

# FACT BOOK

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2019-20

FSCJ

Florida State College  
at Jacksonville



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2019-20

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

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

# Purpose

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

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<sup>1</sup> Membership as of 4/26/21. For additional information, see [fscj.edu/discover/governance-administration/cabinet](https://fscj.edu/discover/governance-administration/cabinet).

<sup>2</sup> Membership as of 4/26/21. 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)).



Florida State College  
at Jacksonville

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# College History

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

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

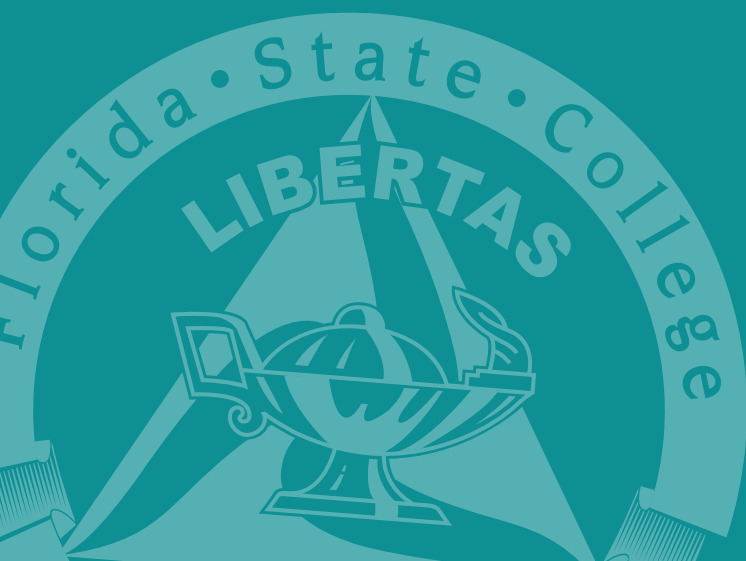
Over the next 20 years, the College established the campuses that are still occupied today and compose the current FSCJ. Beginning in August 1970, FJC opened North Campus, the first permanent campus of the College. One year later, South Campus opened on Beach Boulevard as the second permanent campus.

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

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

FJC reached a significant milestone in 1986 as it registered its 500,000<sup>th</sup> student and changed its name from Florida Junior College to Florida Community College at Jacksonville (FCCJ) in response to community input and engagement. By 1988, FCCJ adopted its initial Strategic Plan, established the Center for the Advancement of Teaching and Learning and began operations for Open Campus. During the next two decades, the College received accreditation to offer baccalaureate degree programs.

In 2009, FCCJ announced the name by which it is known today – Florida State College at Jacksonville. From an initial enrollment of 2,610 students in fall 1966, FSCJ now serves more than 45,000 students annually.



## Mission

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

## Vision

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

## Strategic Priorities<sup>3</sup>

Florida State College  
at Jacksonville

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In October 2017, the District Board of Trustees approved FSCJ's 2017-20 Strategic Plan and associated Strategic Priorities and Key Performance Indicators. The Strategic Plan incorporates feedback from faculty, staff, students and community members to focus on its singular goal which is **TO INCREASE THE SUCCESS OF FSCJ STUDENTS.**

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



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

# Service Area Descriptions

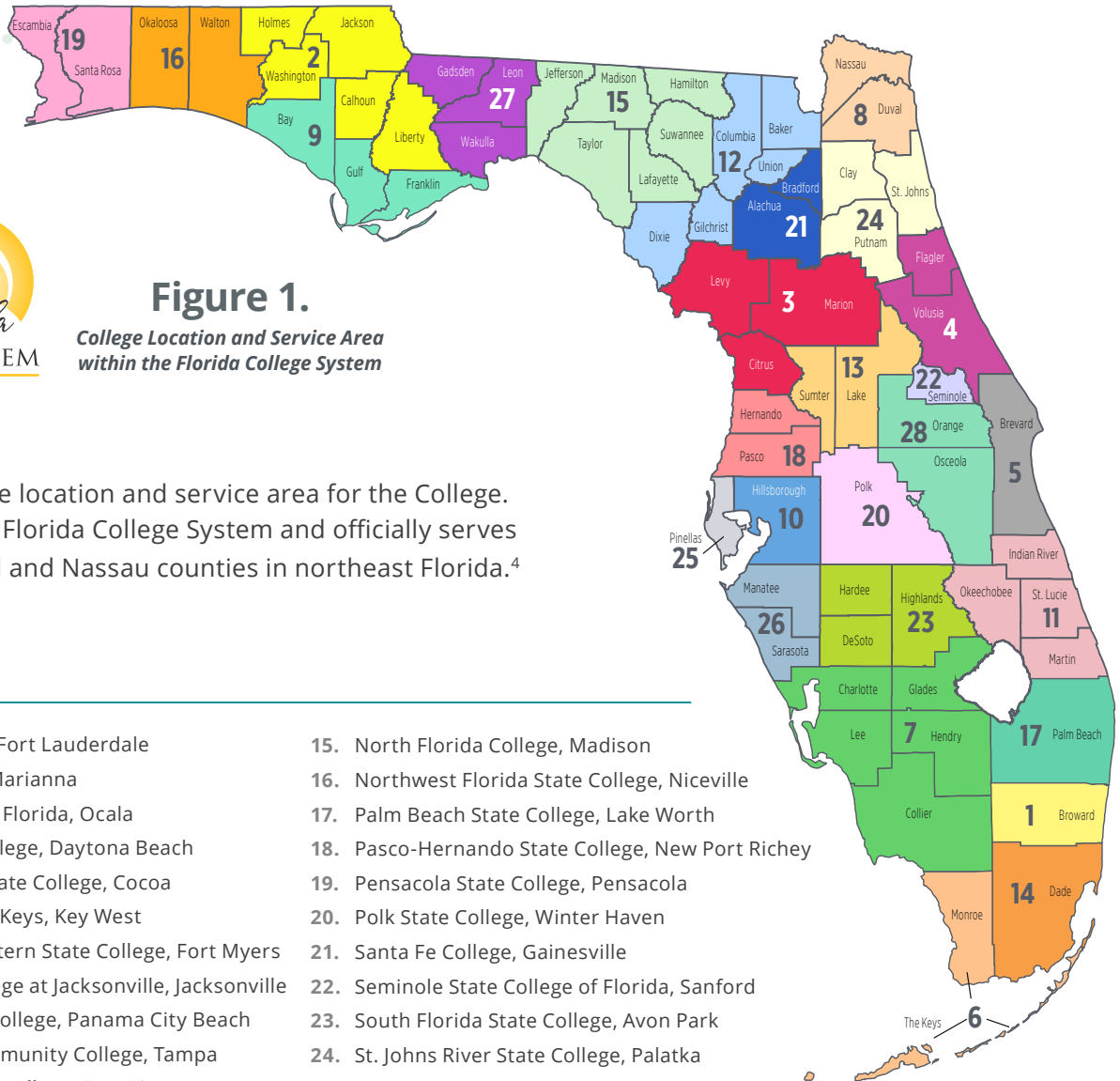


**Figure 1.**  
*College Location and Service Area within the Florida College System*

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

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

<sup>4</sup> The 2020 service area population was 1,061,183.









## 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	2019 Population	2020 Population	Change	2020 % of Cohort
Under 15	197,775	199,908	2,133	18.84%
15 to 19 years	58,604	59,517	913	5.61%
20 to 24 years	65,437	64,955	-482	6.12%
25 to 29 years	86,864	85,131	-1,733	8.02%
30 to 34 years	82,103	84,618	2,515	7.97%
35 to 39 years	71,835	73,665	1,830	6.94%
40 to 44 years	60,751	62,820	2,069	5.92%
45 to 49 years	63,630	62,481	-1,149	5.89%
50 to 54 years	64,422	64,364	-58	6.07%
55 to 59 years	70,701	70,297	-404	6.62%
60 and over	224,258	233,426	9,168	22.00%
<b>Total</b>	<b>1,046,380</b>	<b>1,061,183</b>	<b>14,803</b>	<b>100.00%</b>

## Race and Ethnicity

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

Race and Ethnicity	2019 Population	2020 Population	Change	2020 % of Cohort
White, Non-Hispanic	574,014	576,805	2,791	55.0%
Black, Non-Hispanic	284,907	288,860	3,953	27.5%
Asian, Non-Hispanic	47,636	49,008	1,372	4.7%
White, Hispanic	81,489	84,734	3,245	8.1%
Black, Hispanic	10,796	11,213	417	1.1%
Asian, Hispanic	1,366	1,423	57	0.1%
Other Minority**	35,823	36,916	1,093	3.5%
<b>Total</b>	<b>1,046,380</b>	<b>1,061,183</b>	<b>14,803</b>	<b>100.0%</b>

## Gender

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

Gender	2019 Population	2020 Population	Change	2020 % of Cohort
Female	533,336	539,983	6,646	51.5%
Male	502,695	508,977	6,282	48.5%
<b>Total</b>	<b>1,046,380</b>	<b>1,061,183</b>	<b>14,803</b>	<b>100.0%</b>

<sup>5</sup>Source: EMSI 2021 data set accessed 4/6/21. \*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 Office of Institutional and Workforce Analytics and Research.

# Demographic Overview



The student demographic characteristics presented in this section specifically reference annual enrollment data. This data set includes an unduplicated count of 43,789 students who were enrolled in a course at the College in 2019-20.<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, 59.6% of students were females and 40.4% 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 2019-20 enrollment data disaggregates as 27.7% Black or African American, 43.8% White, 13.8% Hispanic or Latino, 3.6% two or more races, 5.2% other minority and 5.9% unreported/unknown for the Fall and Spring Terms.

In the Fall and Spring Terms of the 2019-20 state reporting year, 22.3% of students were enrolled as full-time at the College, with most students (77.7%) enrolled as part-time.

<sup>6</sup> FSCJ Annual Enrollment, 2019-20.

<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	2,126	4.9%	32205	651	1.5%
32225	1,965	4.5%	32097	619	1.4%
32246	1,924	4.4%	32034	610	1.4%
32256	1,647	3.8%	32250	606	1.4%
32244	1,612	3.7%	32226	596	1.4%
32210	1,540	3.5%	32068	587	1.3%
32216	1,244	2.8%	32217	563	1.3%
32257	1,222	2.8%	32233	529	1.2%
32224	1,141	2.6%	32011	456	1.0%
32258	1,094	2.5%	32092	405	0.9%
32221	952	2.2%	32219	404	0.9%
32277	939	2.1%	32206	403	0.9%
32259	938	2.1%	32222	403	0.9%
32211	911	2.1%	32082	364	0.8%
32209	805	1.8%	32003	326	0.7%
32207	801	1.8%	32254	320	0.7%
32208	771	1.8%	32220	315	0.7%
32065	724	1.7%	32081	238	0.5%
32073	683	1.6%	32043	209	0.5%
32223	670	1.5%	32046	204	0.5%
			Total	32,517	100%

<sup>9</sup> Map based on longitude (generated) and latitude (generated). Size shows student count by zip code. The data are filtered on sum of Number of Records, which ranges from 200 to 1,898.

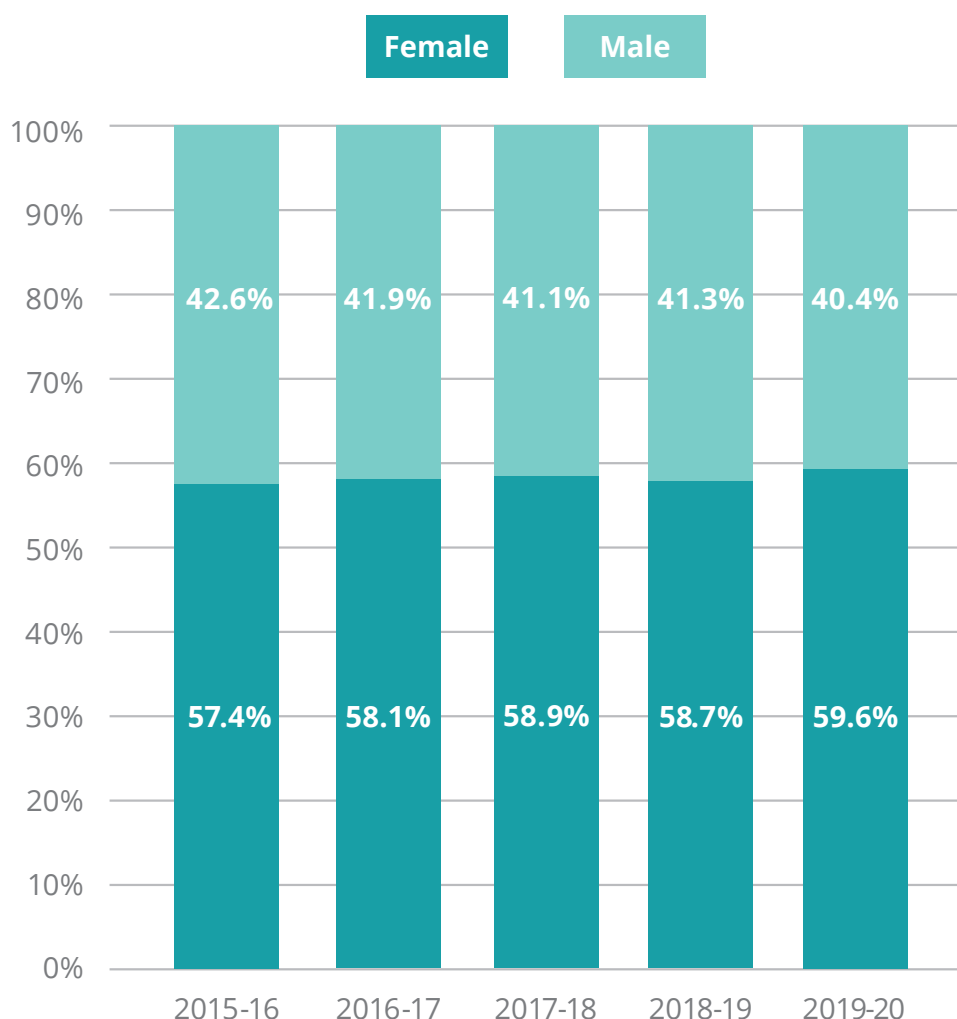
**Student Geographic Dispersion  
Across FSCJ Service Area  
by Zip Code Location<sup>9</sup>**



# Student Gender, Age, Race and Ethnicity

## Gender

As shown in **Figure 3**, student gender comparisons have remained consistent for the past five years at approximately **58.5% female** and **41.5% 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)	2015-16		2016-17		2017-18	
	Student Count	%	Student Count	%	Student Count	%
Black	13,099	26.0%	12,674	26.0%	11,159	26.3%
White	23,022	45.7%	22,313	45.7%	19,455	45.8%
Hispanic	4,517	9.0%	4,904	10.0%	4,740	11.2%
Two or More	1,031	2.0%	1,183	2.4%	1,261	3.0%
Other Minority	2,412	4.8%	2,508	5.1%	2,282	5.4%
Not Reported	6,253	12.4%	5,228	10.7%	3,549	8.4%
<b>Total</b>	<b>50,334</b>	<b>100.0%</b>	<b>48,810</b>	<b>100.0%</b>	<b>42,446</b>	<b>100.0%</b>

Race/Ethnicity (FLDOE)	2018-19		2019-20		Five-Year Total	
	Student Count	%	Student Count	%	Student Count	Average
Black	12,214	27.4%	12,148	27.7%	61,294	26.6%
White	20,110	45.1%	19,170	43.8%	104,070	45.2%
Hispanic	5,574	12.5%	6,043	13.8%	25,778	11.2%
Two or More	1,427	3.2%	1,588	3.6%	6,490	2.8%
Other Minority	2,307	5.2%	2,264	5.2%	11,773	5.1%
Not Reported	3,001	6.7%	2,576	5.9%	20,607	9.0%
<b>Total</b>	<b>44,633</b>	<b>100.0%</b>	<b>43,789</b>	<b>100.0%</b>	<b>230,012</b>	<b>100.0%</b>

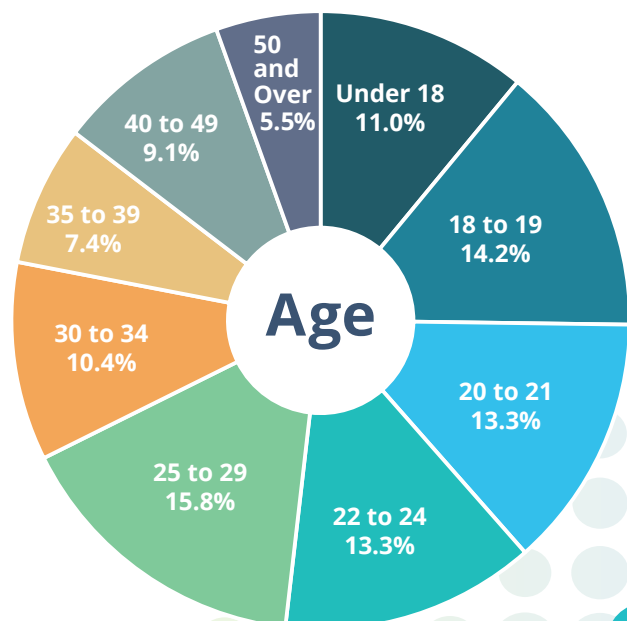
**Figure 4.**

*Student Age Percentages by Category for Enrollment 2019-20*

Student age was calculated using date of birth (DOB) as of September 1, 2019.\* For annual 2019-20 enrollment, the **median student age was 25 years** and the **mean (average) was 28 years**.

**Figure 4** displays a percentage breakdown by student age category for annual enrollment 2019-20.

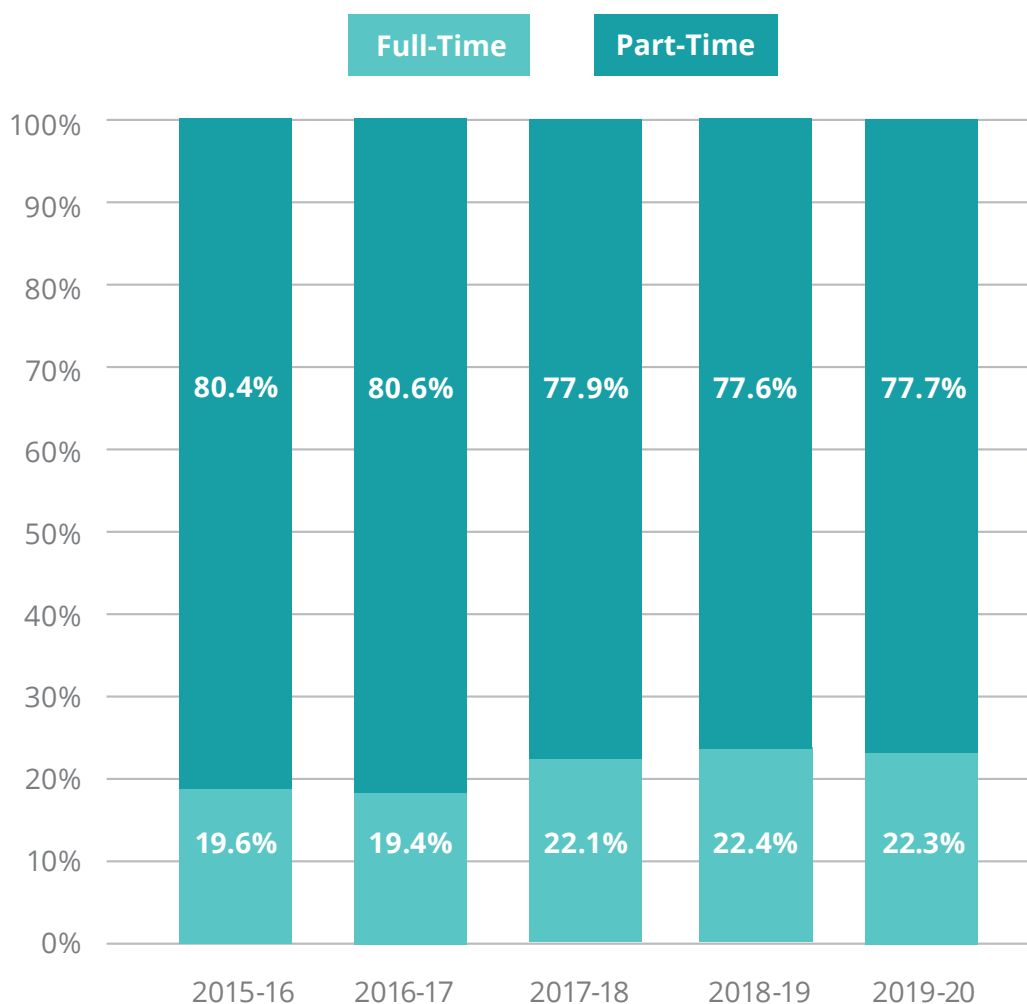
\* Based on 42,446 known DOBs for students of known gender.



# Enrollment

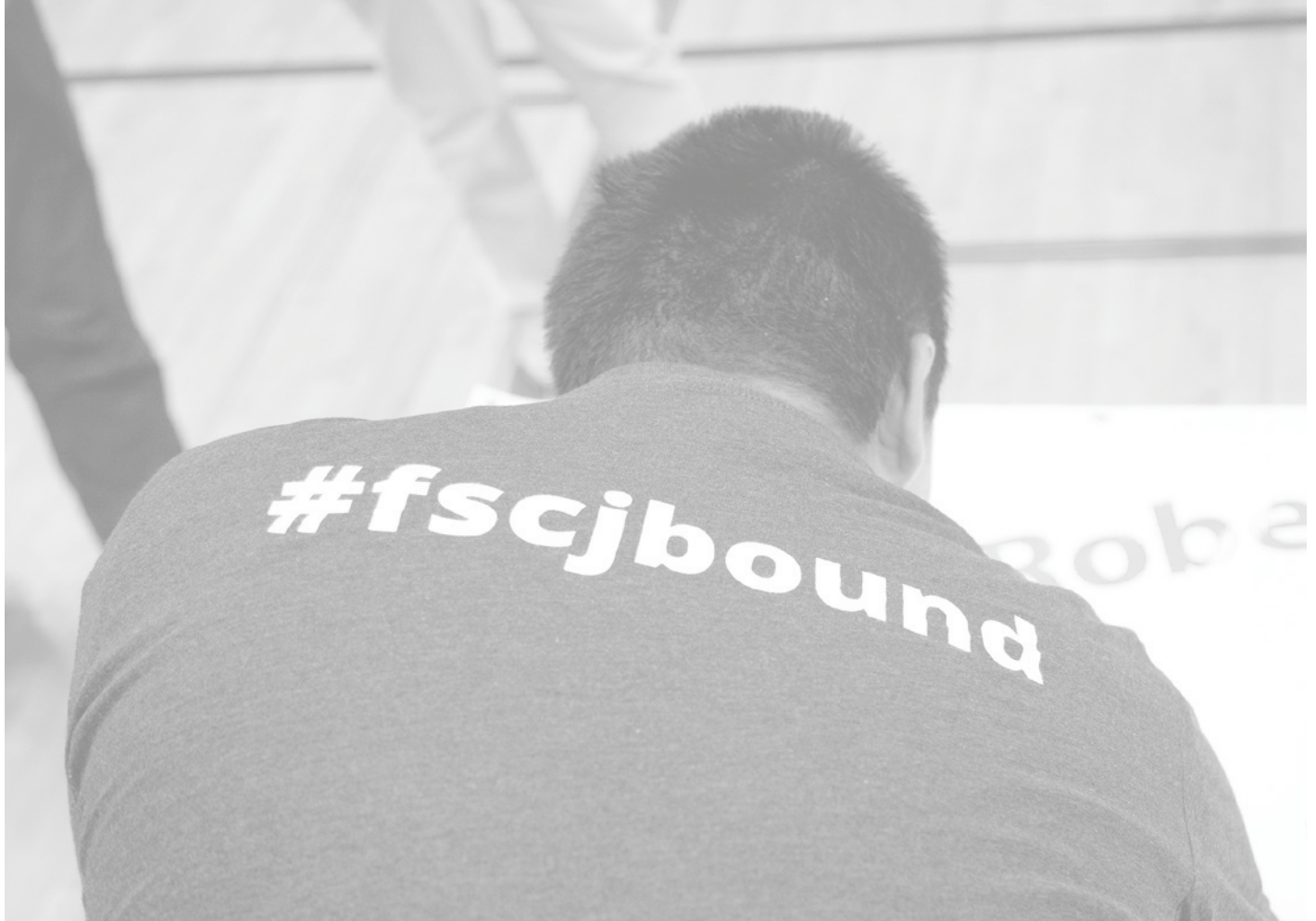
## Full-/Part-Time Enrollment (Credit Load)

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



**Figure 5.**

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



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

**Table 6** shows that First-Time-in-College (FTIC) students account for about 7% of FSCJ's annual enrollment.

**Table 6.**

*Five-Year Annual Enrollment Trends by Category of Enrollment*

Annual Enrollment	2015-16		2016-17		2017-18		2018-19		2019-20	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
First-Time-in-College (FTIC)	4,371	8.6%	4,281	8.6%	3,393	7.8%	2,992	6.5%	3,234	7.2%
Transfer	12,663	24.9%	15,460	31.1%	13,477	31.2%	16,587	36.2%	17,968	40.0%
All Other	33,859	66.5%	29,980	60.3%	26,355	61.0%	26,191	57.2%	23,685	52.8%
<b>Total Students Served</b>	<b>50,893</b>	<b>100.0%</b>	<b>49,721</b>	<b>100.0%</b>	<b>43,225</b>	<b>100.0%</b>	<b>45,770</b>	<b>100.0%</b>	<b>44,887</b>	<b>100.0%</b>

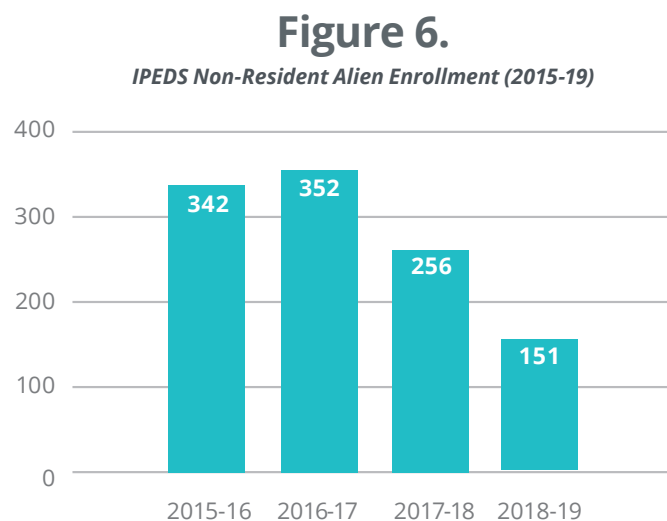
An FTIC student is a student who is attending a postsecondary institution for the first time. FTIC students must be enrolled in at least one course in one of the following instructional areas: Advanced and Professional, Postsecondary Vocational, Postsecondary Adult Vocational, College Preparatory, Vocational 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>



## Limited English Proficiency

Program Enrollment	Enrollment	Limited English Proficiency	Percent
Associate in Arts Degree	11,676	180	1.5%
Associate in Applied Science Degree	84	*	1.2%
Associate in Science Degree	6,964	87	1.2%
Career Certificate	2,429	20	0.8%
Technical Certificate	6,337	57	0.9%
Apprenticeship Program	17	*	0.0%
Advanced Technical Certificate	4,648	27	0.6%
Baccalaureate Degree	17	*	0.0%
<b>Total</b>	<b>32,172</b>	<b>372</b>	<b>1.16%</b>

**Table 7.**  
*Limited English Proficiency  
by Program Enrollment (2019-20)<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 Florida College System AA1A Verification Report Totals Year: 2019-20 TERM:1E-3E.



**Table 8.**

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

Years	Award Count	Amount	Average Award
2015-16	372	\$505,408	\$1,359
2016-17	387	\$443,732	\$1,147
2017-18	256	\$393,452	\$1,537
2018-19	149	\$474,143	\$3,182
2019-20	457	\$1,147,792	\$2,512

## Federal Work Study

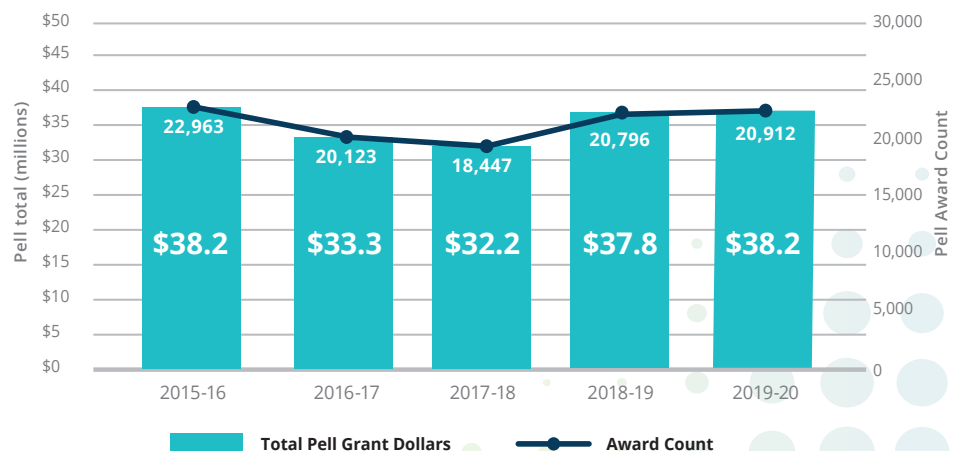
The number of federal work study awards distributed was 457 in 2019-20. The average award is \$2,512 as shown in **Table 8**.

## Federal Pell Grants

Federal Pell Grants are primarily for undergraduates who do not have a bachelor's degree. The maximum award changes yearly. The maximum award for the 2019-20 academic year was \$6,195.<sup>14</sup> In the 2019-20 academic year, 20,912 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 2019-20 is FSCJ Financial Aid (FAIDCNTS) verification report as of 4/11/21.

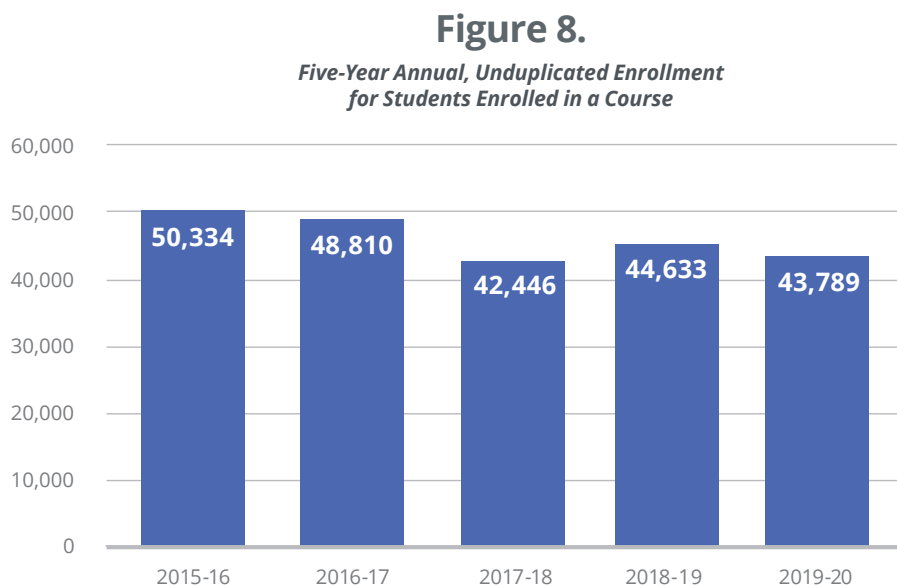
<sup>13</sup> Source: Florida College System Awarded Aid Counts for Financial Aid. The data source for 2019-20 Federal Pell is FSCJ Financial Aid (FAIDCNTS) verification report as of 4/11/21.

<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.



## 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 (2019-20)*

Program Area	Count	Percent
Associate in Arts (A.A.)	11,676	42.4%
Educator Preparation Institute	17	0.1%
Associate in Science (A.S., A.A.S.)	7,048	25.6%
Certificates <sup>†</sup>	8,783	31.9%
Apprenticeship Program	*	*
<b>Non-Bachelor's Subtotal:</b>	<b>27,524</b>	<b>100.0%</b>
Education	100	2.5%
Nursing	491	6.6%
Other	4,057	90.9%
<b>Bachelor's Subtotal:</b>	<b>4,648</b>	
<b>Grand Total</b>	<b>32,172</b>	<b>100.0%</b>

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

<sup>15</sup> Source: Florida State College at Jacksonville Annual Enrollment for students enrolled in a course (SR Rec. Types 1 and 6). Note: values match FLDOE FCS Fact Book Table 2.2T for total annual enrollment. Note: the 2019-20 unduplicated count for students served is 44,887.

<sup>16</sup> Source: Florida College System AA1A Verification Report Year: 2019-20: Term 1E-3E.

<sup>†</sup> Includes Advanced Technology Diploma, Career Certificates, Technical Certificates.



# Baccalaureate

## Baccalaureate Enrollment

**Table 10** shows baccalaureate degree enrollment percentages by program.

**Table 10.**

*Baccalaureate Enrollment by Program of Study (n=4,648 total)<sup>17+</sup>*

Program of Study	Count	Percent
Supervision and Management*	787	16.9%
Business Administration	854	18.4%
Human Services	634	13.6%
Information and Technology Management*	344	7.4%
Nursing	491	10.6%
Biomedical Sciences	259	5.6%
Computer Systems Networking and Telecommunications*	279	6.0%
Logistics*	220	4.7%
Public Safety Management*	152	3.3%
Financial Services	258	5.6%
Digital Media	151	3.2%
Communication and Media	119	2.6%
Early Childhood Education	100	2.2%
<b>Grand Total<sup>+</sup></b>	<b>4,648</b>	<b>100.0%</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: 2019-20: Term 1E-3E.

<sup>+</sup>The 2019-20 total represents a 2.9% increase compared to the prior year.

# Developmental Education

**Developmental Education** is instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction. Developmental Education may be delivered through a variety of strategies.<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://edstats.fldoe.org/portal%20pages/Documents/FCS%20Definitions.pdf>)

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



## Developmental Education Enrollment and Success by Course (2019-20)<sup>20+</sup>

Table 11.

Developmental Courses	Summer			Fall			Spring			Total 2019-20		
	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	108	76	70.4%	248	183	73.8%	129	99	76.7%	485	358	73.8%
MAT0022 - Essen. Math 1 & 2	127	77	60.6%	261	160	61.3%	255	144	56.5%	643	381	59.3%
MAT0028 - Elem. Algebra	345	221	64.1%	790	524	66.3%	528	346	65.5%	1,663	1,091	65.6%
<i>Mathematics Subtotal:</i>	580	374	64.5%	1,299	867	66.7%	912	589	64.6%	2,791	1,830	65.6%
REA0017 - Crit. Read. Strat.	106	86	81.1%	305	242	79.3%	209	159	76.1%	620	487	78.5%
REA0022 - Essen. Read 1 & 2	27	20	74.1%	103	75	72.8%	63	46	73.0%	193	141	73.1%
<i>Reading Subtotal:</i>	133	106	79.7%	408	317	77.7%	272	205	75.4%	813	628	77.2%
ENC0022 - Essen. Writing 1 & 2	30	24	80.0%	103	71	68.9%	89	59	66.3%	222	154	69.4%
ENC0025 - Essen. Writing 2	100	67	67.0%	282	211	74.8%	174	122	70.1%	556	400	71.9%
<i>Writing Subtotal:</i>	130	91	70.0%	385	282	73.2%	263	181	68.8%	778	554	71.2%
<b>Total</b>	<b>843</b>	<b>571</b>	<b>67.7%</b>	<b>2,092</b>	<b>1,466</b>	<b>70.1%</b>	<b>1,447</b>	<b>975</b>	<b>67.4%</b>	<b>4,382</b>	<b>3,012</b>	<b>68.7%</b>

<sup>20</sup> Source: FSCJ Campus Solutions (Oracle/Peoplesoft, accessed 4/12/21)

\* Note: An asterisk indicates a count less than 10. Compression is the only strategy used for 2018-19.

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



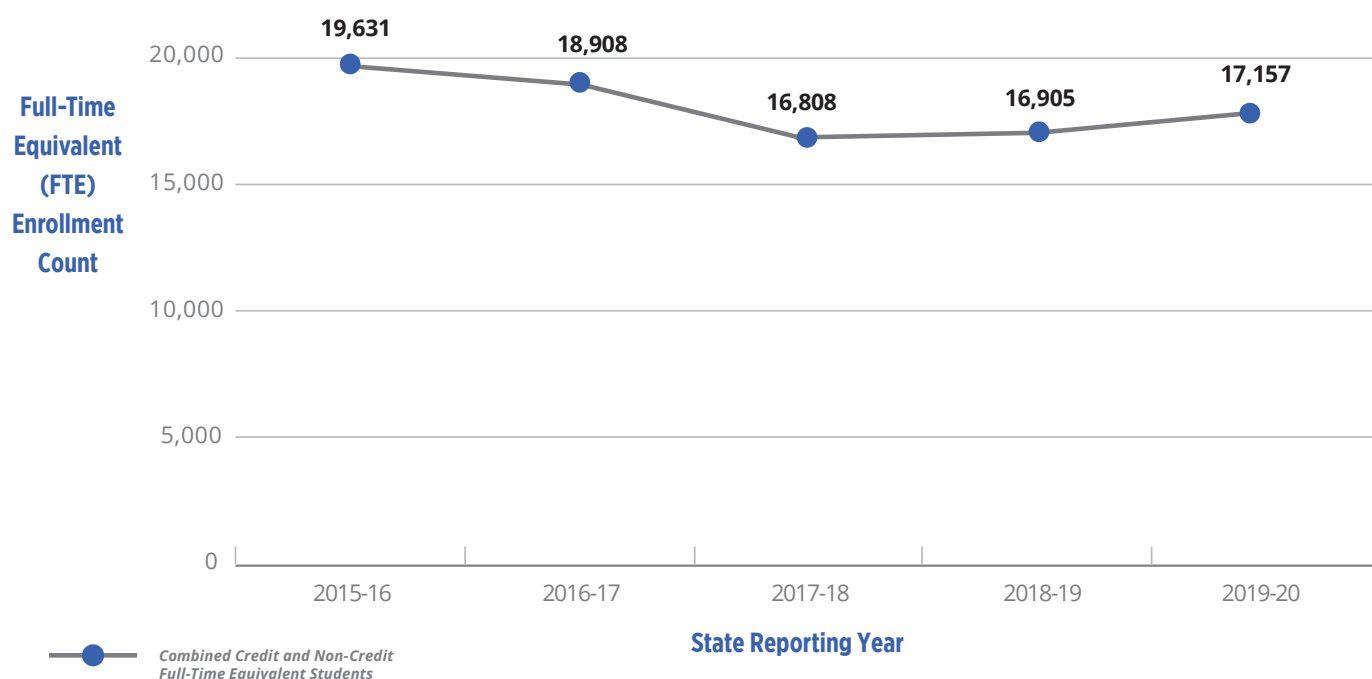
# Full-Time Equivalent

## FTE Credit and Non-Credit Enrollment

The Full-Time Equivalent (FTE) of students is a single value providing a meaningful combination of full-time and part-time students. The number of FTE students is calculated based on instructional credit and/or clock hours (e.g. 30 credit hours of enrollment in an academic year = 1 FTE.)<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 (2015-16 to 2019-20)*



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

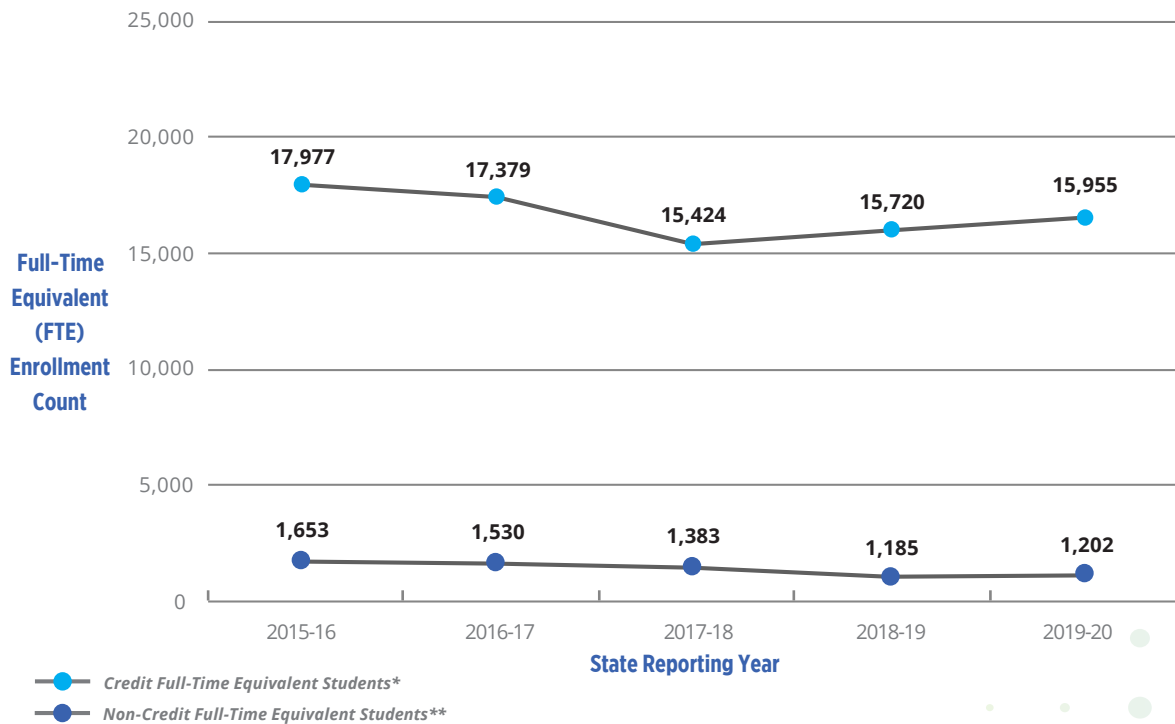
<sup>22</sup> Source: FLDOE (FCS) FTE-3 2019-20, FTE ENROLLMENT: FUNDED, LOWER AND UPPER DIVISION (CCTCMIS: FTECOL, CO3F29C - 07/09/2020 9:17 AM, FN30C3)



## FTE Funded

### Figure 10.

Combined (all credit types) FTE Student Enrollment (2015-16 to 2019-20)<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 2019-20, FTE ENROLLMENT: FUNDED, LOWER AND UPPER DIVISION (CCTCMIS: FTECOL, CO3F29C - 07/09/2020 9:17 AM, FN30C3)

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

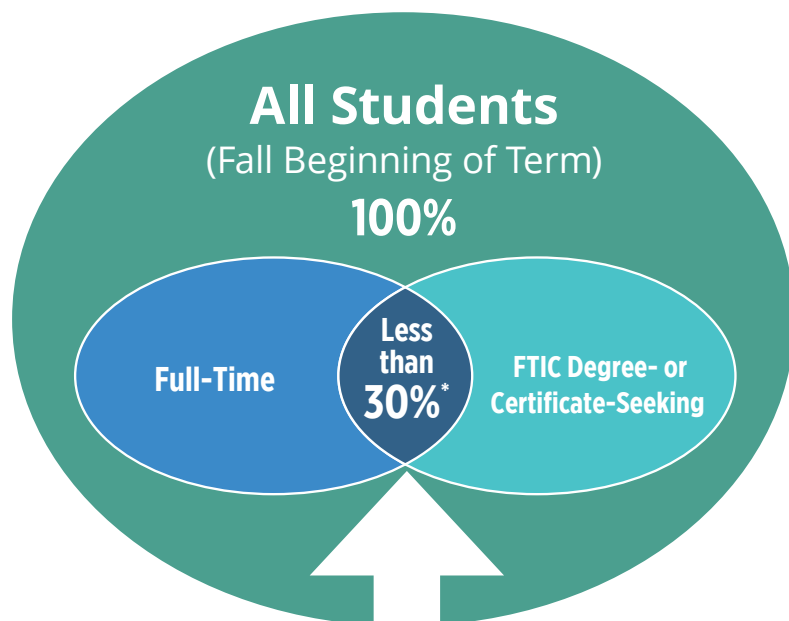
\*\* Non-credit includes Post-Secondary Adult Vocational, Adult Basic Education (ABD), Adult High School, GED® Preparation, Citizenship, Applied Academics for Adult Education (formerly VPI) and English for Academic Purposes (EAP).

# 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.*

**IPEDS Graduation Rate Survey (GRS)  
Cohort Students  
Figure 11.**

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

*\*For Fall 2019, 25 percent of entering students were counted as "full-time, first-time." Source IPEDS College Navigator (April 2021).*



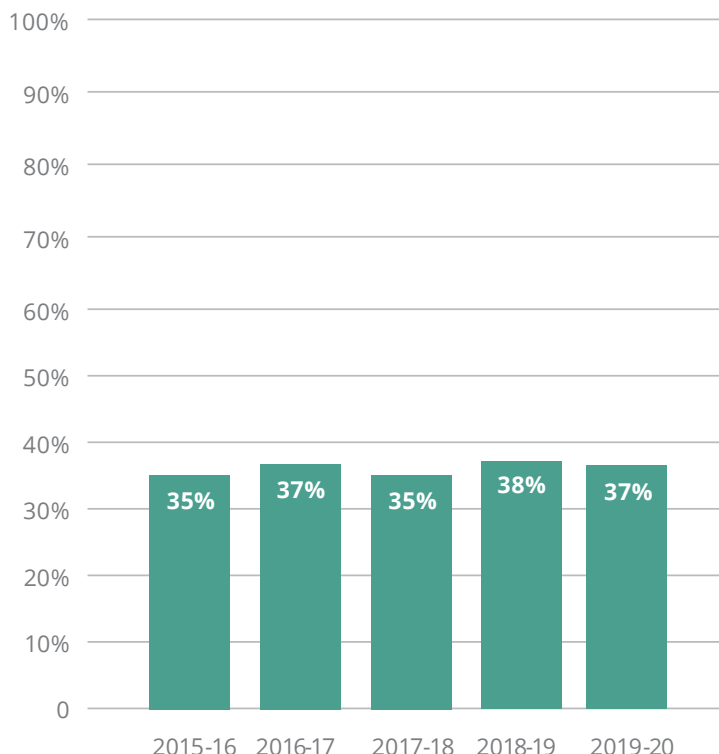
## FSCJ IPEDS Graduation Rates

**Figure 12** shows the graduation rate for FSCJ for IPEDS reporting year. The graduation rate has been consistently **above 30%** for the past five years.

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

**Figure 12.**

*IPEDS 150% Graduation Rates (2015-16 to 2019-20)*

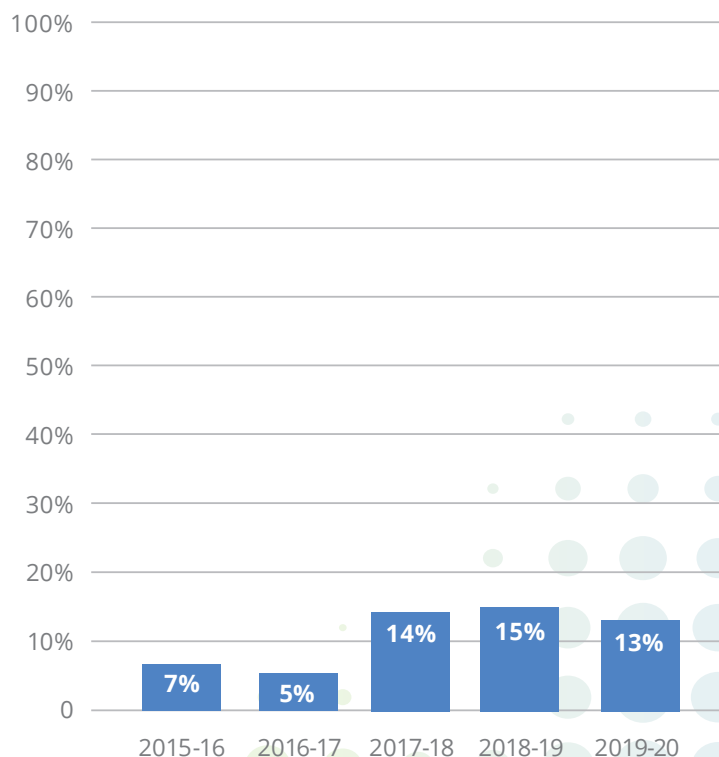


## FSCJ IPEDS Transfer-Out Rates

**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 (2015-16 to 2019-20)*



## Program Completions



# Program Completions

Award/Degree	Count
Associate in Arts (A.A.)	1,579
Educator Preparation Institute	*
Associate in Science (A.S.) (A.A.S.)	615
Certificates <sup>†</sup>	2,221
<b>Non-Bachelor's Subtotal:</b>	<b>4,418</b>
Education	19
Nursing	99
Other	464
<b>Bachelor's Subtotal:</b>	<b>582</b>
<b>Grand Total</b>	<b>5,000</b>

**Table 12.**

*Combined Credit Program Award Completions 2019-20*

A total of 5,000 completions were awarded in both lower division and upper division. As shown in **Table 12**, the majority of lower division completions were Associate in Arts degrees.<sup>24</sup>

<sup>24</sup> Source: Florida College System AA1A Verification Report Year: 2019-20 Term: 1E-3E.

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

<sup>†</sup> Includes Advanced Technology Diploma, Career Certificates, Technical Certificates.

## Educational and Economic Success of FSCJ Graduates<sup>24</sup>

**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	2,578	967	37.5%	53	2.1%	716	27.8%	1,741	67.5%
Associate in Science	1,013	70	6.9%	*	*	304	30.0%	378	37.3%
Bachelor's	836	23	2.8%	*	*	31	3.7%	55	6.6%

**Table 14.** *Employment and Continuing Education Status of FSCJ Graduates<sup>25</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	2,578	1,698	65.9%	1,183	45.9%	2,256	87.5%
Associate in Science	1,013	807	79.7%	313	30.9%	872	86.1%
Bachelor's	836	639	76.4%	47	5.6%	647	77.4%

<sup>25</sup> Source: FLORIDA EDUCATION & TRAINING PLACEMENT INFORMATION PROGRAM (FETPIP) for 2018-19 Completers. (1) Total number of students reported for follow-up to FETPIP with a valid SSN. (2) Of the Students Reported, the number of students found continuing their education at a Public University. (3) Of the Students Reported, the number of students found continuing their education at a Private University. (4) Of the Students Reported, the number found continuing their education at a Florida College. (5) Of the Students Reported, the number found employed in the October-December quarter of 2017. (6) Of the Students Reported, the number of students found Continuing Education and Found Employed. (7) Of the Students Reported, the number of students found Continuing Education or Found Employed.

\*2017 includes less than 10 unknown/not reported



# Employee Demographics





**Table 15** presents a five-year annual “snapshot” of employees by gender.<sup>26</sup> For 2020, there were 2,764 employees working at the College as of October 2020. Of these, 1,587 were female and 1,177 were male. **Tables 16 and 17** present additional employee breakdowns by race, ethnicity and temporary status. **Table 18** shows five-year employee counts and percentage for full-time and part-time employee status.

## Gender

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

Employee Gender	2016		2017*		2018		2019		2020	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Male	746	48.4%	1,091	40.5%	918	40.4%	1,121	43.1%	1,177	42.6%
Female	796	51.6%	1,600	59.4%	1,355	59.6%	1,477	56.9%	1,587	57.4%
<b>Total</b>	<b>1,542</b>	<b>100.0%</b>	<b>2,693</b>	<b>99.9%</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>

\*2017 includes less than 10 unknown/not reported

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

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

Employee Race and Ethnicity	2016		2017		2018		2019		2020	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
White	1,084	70.3%	1,629	60.5%	1,302	57.3%	1,576	60.7%	1,618	58.5%
Black	300	19.5%	684	25.4%	598	26.3%	640	24.6%	698	25.3%
Hispanic	67	4.3%	145	5.4%	150	6.6%	156	6.0%	190	6.9%
Multiracial	31	2.0%	103	3.8%	89	3.9%	93	3.6%	97	3.5%
Asian	50	3.2%	95	3.5%	69	3.0%	76	2.9%	87	3.1%
American Indian/Alaska Native	*	0.1%	*	0.1%	*	0.0%	*	0.0%	*	0.1%
Hawaiian/Pacific Islander	*	0.0%	*	0.1%	*	0.2%	*	0.0%	*	0.1%
Unknown	*	0.5%	31	1.2%	60	2.6%	55	2.1%	68	2.5%
<b>Total</b>	<b>1,542</b>	<b>100.0%</b>	<b>2,693</b>	<b>100.0%</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>

## Technology Delivery Indicator

**Table 17. Technology Delivery Indicator (Five-Year) Counts and Percentages**

Employee Status	2016		2017		2018		2019		2020	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Internet-Based	2,821	28.5%	2,798	30.4%	2,704	36.4%	5,291	63.8%	4,837	65.7%
None	7,085	71.5%	6,406	69.6%	4,716	63.6%	3,007	36.2%	2,520	34.3%
<b>Total</b>	<b>9,906</b>	<b>100.0%</b>	<b>9,204</b>	<b>100.0%</b>	<b>7,420</b>	<b>100.0%</b>	<b>8,298</b>	<b>100.0%</b>	<b>7,357</b>	<b>100.0%</b>

## Full-/Part-Time Status

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

Employee Status	2016		2017		2018		2019		2020	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full-Time	560	50.6%	1,383	54.9%	1,369	54.7%	1,366	54.9%	1,371	49.6%
Part-Time	982	49.4%	1,310	45.1%	904	45.3%	1,232	45.1%	1,393	50.4%
<b>Total</b>	<b>1,542</b>	<b>100.0%</b>	<b>2,693</b>	<b>100.0%</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>

<sup>26</sup> Source: FLDOE Comparative Frequencies T3E2018-19 SOURCE: PDB2015 - PDB2019, 3E SUBMISSION; CCTCMIS - COMPFREQ 06/12/2019 18:16:57

\* Category counts less than 10 are redacted

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

# Occupation and Academic Degrees

## Employee Occupations<sup>27</sup>

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

Occupation Activity Classification	2016		2017		2018		2019		2020	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Management	25	1.6%	115	4.3%	112	4.9%	129	5.0%	132	4.8%
Business and Financial Operations	8	0.5%	74	2.7%	66	2.9%	82	3.2%	87	3.1%
Computer Engineering and Science	5	0.3%	75	2.8%	67	2.9%	66	2.5%	62	2.2%
Community Service, Legal, Arts and Media	15	1.0%	135	5.0%	73	3.2%	56	2.2%	52	1.9%
Instruction	1,274	82.6%	1,051	39.0%	661	29.1%	1,163	44.8%	1,218	44.1%
Librarians	2	0.1%	38	1.4%	42	1.8%	28	1.1%	22	0.8%
Library Technicians	3	0.2%	21	0.8%	21	0.9%	21	0.8%	20	0.7%
Non-Postsecondary Teaching	169	11.0%	196	7.3%	180	7.9%	179	6.9%	181	6.5%
Service	2	0.1%	108	4.0%	116	5.1%	111	4.3%	96	3.5%
Office and Administrative Support	33	2.1%	513	19.0%	540	23.8%	465	17.9%	463	16.8%
Natural Resources, Construction and Maintenance	5	0.3%	139	5.2%	134	5.9%	128	4.9%	129	4.7%
Production, Transportation and Material	0	0.0%	5	0.2%	5	0.2%	3	0.1%	1	0.0%
Student Assistants	1	0.1%	223	8.3%	256	11.3%	167	6.4%	301	10.9%
<b>Total</b>	<b>1,542</b>	<b>100.0%</b>	<b>2,693</b>	<b>100.0%</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>

<sup>27</sup> Source: FLDOE Comparative Frequencies T3E2018-19 SOURCE: PDB2015 - PDB2019, 3E SUBMISSION; CCTCMIS - COMPFREQ 2021

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

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

# Employee Academic Degrees

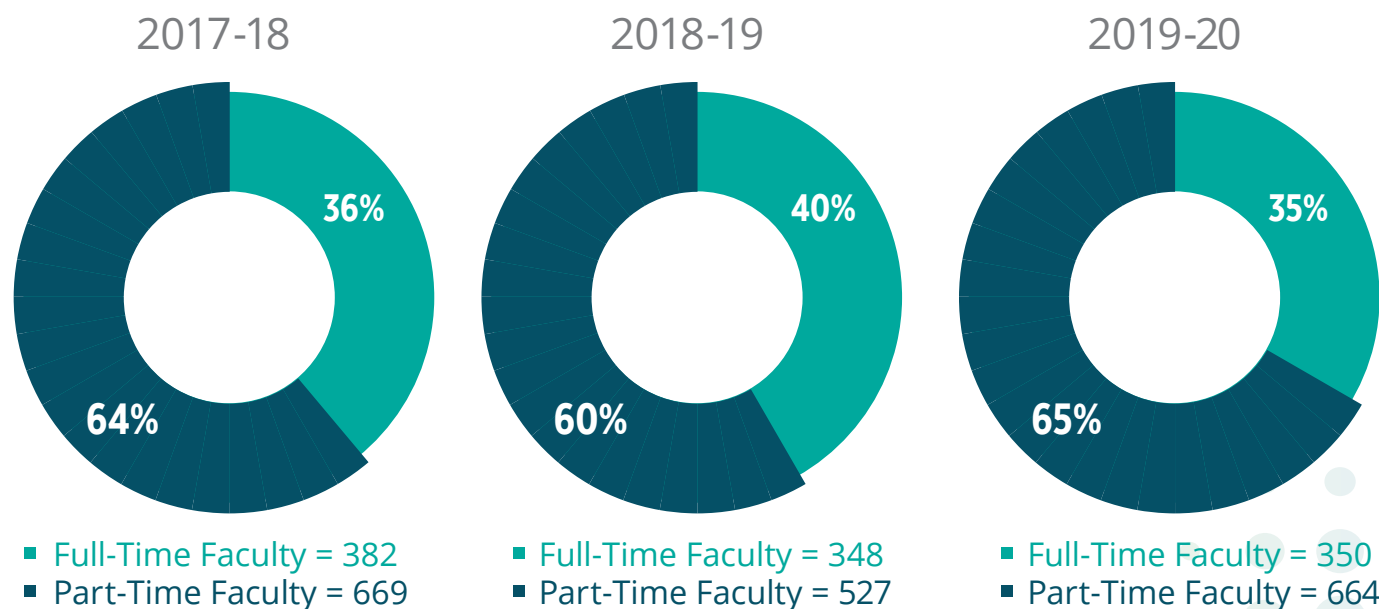
**Table 20.**

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

Academic Degree Type	2016		2017		2018		2019		2020	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Doctorate	342	22.2%	337	12.5%	232	10.2%	334	12.9%	340	12.3%
Specialist and Advanced Master's	11	0.7%	0	0.0%	6	0.3%	4	0.2%	5	0.2%
Master's	714	46.3%	810	30.1%	574	25.3%	794	30.6%	815	29.5%
Bachelor's	220	14.3%	415	15.4%	375	16.5%	386	14.9%	417	15.1%
Associate	89	5.8%	214	7.9%	230	10.1%	239	9.2%	227	8.2%
Less than Associate	0	0.0%	26	1.0%	190	8.4%	279	10.7%	459	16.6%
Other	112	7.3%	0	0.0%	0	0.0%	8	0.3%	8	0.3%
Unknown/ Not Applicable	54	3.5%	891	33.1%	666	29.3%	554	21.3%	493	17.8%
<b>Total</b>	<b>1,542</b>	<b>100.0%</b>	<b>2,693</b>	<b>100.0%</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>

**Figure 14.**

## Instructional Staff Composition<sup>28</sup>



<sup>28</sup>Source: 2019-20 IPEDS Human Resources Survey

# Facilities Utilization, Descriptions and Valuation

**Table 21** contains a summary of College facilities' measures and values. The College had 48% utilization for classrooms and 55% utilization for labs in Spring 2020. The state standard is 60% for classrooms and 80% for labs. The College took utilization into account on a campus level to determine appropriateness of proposed remodeling and to establish priorities.

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

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

**Table 21.**  
**Facilities Statistics**  
(Sites, Acreage, Buildings, Valuation) (2019-20)<sup>29</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***	\$611,332,307
Content Values***	\$46,980,238
Combined Values***	\$658,312,545

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

<sup>29</sup>Source: FSCJ Facilities (received 04/26/21).







# Campus and Center Locations and Descriptions

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

## 1 Downtown Campus and Administrative Offices<sup>30</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 Advanced Technology Center**, adjacent to the Downtown Campus buildings, houses the programs geared to high-wage, high-skill technical fields such as automotive technician, diesel technician, construction management, building trades and welding. This facility is a technology rich and service-driven educational venue for employers looking to host professional development opportunities for their employees in an optimal training environment with state-of-the-art labs and smart seminar rooms.



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

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

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

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





- 2 Kent Campus** was completed in 1979. It has eight buildings with over 414,000 GSF on approximately 38 acres. Kent Campus serves the western and southwestern areas of Duval County. The campus is part of the Riverside-Avondale Historic District and faces a major thoroughfare, Roosevelt Boulevard, that connects the town of Orange Park with downtown Jacksonville. Kent Campus continues to grow our Science, Technology, Engineering and Math (STEM) programs, as well as Bachelor of Science programs in Business Administration, Supervision and Management, and Financial Services. As these programs grow, Buildings A, C and F science labs will be upgraded and outdated lab space will be renovated into general classroom space.



- 3 North Campus** opened in the late 1970s. It has 23 buildings with over 460,000 GSF on 160 acres. The campus serves northern and northwestern Duval County and much of Nassau County. Except for a few areas in the western end of campus where some wetlands exist, there are no insurmountable deterrents to development. The most recently constructed building, the Criminal Justice Center (CJC), was completed in June 2000. Recent renovations include an innovative medical simulation center, virtual reality lab, radiography lab and respiratory therapy lab. Proposed renovation projects are part of ongoing efforts to modernize facilities in addition to improving building energy efficiency. North Campus is also home to several sports teams, including softball and baseball.



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



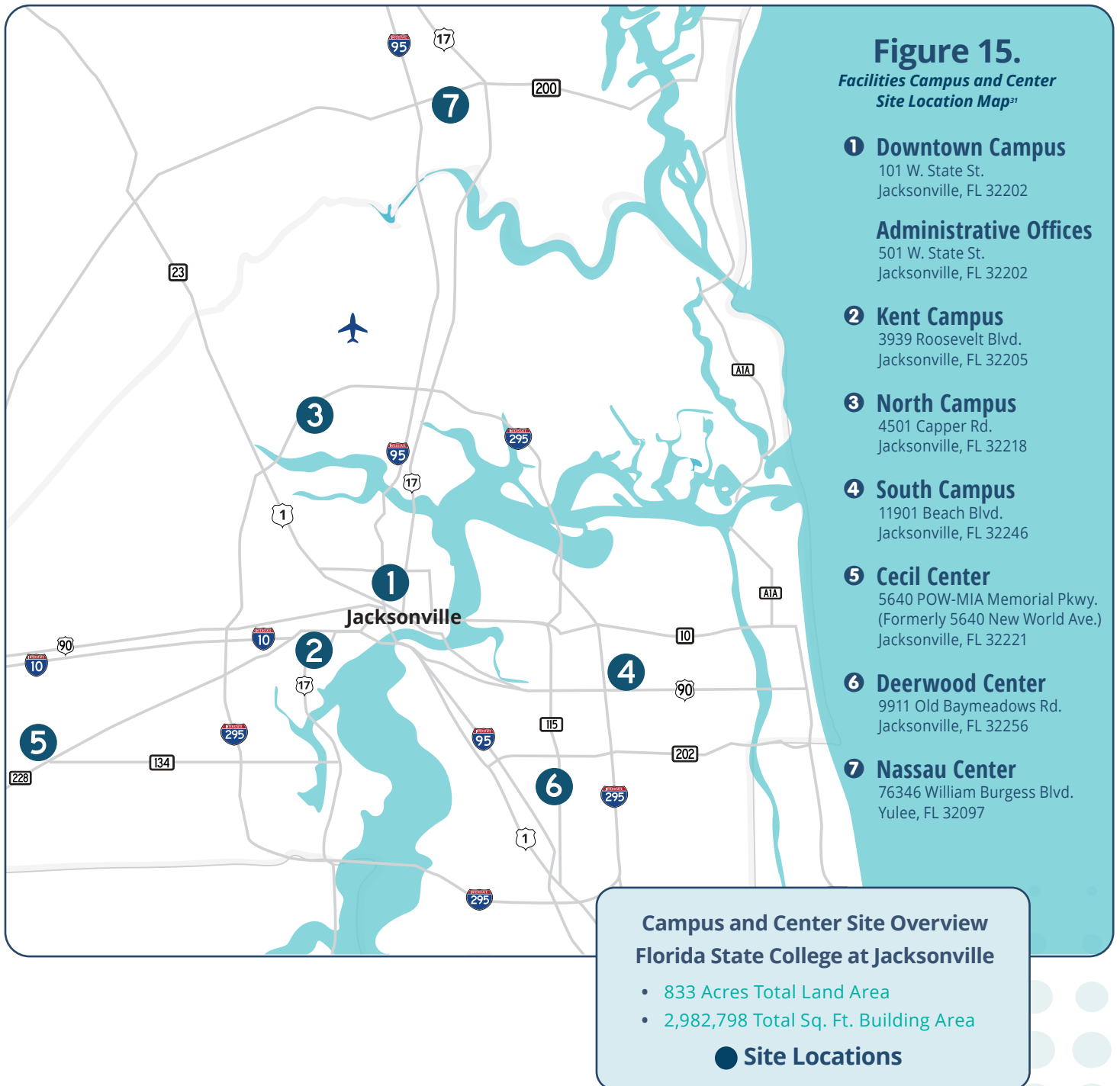
- 6 Deerwood Center** was acquired in April 1994. The center consists of an instructional and student support service building with approximately 280,000 GSF of academic space and a 500-space parking garage on 14 acres. It provides a full range of academic programs and houses FSCJ Online. Since the first phase of remodeling was completed in 2000, the facility has experienced rapid growth in enrollment. To meet this new demand, the College acquired the balance of the retail space in the mall and constructed the parking garage. The additional space was remodeled in 2009, providing additional instruction space along with an Information Learning Commons. In 2010, the final phase of the project remodeled the vacated backfill areas.



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



# Location Map



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

# Revenue and Expenses

Table 22.  
Statement of Net Position<sup>32</sup>

Assets	COLLEGE	COMPONENT UNIT
<b>Current Assets:</b>		
Cash and Cash Equivalents	\$10,481,252	\$953,821
Restricted Cash and Cash Equivalents	\$13,778,101	\$535,720
Investments	\$11,565,163	-
Restricted Investments	\$1,062	-
Accounts Receivable, Net	\$6,144,000	-
Pledges Receivable, Net	-	\$150,000
Notes Receivable, Net	\$300,639	-
Due from Other Governmental Agencies	\$2,044,096	-
Due from Component Unit	\$207,341	-
Due from College	-	\$2,581,905
Inventories	\$12,749	-
Prepaid Expenses	\$1,713,710	\$48,134
<b>Total Current Assets</b>	<b>\$46,248,113</b>	<b>\$4,269,580</b>
<b>Noncurrent Assets:</b>		
Restricted Cash and Cash Equivalents	\$6,562,477	-
Investments	\$4,523,317	\$53,572,049
Restricted Investments	\$26,236,675	-
Prepaid Expenses	\$19,343	-
Pledges Receivable, Net	-	\$175,481
Depreciable Capital Assets, Net	\$188,884,674	-
Nondepreciable Capital Assets	\$35,029,884	-
<b>Total Noncurrent Assets</b>	<b>\$261,256,370</b>	<b>\$53,747,530</b>
<b>TOTAL ASSETS</b>	<b>\$307,504,483</b>	<b>\$58,017,110</b>
<b>Deferred Outflow of Resources</b>		
Deferred Amounts Related to Pensions	\$27,144,939	-
Deferred Amounts Related to Other Postemployment Benefits	\$117,274	-
<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	<b>\$27,262,213</b>	<b>-</b>
<b>Liabilities</b>		
<b>Current Liabilities:</b>		
Accounts Payable	\$6,181,638	-
Salary and Payroll Taxes Payable	\$9,049,372	-
Retainage Payable	\$1,723,738	-
Due to College	-	\$141,661
Unearned Revenue	\$1,990,716	\$2,896,560
Estimated Insurance Claims Payable	\$455,601	-
Deposits Held for Others	\$5,889,031	\$85,535
<b>Long-Term Liabilities - Current Portion:</b>		
Bonds Payable	\$87,000	-
Capital Lease Payable	\$1,254,104	-
Special Termination Benefits Payable	\$5,317	-
Compensated Absences Payable	\$3,551,589	-
Other Postemployment Benefits Payable	\$117,274	-
Net Pension Liability	\$525,390	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>\$30,830,770</b>	<b>\$3,123,756</b>

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

<sup>32</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, 2019..



**Table 23.**  
**Functional Distribution of Operating Expenses**

*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	\$58,391,658
Public Services	\$17,243
Academic Support	\$25,441,281
Student Services	\$19,642,617
Institutional Support	\$23,289,163
Operation and Maintenance	\$24,036,484
Scholarships and Waivers	\$33,320,710
Depreciation	\$13,051,048
Auxiliary Enterprises	\$962,664
<b>Total Operating Expenses</b>	<b>\$198,152,868</b>

**Table 23.** College operating expenditures are presented categorically. Total annual operating cost for the College was \$198,152,868. For the fiscal year ending June 30, 2019, as shown the functional classifications include<sup>33</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.

<sup>33</sup> Source: Florida Auditor General Report No. 2019-1299 for Fiscal Year Ended June 30, 2019.

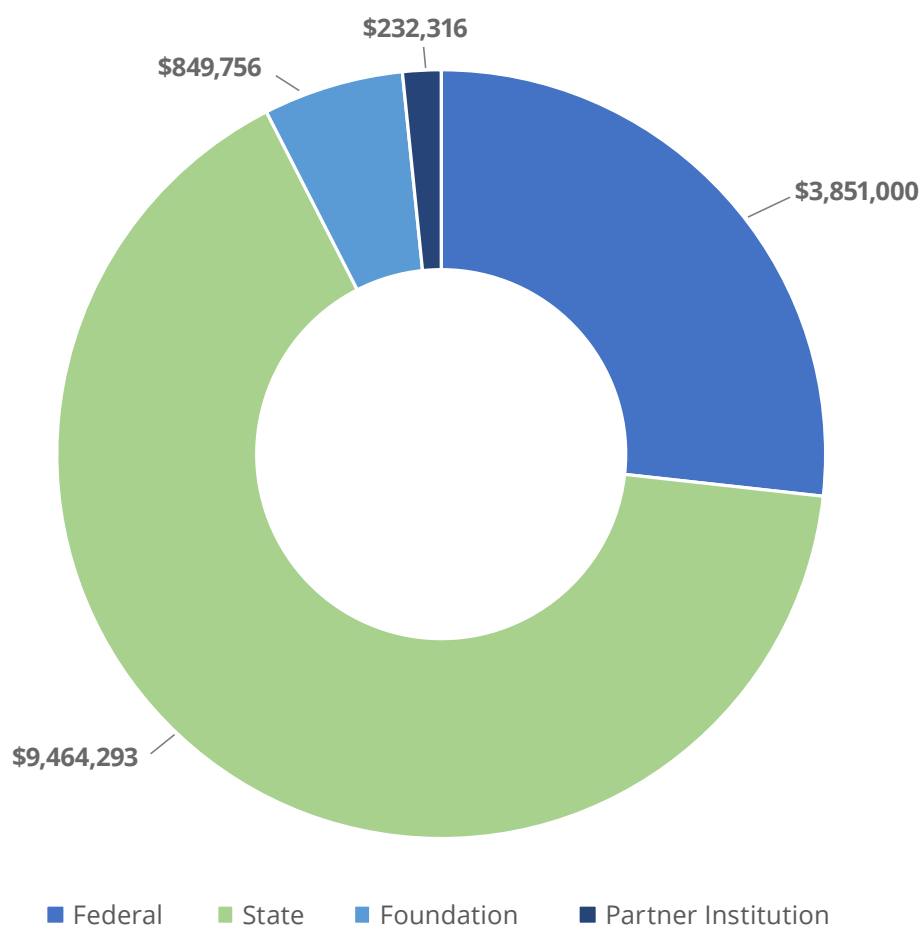
## Resource Development (Grants)

### FSCJ Grant Awards Summarizing 2019-20

Resource Development received \$14.4 million in grants for the College during the period between July 1, 2019 and June 30, 2020. The majority of awards, or 65.7%, came from state funding agencies. Federal agencies provided 26.7% of the award total, with 5.9% coming

from corporate and private foundations. Projects in which the College is a sub awardee, with another institution serving as the project lead, account for 1.6% of the total.

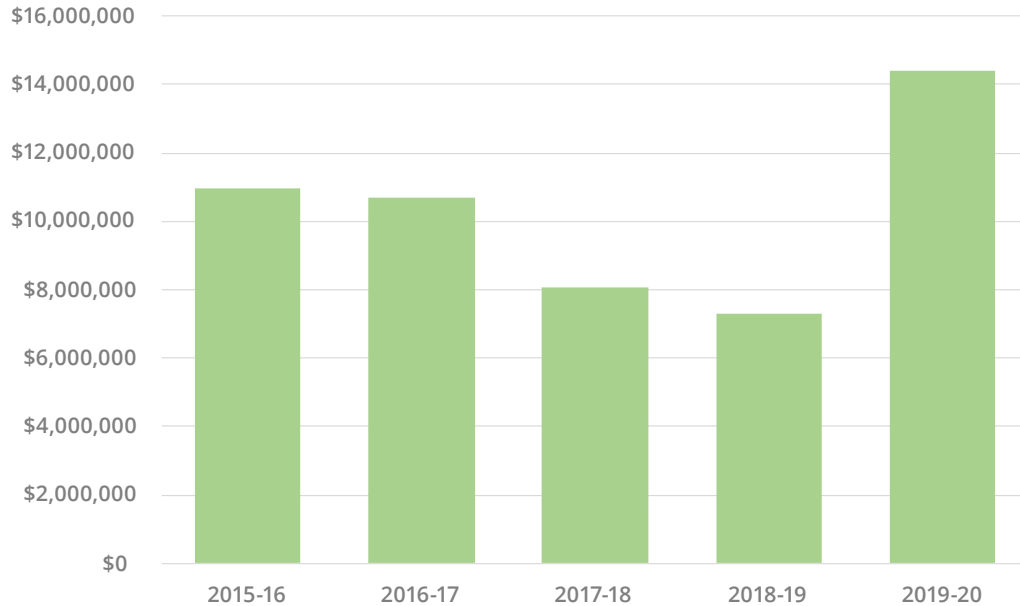
**Figure 16.**  
**FSCJ Grant Award by Funding Source 2019-20**





## Figure 17. Total FSCJ Funding by Fiscal Year

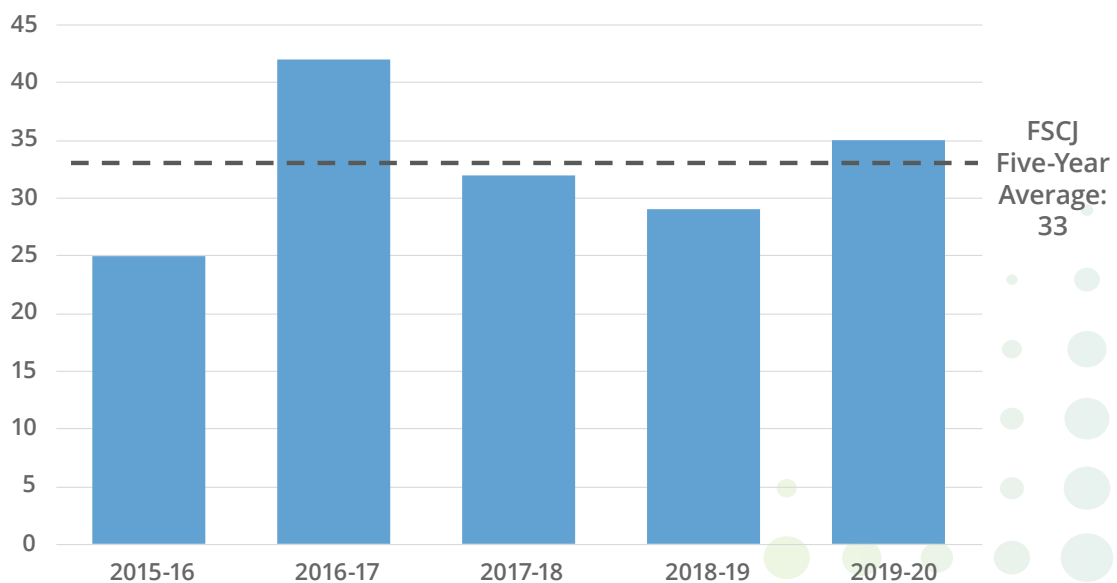
The FSCJ Resource Development department has averaged \$10.3 million in annual awards since July 2015.



## FSCJ Grant Activity Summarizing 2019-20

In 2019-20, 35 proposals submitted by the department were funded, near the five-year average of 33 awarded proposals per year.

## Figure 18. Number of Grants Funded by Fiscal Year



# Resource Development (Grants)

## FSCJ Grant Photo Album

### GEAR UP Virtual Session



### Instrumentation & Control Technology Center

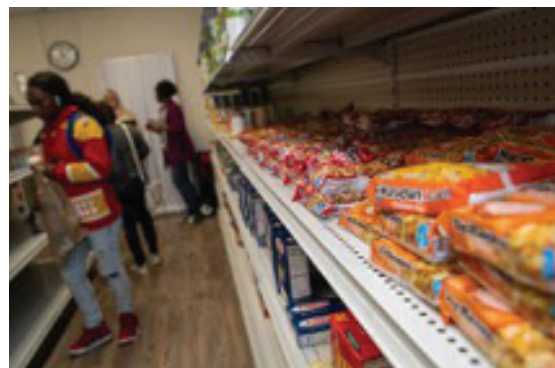




## Stepping Stones



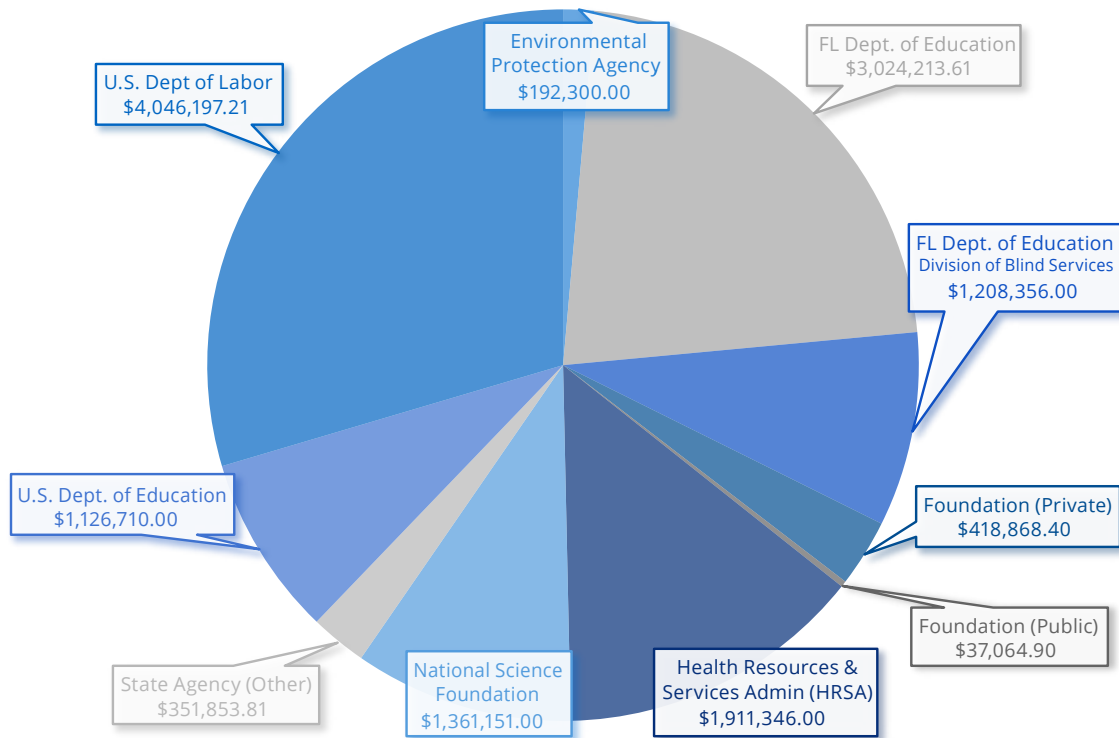
## Helping Out People Everyday (H.O.P.E.) Food Pantry



# Resource Development (Grants)

**Figure 19.**  
**Project Management**

During the 2019-20 academic year, the Resource Development department managed 33 active projects, comprising both new awards and multi-year grants awarded prior to, but continuing after July 1, 2019. The value of projects managed by the department is depicted below, by funding agency for multiple awards or otherwise by type of funder.



**Table 24. FSCJ Awarded Grants, Projects and Descriptions 2019-20**

FUNDING AGENCY	PROJECT TITLE	TOTAL AWARD
Florida Department of Education	Adult General Education	\$1,209,313
<i>Funds allow the College to assist adults in completing high school or obtaining an equivalent credential.</i>		
U.S. Department of Education	CARES Act Funds	\$711,841
<i>FSCJ was awarded this amount as part of the U.S. Department of Education's COVID-19 response through the Coronavirus Aid, Relief &amp; Economic Security (CARES) Act.</i>		
Kids Hope Alliance	CareerConnect	\$250,000
<i>Boosts education, certification and employment opportunities for Duval County youths ages 16-21.</i>		



FUNDING AGENCY	PROJECT TITLE	TOTAL AWARD
Florida Department of Education	Carl D. Perkins Postsecondary, Section 132	\$1,518,350
<i>This program aims to more fully develop the academic and career and technical skills of students in Career and Technical Education courses.</i>		
Florida Foundation for Economic Education	Center for Economic & Financial Education (CEFE)	\$20,000
<i>The College's Center for Economic and Financial Education conducts professional development training programs on personal finance topics for K-12 educators.</i>		
U.S. Department of Education	Child Care Access Means Parents In Schools (CCAMPIS)	\$115,139
<i>Provides child care tuition scholarships for eligible students.</i>		
Florida Department of Children & Families	Child Care Training	\$27,500
<i>Under this grant, the College provides non-credit child care training services.</i>		
Florida Department of Education	College Reach-Out Program (CROP)	\$97,655
<i>CROP is designed to strengthen educational motivation of middle and high school students and their preparation for postsecondary education.</i>		
Florida Department of Agriculture	CROP Summer Food Program	\$3,000
<i>Provides breakfast and lunch to students in the summer college preparatory program.</i>		
National Science Foundation	DataTec: Meeting Industry Needs Through A Two-Year Data Science Technician Education Program	\$566,953
<i>A major objective of this multi-year Advanced Technological Education (ATE) project is to develop an A.S. degree in Data Science Technology with two embedded technical certificates containing industry-recognized credentials.</i>		
Florida Department of Economic Opportunity	Duval County Workforce Recovery Training Program	\$1,525,379
<i>This project provides workforce training in construction to 300 low-income residents.</i>		
U.S. Department of Defense, National Security Agency	Florida C-CURE (Florida Capacity in CybersecURity Education)	\$148,820
<i>Enhances cyber skills and STEM knowledge for students.</i>		
National Science Foundation, through Florida A&M University	Florida-Georgia Louis Stokes Alliance for Minority Participation	\$14,000
<i>Supports greater participation in STEM programs by underrepresented minority students.</i>		
U.S. Department of Education, through Duval County Public Schools	GEAR UP BELIEF	\$137,205
<i>FSCJ hosts Saturday Sessions and college visits for high school students in this program administered by Duval County Public Schools.</i>		
National Science Foundation	Industry 4.0	\$555,507
<i>This is a multi-year ATE project that will integrate Industry 4.0 technologies into the Automation, Robotics, Mechatronics and Engineering Technology associate degree programs at FSCJ and our partner, College of Lake County in Illinois.</i>		
Florida Department of Education	Integrated English Literacy & Civics Education (IELCE)	\$134,047
<i>Students in the English for Speakers of Other Languages program receive literacy instruction and courses in civics.</i>		
SunTrust Foundation	Lighting The Way	\$75,000
<i>This award is applied toward the College's Center on Economic and Financial Education (CEFE).</i>		
Health Resources & Services Administration (HRSA), through Lutheran Services of Florida	Lutheran Services of Florida & FSCJ Partnership: Behavioral Workforce Enhancement Training Program	\$36,200
<i>This joint project with Lutheran Services of Florida (LSF) will develop curriculum for an online course on Integration of Primary Care and Behavioral Health Care.</i>		

## SECTION 7: FINANCE

FUNDING AGENCY	PROJECT TITLE	TOTAL AWARD
Northeast Florida Area Health Education Council	NEFAHEC Tobacco-Free Project	\$1,500
<i>Funds education-related activities about tobacco hazards and smoking cessation services.</i>		
Florida Department of Economic Opportunity	Northeast Florida FinTech Initiative	\$3,674,392
<i>This is a partnership with St. Johns River State College to develop a regional talent pipeline in Financial Technology (FinTech).</i>		
Northeast Florida Library Information Network	Open Educational Resources Textbook Course Reserves and Collection	\$10,000
<i>This project encourages development and use of Open Educational Resources as course texts.</i>		
Florida Department of Education	Perkins Rural & Sparsely Populated	\$64,849
<i>The College collaborates with the Nassau County School District in this grant, which is used to enhance career and technical education classes at the Nassau Center.</i>		
Scheidel Foundation	Scheidel Emergency Assistance Fund	\$40,000
<i>Provides non-repayable grants to students for approved emergency expenditures.</i>		
Scheidel Foundation	Scheidel Foundation Gift Agreement	\$55,290
<i>This grant covers the salary of a full-time Career Specialist who maintains regular contact with Scheidel Scholars at the College.</i>		
Health Resources & Services Administration (HRSA)	Scholarships for Disadvantaged Students	\$847,800
<i>Provides scholarships for educationally and economically disadvantaged students in the Associate Degree in Nursing (ADN) program.</i>		
Private Donor	Stepping Stones Program Fund	\$381,966
<i>Utilization of innovative, accelerated workforce training strategies, to allow trainees to obtain employment in high-level, high-growth and high-wage careers in fields such as Information Technology, Logistics and Health Care.</i>		
U.S. Department of Education	Talent Search – Urban Core Jacksonville	\$307,972
<i>Provides a range of services to low-income, potential first-generation college students at high schools in Jacksonville's urban core.</i>		
U.S. Department of Education	Talent Search JAX	\$307,745
<i>Provides a range of services to low-income, potential first-generation college students in targeted middle and high schools on the Southside of Jacksonville.</i>		
TIAA Bank	TIAA Bank Charitable Contribution Program	\$10,000
<i>Funds are used for student scholarships.</i>		
TIAA Bank	TIAA Bank COVID-19 Response Efforts	\$6,000
<i>Funds will be applied toward computers and Internet access for students whose courses have migrated online due to the COVID-19 crisis.</i>		
U.S. Department of Education	Transition Program for Students with Intellectual Disabilities (TPSID)	\$64,237
<i>FSCJ is part of a consortium focusing on expansion of the number of inclusive postsecondary education programs on campuses across Florida for students with intellectual disabilities.</i>		
U.S. Department of Education	TRIO SSS Health Sciences: Changing Lives, One Student at a Time	\$253,032
<i>Decrease barriers for low-income, first-generation-in-college students and/or students with disabilities who wish to pursue certificate or A.S. degree programs in Health Sciences and STEM.</i>		
Florida Department of Education, Division of Blind Services	Vision Education Rehabilitation Center (VERC) Adult Population	\$33,600
<i>Training in independent living skills for visually impaired adults younger than 55.</i>		
Florida Department of Education, Division of Blind Services	Vision Education Rehabilitation Center (VERC) Older Blind	\$231,000
<i>Training in independent living skills for visually impaired adults 55 and older.</i>		

FUNDING AGENCY	PROJECT TITLE	TOTAL AWARD
Florida Department of Education, Division of Blind Services	Vision Education Rehabilitation Center (VERC) Vocational Rehabilitation/Transition Services	\$945,208
<i>VERC provides transition services to enhance core competencies for middle and high school students who are blind or have visual impairments, and vocational rehabilitation to assist visually impaired students in being successful in competitive, integrated employment.</i>		
University of Central Florida Mini-Grant	Vocational and Employment Readiness Training in Comprehensive Adult Learning (VERTICAL)	\$16,874
<i>The VERTICAL program at FSCJ offers a postsecondary experience for students with intellectual disabilities in northeast Florida, and this funding is being used to bolster the project's transition support model.</i>		
	<b>TOTAL</b>	<b>\$14,397,374</b>

## Financial Aid

**Table 25.**  
**Types of Financial Aid Awarded 2019-20<sup>34</sup>**

In 2019-20, FSCJ distributed over \$90 million in financial assistance. Typically, a student receives multiple types of financial aid. Grants and scholarships are funds that do not have to be repaid.

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

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

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

Scholarship money is based upon the nature of the scholarship (merit-based, need-based, athletic, etc.) FSCJ awarded more than \$4 million in scholarships. The state of Florida's Bright Futures Scholarship<sup>35</sup> provides money to students with meritorious high school academic achievement and awarded over \$600,000 to FSCJ.

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

Award Type	Amount	Percentage of Total Award Amount	Award Count
Grants	\$47,758,012	51.8%	31,422
Loans	\$40,595,335	44.1%	15,893
Scholarships	\$2,600,889	2.8%	2,573
Student Employment	\$1,162,792	1.3%	465
<b>Total Financial Aid Awarded</b>	<b>\$92,117,028</b>	<b>100.0%</b>	<b>50,353</b>

<sup>34</sup> Source: Florida College System Annual Financial Aid Counts, 2019-20 Verification Report (T4E).

<sup>35</sup> Florida Bright Futures total is the sum of the following aid types: 302 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FAS \$170,603.40, 303 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FMS \$419,342.76 and 304 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FGVS \$15,636

# FSCJ Foundation Overview<sup>36</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 that policies continue to reflect the appropriate expectations, goals and objectives of the Foundation.

## Endowment Investment Policy Objectives

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

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

## What is an Endowment?

The Foundation maintains three types of endowment funds:

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

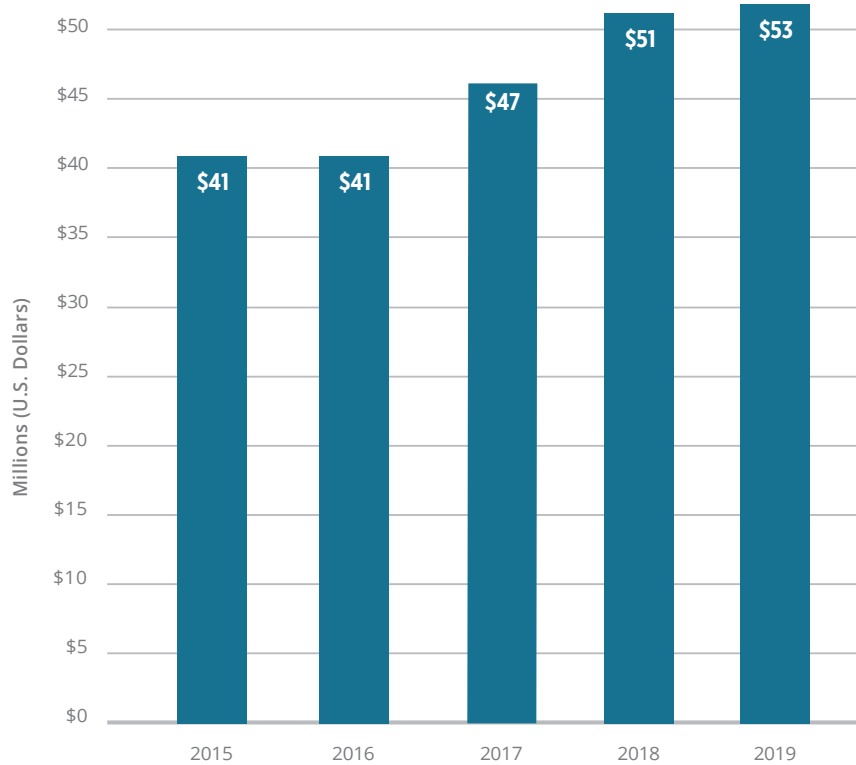
In order to preserve the purchasing power of both principal and withdrawals made available for spending, the long-term annualized total rate of return objective for the Foundation is inflation plus five percent (5%) to preserve the real purchasing power of the Foundation and to provide ongoing support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

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

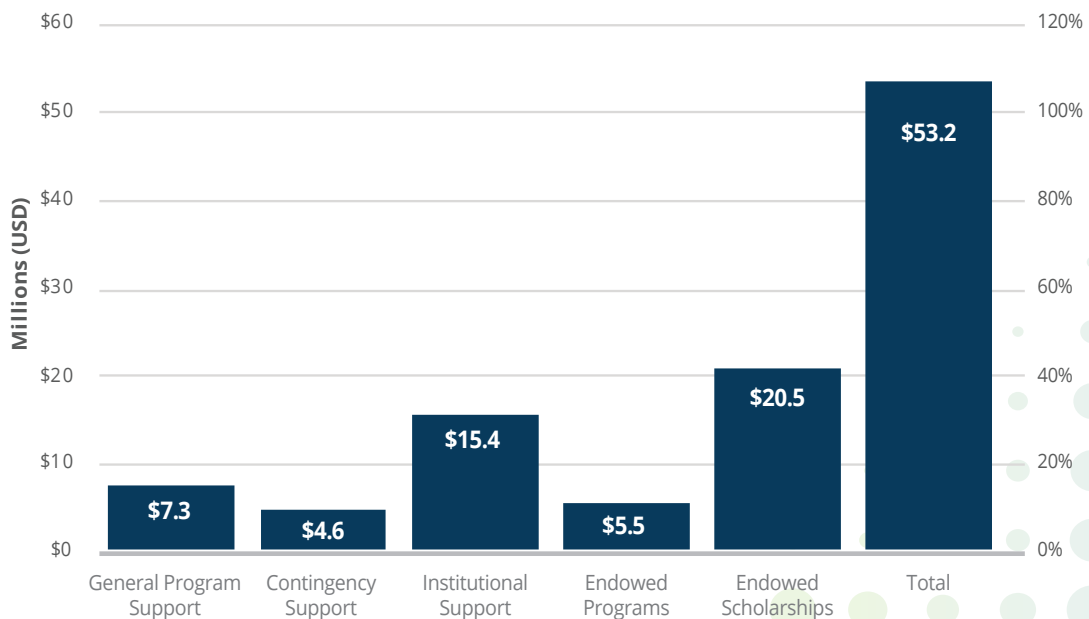
<sup>36</sup> Source: All information and text in this section provided by the FSCJ Foundation.



**Figure 20.**  
**FSCJ Endowed and Quasi-Endowed  
 Balance Trends (2015-19)**



**Figure 21.**  
**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.

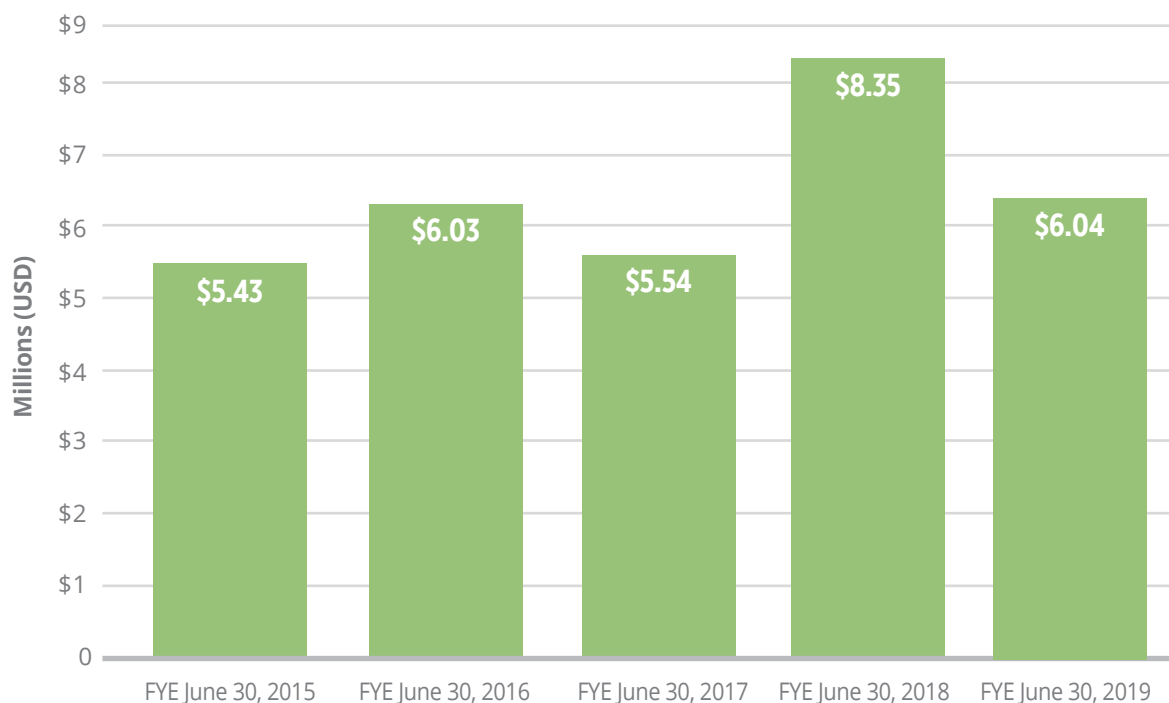
Originally developed as a vehicle for making the arts more accessible for students, FSCJ Artist Series has become the primary source for professional productions in northeast Florida and southeast Georgia. FSCJ Artist Series brings blockbuster Broadway shows and renowned cultural programming

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 22.**  
**FSCJ Artist Series Operating Revenue**  
**From Performing Arts Events (Five-Year Trend)**



# Foundation Board of Directors<sup>37</sup>

## Foundation Board of Directors Officers

<b>Chair</b>	<b>Ms. Velma Monteiro-Tribble</b> <i>Director, Grants and Programs Florida Blue Foundation</i>
<b>First Vice Chair</b>	<b>Mr. Brian Parks</b> <i>Florida Market President, Ameris Bank</i>
<b>Second Vice Chair</b>	<b>Mr. Brent Lister</b> <i>First Florida Credit Union, President and CEO</i>
<b>Immediate Past Chair</b>	<b>Ms. Martha E. Barrett</b> <i>Senior Vice President, Enterprise Business and Community Engagement Bank of America</i>
<b>Treasurer</b>	<b>Mr. Wilson S. Studstill</b> <i>Senior Vice President, Investments Raymond James &amp; Associates</i>
<b>Secretary</b>	<b>Mr. Danny Berenberg</b> <i>giftcounsel.com</i>

## Foundation Board of Directors

### **Dr. John Avendano**

*College President, FSCJ*

### **Dr. Jennifer Brown**

*District Board of Trustees Liaison, FSCJ*

### **Dr. Maggie Cabral-Maly**

*Retired-Former South Campus President, FSCJ*

### **Ms. Nancy Chartrand**

*The Chartrand Foundation*

### **Mr. Robert P. Cook**

*President, Great South Timber & Lumber, LLC*

### **Mr. Michael Corrigan**

*President and CEO, Visit Jacksonville*

### **Mr. Jeff Edwards**

*Chief Financial Officer, Beaver Street Foundation*

### **Ms. Valerie Hendriex Jenkins**

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

### **Mr. Erwin Lax**

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

### **Ms. Emily Lisska**

*Board of Directors, Florida Historical  
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<sup>37</sup> Source: Florida State College at Jacksonville Foundation Board of Directors provided by Foundation 3/7/21.

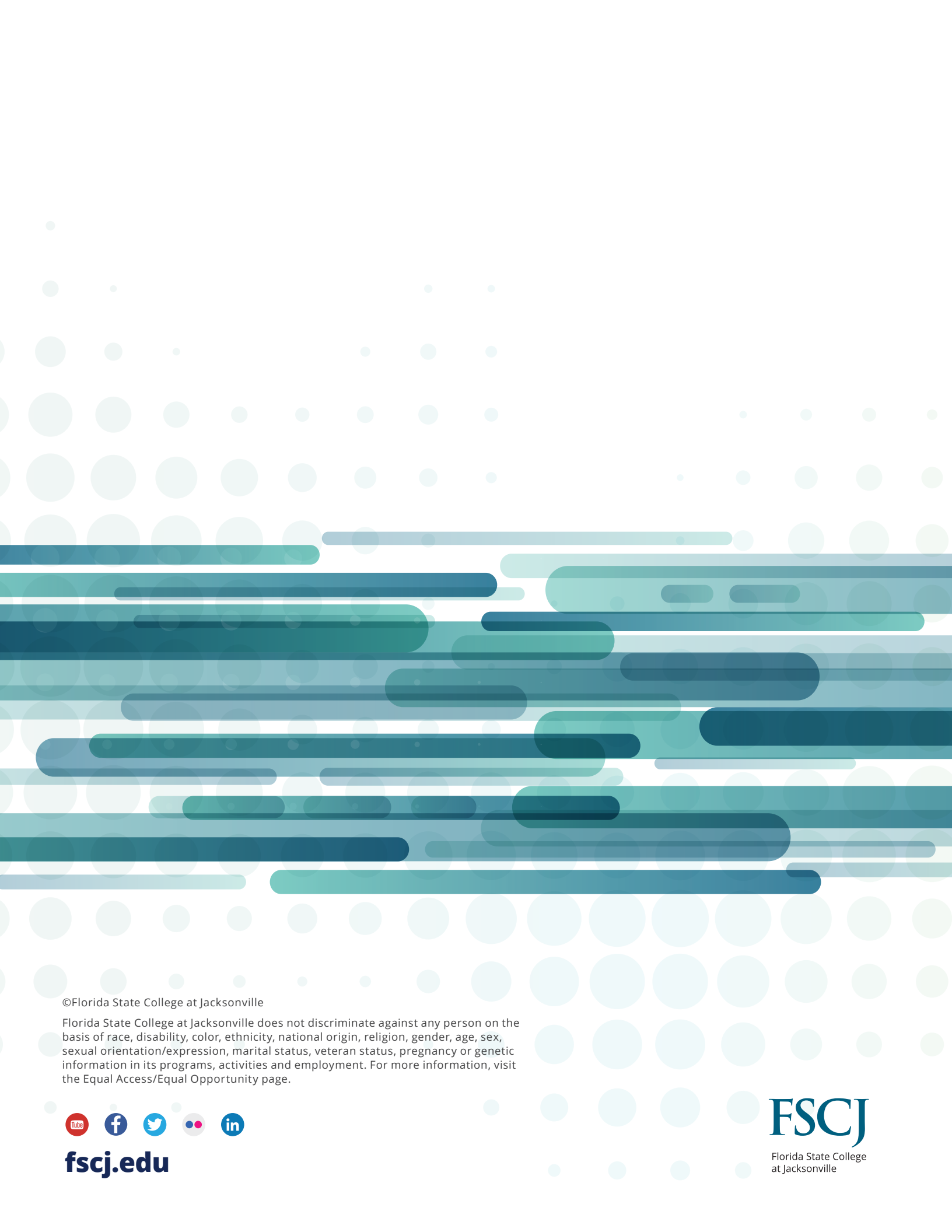
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