

Statute - A law enacted by the legislature.

Student with a Disability - For educational purposes, an individual who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment or is regarded as having such an impairment; and

who requires modifications to the educational program, adaptive equipment, assistive technology, or specialized instructional methods and services.

T Tech Prep Program - Provides an articulated educational program of academics and applied and technical courses on the secondary and postsecondary level which leads to an associate degree and beyond, and prepares students to work.

Technology Transfer Center - A program of providing community college support to local business, industry, and government in the application of new research in technology.

Test for Adult Basic Education (TABE) - Test of basic skills given to students within the first six weeks of entry into a career and technical education program. The requirements for the TABE are outlined State Board of Education Rule 6A-10.040.

Transfer Student - A student who attended one or more colleges as a regular student in addition to the one in which currently enrolled, as opposed to a native student.

Tuition Fee - The instructional fee paid by nonresident students per credit or credit equivalent in addition to the matriculation fee.

Upgrading or Updating Training - Supplemental or extension training for the purpose of advancement or improving a worker's efficiency.

U Upper-Division – College attendees at the junior and senior level.

V Vocational Advisory Committee - A committee of representative employers to advise regarding a given job preparatory instructional program or a cluster of programs.

Vocational Certificate - The award for satisfactory completion of a job preparatory program of noncollege-level courses.

Vocational Credit - The type of credit assigned to courses or course equivalent learning that is part of an organized and specified vocational degree or certificate program.

Vocational Curriculum - A carefully selected group of courses or a sequence of subjects the content of which will provide the necessary skill and knowledge for success in a specific occupation.

Vocational Preparatory Instruction - Adult general education through which persons attain academic and workforce readiness skills at the level of functional literacy (grade level 6.0 - 8.9) or higher so that such persons may pursue certificate career education or higher level career education.

W Wagner-Peyser Act - Establishes the public employment service (Job Service) and provides for its funding.

Welfare Transition - Job placement and support services for families transitioning from welfare to work (formerly referred to as WAGES).

Workforce Investment Act - Federal legislation governing workforce employment and training programs.

Workforce Development - Workforce development programs have several components:

- The awarding of AS, AAS and certificates that allow direct entry to the work place.

- Providing opportunities for lifelong learning to adults looking to learn new skills, either as a condition of employment or to enable them to move up the career ladder.

- Continuing education courses required by a number of professions, including teaching, nursing, real estate, and childcare.

- Remedial courses, excluding college prep., for students who may not have obtained the skills they need in high school, who are re-entering school after an extended absence, or who may not have completed high school.

Workforce Literacy Program - A program to support economic development through instruction in communication and computation skills to improve the literacy of the workforce.

Workforce Readiness Skills - designed to improve the employability of basic education students who are performing at or below the fifth grade level.

X

Y

Youth - For the purpose of the Workforce Investment Act (WIA), those individuals 14 to 21 years of age, with "Older Youth" consisting of those 19 - 21, and "Younger Youth" covering 14 - 18. reference source's

Z

reference source's   Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System Glossary (http://nces.ed.gov/ipeds/glossary/?charindex=A) and Florida Department of Education, Florida College System Glossary of Terms and Acronyms (http://www.fldoe.org/fcs/glossary.asp)

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