

FSCJ

Florida State College  
at Jacksonville

2021-22

# FACT BOOK





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

*If you have trouble accessing this document and need to request an alternate format, please contact Greg V. Michalski, Ph.D., PMP®, Director of Student & Workforce Analytics at [StudentResearchLM@fscj.edu](mailto:StudentResearchLM@fscj.edu).*

# Purpose

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

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<sup>1</sup> Membership as of 5/5/23. For additional information, see [fscj.edu/discover/governance-administration/college-president/executive-leadership](https://fscj.edu/discover/governance-administration/college-president/executive-leadership).

<sup>2</sup> Membership as of 5/5/23. For additional information, see [fscj.edu/discover/governance-administration/district-board-of-trustees](https://fscj.edu/discover/governance-administration/district-board-of-trustees).

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

**FSCJ**

Florida State College  
at Jacksonville

# Table of Contents

<b>Section 1: Overview</b> .....	<b>1-2</b>
College History.....	1
Mission.....	1
Vision .....	1
Strategic Priorities.....	2
<b>Section 2: College Service Area</b> .....	<b>3-6</b>
Service Area Description .....	3
Demographic Overview of Service Area.....	6
<b>Section 3: Student Demographics</b> .....	<b>7-16</b>
Overview .....	7
Geographic Dispersion .....	9
Student Gender .....	11
Student Race, Ethnicity and Age.....	12
Full-/Part-Time Enrollment (Credit Load).....	13
First-Time-in-College, Dual Enrollment, First-Time Transfer and Continuing Student Enrollment .....	14
Non-Resident Alien Enrollment .....	15
Limited English Proficiency .....	15
Federal Work Study.....	16
Federal Pell Grants.....	16
<b>Section 4: Enrollment and Completions</b> .....	<b>17-27</b>
Annual Unduplicated Enrollment.....	17
Annual Enrollment by Program Area .....	17
Baccalaureate Enrollment .....	18
Developmental Education Overview .....	19
Developmental Education Enrollment.....	20
Full-Time Equivalent (FTE) Enrollment.....	21
FTE Funded .....	22
FSCJ IPEDS Tracking Cohort Composition.....	23
FSCJ IPEDS Graduation Rates .....	24
FSCJ IPEDS Transfer-Out Rates.....	24
Program Completions.....	24
Military Program Completions .....	25
Educational and Economic Success of FSCJ Graduates: Continuing Education and Employed.....	27



**Section 5: Personnel.....28-30**  
Employee Demographics..... 28  
Employee Occupations ..... 29  
Employee Academic Degrees..... 30  
Instructional Staff Composition ..... 30

**Section 6: Facilities .....31-36**  
Facility Statistics (Sites, Acreage,  
Buildings and Valuation)..... 31  
Campus and Center Locations and Descriptions ..... 33  
Location Map ..... 36

**Section 7: Finance.....37-48**  
Statement of Net Position ..... 37  
Functional Distribution of Operating Expenses ..... 38  
Resource Development (Grants) ..... 39  
Financial Aid ..... 47

**Section 8: FSCJ Foundation .....49-52**  
Overview ..... 49  
FSCJ Endowed and Quasi-Endowed Balance Trends..... 50  
FSCJ Endowed and Quasi-Endowed Balances..... 50  
FSCJ Artist Series .....51  
Foundation Board of Directors..... 52

**List of Figures.....53**  
**List of Tables.....Inside Back Cover**

## SECTION 1: OVERVIEW

# College History

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

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

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

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

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

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

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

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



## Mission

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

## Vision

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



# Strategic Priorities<sup>3</sup>

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

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

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

1

**Enrollment:**

Expand access to and support persistence in postsecondary education serving all student populations

2

**Service:**

Enhance and deliver an exceptional student and employee experience to create a sense of belongingness

3

**Success:**

Increase student achievement and success to strengthen opportunities for economic mobility for all students

4

**Excellence:**

Invest in the employee experience and Collegewide operations to promote continuous quality improvement

5

**Community:**

Proactively engage community and business partners to continually align industry needs and academic programming



<sup>3</sup>For more information, visit [fscj.edu/discover/governance-administration/oiea/strategic-priorities/visionary-impact-plan](https://fscj.edu/discover/governance-administration/oiea/strategic-priorities/visionary-impact-plan).

# Service Area Description

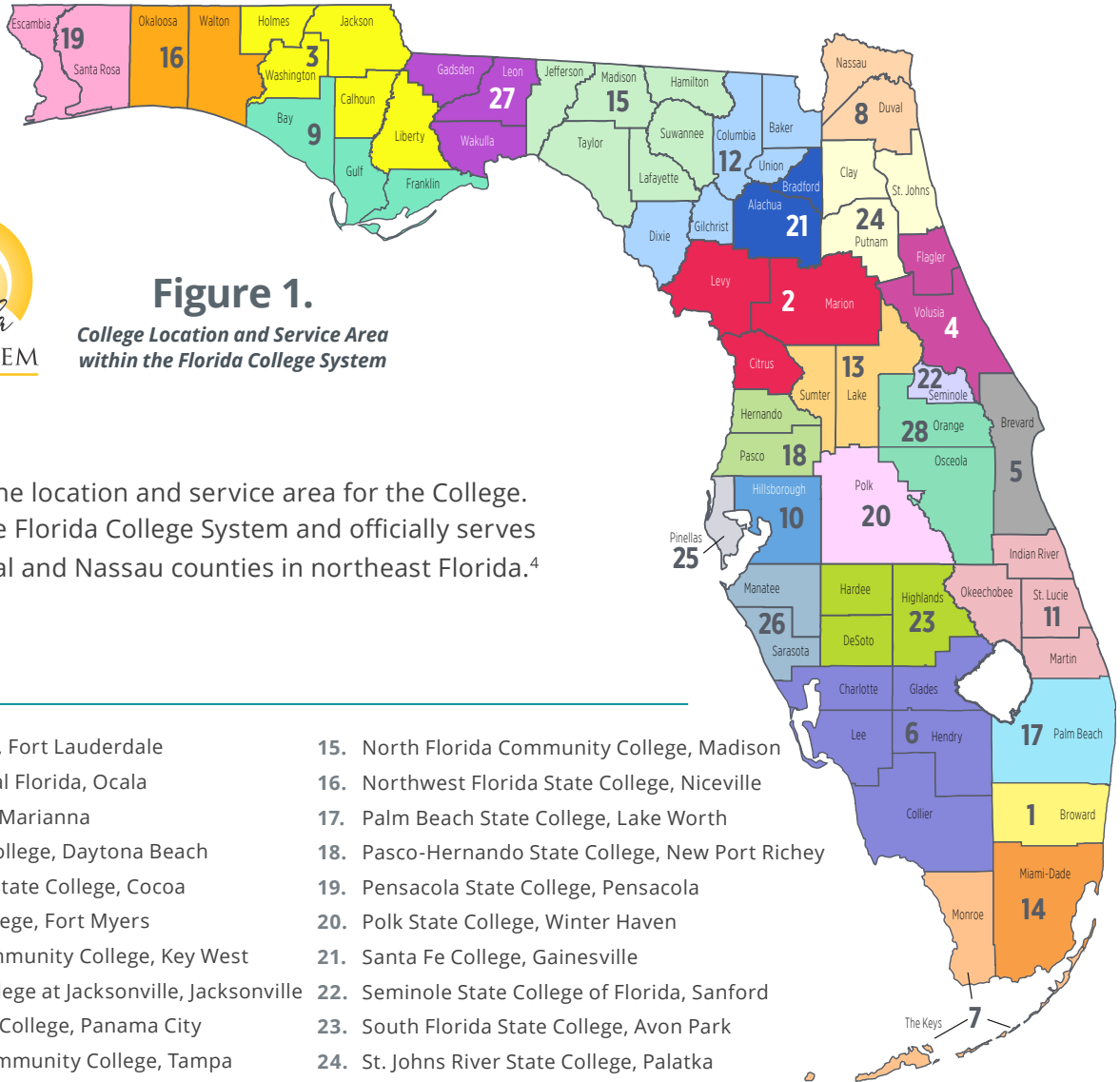


**Figure 1.**  
College Location and Service Area  
within the Florida College System

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

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Broward College, Fort Lauderdale</li> <li>2. College of Central Florida, Ocala</li> <li>3. Chipola College, Marianna</li> <li>4. Daytona State College, Daytona Beach</li> <li>5. Eastern Florida State College, Cocoa</li> <li>6. Edison State College, Fort Myers</li> <li>7. Florida Keys Community College, Key West</li> <li>8. Florida State College at Jacksonville, Jacksonville</li> <li>9. Gulf Coast State College, Panama City</li> <li>10. Hillsborough Community College, Tampa</li> <li>11. Indian River State College, Fort Pierce</li> <li>12. Florida Gateway College, Lake City</li> <li>13. Lake-Sumter State College, Leesburg</li> <li>14. Miami Dade College, Miami-Dade</li> </ol> | <ol style="list-style-type: none"> <li>15. North Florida Community College, Madison</li> <li>16. Northwest Florida State College, Niceville</li> <li>17. Palm Beach State College, Lake Worth</li> <li>18. Pasco-Hernando State College, New Port Richey</li> <li>19. Pensacola State College, Pensacola</li> <li>20. Polk State College, Winter Haven</li> <li>21. Santa Fe College, Gainesville</li> <li>22. Seminole State College of Florida, Sanford</li> <li>23. South Florida State College, Avon Park</li> <li>24. St. Johns River State College, Palatka</li> <li>25. St. Petersburg College, St. Petersburg</li> <li>26. State College of Florida, Manatee-Sarasota, Bradenton</li> <li>27. Tallahassee Community College, Tallahassee</li> <li>28. Valencia College, Orlando</li> </ol> |
|--|--|

<sup>4</sup>The 2022 service area population was 1,115,383.







# Demographic Overview



# Demographic Overview of Service Area

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

## Age

**Table 1.** Duval and Nassau Counties Age Demographics

Age Cohort	2021 Population	2022 Population	Change	2022 % of Cohort
Under 15	205,405	208,772	3,367	18.72%
15 to 19 years	62,475	64,223	1,748	5.76%
20 to 24 years	67,865	68,568	703	6.15%
25 to 29 years	83,380	83,065	-315	7.45%
30 to 34 years	88,114	90,372	2,258	8.10%
35 to 39 years	77,080	78,803	1,723	7.07%
40 to 44 years	67,496	70,056	2,560	6.28%
45 to 49 years	62,497	62,596	99	5.61%
50 to 54 years	67,091	67,760	669	6.08%
55 to 59 years	71,626	70,777	-849	6.35%
60 and over	241,095	250,391	9,296	22.45%
<b>Total</b>	<b>1,094,124</b>	<b>1,115,383</b>	<b>21,259</b>	<b>100%</b>

## Race and Ethnicity

**Table 2.** Duval and Nassau Counties Race and Ethnicity Demographics

Race and Ethnicity	2021 Population	2022 Population	Change	2022 % of Cohort
White, Non-Hispanic	589,108	595,202	6,094	53.4%
Black, Non-Hispanic	304,040	310,760	6,720	27.9%
Asian, Non-Hispanic	50,013	51,443	1,430	4.6%
White, Hispanic	95,859	100,687	4,828	9.0%
Black, Hispanic	13,405	14,000	595	1.3%
Asian, Hispanic	1,662	1,725	63	0.2%
Other Minority**	40,037	41,565	1,528	3.7%
<b>Total</b>	<b>1,094,124</b>	<b>1,115,383</b>	<b>21,259</b>	<b>100%</b>

## Gender

**Table 3.** Duval and Nassau Counties Gender Demographics

Gender	2021 Population	2022 Population	Change	2022 % of Cohort
Female	561,070	572,187	11,117	51.3%
Male	533,054	543,196	10,142	48.7%
<b>Total</b>	<b>1,094,124</b>	<b>1,115,383</b>	<b>21,259</b>	<b>100%</b>

<sup>5</sup>Source: Lightcast 2023 data set accessed 4/20/23. \*Note: FSCJ's Primary Service Area is Duval and Nassau County. \*\* Other Minority includes: Two or More Races (Hispanic), Two or More Races (Non-Hispanic), American Indian or Alaskan Native (Non-Hispanic), American Indian or Alaskan Native, (Hispanic), Native Hawaiian or Pacific Islander (Non-Hispanic), and Native Hawaiian or Pacific Islander (Hispanic). For additional information/updates, please contact FSCJ Student and Workforce Analytics.

## Demographic Overview

The student demographic characteristics presented in this section specifically reference annual enrollment data. This data set includes an unduplicated count of 30,753 students who were enrolled in a course at the College in 2021-22.<sup>6</sup> The data are also used and reported by the Florida Department of Education (FLDOE) to the U.S. Department of Education via the Integrated Postsecondary Education Data System (IPEDS) which contains standardized data for American postsecondary institutions.

Collegewide by gender, 61.8% of students were female and 38.2% were male.<sup>7</sup> The median age was 25 years and the mean, or average, was 28 years of age (standard deviation = 10.8 years). Using the consolidated race and ethnicity categories specified by IPEDS<sup>8</sup>, the annual 2021-22 enrollment data disaggregates as 26.8% Black or African American, 43.4% White, 11.15% Hispanic or Latino, 8.6% two or more races and 4.8% other minority.

In the Fall and Spring Terms of the 2021-22 state reporting year, 21.8% of students were enrolled as full-time at the College, with most students (78.2%) enrolled as part-time.

<sup>6</sup>FSCJ Annual Enrollment, 2021-22.

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

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





# Geographic Dispersion

## Student Enrollment Count and Percentage Across FSCJ Service Area by Zip Code Location<sup>9</sup>

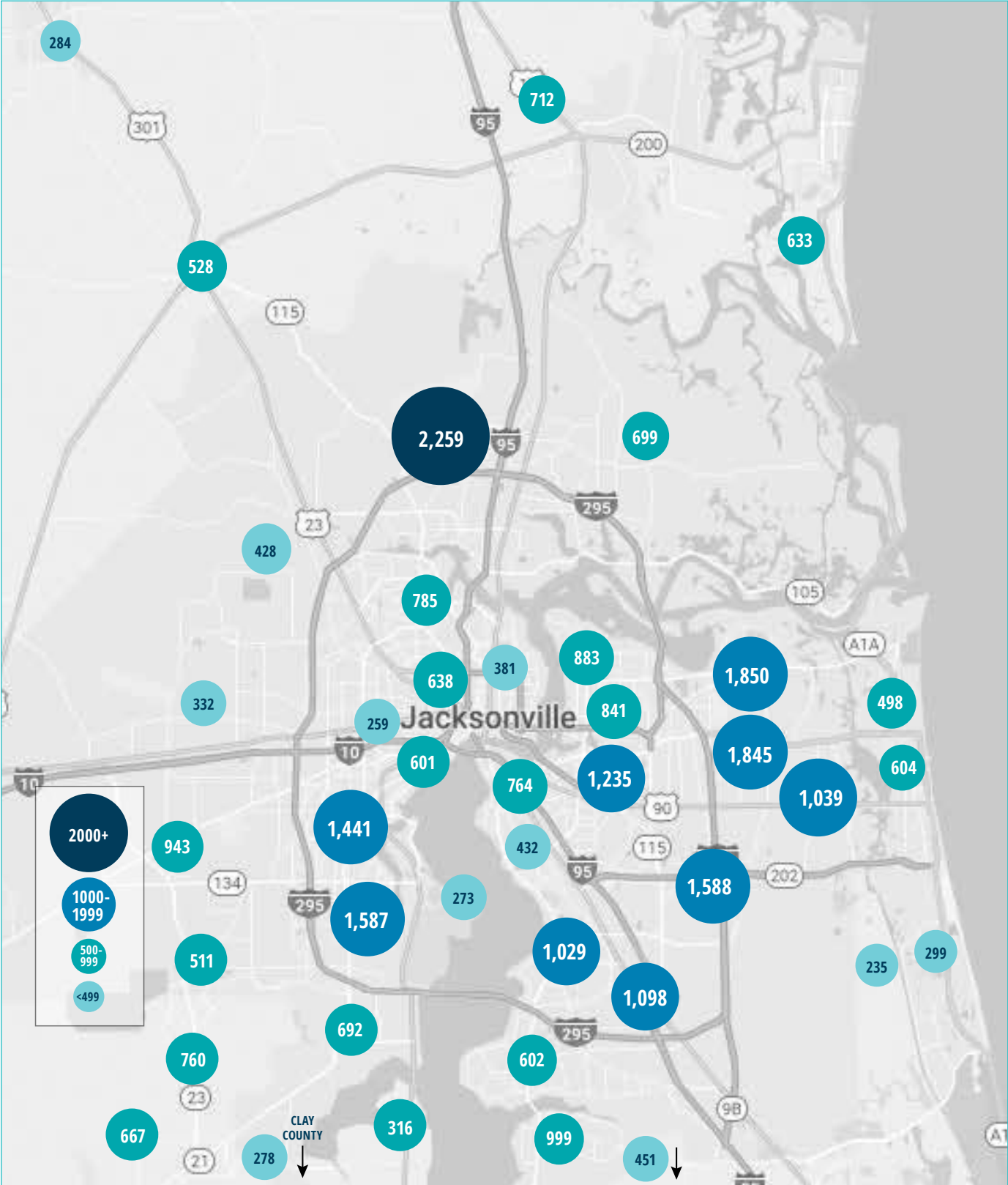
Table 4.

Student Zip Code	Count	Percent	Student Zip Code	Count	Percent
32218	2,259	7.0%	32068	667	2.1%
32225	1,850	5.7%	32209	638	2.0%
32246	1,845	5.7%	32034	633	2.0%
32256	1,588	4.9%	32250	604	1.9%
32244	1,587	4.9%	32223	602	1.9%
32210	1,441	4.5%	32205	601	1.9%
32216	1,235	3.8%	32011	528	1.6%
32258	1,098	3.4%	32222	511	1.6%
32224	1,039	3.2%	32233	498	1.5%
32257	1,029	3.2%	32092	451	1.4%
32259	999	3.1%	32217	432	1.3%
32221	943	2.9%	32219	428	1.3%
32277	883	2.7%	32206	381	1.2%
32211	841	2.6%	32220	332	1.0%
32208	785	2.4%	32003	316	1.0%
32207	764	2.4%	32082	295	0.9%
32065	760	2.4%	32046	284	0.9%
32097	712	2.2%	32043	278	0.9%
32226	699	2.2%	32254	259	0.8%
32073	692	2.1%	32081	235	0.7%
			<b>Total</b>	<b>32,022</b>	<b>100%</b>



# Figure 2.

Student Geographic Dispersion Across FSCJ Service Area by Zip Code Location<sup>9</sup>

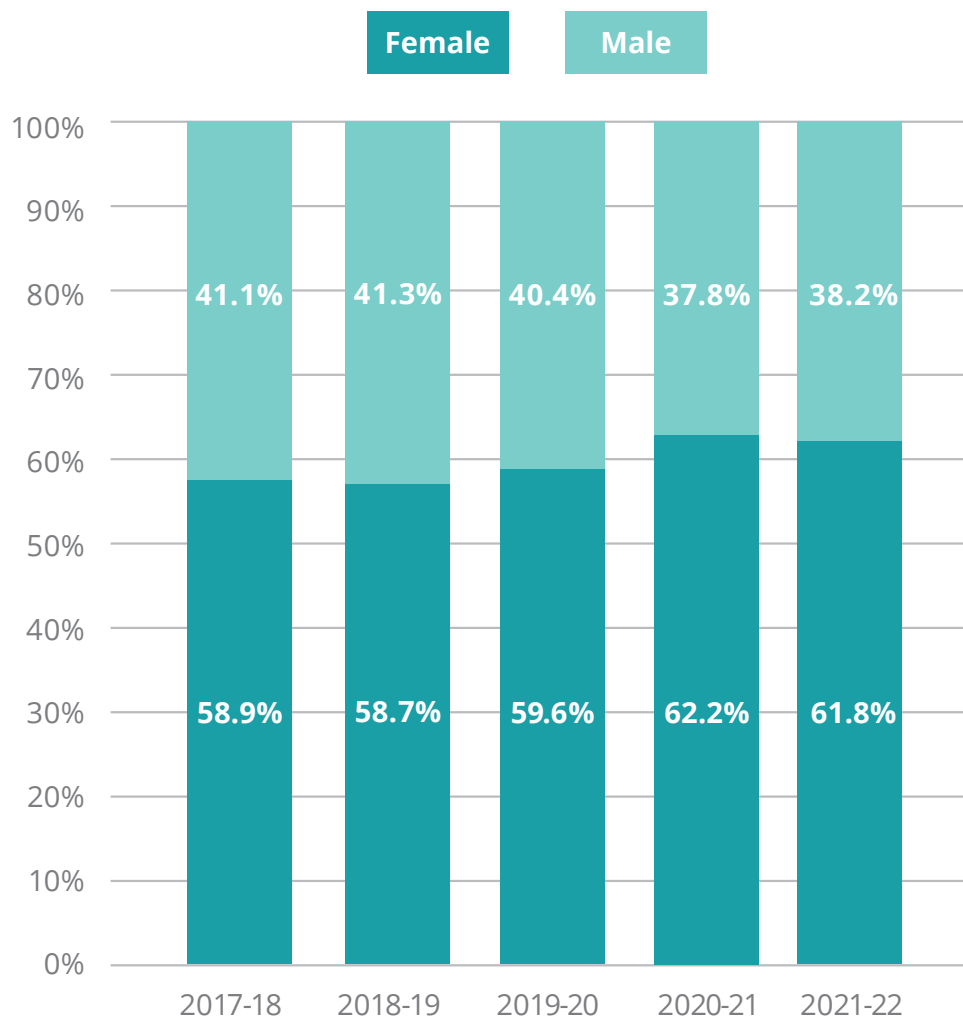


<sup>9</sup> Map based on Longitude (generated) and Latitude (generated). Size shows sum of De1056 Zip Ct. The marks are labeled by AnnEnrl 21 22 and sum of De1056 Zip Ct. Details are shown for AnnEnrl 21 22.

# Student Gender, Age, Race and Ethnicity

## Gender

Figure 3 shows relative gender comparisons for the past five years. The five-year average is **60% female** and **40% male**.



**Figure 3.**

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

# Race and Ethnicity

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

**Table 5.**

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

Race/Ethnicity (FLDOE)	2017-18		2018-19		2019-20	
	Student Count	%	Student Count	%	Student Count	%
Black	11,159	26.3%	12,214	27.4%	12,148	27.7%
White	19,455	45.8%	20,110	45.1%	19,170	43.8%
Hispanic	4,740	11.2%	5,574	12.5%	6,043	13.8%
Two or More	1,261	3.0%	1,427	3.2%	1,588	3.6%
Other Minority	2,282	5.4%	2,307	5.2%	2,264	5.2%
Not Reported	3,549	8.4%	3,001	6.7%	2,576	5.9%
<b>Total</b>	<b>42,446</b>	<b>100%</b>	<b>44,633</b>	<b>100%</b>	<b>43,789</b>	<b>100%</b>

Race/Ethnicity (FLDOE)	2020-21		2021-22		Five-Year Total	
	Student Count	%	Student Count	%	Student Count	Average
Black	10,378	27.2%	9,946	26.8%	55,845	27.1%
White	17,280	45.3%	16,117	43.4%	92,132	44.7%
Hispanic	5,058	13.3%	4,128	11.1%	25,543	12.4%
Two or More	1,781	4.7%	3,188	8.6%	9,245	4.5%
Other Minority	1,869	4.9%	1,771	4.8%	10,493	5.1%
Not Reported	1,771	4.6%	2,013	5.4%	12,910	6.3%
<b>Total</b>	<b>38,137</b>	<b>100%</b>	<b>37,163</b>	<b>100%</b>	<b>206,168</b>	<b>100%</b>

## Age

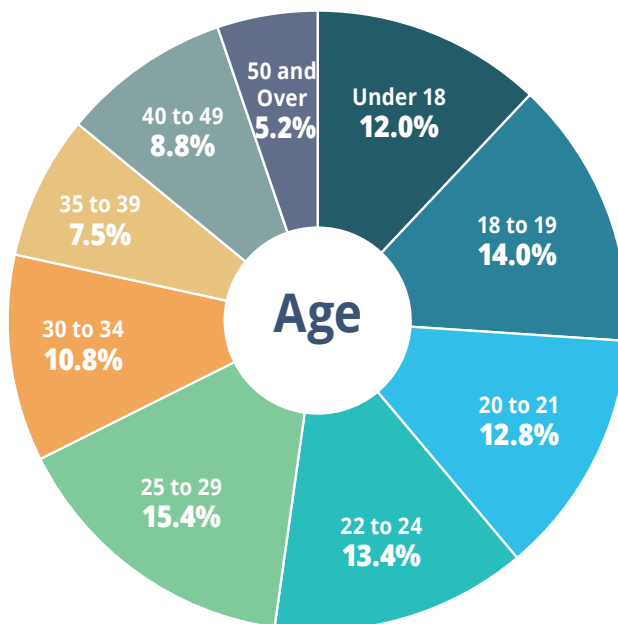
**Figure 4.**

*Student Age Percentages by Category for Enrollment 2021-22*

Student age was calculated using date of birth (DOB) as of September 1, 2021.\* For annual 2021-22 enrollment, the **median student age was 25 years** and the **mean (average) was 28 years**.

**Figure 4.** Student Age Percentages by Category for Enrollment 2021-22.

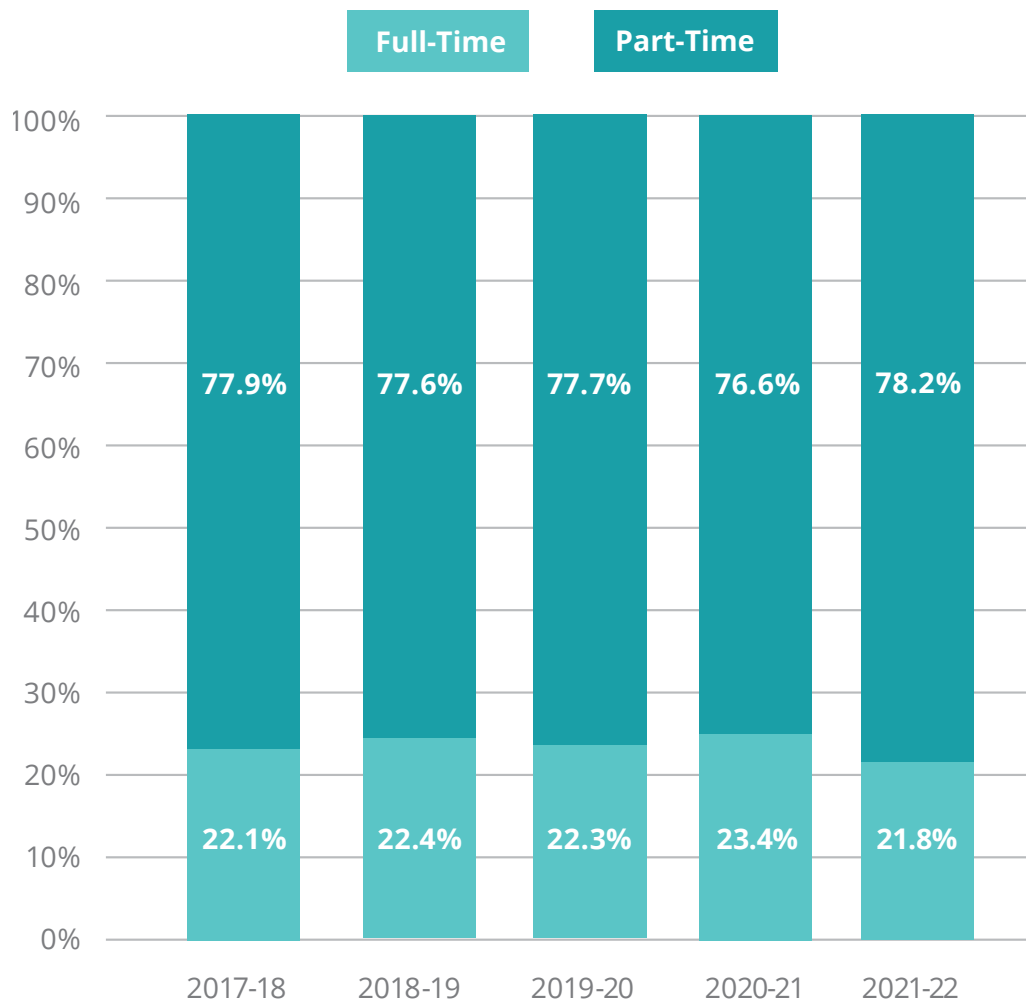
\* Based on 30,753 known DOBs for students of known gender.



# Enrollment

## Full-/Part-Time Enrollment (Credit Load)

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



**Figure 5.**

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



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

Table 6 shows that First-Time-in-College (FTIC) students account for 7.3% of FSCJ’s annual enrollment.

**Table 6.**  
*Five-Year Annual Enrollment Trends by Category of Enrollment*

Annual Enrollment	2017-18		2018-19		2019-20		2020-21		2021-22	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
First-Time-in-College (FTIC)	3,393	7.8%	2,992	6.5%	3,234	7.2%	2,741	6.8%	2,779	7.3%
Transfer	13,477	31.2%	16,587	36.2%	17,968	40.0%	16,222	40.3%	14,871	38.9%
All Other	26,355	61.0%	26,191	57.2%	23,685	52.8%	21,319	52.9%	20,611	53.9%
<b>Total Students Served</b>	<b>43,225</b>	<b>100%</b>	<b>45,770</b>	<b>100%</b>	<b>44,887</b>	<b>100%</b>	<b>40,282</b>	<b>100%</b>	<b>38,261</b>	<b>100%</b>

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

# Enrollment

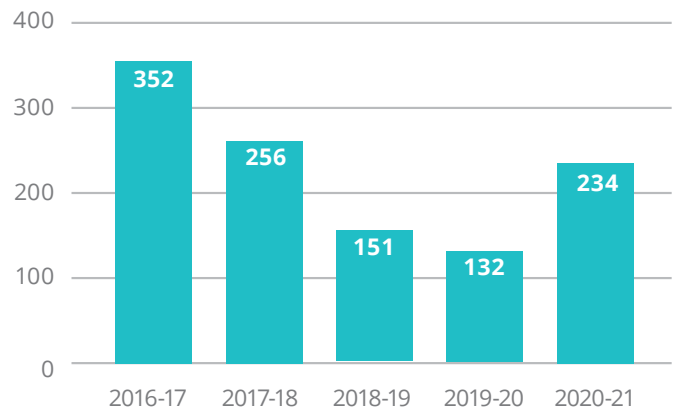
## Non-Resident Alien Enrollment

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

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

Figure 6.

IPEDS Non-Resident Alien Enrollment (2016-21)



## Limited English Proficiency

Program Enrollment	Enrollment	Limited English Proficiency	Percent
Associate in Arts Degree	12,749	257	2.0%
Associate in Applied Science Degree	96	*	0.0%
Associate in Science Degree	6,184	63	1.0%
Career Certificate	2,400	13	0.5%
Technical Certificate	6,240	48	0.8%
Advanced Technical Certificate	20	*	9.1%
Educator Preparation Institute Certificate	36	*	0.0%
Baccalaureate Degree	4,378	12	0.3%
<b>Total</b>	<b>32,103</b>	<b>395</b>	<b>1.22%</b>

Table 7.

Limited English Proficiency by Program Enrollment (2021-22)<sup>11</sup>

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

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

<sup>10</sup> Source: U.S. Department of Education, IPEDS Data Center.

<sup>11</sup> Source: FLDOE (FCS) AA1A Verification Report Dataset for 2021-22 TERM 1E-3E



## Federal Work Study

The number of federal work study awards distributed was 443 in 2021-22. The average award is \$2,845 as shown in **Table 8**.

**Table 8.**

*Five-Year Federal Work Study Awards<sup>12</sup>*

Years	Award Count	Amount	Average Award
2017-18	256	\$393,452	\$1,537
2018-19	149	\$474,143	\$3,182
2019-20	457	\$1,147,792	\$2,512
2020-21	214	\$527,109	\$2,463
2021-22	443	\$1,260,190	\$2,845

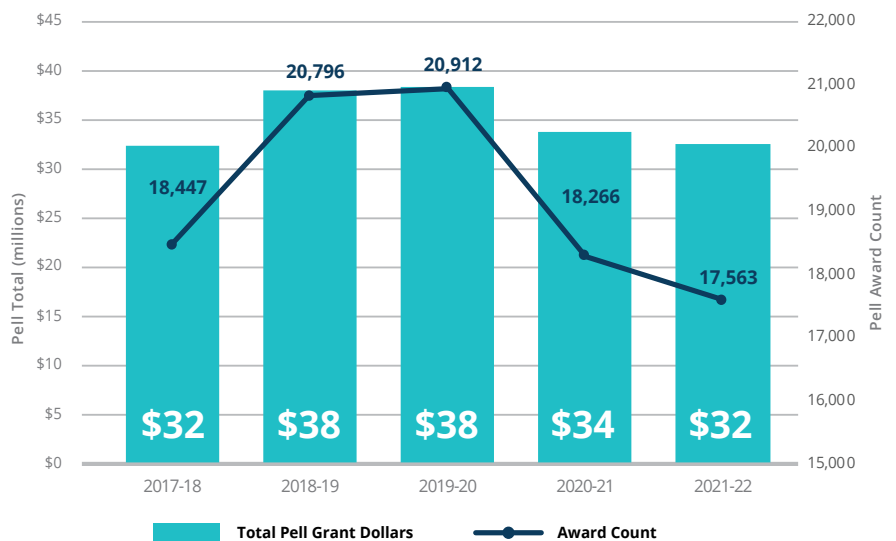


## Federal Pell Grants

Federal Pell Grants are primarily for undergraduates who do not have a bachelor's degree. The maximum award changes yearly. The maximum award for the 2021-22 academic year was \$6,495.<sup>14</sup> In the 2021-22 academic year, 17,563 Pell Awards were distributed at FSCJ.

**Figure 7.**

*Total Pell Grant Dollars Awarded to FSCJ and Total Pell Grant Award Count<sup>13</sup>*



<sup>12</sup> Source: Florida College System Awarded Aid Counts for Financial Aid. The data source for 2021-22 is FSCJ Financial Aid (FAIDCNTS) verification report as of 4/26/23.

<sup>13</sup> Source: Florida College System Awarded Aid Counts for Financial Aid. The data source for 2021-22 is FSCJ Financial Aid (FAIDCNTS) verification report as of 4/26/23.

<sup>14</sup> Source: U.S. Department of Education.

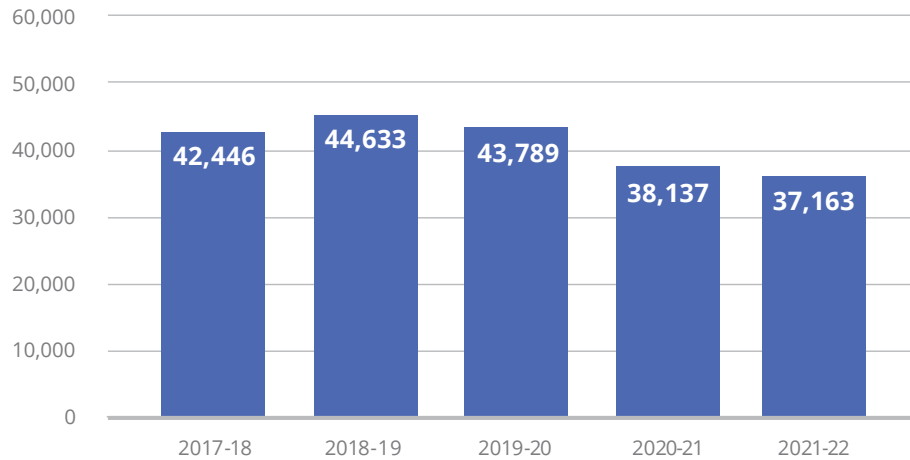
# Annual Enrollment

## Annual Unduplicated Enrollment<sup>15</sup>

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

Figure 8.

Five-Year Annual, Unduplicated Enrollment for Students Enrolled in a Course



## Annual Enrollment by Program Area<sup>16</sup>

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

Table 9.

Annual Enrollment by Program Area (2021-22)

Program Area	Count	Percent
Associate in Arts (A.A.)	13,006	46.3%
Educator Preparation Institute	36	0.1%
Associate in Science (A.S.) (A.A.S.)	6,343	22.6%
Certificates†	8,723	31.0%
Apprenticeship Program	*	*
<i>Non-Bachelor's Subtotal:</i>	<b>28,108</b>	<b>100%</b>
Education	170	3.9%
Nursing	444	10.1%
Other	3,776	86.0%
<i>Bachelor's Subtotal:</i>	<b>4,390</b>	<b>100%</b>
<b>Grand Total</b>	<b>32,498</b>	

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

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

<sup>16</sup> Source: Florida College System AA1A Verification Report Year: 2021-22: Term 1E-3E.

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

# Baccalaureate Enrollment

**Table 10.**

*Baccalaureate Enrollment by Program of Study (n=4,390 total)<sup>17\*</sup>*

Program of Study	Count	Percent
Biomedical Sciences	214	4.9%
Business Administration	858	19.5%
Communications and Media	146	3.3%
Computer Systems Networking	249	5.7%
Digital Media	175	4.0%
Early Childhood Education	170	3.9%
Financial Services	256	5.8%
Human Services	635	14.5%
Nursing	444	10.1%
Public Safety Administration	148	3.4%
Supervision and Management	634	14.4%
Supply Chain Management	204	4.6%
Technology Management	257	5.9%
<b>Grand Total<sup>+</sup></b>	<b>4,390</b>	<b>100%</b>

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

<sup>17</sup>Source: Florida College System AA1A Verification Report Year: 2021-22: Term 1E-3E.  
<sup>+</sup>The 2021-22 total represents a 0.7% decrease compared to the prior year.



# Developmental Education Overview

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

## Strategies<sup>19</sup>

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

<sup>18</sup> FLDOE (<https://www.fl DOE.org/core/fileparse.php/7724/urlt/FCS18-DevEdReport.pdf>)

<sup>19</sup> Section (S.) 1008.02, Florida Statutes (F.S.).



## Developmental Education Enrollment and Success by Course (2021-22)<sup>20+</sup>

**Table 11.**

Developmental Courses	Summer			Fall			Spring			Total 2021-22		
	Enrollment (Students)	Success (Students)	Success (Percent)	Enrollment (Students)	Success (Students)	Success (Percent)	Enrollment (Students)	Success (Students)	Success (Percent)	Enrollment (Students)	Success (Students)	Success (Percent)
MAT0018 - Basic Math	17	12	70.6%	62	48	77.4%	16	8	50.0%	95	68	71.6%
MAT0022 - Essen. Math 1 & 2	39	19	48.7%	128	67	52.3%	103	53	51.5%	270	139	51.5%
MAT0028 - Elem. Algebra	171	113	66.1%	436	264	60.6%	301	159	52.8%	908	536	59.0%
<i>Mathematics Subtotal:</i>	<b>227</b>	<b>144</b>	<b>63.4%</b>	<b>626</b>	<b>379</b>	<b>60.5%</b>	<b>420</b>	<b>220</b>	<b>52.4%</b>	<b>1,273</b>	<b>743</b>	<b>58.4%</b>
REA0017 - Crit. Read. Strat.	27	22	81.5%	115	101	87.8%	58	48	82.8%	200	171	85.5%
REA0022 - Essen. Read. 1 & 2	28	19	67.9%	93	69	74.2%	57	36	63.2%	178	124	69.7%
<i>Reading Subtotal:</i>	<b>55</b>	<b>41</b>	<b>74.5%</b>	<b>208</b>	<b>170</b>	<b>81.7%</b>	<b>115</b>	<b>84</b>	<b>73.0%</b>	<b>378</b>	<b>295</b>	<b>78.0%</b>
ENC0022 - Essen. Writing 1 & 2	16	12	75.0%	72	50	69.4%	52	31	59.6%	140	93	66.4%
ENC0025 - Essen. Writing 2	35	23	65.7%	137	94	68.6%	74	49	66.2%	246	166	67.5%
<i>Writing Subtotal:</i>	<b>51</b>	<b>35</b>	<b>68.6%</b>	<b>209</b>	<b>144</b>	<b>68.9%</b>	<b>126</b>	<b>80</b>	<b>63.5%</b>	<b>386</b>	<b>259</b>	<b>67.1%</b>
<b>Total</b>	<b>333</b>	<b>220</b>	<b>66.1%</b>	<b>1,043</b>	<b>693</b>	<b>66.4%</b>	<b>661</b>	<b>384</b>	<b>58.1%</b>	<b>2,037</b>	<b>1,297</b>	<b>63.7%</b>

<sup>20</sup> Source: FSCJ Oracle/Peoplesoft via SQL Developer as of 4/27/23. Note: The results correspond with FSCJ Grade Analytics Dashboards and FLDOE/FCS Advanced Reports for Developmental Education Productive Grade Rates, defined as the percentage of course grades C or better divided by the total number of course grades.

\* Note: An asterisk indicates a count less than 10. Compression is the only strategy used for 2021-22.

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

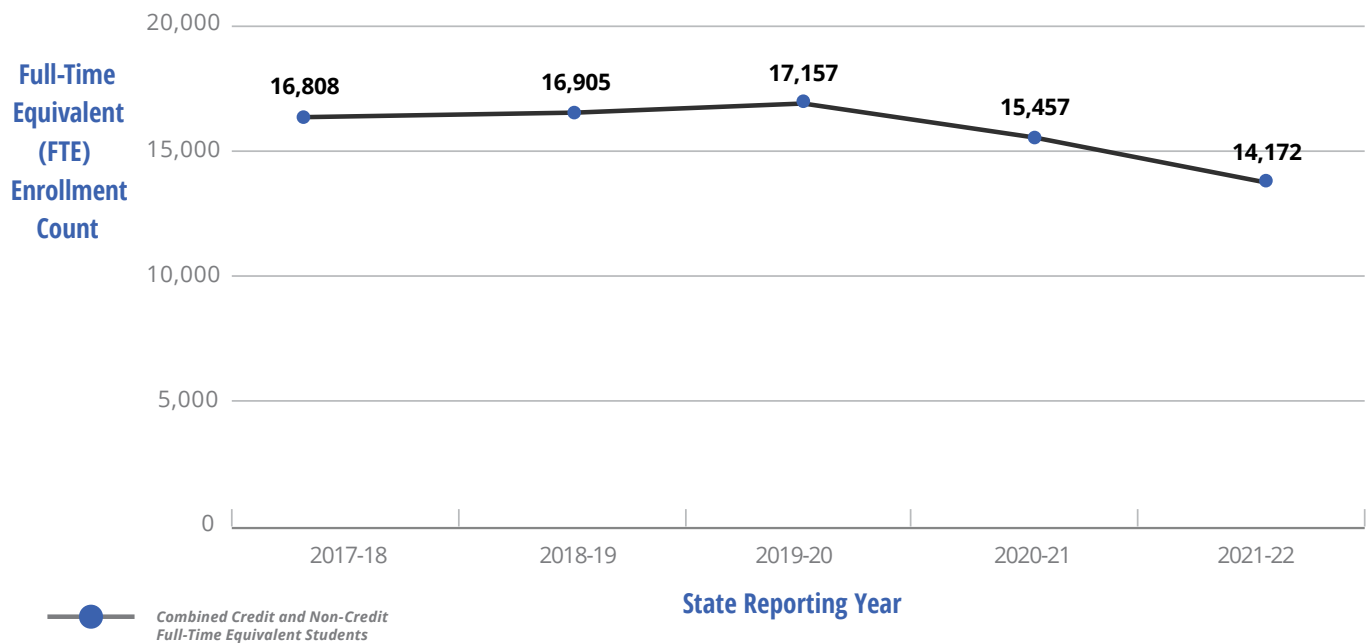
# Full-Time Equivalent

## FTE Credit and Non-Credit Enrollment

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

**Figure 9.**

*Combined (all credit types) FTE Student Enrollment (2017-18 to 2021-22)*



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

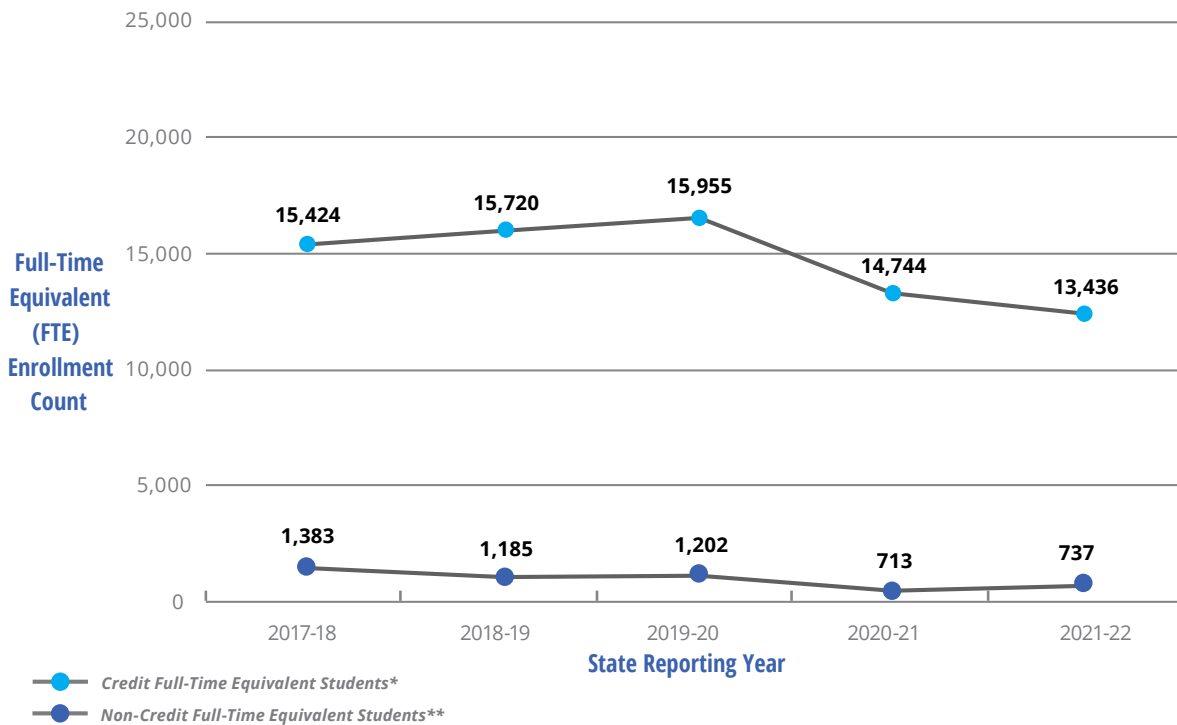
<sup>22</sup> Source: FLDOE (FCS) FTE-3 2021-22, FTE ENROLLMENT: FUNDED, LOWER AND UPPER DIVISION (CCTCMIS: FTECOL, CO3F29C - 07/29/2022 3:48 PM SOURCE: FN30C3)





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

Combined (all credit types) FTE Student Enrollment (2017-18 to 2021-22)<sup>23</sup>



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

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

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

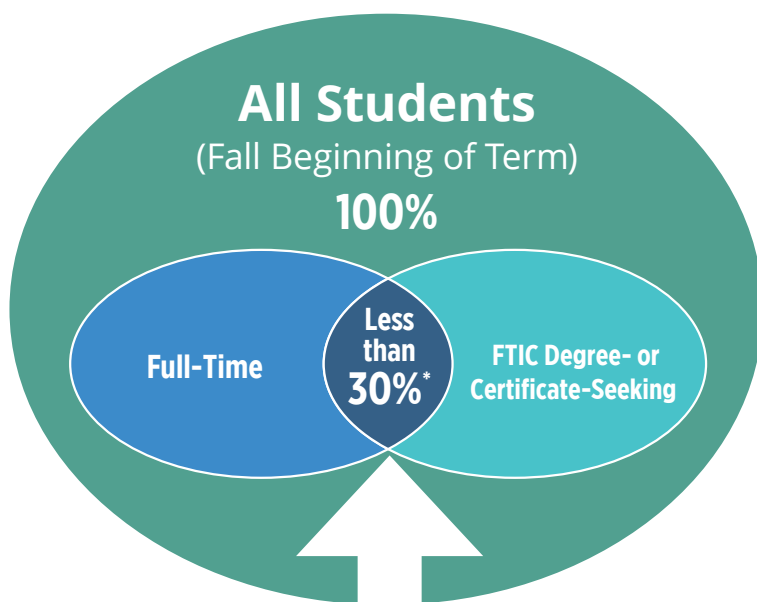
\*\* Non-credit includes Post-Secondary Adult Vocational, Adult Basic Education (ABE), Adult High School, GED® Preparation, Citizenship, Applied Academics for Adult Education (formerly VPI) and English for Academic Purposes (EAP).

# Integrated Postsecondary Educational Data System

## FSCJ IPEDS Tracking Cohort Composition

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

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



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

**Figure 11.**

*Annual GRS Cohort Student Selection Used to Calculate IPEDS Graduate Rate*

*\*For Fall 2021, 26 percent of entering students were counted as “full-time, first-time.” Source IPEDS College Navigator (April 2023).*

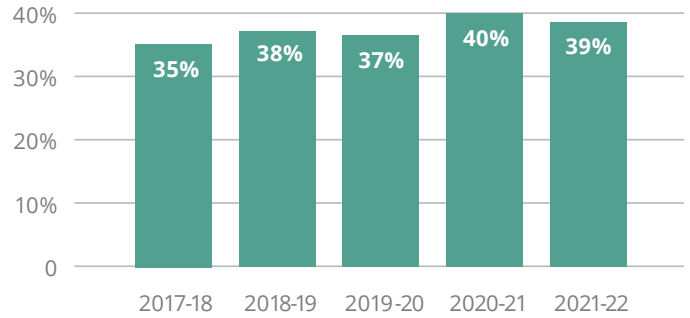
# Program Completions

## FSCJ IPEDS Graduation Rates

**Figure 12** shows the graduation rate for FSCJ for IPEDS reporting year. The graduation rate has been consistently **at or above 35%** for the past five years.

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

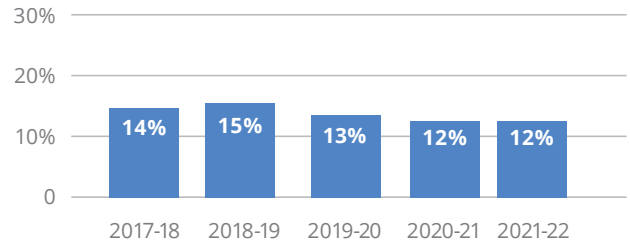
**Figure 12.**  
IPEDS 150% Graduation Rates (2017-18 to 2021-22)



## FSCJ IPEDS Transfer-Out Rates

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

**Figure 13.**  
FSCJ IPEDS Transfer-Out Rates (2017-18 to 2021-22)



## Program Completions (All Students)

**Table 12.**

*Combined Credit Program Award Completions 2021-22*

A total of 7,129 completions were awarded in both lower division and upper division. As shown in **Table 12**, the majority of lower division completions were Associate in Arts and Certificates.<sup>24</sup>

Award/Degree	Count
Associate in Arts (A.A.)	2,141
Educator Preparation Institute (EPI)	16
Associate in Science (A.S.) (A.A.S.)	1,071
Certificates <sup>†</sup>	2,789
<b>Non-Bachelor’s Subtotal:</b>	<b>6,017</b>
Education (B.S.)	29
Nursing (B.S.)	159
Other (B.A.S.) (B.S.)	924
<b>Bachelor’s Subtotal:</b>	<b>1,112</b>
<b>Grand Total</b>	<b>7,129</b>

<sup>24</sup> Source: FLDOE, FCS AA1A Verification Report/Dataset 2021-22.

<sup>†</sup> Certificates include Career (Vocational) Certificates (C.C.), College Credit Certificates (C.C.), and Advanced Technical Certificates (A.T.C.)

# Program Completions

## Military and Veteran Students

FSCJ's Military and Veterans Service Center (MVSC) furnishes educational resources to further academic success leading to a degree, certification or licensure and employment in a high-demand, high-wage career field. Coupled with professional respect, responsibility and accountability, MVSC staff are the principal advocates at FSCJ for active military, Veteran, military spouse and dependent and military connected students ensuring their unique needs and challenges are met. FSCJ has the appropriate resources in dealing with military tuition assistance and Veteran education benefits. Additionally, the two VetSuccess on Campus locations have onsite Veteran Affairs representatives to assist with transferring GI Bill® benefits, provide health resource referrals and career counseling to maximize military experience.



### MVSC Highlights



Over the past three years, the FSCJ MVSC has accomplished several noteworthy achievements, including:

**Expanded Services:** Increased the number of resources available and the number of staff members to assist students.

**Increased Enrollment:** Increased enrollment through targeted outreach efforts and community engagement.

**Strong Partnerships:** Established partnerships with Military Friendly community organizations, Veteran service organizations, and the City of Jacksonville Veterans Department.

**Improved Graduation Rates:** Improved graduation rates among military and Veteran students. The efforts have resulted in a significant increase in the number of students completing their programs and earning degrees.

**Enhanced Student Experience:** Improved the overall student experience through various initiatives, such as the Veterans Leadership Academy, which provides leadership training and opportunities for student veterans to engage with the community.

**Recognized as a Military Friendly School:** Achieved Gold award for having programs that scored within 20 percent of the 10th ranked institutions within the Large Community College category.

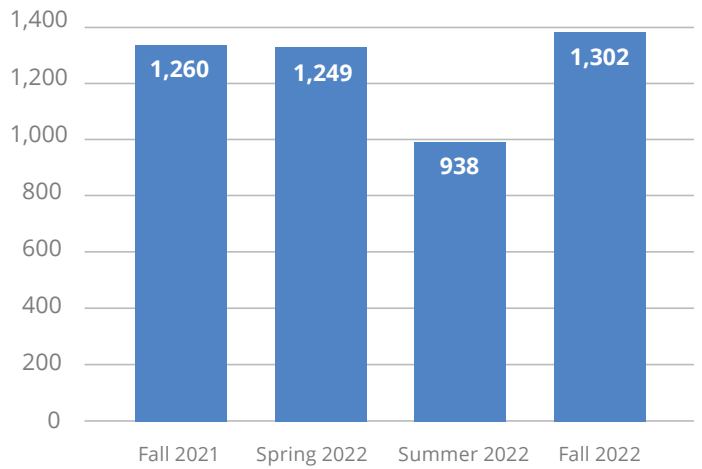
# Program Completions

## Military and Veteran Students<sup>25</sup>

**Figure 14.**

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

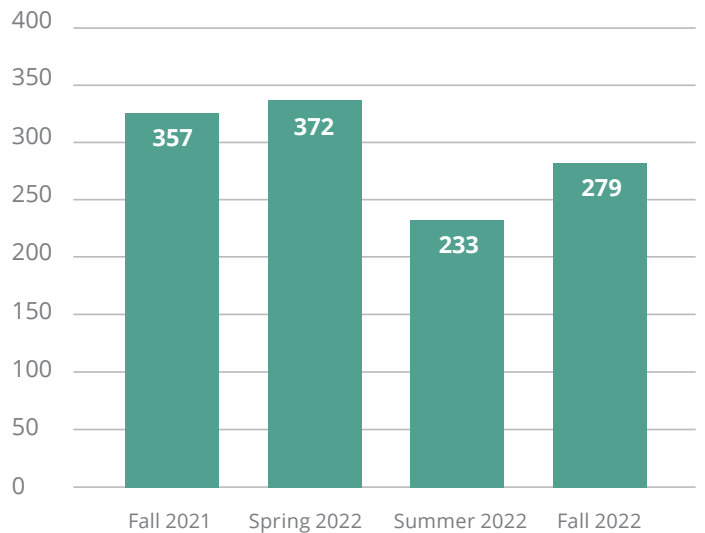
**Figure 14** shows the number of Veteran Administration (VA) funded students enrolled in degree and certificate programs for the past four academic terms.



**Figure 15.**

*VA Funded Student Graduates*

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



<sup>25</sup> Source: FSCJ Military Affairs and Veterans Services (April, 2023)



## Educational and Economic Success of FSCJ Graduates

**Table 13.** *Continuing Education Status of FSCJ Graduates*

Degree Level	Continuing Education								
	Base Cohort <sup>1</sup>	Public University <sup>2</sup>		Private University <sup>3</sup>		Florida College System <sup>4</sup>		Total <sup>4</sup>	
	Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Associate in Arts	3,201	1,072	33.5%	51	1.6%	900	28.1%	2,023	63.2%
Associate in Science	1,442	118	8.2%	*	*	319	22.1%	442	30.7%
Bachelor's	1,173	43	3.7%	*	*	43	3.7%	88	7.5%

**Table 14.** *Employment and Continuing Education Status of FSCJ Graduates*<sup>26</sup>

Degree Level	Base Cohort	Found Employed <sup>5</sup>		Continuing Education and Employed <sup>6</sup>		Continuing Education or Employed <sup>7</sup>	
	Count	Count	Percent	Count	Percent	Count	Percent
Associate in Arts	3,201	2,083	65.1%	1,354	42.3%	2,752	86.0%
Associate in Science	1,442	1,088	75.5%	348	24.1%	1,182	82.0%
Bachelor's	1,173	854	72.8%	68	5.8%	874	74.5%

<sup>26</sup> Source: FLORIDA EDUCATION & TRAINING PLACEMENT INFORMATION PROGRAM (FETPIP) for 2020-21 completers. (1) Total number of students reported for follow-up to FETPIP with a valid SSN. (2) Of the students reported, the number of students found continuing their education at a public university. (3) Of the students reported, the number of students found continuing their education at a private university. (4) Of the students reported, the number found continuing their education at a Florida college. (5) Of the students reported, the number found employed in Q4 (October-December) fourth quarter of 2021. (6) Of the students reported, the number of students found continuing education and found employed. (7) Of the students reported, the number of students found continuing education or found employed. \*Counts less than 10 are suppressed.



## SECTION 5: PERSONNEL

# Employee Demographics

**Table 15** presents a five-year annual “snapshot” of employees by gender.<sup>27</sup> For 2022, there were 2,379 employees working at the College as of October 2022. Of these, 1,370 were female and 1,009 were male. **Table 16** presents a breakdown of employees by race and ethnicity. **Table 17** presents counts and percentages of Executive, Administrative and Managerial (EAM) staff. **Table 18** shows five-year employee counts and percentage for full-time and part-time employee status.

## Gender

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

Employee Gender	2018		2019		2020		2021		2022	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Male	918	40.4%	1,121	43.1%	1,177	42.6%	1,040	43.3%	1,009	42.4%
Female	1,355	59.6%	1,477	56.9%	1,587	57.4%	1,361	56.7%	1,370	57.6%
<b>Total</b>	<b>2,273</b>	<b>100%</b>	<b>2,598</b>	<b>100%</b>	<b>2,764</b>	<b>100%</b>	<b>2,401</b>	<b>100%</b>	<b>2,379</b>	<b>100%</b>

## Race and Ethnicity<sup>+</sup>

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

Employee Race and Ethnicity	2018		2019		2020		2021		2022	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
White	1,302	57.3%	1,576	60.7%	1,618	58.5%	1,465	61.0%	1,431	51.8%
Black	598	26.3%	640	24.6%	698	25.3%	590	24.6%	573	20.7%
Hispanic	150	6.6%	156	6.0%	190	6.9%	161	6.7%	182	6.6%
Multiracial	89	3.9%	93	3.6%	97	3.5%	97	4.0%	103	3.7%
Asian	69	3.0%	76	2.9%	87	3.1%	72	3.0%	71	2.6%
American Indian/Alaska Native	*	0.0%	*	0.0%	*	0.1%	*	0.1%	*	0.1%
Hawaiian/Pacific Islander	*	0.2%	*	0.0%	*	0.1%	*	0.1%	*	0.0%
Unknown	60	2.6%	55	2.1%	68	2.5%	12	0.5%	16	0.6%
<b>Total</b>	<b>2,273</b>	<b>100.0%</b>	<b>2,598</b>	<b>100.0%</b>	<b>2,764</b>	<b>100.0%</b>	<b>2,401</b>	<b>100.0%</b>	<b>2,379</b>	<b>86.1%</b>

## Executive, Administrative and Managerial (EAM) Staff<sup>28</sup>

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

EAM Level	2018		2019		2020		2021		2022	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Executive	*	0.4%	*	0.3%	*	0.3%	*	0.4%	*	0.3%
Instruction Support	13	0.6%	18	0.7%	14	0.5%	14	0.6%	13	0.5%
Professional Support	90	4.0%	102	3.9%	109	3.9%	118	4.9%	126	5.3%
All Other Employees	2,161	95.1%	2,469	95.0%	2,632	95.2%	2,260	94.1%	2,232	93.8%
<b>Total</b>	<b>2,273</b>	<b>100%</b>	<b>2,598</b>	<b>100%</b>	<b>2,764</b>	<b>100%</b>	<b>2,401</b>	<b>100%</b>	<b>2,379</b>	<b>100%</b>

## Full-/Part-Time Status

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

Employee Status	2018		2019		2020		2021		2022	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full-Time	1,369	54.7%	1,366	54.9%	1,371	49.6%	1,389	57.9%	1,372	57.7%
Part-Time	904	45.3%	1,232	45.1%	1,393	50.4%	1,012	42.1%	1,007	42.3%
<b>Total</b>	<b>2,273</b>	<b>100%</b>	<b>2,598</b>	<b>100%</b>	<b>2,764</b>	<b>100%</b>	<b>2,401</b>	<b>100%</b>	<b>2,379</b>	<b>100%</b>

<sup>27</sup> Source: PDB2018 - PDB2022, 3E SUBMISSION COMPREQ (CCTCMIS - APRFRQCO COMPREQ 05/04/2022 10:17:27)

<sup>28</sup> Source: The EAM indicator is further defined by PBD Data Element 1096.

\* Category counts less than 10 are redacted

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

# Occupation and Academic Degrees

## Employee Occupations<sup>29</sup>

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

Occupation Activity Classification	2018		2019		2020		2021		2022	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Management	112	4.9%	129	5.0%	132	4.8%	141	5.9%	147	6.2%
Business and Financial Operations	66	2.9%	82	3.2%	87	3.1%	84	3.5%	79	3.3%
Computer Engineering and Science	67	2.9%	66	2.5%	62	2.2%	63	2.6%	63	2.6%
Community Service, Legal, Arts and Media	73	3.2%	56	2.2%	52	1.9%	50	2.1%	55	2.3%
Instruction	661	29.1%	1,163	44.8%	1,218	44.1%	1,134	47.2%	1,065	44.8%
Librarians	42	1.8%	28	1.1%	22	0.8%	20	0.8%	19	0.8%
Library Technicians	21	0.9%	21	0.8%	20	0.7%	18	0.7%	22	0.9%
Non-Postsecondary Teaching	180	7.9%	179	6.9%	181	6.5%	178	7.4%	178	7.5%
Service	116	5.1%	111	4.3%	96	3.5%	100	4.2%	100	4.2%
Office and Administrative Support	540	23.8%	465	17.9%	463	16.8%	448	18.7%	441	18.5%
Natural Resources, Construction and Maintenance	134	5.9%	128	4.9%	129	4.7%	117	4.9%	119	5.0%
Production, Transportation and Material	*	0.2%	*	0.1%	*	0.0%	*	0.0%	*	0.0%
Student Assistants	256	11.3%	167	6.4%	301	10.9%	47	2.0%	91	3.8%
<b>Total</b>	<b>2,273</b>	<b>100%</b>	<b>2,598</b>	<b>100%</b>	<b>2,764</b>	<b>100%</b>	<b>2,401</b>	<b>100%</b>	<b>2,379</b>	<b>100%</b>

<sup>29</sup> Source: PDB2018 - PDB2022, 3E SUBMISSION COMPFREQ (CCTCMIS - APRFRQCO COMPFREQ 05/04/2022 10:17:27)

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

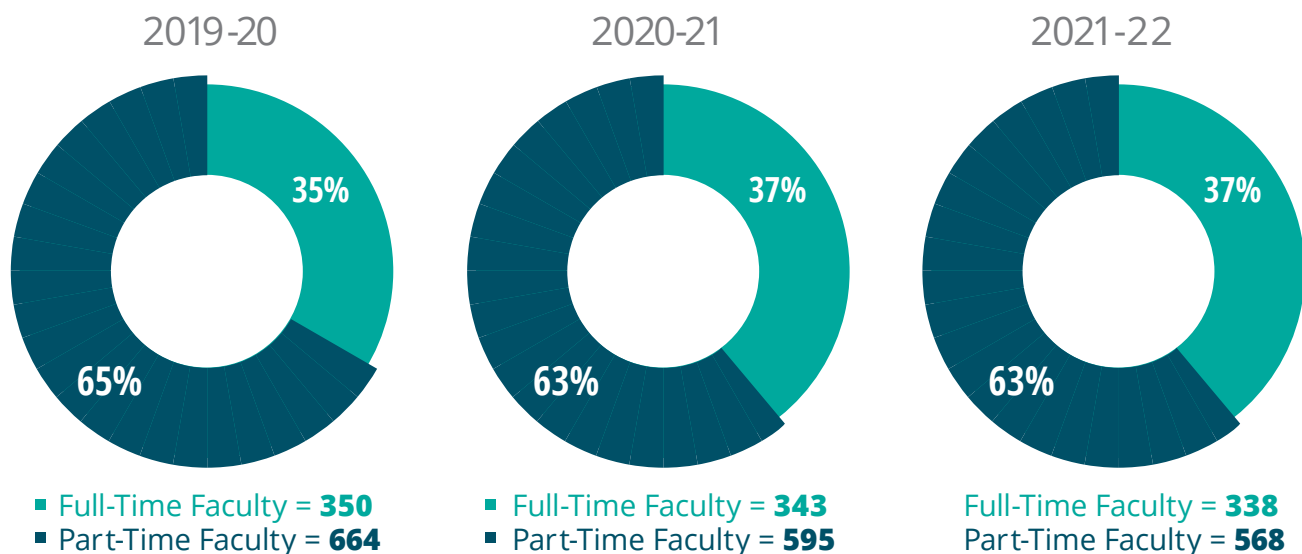
\* Note: An asterisk indicates a count less than 10.

# Employee Academic Degrees<sup>30</sup>

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

Academic Degree Type	2018		2019		2020		2021		2022	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Doctorate	232	10.2%	334	12.9%	340	12.3%	331	13.8%	312	13.1%
Specialist and Advanced Master's	6	0.3%	4	0.2%	5	0.2%	5	0.2%	2	0.1%
Master's	574	25.3%	794	30.6%	815	29.5%	766	31.9%	738	31.0%
Bachelor's	375	16.5%	386	14.9%	417	15.1%	400	16.7%	406	17.1%
Associate	230	10.1%	239	9.2%	227	8.2%	201	8.4%	201	8.4%
Less than Associate	190	8.4%	279	10.7%	459	16.6%	263	11.0%	263	11.1%
Other	0	0.0%	8	0.3%	8	0.3%	7	0.3%	10	0.4%
Unknown/ Not Applicable	666	29.3%	554	21.3%	493	17.8%	428	17.8%	447	18.8%
<b>Total</b>	<b>2,273</b>	<b>100%</b>	<b>2,598</b>	<b>100%</b>	<b>2,764</b>	<b>100%</b>	<b>2,401</b>	<b>100%</b>	<b>2,379</b>	<b>100%</b>

**Figure 16.**  
**Instructional Staff Composition<sup>31</sup>**



<sup>30</sup>Source: PDB2018 - PDB2022, 3E SUBMISSION COMPREQ (CCTCMIS - APRFRQCO COMPREQ 05/04/2022 10:17:27)

<sup>31</sup>Source: 2021-22 IPEDS Human Resources Survey

# Facilities Utilization, Descriptions and Valuation

**Table 21** contains a summary of College facilities' measures and values. The College had 30% utilization for classrooms and 52% utilization for labs in spring 2022. The state standard is 60% for classrooms and 80% for labs. The College took utilization into account on a campus level to determine appropriateness of proposed remodeling and to establish priorities.

**Table 21.**  
**Facilities Statistics**  
 (Sites, Acreage, Buildings, Valuation) (2021-22)<sup>32</sup>

Measure	Value
Number of Sites	7
Total Operating Campuses	4
Total Acres*	833
Total Owned Buildings**	104
Owned Total Gross Square Feet**	2,982,798
Building Values***	\$706,088,815
Content Values***	\$72,834,963
Combined Values***	\$778,923,778

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

<sup>32</sup>Source: FSCJ Facilities as of 5/5/23.





# Campus and Center Locations and Descriptions

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

## 1 Downtown Campus and Administrative Offices<sup>33</sup>



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

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

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

The FinTech program represents a partnership between Florida State College at Jacksonville and St. Johns River State College, regional schools, nonprofits and numerous financial services companies to provide new financial technology, or "FinTech" training and certification opportunities in topics such as blockchain, mobile applications, machine learning and cloud-based data management.

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

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

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



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



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

The second FinTech lab was created at Kent Campus to provide training and certification opportunities topics such as blockchain, mobile applications, machine learning and cloud-based data management.



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



# Campus and Center Locations and Descriptions



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

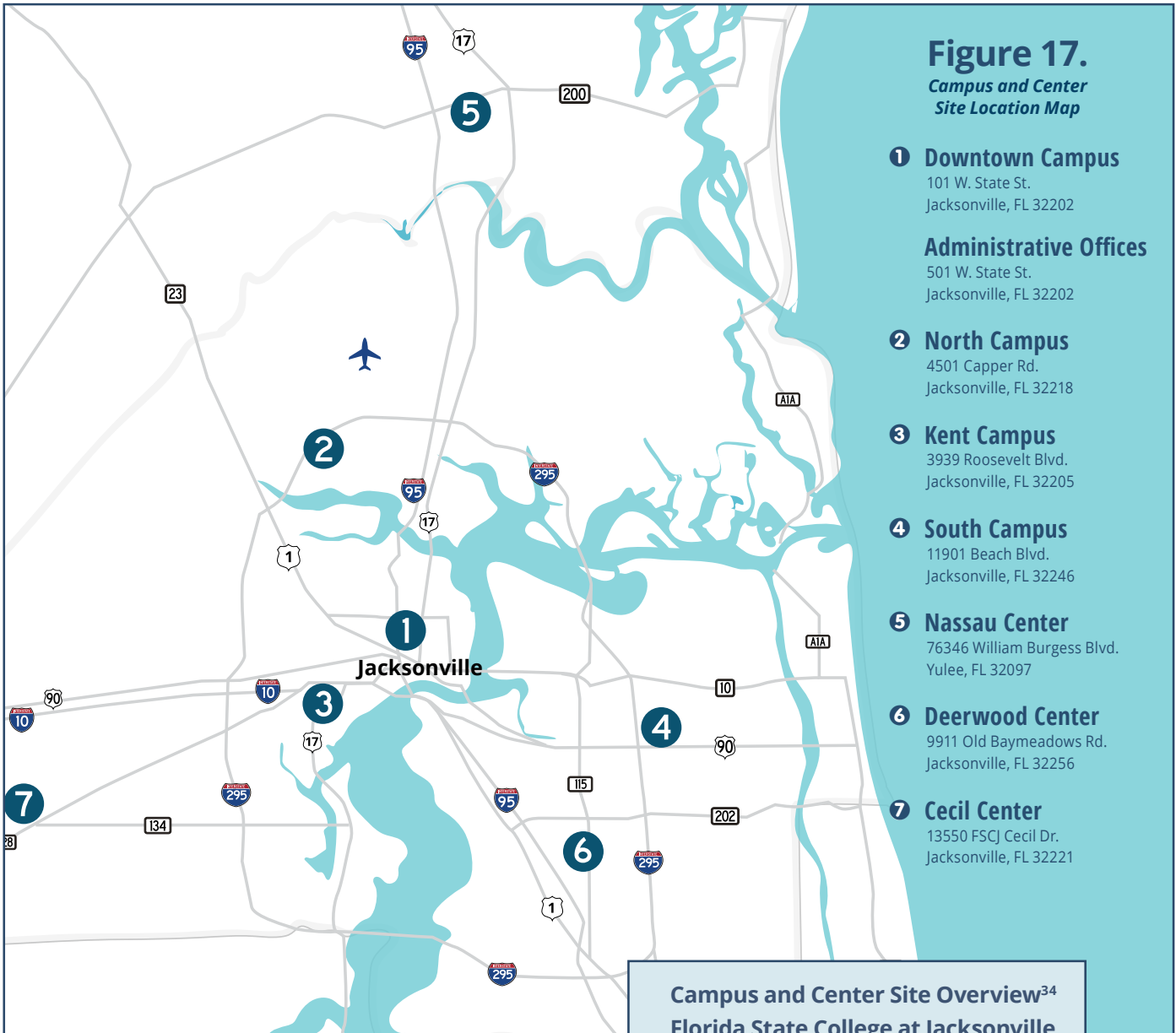


- 6 **Deerwood Center** was acquired in April 1994. The center consists of an instructional and student support service building with approximately 280,000 GSF of academic space and a 500-space parking garage on 14 acres. It provides a full range of academic programs and houses FSCJ Online. Since the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



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

# Location Map



**Figure 17.**  
Campus and Center  
Site Location Map

**1 Downtown Campus**

101 W. State St.  
Jacksonville, FL 32202

**Administrative Offices**

501 W. State St.  
Jacksonville, FL 32202

**2 North Campus**

4501 Capper Rd.  
Jacksonville, FL 32218

**3 Kent Campus**

3939 Roosevelt Blvd.  
Jacksonville, FL 32205

**4 South Campus**

11901 Beach Blvd.  
Jacksonville, FL 32246

**5 Nassau Center**

76346 William Burgess Blvd.  
Yulee, FL 32097

**6 Deerwood Center**

9911 Old Baymeadows Rd.  
Jacksonville, FL 32256

**7 Cecil Center**

13550 FSCJ Cecil Dr.  
Jacksonville, FL 32221

**Campus and Center Site Overview<sup>34</sup>**  
**Florida State College at Jacksonville**

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

● Site Locations

<sup>33</sup> All information and text in this section provided by the FSCJ Facilities Department.

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

# Revenue and Expenses

Table 22.

## Statement of Net Position<sup>35</sup>

ASSETS	COLLEGE	COMPONENT UNIT
<b>Current Assets:</b>		
Cash and Cash Equivalents	\$19,162,574	\$1,376,402
Restricted Cash and Cash Equivalents	\$16,989,808	-
Accounts Receivable, Net	\$5,015,694	-
Pledges Receivable, Net	-	\$697,088
Notes Receivable, Net	\$196,060	-
Due from Other Governmental Agencies	\$2,377,949	-
Due from College	-	\$8,228,966
Inventories	\$7,360	-
Prepaid Expenses	\$2,078,904	\$98,045
<b>Total Current Assets</b>	<b>\$45,828,349</b>	<b>\$10,400,501</b>
<b>Noncurrent Assets:</b>		
Restricted Cash and Cash Equivalents	\$8,576,018	\$91,691
Investments	\$5,100,703	\$56,886,780
Restricted Investments	\$38,095,147	-
Prepaid Expenses	\$209,729	-
Pledges Receivable, Net	-	\$573,143
Depreciable Capital Assets, Net	\$170,891,468	-
Nondepreciable Capital Assets	\$32,504,570	\$23,675
<b>Total Noncurrent Assets</b>	<b>\$255,377,635</b>	<b>\$57,575,289</b>
<b>TOTAL ASSETS</b>	<b>\$301,205,984</b>	<b>\$67,975,790</b>
<b>DEFERRED OUTFLOW OF RESOURCES</b>		
Other Postemployment Benefits	\$617,990	-
Pensions	\$23,498,733	-
<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	<b>\$27,116,723</b>	<b>-</b>
<b>LIABILITIES</b>		
<b>Current Liabilities:</b>		
Accounts Payable	\$4,586,291	-
Salary and Payroll Taxes Payable	\$5,820,580	-
Retainage Payable	\$912,418	-
Due to College	-	\$617,613
Due to Component Unit	\$9,464,248	-
Unearned Revenue	\$2,115,806	\$9,270,170
Estimated Insurance Claims Payable	\$122,789	-
Deposits Held for Others	\$595,875	\$91,691
Long-Term Liabilities - Current Portion:		
Capital Lease Payable	\$1,457,470	-
Special Termination Benefits Payable	\$90,052	-
Compensated Absences Payable	\$4,336,841	-
Other Postemployment Benefits Payable	\$117,695	-
Net Pension Liability	\$249,696	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>\$29,899,761</b>	<b>\$9,979,474</b>

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

<sup>35</sup>Florida State College at Jacksonville, a component unit of the state of Florida statement of revenues, expenses and charges in net position for the fiscal year ending June 30, 2021.

## SECTION 7: FINANCE

# Revenue and Expenses (Continued)

LIABILITIES (Continued)	COLLEGE	COMPONENT UNIT
<b>Noncurrent Liabilities:</b>		
Note Payable	\$60,000	-
Capital Lease Payable	\$16,613,595	-
Special Termination Benefits Payable	\$12,361	-
Compensated Absences Payable	\$12,086,727	-
Other Postemployment Benefits Payable	\$2,595,988	-
Net Pension Liability	\$80,969,191	-
<b>Total Noncurrent Liabilities</b>	<b>\$112,337,862</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>	<b>\$142,237,623</b>	<b>\$9,979,474</b>
<b>DEFERRED INFLOWS OF RESOURCES</b>		
Other Postemployment Benefit Pensions	\$125,689	-
	\$5,692,720	-
<b>TOTAL DEFERRED INFLOWS OF RESOURCES</b>	<b>\$5,818,409</b>	<b>-</b>
<b>NET POSITION</b>		
Net Investment in Capital Assets	\$185,662,614	-
Restricted:		
Nonexpendable:		
Endowment	-	\$26,312,399
Expendable:		
Endowment	\$7,725,016	\$2,147,014
Grants and Loans	\$2,399,705	-
Scholarships	\$942,058	-
Capital Projects	\$39,278,526	-
Debt Service	\$1,457,470	-
Unrestricted	(\$57,198,714)	\$29,536,903
<b>TOTAL NET POSITION</b>	<b>\$180,266,675</b>	<b>\$57,996,316</b>

**Table 23.**

## Functional Distribution of Operating Expenses

**Table 23.** College operating expenditures are presented categorically. Total annual operating cost for the College was \$209,636,988. For the fiscal year ending June 30, 2021, as shown the functional classifications include<sup>36</sup> (1) Instruction, (2) Public Services, (3) Academic Support, (4) Student Services, (5) Instructional Support, (6) Operation and Maintenance, (7) Scholarships and Waivers, (8) Depreciation, and (9) Auxiliary Enterprises.

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

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

Functional Classification	Amount
Instruction	\$ 58,745,746
Academic Support	\$27,406,468
Student Services	\$20,364,333
Institutional Support	\$27,706,551
Operation and Maintenance of Plant	\$19,297,683
Scholarships and Waivers	\$42,881,030
Depreciation	\$12,501,301
Auxiliary Enterprises	\$733,876
<b>Total Operating Expenses</b>	<b>\$ 209,636,988</b>

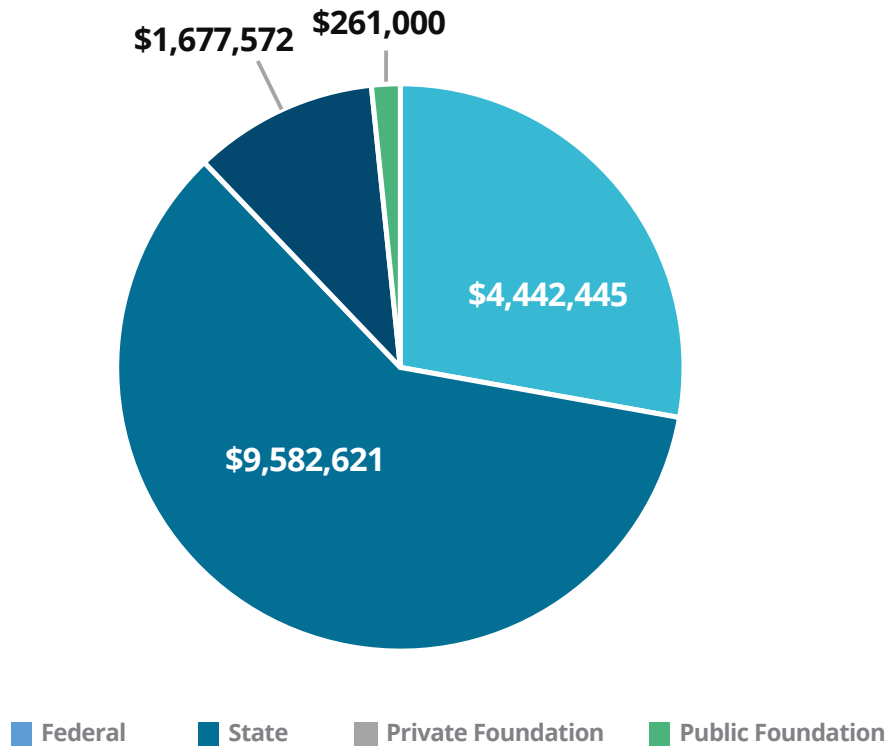
<sup>36</sup> Source: Florida Auditor General Report No. 2021-128 for Fiscal Year Ended June 30, 2021 (published March 2022).

# Resource Development (Grants)

## FSCJ Grant Awards Summary 2021-22

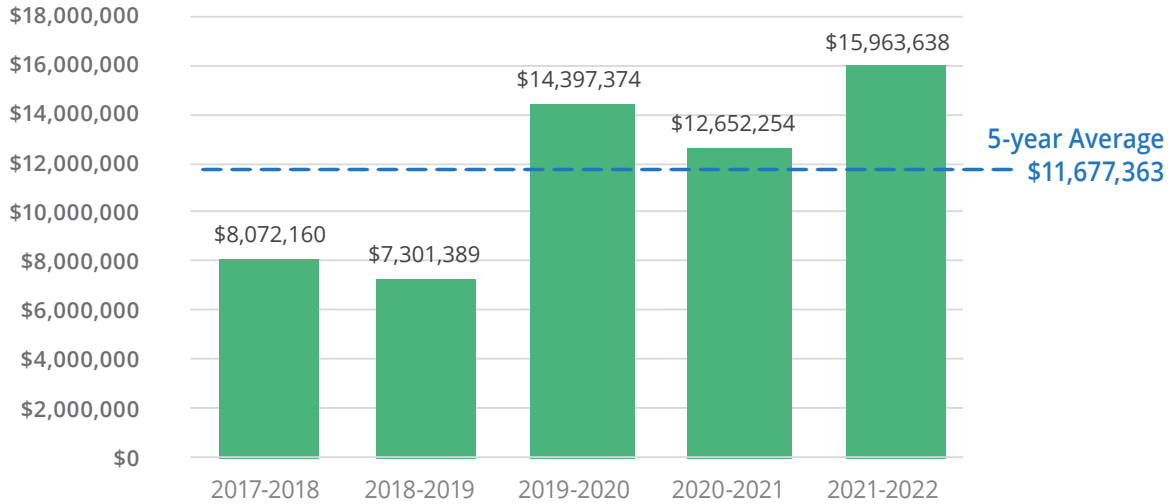
Resource Development received \$15.9 million in grants for the College during the period between July 1, 2021 and June 30, 2022. The majority of awards, or 60%, came from state funding agencies. Federal agencies provided 27.8% of the award total, with 12.1% coming from foundations.

**Figure 18.**  
**FSCJ Grant Award by Funding Source (2021-22)**



**Figure 19.**  
**Total FSCJ Funding by Fiscal Year**

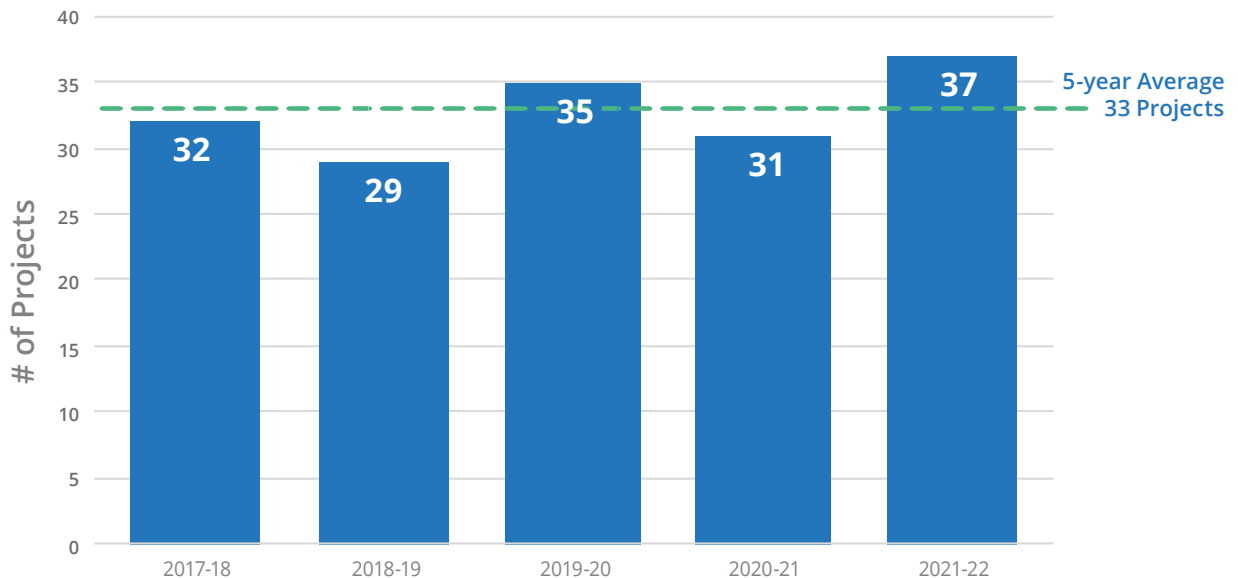
The FSCJ Resource Development Department has averaged \$11.7 million in annual awards since July 2017.



**FSCJ Grant Activity Summary 2021-22**

In 2021-22, 37 proposals submitted by the department were funded, above the five-year average of 33 awarded proposals per year.

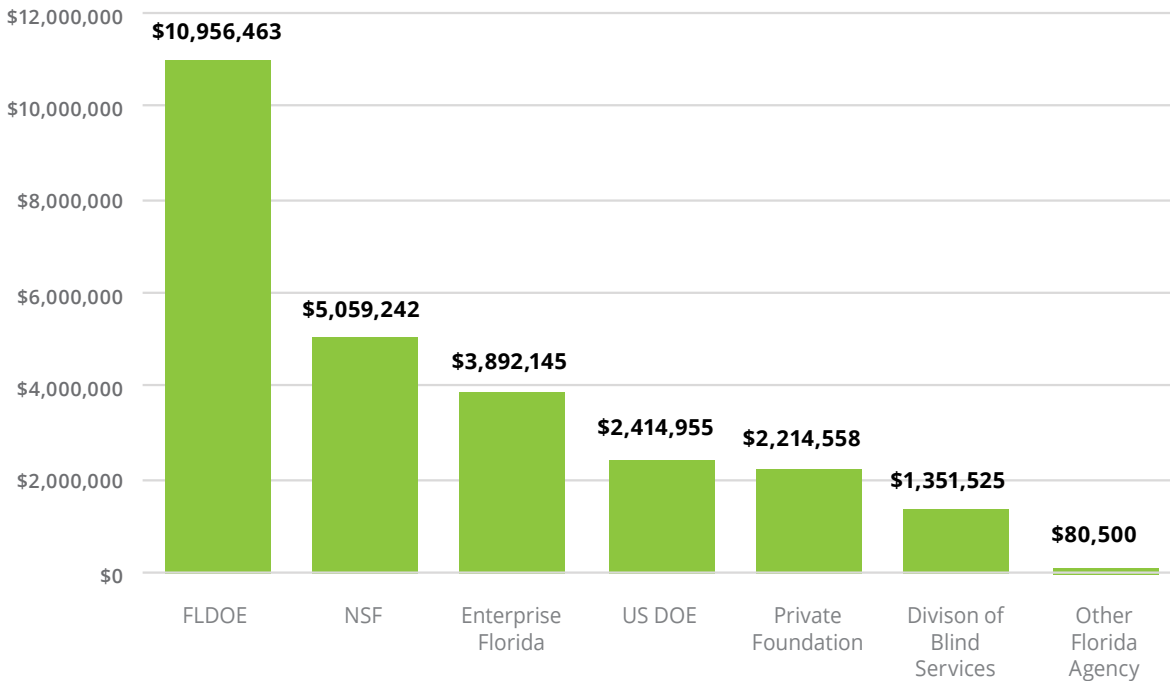
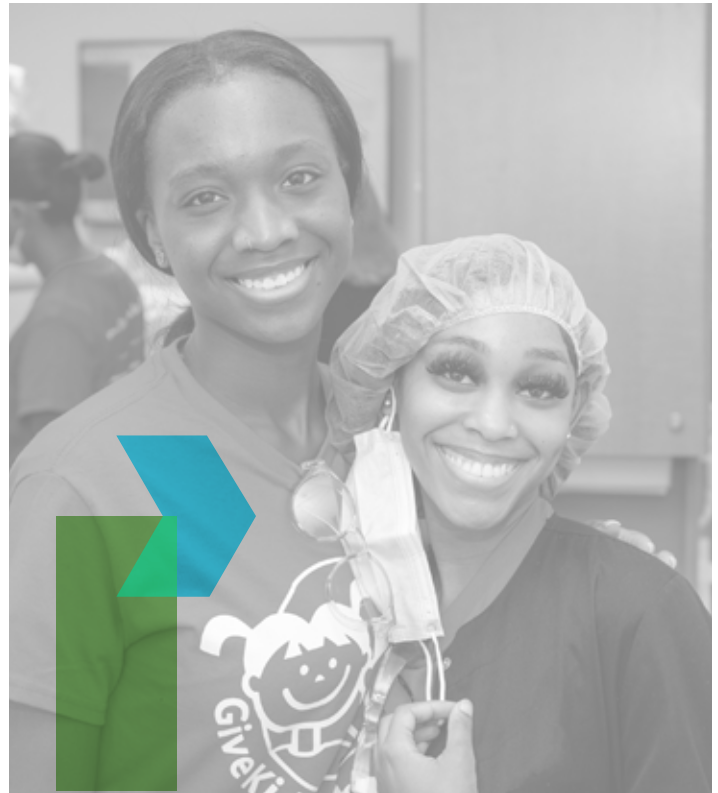
**Figure 20.**  
**Number of Grants Funded by Fiscal Year**



# Resource Development (Grants)

**Figure 21. Active Grant Projects**

During the 2021-22 academic year, the Resource Development department managed 53 active projects, comprising both new awards and multi-year grants awarded prior to, but continuing after July 1, 2021. The value of projects managed by the department is depicted below, by funding agency for multiple awards or otherwise by type of funder. As shown below the Florida Department of Education (FLDOE) and National Science Foundation (NSF) represent the top two funding agencies.





# FSCJ Grant Photo Album



**Florida Department of Economic Development and Enterprise Florida  
Nassau County Transportation Education Institute**



**Dental Hygiene Clinic**



**Vision and Education Rehabilitation Center (VERC)**



**Scheidel Foundation**



**First Florida Credit Union**

# Resource Development (Grants)

**Table 24. FSCJ Awarded Grants, Projects and Descriptions (2021-22)**

<p><b>Nassau County Transportation Education Institute</b> ..... <b>\$3,181,792</b>  FLORIDA DEPARTMENT OF ECONOMIC DEVELOPMENT AND ENTERPRISE FLORIDA  This award allows the College to establish a designated truck driving training facility at the Nassau Center. By the end of the project period, the goal is that 386 students will have enrolled in the Commercial Vehicle Driving training program.</p>
<p><b>Open Door Grant Program</b>..... <b>\$1,674,473</b>  FLORIDA DEPARTMENT OF EDUCATION  This project funds scholarships to support student completion of short-term, high-demand credit and non-credit career and technical education (CTE) programs.</p>
<p><b>Perkins V Postsecondary Section 132</b> ..... <b>\$1,532,418</b>  FLORIDA DEPARTMENT OF EDUCATION  Funds are used to supplement and enhance Career and Technical Education programs.</p>
<p><b>STEM Success through Scholarships, Support &amp; Service (S-5)</b> ..... <b>\$1,414,276</b>  NATIONAL SCIENCE FOUNDATION  S-5 provides scholarships for academically talented, financially needy STEM students. S-5 builds on the success of previous S-STEM projects and broadens the approach to include additional engaging elements to help students maintain enthusiasm and interest in STEM studies.</p>
<p><b>Adult General Education</b>..... <b>\$1,337,325</b>  FLORIDA DEPARTMENT OF EDUCATION  The overall goal of this grant program is to assist adults in obtaining knowledge and skills necessary for employment, self-sufficiency and completing a secondary credential. Additional activities include transitioning to postsecondary education and training through Integrated Education and Training (IET) Programs of Study.</p>
<p><b>VERC (Vision Education &amp; Rehabilitation Center) Vocational Rehabilitation and Transition Services</b>..... <b>\$1,024,584</b>  FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF BLIND SERVICES  Assists visually impaired or blind clients in being successfully employed; provides transition services to middle, high school students who are blind or have visual impairments.</p>
<p><b>Stepping Stones Program Fund</b> ..... <b>\$526,184</b>  PRIVATE DONOR  This is the third year of funding for this multiyear project, which incorporates soft-skills training and a seamless system of stacked credentials to prepare for employment in high-growth, high-wage careers in fields such as information technology, logistics and health care.</p>
<p><b>Dental Hygiene Clinic</b>..... <b>\$525,000</b>  FUNDER REQUESTED ANONYMITY  FSCJ's Dental Hygiene Clinic on North Campus underwent a critical renovation to create a robust and innovative space for the College's students in the dental hygiene and dental assisting programs. This award helped replace the existing 49-year-old dental lab with several operatories (partitioned, dental patient treatment rooms) and equipment for training in X-ray procedures.</p>
<p><b>Aviation Career Education for Students (ACES)</b>..... <b>\$498,000</b>  FEDERAL AVIATION ADMINISTRATION  ACES provides students at 11 targeted high schools in the College's service area with meaningful aviation education and exposure to aviation-related careers through hands-on learning with simulation equipment and actual flight exposure, field trips, career advising and interaction with aviation professionals. The project also provides professional development workshops to high school teachers.</p>

**Table 24. FSCJ Awarded Grants, Projects and Descriptions 2021-22 (Continued)**

<p><b>Creating New Aerospace Technician Pathways Using Space Materials Design and Fabrication Skills Training</b> ..... <b>\$492,747</b></p> <p>NATIONAL SCIENCE FOUNDATION</p> <p>This project is designed to increase the number of workforce-ready space manufacturing technicians who are knowledgeable about the characteristics and uses of space materials and trained in techniques used to fabricate space materials.</p>	
<p><b>FSCJ Center of Excellence for Veteran Student Success</b>..... <b>\$449,997</b></p> <p>U.S. DEPARTMENT OF EDUCATION</p> <p>The Military and Veterans Service Center coordinates services to address the academic, financial, physical and social needs of veteran students.</p>	
<p><b>Improving Technician Training in Battery Technology</b> ..... <b>\$378,987</b></p> <p>NATIONAL SCIENCE FOUNDATION</p> <p>A new Battery Technology credit course, tied to a relevant industry credential from the national automotive credentialing organization, has been developed in the College's Automotive Technology degree program. The project also creates battery technology content in the existing Basic Unmanned Aerial Systems (UAS) drone training course and in Aviation Science and Aviation Administration degree programs credit courses. The project has also acquired diagnostic trainers, battery packs and chargers, hydrogen STEM kits, electric drones and buildable EV kits to create an Energy Storage Lab.</p>	
<p><b>Talent Search Jacksonville South</b>..... <b>\$277,375</b></p> <p>U.S. DEPARTMENT OF EDUCATION</p> <p>FSCJ and Duval County Public Schools (DCPS) leverage resources to provide a range of services to low-income, first-generation college students in targeted middle and high schools in Jacksonville's Southside.</p>	
<p><b>Talent Search Jacksonville Urban Core</b> ..... <b>\$277,375</b></p> <p>U.S. DEPARTMENT OF EDUCATION</p> <p>FSCJ and DCPS leverage resources to provide a range of services to low-income, first-generation college students at targeted high schools in Jacksonville's urban core.</p>	
<p><b>TRIO SSS STEM Project: "Changing Lives ... One Student at a Time"</b> ..... <b>\$261,888</b></p> <p>U.S. DEPARTMENT OF EDUCATION</p> <p>This project decreases barriers for low-income, first-generation college students and/or students with disabilities enrolling in Associate in Arts degrees leading to STEM and pre-med programs, as well as eligible students who are pursuing technical certificates and associate degrees in Information Technology, Engineering Technology/Advanced Manufacturing, Biotechnology and Health Sciences.</p>	
<p><b>Direct Cash Assistance Pilot Program</b>..... <b>\$250,000</b></p> <p>JESSE BALL DUPONT FUND</p> <p>This is a pilot program to study how cash assistance affects the lives of low-income adults enrolled in a postsecondary educational program.</p>	
<p><b>CareerConnect</b> ..... <b>\$240,000</b></p> <p>KIDS HOPE ALLIANCE</p> <p>This multi-year project has the goal of boosting education, certification and employment opportunities for Duval County youths ages 16-21.</p>	
<p><b>FSCJ Educational Opportunity Center</b> ..... <b>\$232,050</b></p> <p>U.S. DEPARTMENT OF EDUCATION</p> <p>The Center offers a customized and comprehensive menu of activities, based on individualized needs, for adults in Duval and Nassau counties. It helps clients successfully prepare for and enroll in institutions of postsecondary education.</p>	
<p><b>VERC (Vision Education &amp; Rehabilitation Center) Older Blind</b> ..... <b>\$231,100</b></p> <p>FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF BLIND SERVICES</p> <p>The Older Blind program provides training in independent living skills for visually impaired persons age 55 and older.</p>	
<p><b>Integrated English Literacy &amp; Civics Education</b>..... <b>\$180,922</b></p> <p>FLORIDA DEPARTMENT OF EDUCATION</p> <p>This grant provides instruction in English and in civics to eligible residents of Duval County and students in the English for Speakers of Other Languages (ESOL) program.</p>	



**Table 24. FSCJ Awarded Grants, Projects and Descriptions 2021-22 (Continued)**

<p><b>Higher Education Capacity Development.....</b></p> <p>EDUCATION DEVELOPMENT CENTER, INC.</p> <p>An online training program promotes the application of instructional design principles to design a high-quality online course. The training provides an opportunity for participants to use FSCJ’s course builder tool to design a lesson plan that can be used to build an online course in any learning management system or other digital learning platforms. FSCJ’s role in this project primarily involves the College’s Center for eLearning (CeL).</p>	<p><b>\$158,000</b></p>
<p><b>GEAR UP BELIEF (Building Engaged Learners to Increase Expectations for the Future).....</b></p> <p>U.S. DEPARTMENT OF EDUCATION THROUGH DUVAL COUNTY PUBLIC SCHOOLS</p> <p>FSCJ hosts sessions and college visits for high school students in this multi-year program administered by Duval County Public Schools.</p>	<p><b>\$138,750</b></p>
<p><b>Child Care Access Means Parents In School (CCAMPIS).....</b></p> <p>FLORIDA DEPARTMENT OF EDUCATION</p> <p>This is the fourth year of funding to provide child care tuition scholarships for eligible students.</p>	<p><b>\$115,138</b></p>
<p><b>Entrepreneurship Education &amp; Training .....</b></p> <p>FLORIDA DEPARTMENT OF EDUCATION</p> <p>Proposed education services aid secondary and postsecondary Career &amp; Technical Education students and instructors in cultivating entrepreneurial mindsets and entrepreneurial capabilities.</p>	<p><b>\$100,000</b></p>
<p><b>College Reach-Out Program (CROP) .....</b></p> <p>FLORIDA DEPARTMENT OF EDUCATION</p> <p>This program’s objective is to strengthen the educational motivation of at-risk middle and high school students and encourage their preparation for postsecondary education.</p>	<p><b>\$84,598</b></p>
<p><b>Nursing Success Initiative .....</b></p> <p>RIVERSIDE HOSPITAL FOUNDATION</p> <p>This is the first year of a two-year project with the goal of increasing access, equity and success for students in the A.S. Nursing program.</p>	<p><b>\$61,624</b></p>
<p><b>Scheidel Foundation Gift Agreement.....</b></p> <p>SCHEIDEL FOUNDATION</p> <p>The award funds a full-time Career Specialist position to maintain regular contact with Scheidel Scholars at FSCJ.</p>	<p><b>\$59,264</b></p>
<p><b>First Florida Credit Union Sponsorship .....</b></p> <p>FIRST FLORIDA CREDIT UNION FOUNDATION</p> <p>This multi-year project supports initiatives including operations and marketing of the FSCJ Financial Skills Academy and the FSCJ School of Business Speaker Series.</p>	<p><b>\$50,000</b></p>
<p><b>Perkins V Rural Innovation Career &amp; Technical Education Programs .....</b></p> <p>FLORIDA DEPARTMENT OF EDUCATION</p> <p>Formerly known as the Perkins Rural &amp; Sparsely Populated program, this award is used to enhance Career and Technical Education at the Nassau Center.</p>	<p><b>\$49,811</b></p>
<p><b>VERC (Vision Education &amp; Rehabilitation Center) Adult Population.....</b></p> <p>FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF BLIND SERVICES</p> <p>The Adult Population program provides training in independent living skills for visually impaired adults under age 55.</p>	<p><b>\$39,960</b></p>
<p><b>Child Care Training .....</b></p> <p>FLORIDA DEPARTMENT OF CHILDREN AND FAMILIES</p> <p>Under this grant, the College is able to provide non-credit child care training services in Duval, Nassau, Baker, St. Johns and Clay counties. Contracted services include delivery of training courses, in-service training opportunities and competency testing.</p>	<p><b>\$27,500</b></p>
<p><b>Bridging the Digital Divide .....</b></p> <p>COMMUNITY FOUNDATION OF NORTHEAST FLORIDA</p> <p>This program is a collaborative effort led by FSCJ to improve digital literacy and technology skills for low income and underrepresented students, increasing digital equity for students at the College.</p>	<p><b>\$25,000</b></p>

**Table 24. FSCJ Awarded Grants, Projects and Descriptions 2021-22 (Continued)**

**Center for Economic & Financial Education (CEFE).....\$21,000**

FLORIDA COUNCIL ON ECONOMIC EDUCATION

This grant provides professional development sessions on personal finance for K-12 educators.

**Florida-Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP).....\$21,000**

NATIONAL SCIENCE FOUNDATION THROUGH FLORIDA A&M UNIVERSITY

This alliance supports greater participation in STEM (Science, Technology, Engineering, Mathematics) programs by underrepresented minority students.

**Emily Balz Smith Foundation Dental Clinic .....\$15,000**

EMILY BALZ SMITH FOUNDATION

Funds will be used to upgrade the College’s Dental Clinic, thereby enhancing the clinical skills of students in the Dental Assisting and Dental Hygiene programs.

**Adjunct Faculty Success Project .....\$7,500**

LUMEN INC./GATES FOUNDATION

This project received a five-month extension and additional funding. Its objective is to provide adjunct teaching faculty with support in implementing high quality courseware with evidence-based teaching practices.

**CROP Summer Food Service Program.....\$3,000**

FLORIDA DEPARTMENT OF AGRICULTURE AND CONSUMER SERVICES

Provides breakfast and lunch during the summer for students in CROP (College Reach-Out Program).



# Financial Aid

**Table 25.**  
**Financial Aid Types Awarded (2021-22)<sup>37</sup>**

In 2021-22, FSCJ distributed more than \$84 million in financial assistance. Typically, a student receives multiple types of financial aid. Grants and scholarships are funds that do not have to be repaid.

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

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

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

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

FSCJ awarded more than \$2.5 million in scholarships. The state of Florida's Bright Futures Scholarship<sup>38</sup> provides money to students with meritorious high school academic achievement and awarded \$285,195 to FSCJ.

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

Award Type	Amount	Percentage of Total Award Amount	Award Count
Grants	\$47,361,871	56.3%	41,077
Loans	\$33,027,885	39.2%	13,611
Scholarships	\$2,506,661	3.0%	2,427
Student Employment	\$1,274,488	1.5%	452
<b>Total Financial Aid Awarded</b>	<b>\$84,170,905</b>	<b>100%</b>	<b>57,567</b>

<sup>37</sup> Source: Florida College System Annual Financial Aid Counts, 2021-22 Verification Report (T4E).

<sup>38</sup> Florida Bright Futures total is the sum of the following aid types: 302 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FAS \$157,620.72  
303 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FMS \$115,790.43 and 304 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FGVs \$19,202.00.





# FSCJ Foundation Overview<sup>39</sup>

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

## FSCJ Foundation Spending and Investment Policy

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

## Endowment Investment Policy Objectives

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

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

## What is an Endowment?

The Foundation maintains three types of endowment funds:

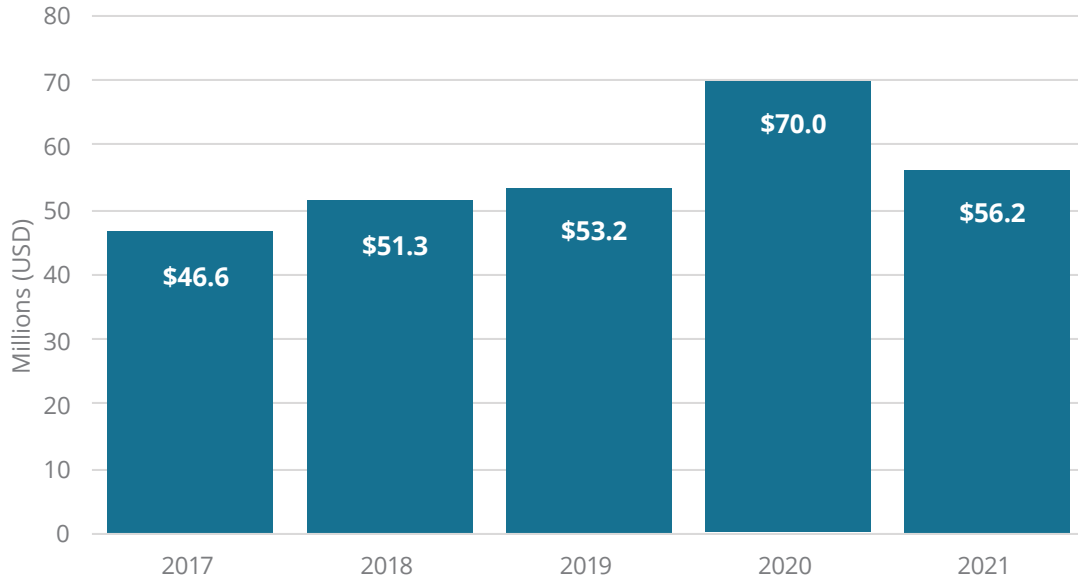
1. "True Endowment" funds are received from a donor with the restriction that the principal is not expendable.
2. "Term Endowment" funds are established when the donor stipulates that the principal may be expended after a stated period or upon the occurrence of a certain event.
3. "Quasi-Endowment" funds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

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

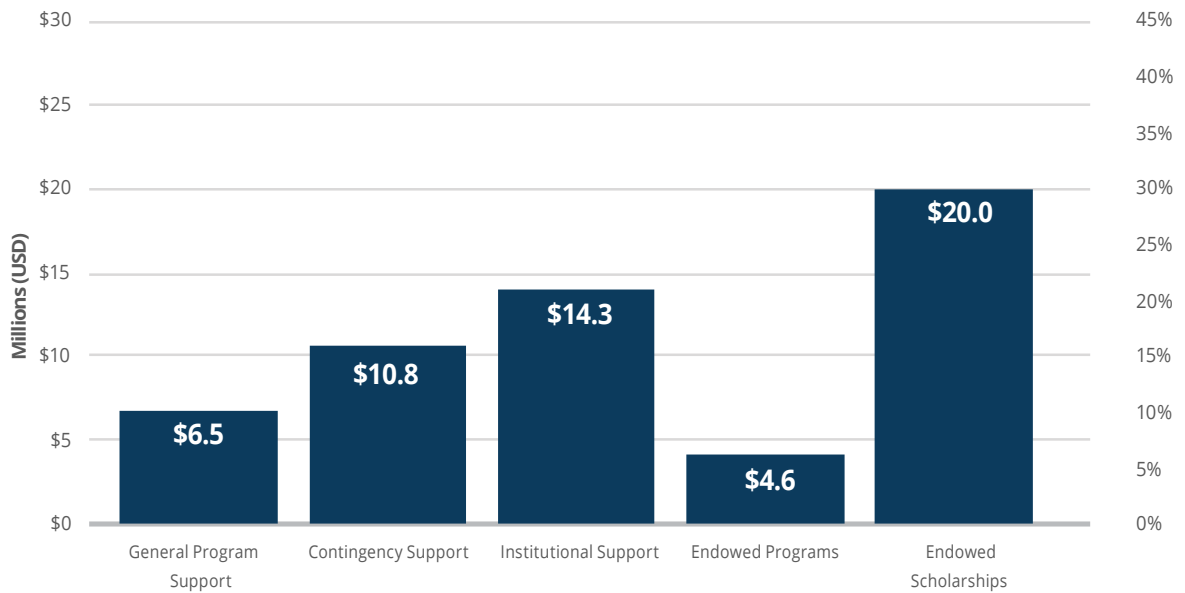
*To satisfy its long-term rate of return objective, the Foundation relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and from current yield (interest and dividends). Asset allocation guidelines are designed to ensure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

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

**Figure 22.**  
**FSCJ Endowed and Quasi-Endowed  
 Balance (Five-Year Trend)**



**Figure 23.**  
**FSCJ Endowed and Quasi-Endowed Balances**



# FSCJ | ARTIST SERIES

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

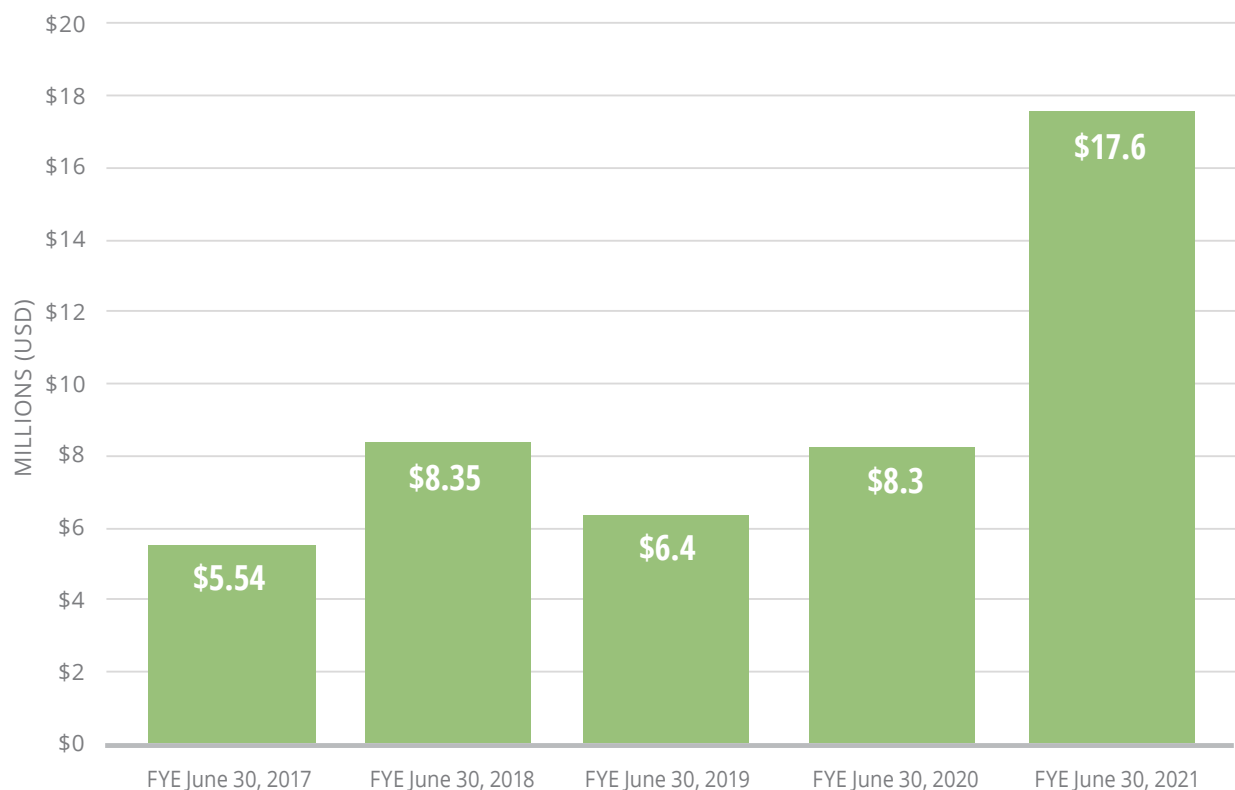
Originally developed as a vehicle for making the arts more accessible for students, FSCJ Artist Series has become the primary source for professional productions in northeast Florida and southeast Georgia. FSCJ Artist Series brings blockbuster Broadway shows and renowned cultural programming to

enhance and enrich the lives of individuals of all ages and tastes within our community.

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

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

**Figure 24.**  
**FSCJ Artist Series Operating Revenue (Five-Year Trend)**



# Foundation Board of Directors<sup>40</sup>

## Foundation Board of Directors Officers

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*Retired State Senator*

<sup>40</sup> Source: Florida State College at Jacksonville Foundation Board of Directors provided by Foundation 5/12/23.



# List of Figures

Figure 1. College Location and Service Area within the Florida College System .....	3
Figure 2. Student Geographic Dispersion Across FSCJ Service Area by Zip Code Location (Map) .....	10
Figure 3. Five-Year Student Gender Comparisons .....	11
Figure 4. Student Age Percentages by Category for Enrollment (2021-22) .....	12
Figure 5. Five-Year, Full-Time and Part-Time Annual Enrollment Status (Credit Load) .....	13
Figure 6. IPEDS Non-Resident Alien Enrollment (2016-21) .....	15
Figure 7. Total Pell Grant Dollars Awarded to FSCJ and Total Pell Grant Award Count .....	16
Figure 8. Five-Year Annual, Unduplicated Enrollment for Students Enrolled in a Course .....	17
Figure 9. FTE Credit and Non-Credit Enrollment (2017-18 to 2021-22) .....	21
Figure 10. FTE Funded Disaggregated by Credit and Non-Credit Types .....	22
Figure 11. FSCJ IPEDS Tracking Cohort Composition .....	23
Figure 12. FSCJ IPEDS Graduation Rates .....	24
Figure 13. FSCJ IPEDS Transfer-Out Rates .....	24
Figure 14. VA Funded Military, Dependent and Veteran Students Enrolled in Degree and Certificate Programs .....	26
Figure 15. VA Funded Student Graduates .....	26
Figure 16. Instructional Staff Composition .....	30
Figure 17. Campus and Center Site Overview (Location Map) .....	36
Figure 18. FSCJ Grant Award by Funding Source (2021-22) .....	39
Figure 19. Total FSCJ Funding by Fiscal Year .....	40
Figure 20. Number of Grants Funded by Fiscal Year .....	40
Figure 21. Active Grant Projects .....	41
Figure 22. FSCJ Endowed and Quasi-Endowed Balance (Five-Year Trend) .....	50
Figure 23. FSCJ Endowed and Quasi-Endowed Balances .....	50
Figure 24. FSCJ Artist Series Operating Revenue (Five-Year Trend) .....	51



# List of Tables

Table 1. Duval and Nassau Counties (College Service Area) Age Demographics .....	6
Table 2. Duval and Nassau Counties (College Service Area) Race and Ethnicity Demographics .....	6
Table 3. Duval and Nassau Counties (College Service Area) Gender Demographics .....	6
Table 4. Student Enrollment Count and Percentage Across FSCJ Service Area by Zip Code Location (2021-22).....	9
Table 5. Five-Year Student Race/Ethnicity Counts and Percentages by Annual Enrollment.....	12
Table 6. Five-Year Annual Enrollment Trends by Category of Enrollment.....	14
Table 7. Limited English Proficiency by Program Enrollment (2021-22) .....	15
Table 8. Five-Year Federal Work Study Awards .....	16
Table 9. Annual Enrollment by Program Area (2021-22) .....	17
Table 10. Baccalaureate Enrollment by Program of Study .....	18
Table 11. Developmental Education Enrollment and Success by Course (2021-22).....	20
Table 12. Combined Credit Program Award Completions (2021-22) .....	24
Table 13. Continuing Education Status of FSCJ Graduates .....	27
Table 14. Employment and Continuing Education Status of FSCJ Graduates.....	27
Table 15. Employee Gender (Five-Year) Counts and Percentages.....	28
Table 16. Employee Race and Ethnicity (Five-Year) Counts and Percentages.....	28
Table 17. Executive, Administrative and Managerial (EAM) Staff (Five-Year) Counts and Percentages .....	28
Table 18. Employee Full- and Part-Time Status (Five-Year) Counts and Percentages.....	28
Table 19. Occupation Activity Classifications (Five-Year) Counts and Percentages .....	29
Table 20. Employee Degree Types (Five-Year) Counts and Percentages.....	30
Table 21. Facilities Statistics (Sites, Acreage, Buildings, Valuation) (2021-22).....	31
Table 22. Statement of Net Position.....	37
Table 23. Functional Distribution of Operating Expenses .....	38
Table 24. FSCJ Awarded Grants, Projects and Descriptions (2021-22) .....	43
Table 25. Financial Aid Types Awarded (2021-22) .....	47





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