



FACT BOOK

2023-24

FSCJ

Florida State College
at Jacksonville



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.

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Purpose

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

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¹ Membership as of 5/22/25. For additional information, see fscj.edu/discover/governance-administration/college-president/executive-leadership.

² Membership as of 5/22/25. For additional information, see 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).

FSCJ
Florida State College
at Jacksonville

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1

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.

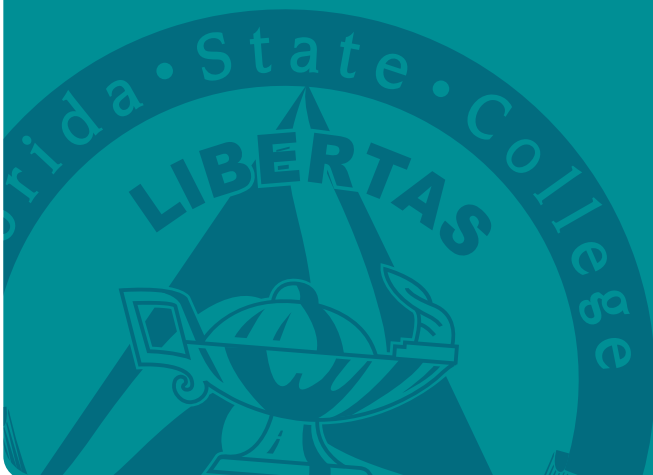
In 2009, FCCJ announced the name by which it is known today – Florida State College at Jacksonville. From an initial enrollment of 2,610 students in fall 1966, FSCJ now serves more than 40,000 students annually.

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.



1

Strategic Priorities: Transforming Tomorrow³

The College is in the process of finalizing the 2025-28 strategic plan, titled Transforming Tomorrow: A Strategic Vision for FSCJ. The plan was created through comprehensive engagement with both internal and external stakeholders. Goals have been created for each of the five priorities and strategies and targets were finalized in spring 2025.

Transforming Tomorrow Strategic Priorities

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

1

Enrollment:

Increase access to and participation in postsecondary education serving all student populations, creating pathways for lifelong learning and success.

2

Service:

Elevate the student and employee experience by fostering a supportive, collaborative environment that promotes engagement, belonging and a sense of connection.

3

Success:

Increase student achievement with comprehensive support and pathways, empowering them to reach their full potential and achieve economic mobility.

4

Excellence:

Enhance college operations through quality improvement and process governance, enriching the educational environment for students and staff, ultimately to be considered an Aspen Top 10 institution.

5

Community:

Position FSCJ as a public good by enhancing partnerships with business and industry to align educational programs with workforce needs, advancing individual and community economic vibrancy.



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

2

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.⁴

- | | |
|--|---|
| 1. Broward College, Fort Lauderdale | 15. North Florida Community College, Madison |
| 2. College of Central Florida, Ocala | 16. Northwest Florida State College, Niceville |
| 3. Chipola College, Marianna | 17. Palm Beach State College, Lake Worth |
| 4. Daytona State College, Daytona Beach | 18. Pasco-Hernando State College, New Port Richey |
| 5. Eastern Florida State College, Cocoa | 19. Pensacola State College, Pensacola |
| 6. Florida SouthWestern State College, Fort Myers | 20. Polk State College, Winter Haven |
| 7. The College of the Florida Keys, Key West | 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 | 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-Dade | 28. Valencia College, Orlando |

⁴The 2024 service area population was 1,151,463.

2

Demographic Overview



2

Demographic Overview

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

Age

Table 1. Duval-Nassau (College Service Area) Age Demographics

Age Cohort	2023 Population	2024 Population	Change	2024 % of Cohort
Under 15	207,660	208,600	940	18.1%
15 to 19 years	67,721	69,376	1,655	6.0%
20 to 24 years	70,015	70,645	630	6.1%
25 to 29 years	82,360	83,443	1,083	7.2%
30 to 34 years	90,847	90,715	-132	7.9%
35 to 39 years	81,988	84,749	2,761	7.4%
40 to 44 years	73,133	75,580	2,447	6.6%
45 to 49 years	63,193	64,813	1,620	5.6%
50 to 54 years	67,785	67,432	-353	5.9%
55 to 59 years	68,906	67,979	-927	5.9%
60 and over	258,715	268,130	9,415	23.3%
Total	1,132,323	1,151,463	19,140	100%

Race and Ethnicity

Table 2. Duval-Nassau (College Service Area) Race and Ethnicity Demographics

Race/Ethnicity	2023 Population	2024 Population	Change	2024 % of Cohort
White, Non-Hispanic	598,129	604,131	6,002	52.5%
Black, Non-Hispanic	310,011	313,844	3,833	27.3%
Asian, Non-Hispanic	53,181	54,513	1,332	4.7%
White, Hispanic	110,734	116,675	5,941	10.1%
Black, Hispanic	14,830	15,272	442	1.3%
Asian, Hispanic	1,746	1,764	18	0.2%
Other Minority**	43,692	45,264	1,572	3.9%
Total	1,132,323	1,151,463	19,140	100%

Gender

Table 3. Duval-Nassau (College Service Area) Gender Demographics

Gender	2023 Population	2024 Population	Change	2024 % of Cohort
Female	582,675	592,995	10,320	51.5%
Male	549,648	558,467	8,819	48.5%
Total	1,132,323	1,151,463	19,140	100%

⁵ Source: Lightcast 2024 data set accessed 4/4/25. *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.

The student demographic characteristics presented in this section specifically reference annual enrollment data. This data set includes an unduplicated count of 40,020 students who were enrolled in a course at the College in 2023-24.⁶ The data are also used and reported by the Florida Department of Education (FLDOE) to the U.S. Department of Education via the Integrated Postsecondary Education Data System (IPEDS) which contains standardized data for American postsecondary institutions

Collegewide by gender, 61% of students were female and 39% were male.⁷ The median age was 25 years and the mean, or average, was 28 years of age (standard deviation = 10.9 years). Using the consolidated race and ethnicity categories specified by IPEDS⁸, the annual 2023-24 enrollment data disaggregates as 26.8% Black or African American, 40.2% White, 10.7% Hispanic or Latino, 10.6% two or more races, 4.6% other minority and 7.1% not reported for Fall and Spring Terms.

In the Fall and Spring Terms of the 2023-24 state reporting year, 19.8% of students were enrolled as full-time at the College, with most students (80.2%) enrolled as part-time.

⁶ FSCJ Annual Enrollment, 2023-24.

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

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

3

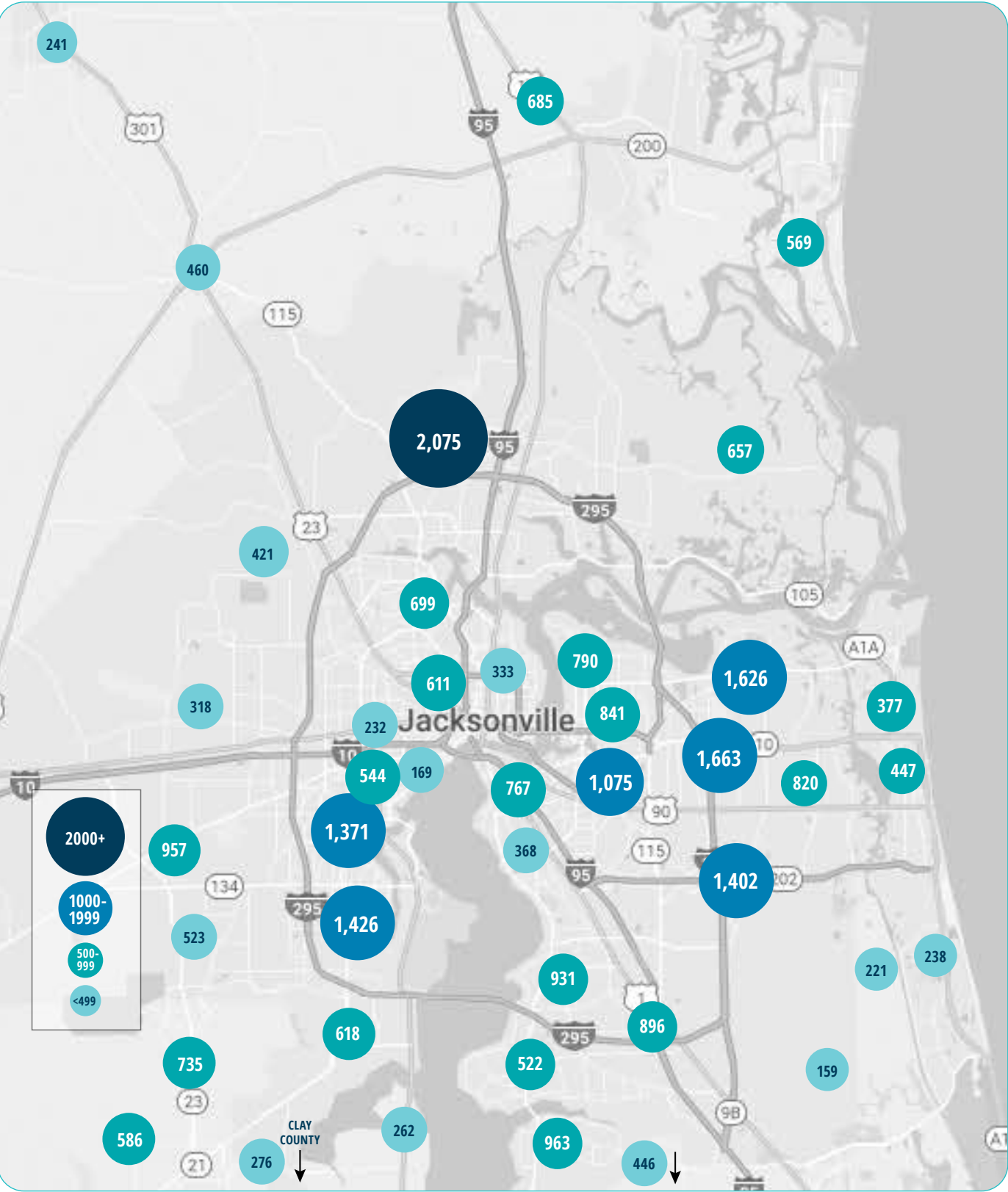
Geographic Dispersion

Student Enrollment Count and Percentage Across FSCJ Service Area by Zip Code Location⁹

Table 4.

Student Zip Code	Count	Percent	Student Zip Code	Count	Percent
32218	2,075	7.0%	32205	544	1.8%
32246	1,663	5.6%	32222	523	1.8%
32225	1,626	5.5%	32223	522	1.8%
32244	1,426	4.8%	32011	460	1.5%
32256	1,402	4.7%	32250	447	1.5%
32210	1,371	4.6%	32092	446	1.5%
32216	1,075	3.6%	32219	421	1.4%
32259	963	3.2%	32233	377	1.3%
32221	957	3.2%	32217	368	1.2%
32257	931	3.1%	32206	333	1.1%
32258	896	3.0%	32220	318	1.1%
32211	841	2.8%	32043	276	0.9%
32224	820	2.8%	32003	262	0.9%
32277	790	2.7%	32046	241	0.8%
32207	767	2.6%	32082	238	0.8%
32065	735	2.5%	32254	232	0.8%
32208	699	2.4%	32081	221	0.7%
32097	685	2.3%	32234	171	0.6%
32226	657	2.2%	32204	169	0.6%
32073	618	2.1%	32095	159	0.5%
32209	611	2.1%	32063	140	0.5%
32068	586	2.0%	32266	113	0.4%
32034	569	1.9%	Total	29,744	100%

Figure 2.
Student Geographic Dispersion Across FSCJ Service Area by Zip Code Location⁹



⁹ Map based on Longitude (generated) and Latitude (generated) via Tableau v.2021.4.22. Size shows sum of Count. The marks are labeled by sum of Count. Details are shown for zip code for 2023-24 annual enrollment in zip code with at least 100 students.



3

Student Gender, Age, Race and Ethnicity

Gender

Figure 3 shows relative gender comparisons for the past five years. The five-year average is **61% female** and **39% male**.

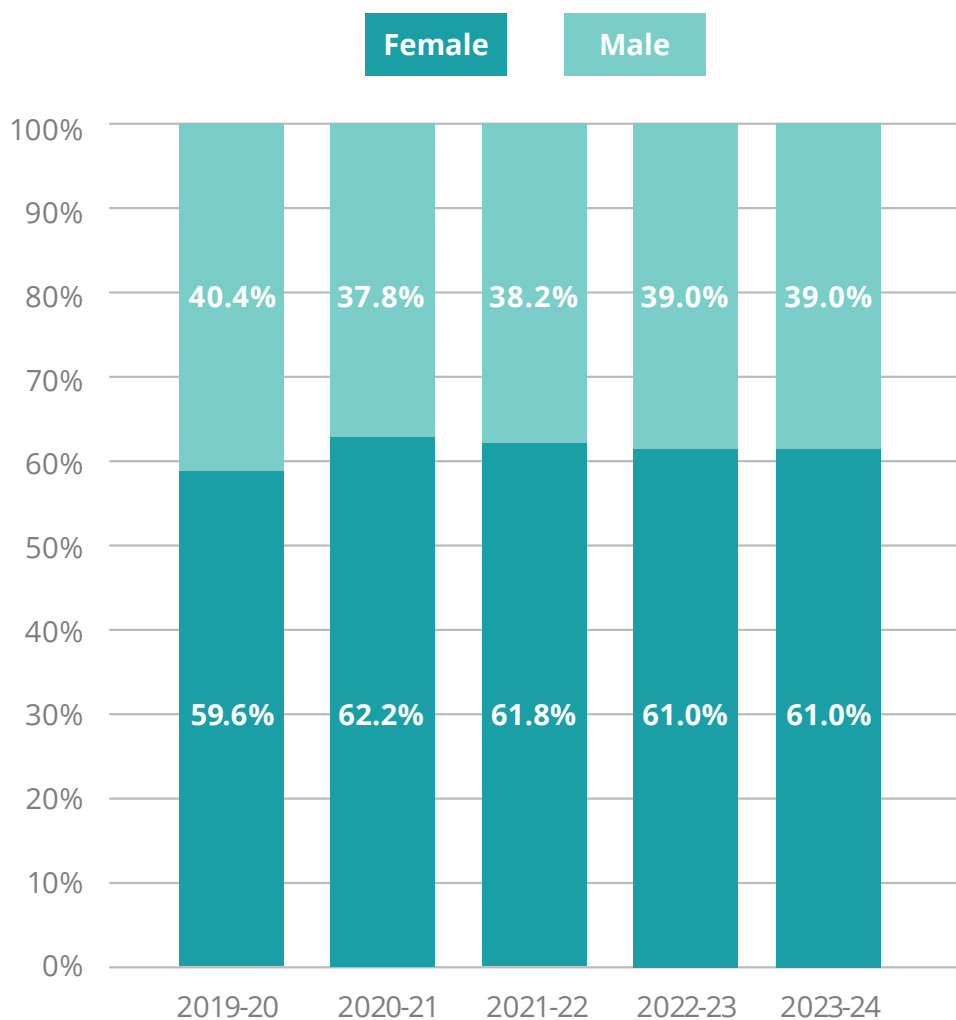


Figure 3.

Five-Year Student Gender Percentage Comparisons

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)	2019-20		2020-21		2021-22	
	Student Count	%	Student Count	%	Student Count	%
Black	12,148	27.7%	10,378	27.2%	9,946	26.8%
White	19,170	43.8%	17,280	45.3%	16,117	43.4%
Hispanic	6,043	13.8%	5,058	13.3%	4,128	11.1%
Two or More	1,588	3.6%	1,781	4.7%	3,188	8.6%
Other Minority	2,264	5.2%	1,869	4.9%	1,771	4.8%
Not Reported	2,576	5.9%	1,771	4.6%	2,013	5.4%
Total	43,789	100%	38,137	100%	37,163	100%

Race/Ethnicity (FLDOE)	2022-23		2023-24		Five-Year Total	
	Student Count	%	Student Count	%	Student Count	Average
Black	9,846	26.2%	10,733	26.8%	53,051	27.0%
White	15,570	41.5%	16,100	40.2%	84,237	42.8%
Hispanic	4,082	10.9%	4,296	10.7%	23,607	12.0%
Two or More	3,693	9.8%	4,233	10.6%	14,483	7.4%
Other Minority	1,776	4.7%	1,829	4.6%	9,509	4.8%
Not Reported	2,589	6.9%	2,829	7.1%	11,778	6.0%
Total	37,556	100%	40,020	100%	196,665	100%

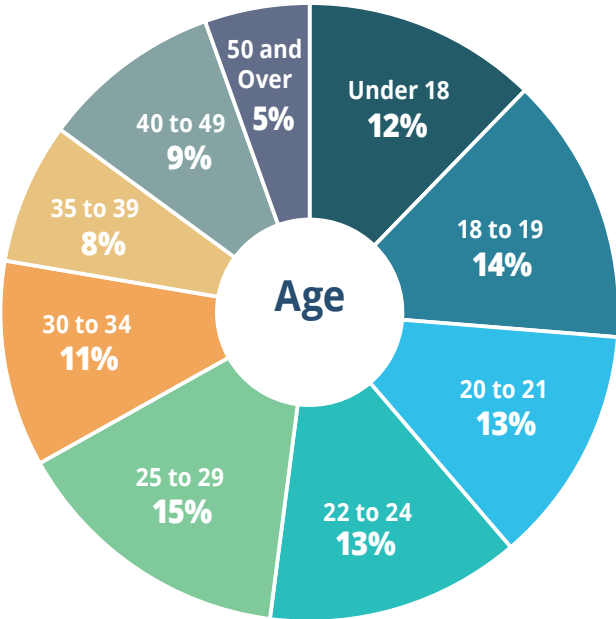
Age

Figure 4.

Student Age Percentages by Category for Enrollment (2023-24)

Student age was calculated using date of birth (DOB) as of September 1, 2023.* For annual 2023-24 enrollment, the **median student age was 25 years** and the **mean (average) was 28 years**.

** Based on 40,018 known DOBs for students of known gender.*



3

Enrollment

Full-/Part-Time Enrollment (Credit Load)

The five-year annual enrollment average shown in **Figure 5** is approximately **20% full-time** and **80% part-time**. Students who are enrolled for 12 or more term credits or 24 or more contact hours per week are considered full-time.

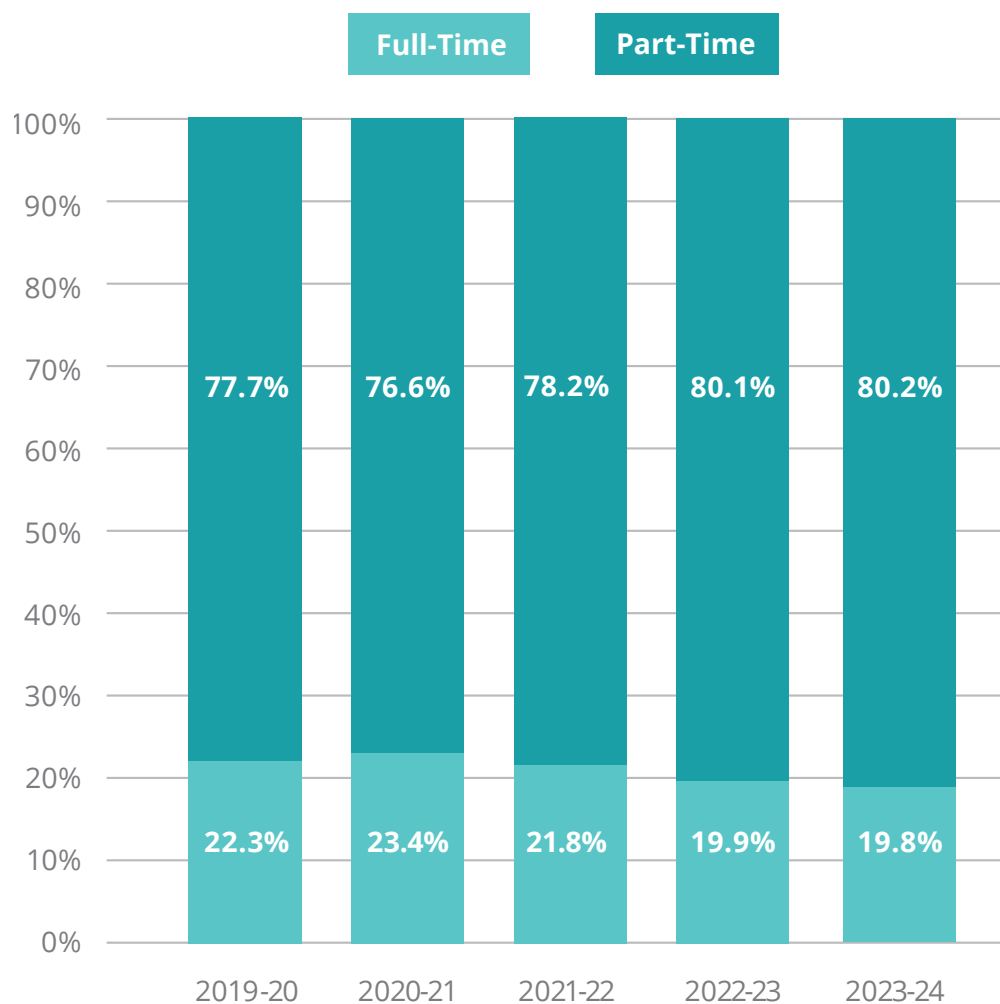


Figure 5.

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



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

Table 6 shows that First-Time-in-College (FTIC) students account for 9.0% of FSCJ’s annual enrollment.

Table 6.

Five-Year Annual Enrollment Trends by Category of Enrollment (Students Served)

Annual Enrollment	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
First-Time-in-College (FTIC)	3,234	7.2%	2,741	6.8%	2,779	7.3%	3,276	8.5%	3,676	9.0%
Transfer	17,968	40.0%	16,222	40.3%	14,871	38.9%	13,041	34.0%	13,455	33.1%
All Other	23,685	52.8%	21,319	52.9%	20,611	53.9%	22,029	57.4%	23,564	57.9%
Total Students Served	44,887	100%	40,282	100%	38,261	100%	38,346	100%	40,695	100%

FTIC references FLDOE SDB (DE1005) First-Time Student Flag and includes certificate- or degree-seeking students who enter a postsecondary institution for the first time after high school graduation regardless of the number of credits earned through any acceleration mechanism (i.e., Dual Enrollment/Early Admission, AP, AICE, IB or CLEP). Transfer references FLDOE SDB (DE1032). Transfer Student Flag (Y, F). A transfer student is a student who has previously attended another post-secondary institution, including non-regionally accredited institutions, whether or not any credit is earned or accepted. The First-Time Transfer Student is a transfer student that is in their first term of enrollment at FSCJ. Once the First-Time Transfer Student is coded “F” in the first term of enrollment, the student will be coded “Y” each subsequent term enrolled.

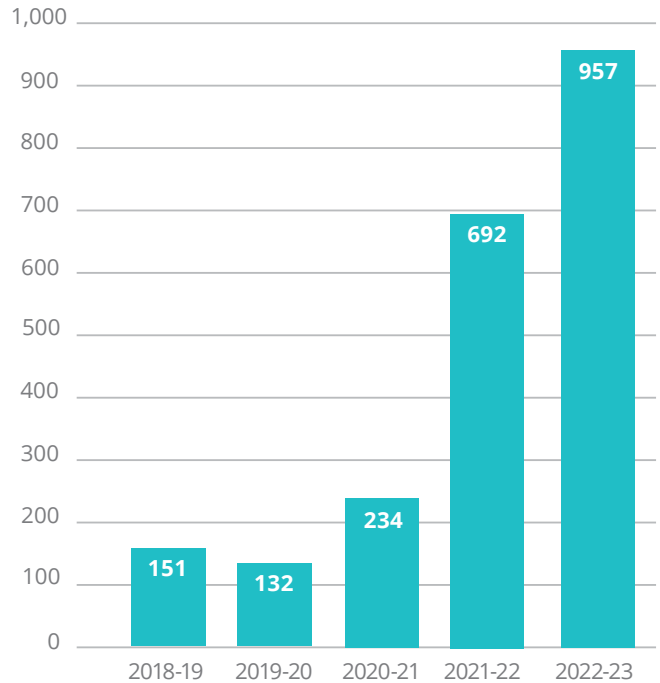
Non-Resident Alien Enrollment

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

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

Figure 6.

IPEDS Non-Resident Alien Enrollment (2018-19 to 2022-23)



Limited English Proficiency

Program Enrollment	Enrollment	Limited English Proficiency	Total	Percent
Associate in Arts Degree	10,315	240	10,555	2.3%
Associate in Applied Science Degree	103	*	106	2.8%
Associate in Science Degree	9,947	102	10,049	1.0%
Career Certificate	1,544	12	1,556	0.8%
Technical Certificate	5,806	36	5,842	0.6%
Advanced Technical Certificate	126	*	129	2.3%
Applied Technology Diploma	50	*	50	0.0%
Educator Preparation Institute Certificate	18	*	18	0.0%
Baccalaureate Degree	4,201	11	4,212	0.3%
Total	32,110	407	32,517	1.25%

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

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

¹¹ Source: FLDOE (FCS) AA1A Verification Report Dataset for 2023-24 TERM 1E-3E.

Table 7.

Limited English Proficiency by Program Enrollment (2023-24)¹¹

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

3

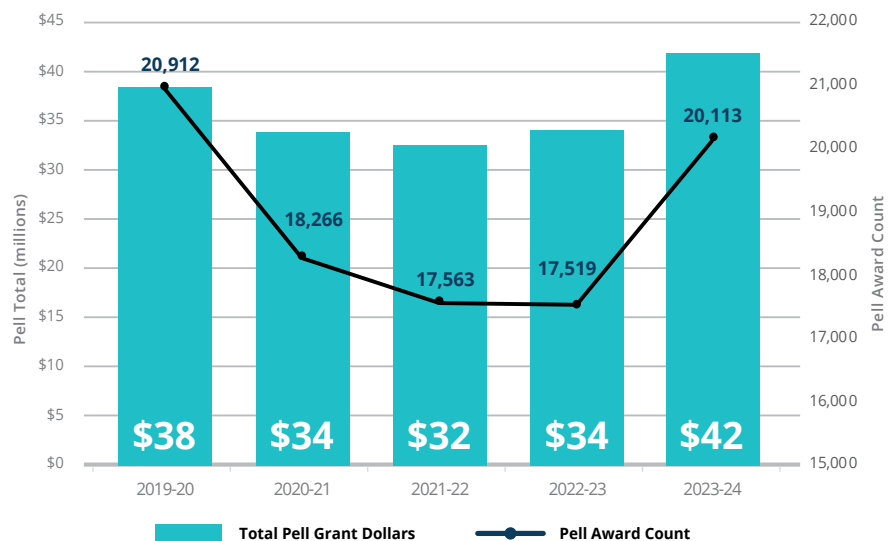
Federal Awards and Grants

Federal Work Study

The number of federal work study awards distributed was 552 in 2023-24. The average award is \$3,529 as shown in **Table 8**.

Table 8.*Five-Year Federal Work Study Awards¹²*

Years	Award Count	Amount	Average Award
2019-20	457	\$1,147,792	\$2,512
2020-21	214	\$527,109	\$2,463
2021-22	443	\$1,260,190	\$2,845
2022-23	462	\$1,468,930	\$3,180
2023-24	552	\$1,947,919	\$3,529

**Figure 7.***Total Pell Grant Dollars Awarded to FSCJ and Total Pell Grant Award Count¹³*

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 2023-24 academic year was \$7,395.¹⁴ In the 2023-24 academic year, 20,113 Pell Awards were distributed at FSCJ.

¹² Source: Florida College System Annual Financial Aid Awarded Aid Counts (2023-24 Term 4E) as of 5/7/25.

¹³ Source: Florida College System Annual Financial Aid Awarded Aid Counts (2023-24 Term 4E) as of 5/7/25.

¹⁴ Source: U.S. Department of Education.

4

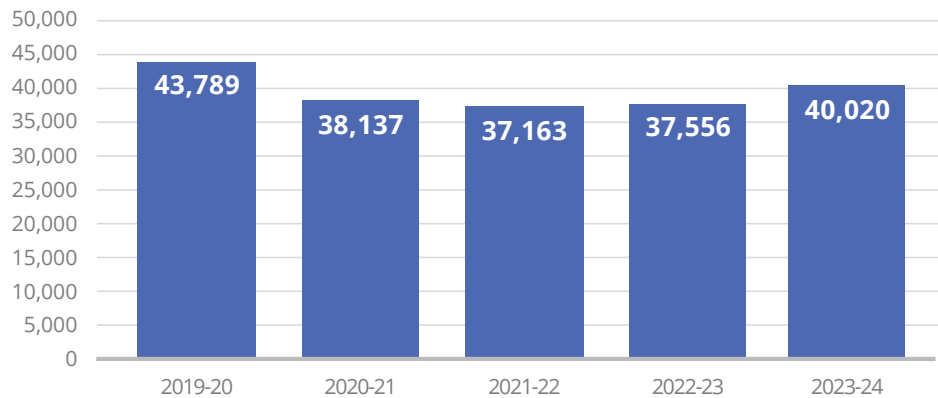
Annual Enrollment

Annual
Unduplicated
Enrollment¹⁵

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

Figure 8.

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

**Table 9.**

Annual Enrollment by Program Area (2023-24)

Annual
Enrollment by
Program Area¹⁶

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

Program Area	Count	Percent
Associate in Arts (A.A.)	10,555	37.3%
Educator Preparation Institute	18	0.1%
Associate in Science (A.S.) (A.A.S.)	10,155	35.9%
Certificates [†]	7,577	26.8%
Apprenticeship Program	*	*
<i>Non-Bachelor's Subtotal:</i>	28,287	100.1%
Education	251	6.0%
Nursing	469	11.1%
Other	3,492	82.9%
<i>Bachelor's Subtotal:</i>	4,212	100%
Grand Total	32,517	100%

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

¹⁵ 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.

¹⁶ Source: Florida College System AA1A Verification Report Year: 2023-24; Term 1E-3E.

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

4

Baccalaureate Enrollment

Table 10.

Baccalaureate Enrollment by Program of Study (n=4,212 total)¹⁷⁺

Program of Study	Count	Percent
Biomedical Sciences	190	4.5%
Business Administration	854	20.3%
Communications and Media	148	3.5%
Computer Systems Networking	242	5.7%
Digital Media	185	4.4%
Early Childhood Education	251	6.0%
Financial Services	213	5.1%
Human Services	546	13.0%
Information Systems Technology*	294	7.0%
Nursing	469	11.1%
Public Safety Administration	128	3.0%
Supervision and Management	513	12.2%
Supply Chain Management	179	4.2%
Grand Total⁺	4,212	100%

¹⁷ Source: Florida College System AA1A Verification Report Year: 2023-24; Term 1E-3E. Program names are as stated in the current FSCJ Catalog.

*This program was formerly labeled "Technology Management" and may also be referred to as "Applied Data Analytics and AI."

⁺The 2023-24 total represents a 2.3% increase compared to the prior year.

4

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.¹⁸ Applicable definitions follow.

Strategies¹⁹

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

¹⁸ FLDOE (<https://www.fl DOE.org/core/fileparse.php/7749/urlt/DevEdAcctReport.pdf>)

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



Developmental Education
Enrollment and Success by Course (2023-24)²⁰⁺
Table 11.

Developmental Courses	Summer			Fall			Spring			Total 2023-24		
	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	30	19	63.3%	68	48	70.6%	62	35	56.5%	160	102	63.8%
MAT0022 - Essen. Math 1 & 2	108	47	43.5%	255	120	47.1%	214	98	45.8%	577	265	45.9%
MAT0028 - Elem. Algebra	291	187	64.3%	686	455	66.3%	573	330	57.6%	1,550	972	62.7%
<i>Mathematics Subtotal:</i>	429	253	59.0%	1,009	623	61.7%	849	463	54.5%	2,287	1,339	58.5%
REA0017 - Crit. Read. Strat.	98	88	89.8%	293	242	82.6%	191	158	82.7%	582	488	83.8%
REA0022 - Essen. Read. 1 & 2	36	24	66.7%	135	103	76.3%	82	58	70.7%	253	185	73.1%
<i>Reading Subtotal:</i>	134	112	83.6%	428	345	80.6%	273	216	79.1%	835	673	80.6%
ENC0022 - Essen. Writing 1 & 2	25	18	72.0%	111	86	77.5%	72	46	63.9%	208	150	72.1%
ENC0025 - Essen. Writing 2	101	69	68.3%	259	194	74.9%	187	139	74.3%	547	402	73.5%
<i>Writing Subtotal:</i>	126	87	69.0%	370	280	75.7%	259	185	71.4%	755	552	73.1%
Total	689	452	65.6%	1,807	1,248	69.1%	1,381	864	62.6%	3,877	2,564	66.1%

²⁰ Source: FSCJ Oracle/Peoplesoft via SQL Developer as of 5/18/25. Results compare 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.

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

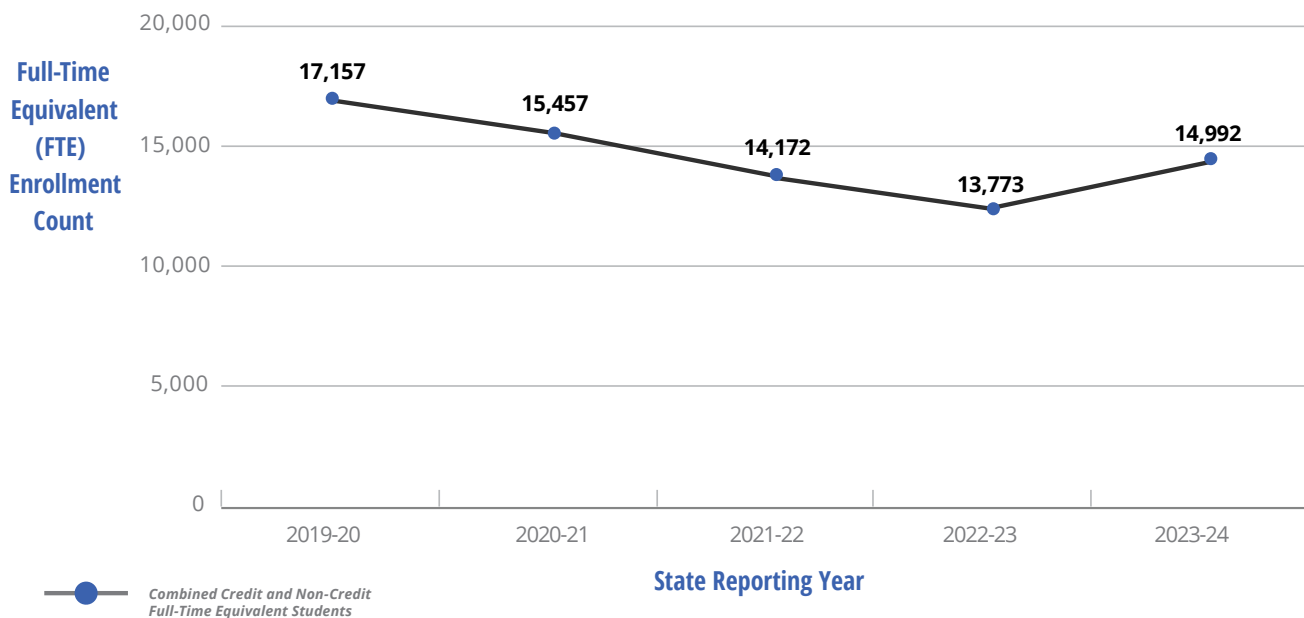
4

Full-Time Equivalent

FTE Credit and
Non-Credit Enrollment

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

Figure 9.

Combined (all credit types) FTE Student Enrollment (Five-Year Trend)

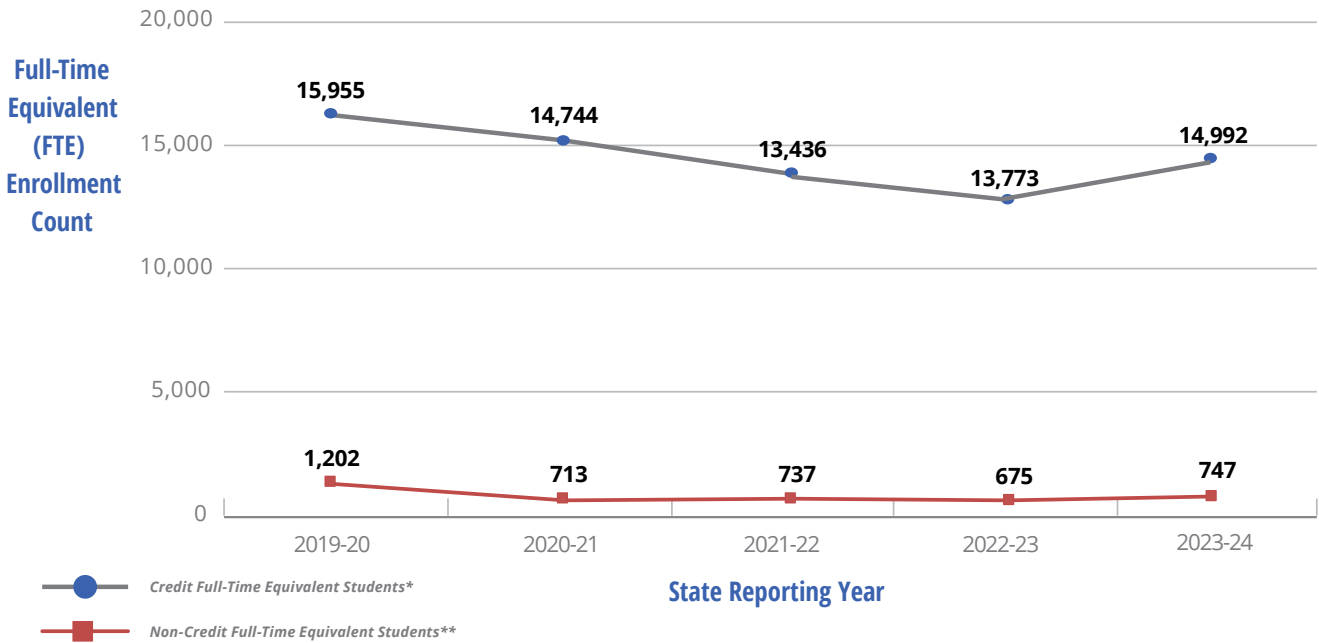
²¹ Funded FTE does not include Life Long Learning and Continuing Workforce Education after 2009-10.

²² Source: FLDOE (FCS) FTE-3 2023-24, FTE ENROLLMENT: FUNDED, LOWER AND UPPER DIVISION (CCTCMIS: FTECOL, CO3F29C - 07/29/2024 9:21 AM SOURCE: FN30C3)



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

Combined (all credit types) FTE Student Enrollment (2019-20 to 2023-24)²³



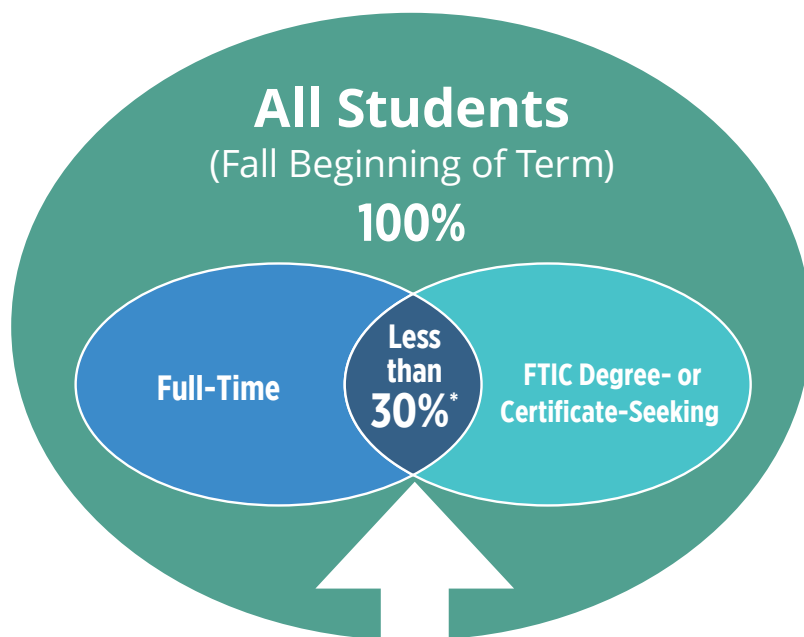
²³ Funded FTE does not include Life Long Learning and Continuing Workforce Education after 2009-10.
Source: FLDOE (FCS) FTE-3 2023-24, FTE ENROLLMENT: FUNDED, LOWER AND UPPER DIVISION (CCTCMIS: FTECOL, CO3F29C - 07/29/2024 9:21 AM SOURCE: FN30C3)
* Credit includes Advanced and Professional (A&P lower/upper 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.

Figure 11: IPEDS Graduation Rate Survey (GRS) Cohort Students

Annual GRS Cohort Student Selection Used to Calculate IPEDS Graduate Rate

**For Fall 2023, 28 percent of entering students were counted as "full-time, first-time." Source: IPEDS College Navigator (May 2025).*

Program Completions

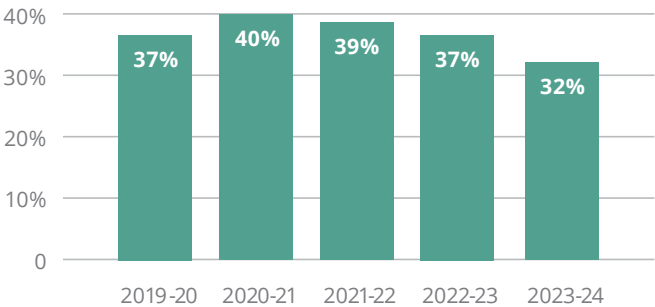
FSCJ IPEDS
Graduation Rates

Figure 12 shows the graduation rate for FSCJ for IPEDS reporting year. The graduation rate has ranged between **32% and 40%** over 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 (2019-20 to 2023-24)

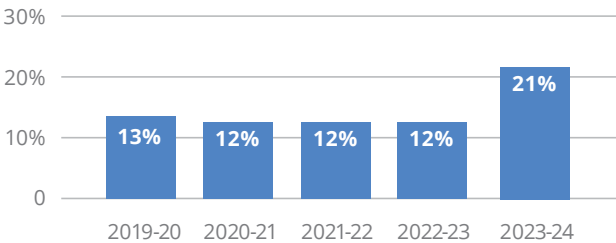


FSCJ IPEDS
Transfer-Out Rates

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 (2019-20 to 2023-24)



Program Completions
(All Students)

Table 12.

Combined Credit Program Award Completions (2023-24)

A total of 5,791 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.²⁴

Award/Degree	Count
Associate in Arts (A.A.)	1,669
Educator Preparation Institute (EPI)	8
Associate in Science (A.S.) (A.A.S.)	932
Certificates [†]	2,467
Non-Bachelor's Subtotal:	5,076
Education (B.S.)	24
Nursing (B.S.)	124
Other (B.A.S.) (B.S.)	567
Bachelor's Subtotal:	715
Grand Total	5,791

²⁴ Source: FLDOE, FCS AA1A Verification Report RESUBMISSION CC07.SDB.T3E2024.1236.PROD.VERIFICATIONRPT (9/30/2024).
[†]Certificates include Career (Vocational) Certificates (CC/CAR), College Credit Certificates (CCC), and Advanced Technical Certificates (ATC).

Military and Veteran Enrollment and Completions

Military and Veteran Students²⁵

The Military Affairs and Veteran Services department at FSCJ provides educational resources to further academic success leading to a degree, certification or licensure and employment. Military and Veterans Service Center (MVSC) staff serve as the principal advocates for active-duty military, Veteran, military spouses and dependents and military-affiliated students.

The MVSC has the appropriate resources for dealing with military tuition assistance and Veteran education benefits. Additionally, two Veteran Administration representatives are located at two VetSuccess on Campus locations to assist with transferring 911 GI Bill benefits, provide health resource referrals and career counseling.

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.

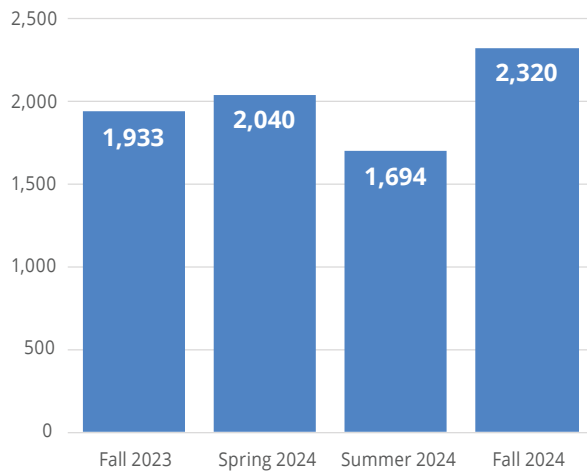
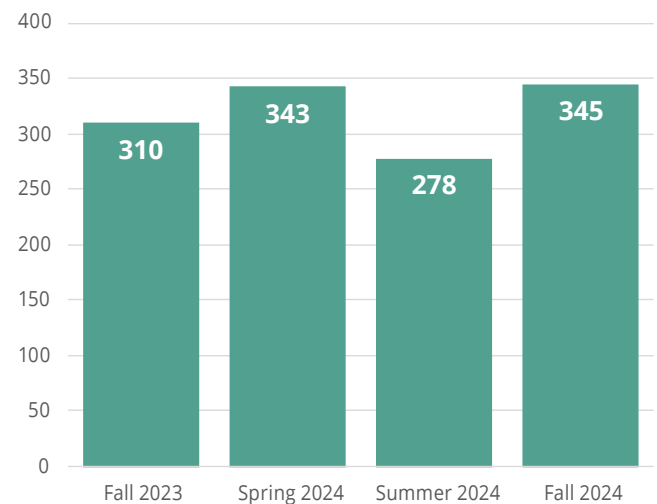


Figure 15.

VA Funded Student Graduates

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



²⁵ Source: FSCJ Military Affairs and Veterans Services (May 2025).

4

Military and Veteran Services

Highlights

Military Affairs and Veteran Services (MAVS) achieved the following noteworthy accomplishments this year:

FSCJ Named Top 10 Military Friendly® School for 2025-26

FSCJ is proud to be recognized as a Top 10 Military Friendly® School for the 2025-26 academic year - a prestigious honor that reflects our unwavering commitment to serving veterans, service members and military families. After two consecutive years of earning the Military Friendly® School designation, FSCJ elevated its standing this year among thousands of institutions nationwide, ranking in the Top 10 for our category. This recognition highlights the strength of our student support services, community partnerships and holistic programming. It reaffirms our mission to empower veterans and military-affiliated students with the resources and respect they deserve as they transition into higher education and beyond.



Launch of the Veteran Center for Excellence (South Campus)

In November 2024, FSCJ formally opened the Veteran Center for Excellence — a state-of-the-art, 4,800 square foot facility designed to holistically support the academic, career and personal goals of veteran students. It serves as a centralized hub for benefits counseling, academic advising, peer mentoring and community-based referrals. The Center has already become a cornerstone for veteran engagement and connection on campus.



Leadership Appointment: New Executive Director of Military Affairs & Veteran Services

In October 2024, FSCJ welcomed Dr. Mishaw Cuyler as the new Executive Director of Military Affairs and Veteran Services. A retired U.S. Army Lieutenant Colonel, Dr. Cuyler brings more than two decades of military leadership along with deep experience in higher education, healthcare administration and veteran advocacy. His appointment reflects FSCJ's commitment to elevating its support for military-affiliated students. Dr. Cuyler's leadership has already infused the Veteran Center with a renewed sense of purpose and direction, positioning the College to strengthen its community partnerships and further its goal of becoming one of the most military-friendly institutions in the nation.

Army-Navy Game Watch Party Brings Veterans Together

In December 2024, the Military and Veterans Service Center proudly hosted a spirited Army - Navy Game Watch Party, bringing together student veterans, faculty and members of the local veteran community. The annual rivalry between the U.S. Military Academy and the U.S. Naval Academy served as the perfect backdrop for camaraderie, connection and celebration of shared service. In addition to engaging current FSCJ students, we extended a special invitation to residents of the North Jacksonville VA Domiciliary, creating an intergenerational gathering that honored tradition while building new bonds. Events like this strengthen our veteran network, create meaningful peer connections and highlight the supportive, community-oriented spirit that defines the FSCJ Veteran Center.

4

Military and Veteran Services

Highlights (Continued)



Student Veteran Honored with the Purple Heart

In a moving ceremony held on campus in spring 2025, FSCJ proudly recognized Sergeant (Retired) Kenneth Dominguez, a current student and decorated U.S. Army veteran, as he was formally awarded the Purple Heart. This prestigious military honor, bestowed upon those wounded in action while serving against an enemy of the United States, reflects Sergeant Dominguez's courage and sacrifice in defense of our nation. The event, hosted in partnership with the Jacksonville Army Recruiting Battalion and the FSCJ Veteran Center for Excellence, served as a powerful reminder of the resilience and dedication that student veterans bring to our campus community. It also highlighted the vital role of the Veteran Center as a space where achievements are honored, service is recognized and every veteran's story matters.

MAVS Veteran-Focused Events and Ceremonies

The Center has hosted a series of high-impact events such as the Army-Navy Watch Party, Military Appreciation Day and a formal Purple Heart Ceremony honoring a student veteran. These events not only celebrate military heritage and service but also foster camaraderie and student participation in campus life. Each event reinforces the Center's role as a cultural and support hub for FSCJ's veteran population.

MAVS Community and Organizational Partnerships

The Veteran Center has established meaningful relationships with external partners, including the Florida National Guard, Wounded Warrior Project, Haskell Group and local veteran service organizations. These collaborations support student veterans through job placement, internship opportunities, financial counseling and access to mental health services. The Center continues to expand its network, strengthening FSCJ's position as a vital node in the regional veteran support ecosystem.

MAVS Program Development and Student Engagement

Efforts are underway to activate a revitalized Student Veterans of America (SVA) chapter, spearheaded by student work-study leaders and backed by Military Affairs. This initiative empowers veteran students to take ownership of peer leadership, develop organizational structure and become ambassadors of veteran engagement across FSCJ's campuses. The SVA revival is not just a club initiative - it is being shaped into a movement.

MAVS Strategic Growth and Grant Engagement

The department is actively pursuing external funding, including the VyStar grant, to support programming and expand services to underserved veteran populations. Internal budget justifications have been developed for roles like a program manager, marketing resources and administrative support, all tied directly to FSCJ's Visionary Impact Plan goals. These actions demonstrate forward-thinking stewardship and a results-oriented approach to growth and impact.



Educational and Economic Success of FSCJ Graduates²⁶

Table 13. *Continuing Education Status of FSCJ Graduates*

Degree Level	Continuing Education								
	Base Cohort ¹	Public University ²		Private University ³		Florida College System ⁴		Total ⁴	
	Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Associate in Arts	1,689	572	33.9%	29	1.7%	482	28.5%	1,084	64.2%
Associate in Science	916	76	8.3%	*	*	245	26.7%	324	35.4%
Bachelor's	751	31	4.1%	*	*	24	3.2%	55	7.3%

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

Degree Level	Base Cohort	Found Employed ⁵		Continuing Education and Employed ⁶		Continuing Education or Employed ⁷	
	Count	Count	Percent	Count	Percent	Count	Percent
Associate in Arts	1,689	1,092	64.7%	718	42.5%	1,458	86.3%
Associate in Science	916	717	78.3%	245	26.7%	796	86.9%
Bachelor's	751	586	78.0%	48	6.4%	593	79.0%

²⁶ Source: FLORIDA EDUCATION & TRAINING PLACEMENT INFORMATION PROGRAM (FETPIP) for 2022-23 Completers (5/20/25). (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.

5

Employee Demographics

Table 15 presents a five-year annual “snapshot” of employees by gender. For 2024, there were 2,276 employees working at the College as of October 2024. Of these, 1,327 were female and 949 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.

Gender²⁷

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

Employee Gender	2020		2021		2022		2023		2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Male	1,177	42.6%	1,040	43.3%	1,009	42.4%	951	41.1%	949	41.7%
Female	1,587	57.4%	1,361	56.7%	1,370	57.6%	1,364	58.9%	1,327	58.3%
Total	2,764	100%	2,401	100%	2,379	100%	2,315	100%	2,276	100%

Race and Ethnicity²⁷⁺

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

Employee Race and Ethnicity	2020		2021		2022		2023		2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
White	1,618	58.5%	1,465	61.0%	1,431	60.2%	1,371	59.2%	1,329	58.4%
Black	698	25.3%	590	24.6%	573	24.1%	562	24.3%	549	24.1%
Hispanic	190	6.9%	161	6.7%	182	7.7%	185	8.0%	190	8.3%
Multiracial	97	3.5%	97	4.0%	103	4.3%	109	4.7%	125	5.5%
Asian	87	3.1%	72	3.0%	71	3.0%	75	3.2%	75	3.3%
American Indian/Alaska Native	*	0.1%	*	0.1%	*	0.1%	*	0.1%	*	0.1%
Hawaiian/Pacific Islander	*	0.1%	*	0.1%	*	0.0%	*	0.0%	*	0.0%
Unknown	68	2.5%	12	0.5%	16	0.7%	10	0.4%	*	0.2%
Total	2,764	100%	2,401	100%	2,379	100%	2,315	100%	2,276	100%

Executive, Administrative and Managerial (EAM) Staff²⁷

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

EAM Level	2020		2021		2022		2023		2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Executive	*	0.3%	*	0.4%	*	0.3%	*	0.3%	10	0.4%
Instruction Support	14	0.5%	14	0.6%	13	0.5%	15	0.6%	15	0.7%
Professional Support	109	3.9%	118	4.9%	126	5.3%	121	5.2%	116	5.1%
All Other Employees	2,632	95.2%	2,260	94.1%	2,232	93.8%	2,171	93.8%	2,135	93.8%
Total	2,764	100%	2,401	100%	2,379	100%	2,315	100%	2,276	100%

Full-/Part-Time Status²⁷

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

Employee Status	2020		2021		2022		2023		2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full-Time	1,371	49.6%	1,389	57.9%	1,372	57.7%	1,339	57.8%	1,287	56.5%
Part-Time	1,393	50.4%	1,012	42.1%	1,007	42.3%	976	42.2%	989	43.5%
Total	2,764	100%	2,401	100%	2,379	100%	2,315	100%	2,276	100%

²⁷ Source: PDB2020 - PDB2024, 3E SUBMISSION CCTCMIS - PDBFRQCN Comparative_Frequency 05/09/2024 14:17:23; Accessed 5/2025.

* Category counts less than 10 are redacted.

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

5

Occupation and Academic Degrees

Employee Occupations²⁸Table 19. Occupation Activity Classifications
(Five-Year) Counts and Percentages

Occupation Activity Classification	2020		2021		2022		2023		2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Management	132	4.8%	141	5.9%	147	6.2%	144	6.2%	141	6.2%
Business and Financial Operations	87	3.1%	84	3.5%	79	3.3%	88	3.8%	89	3.9%
Computer Engineering and Science	62	2.2%	63	2.6%	63	2.6%	65	2.8%	60	2.6%
Community Service, Legal, Arts and Media	52	1.9%	50	2.1%	55	2.3%	45	1.9%	38	1.7%
Instruction	1,218	44.1%	1,134	47.2%	1,065	44.8%	1,063	45.9%	1,070	47.0%
Librarians	22	0.8%	20	0.8%	19	0.8%	20	0.9%	22	1.0%
Library Technicians	20	0.7%	18	0.7%	22	0.9%	26	1.1%	15	0.7%
Non-Postsecondary Teaching	181	6.5%	178	7.4%	178	7.5%	154	6.7%	149	6.5%
Service	96	3.5%	100	4.2%	100	4.2%	88	3.8%	82	3.6%
Office and Administrative Support	463	16.8%	448	18.7%	441	18.5%	421	18.2%	429	18.8%
Natural Resources, Construction and Maintenance	129	4.7%	117	4.9%	119	5.0%	113	4.9%	106	4.7%
Production, Transportation and Material	*	0.0%	*	0.0%	*	0.0%	*	0.0%	*	0.0%
Student Assistants	301	10.9%	47	2.0%	91	3.8%	88	3.8%	75	3.3%
Total	2,764	100%	2,401	100%	2,379	100%	2,315	100%	2,276	100%

²⁸ Source: PDB2020 - PDB2024, 3E SUBMISSION CCTCMIS - PDBFRQCN Comparative_Frequency 05/09/2024 14:17:23; Accessed 5/2025.

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

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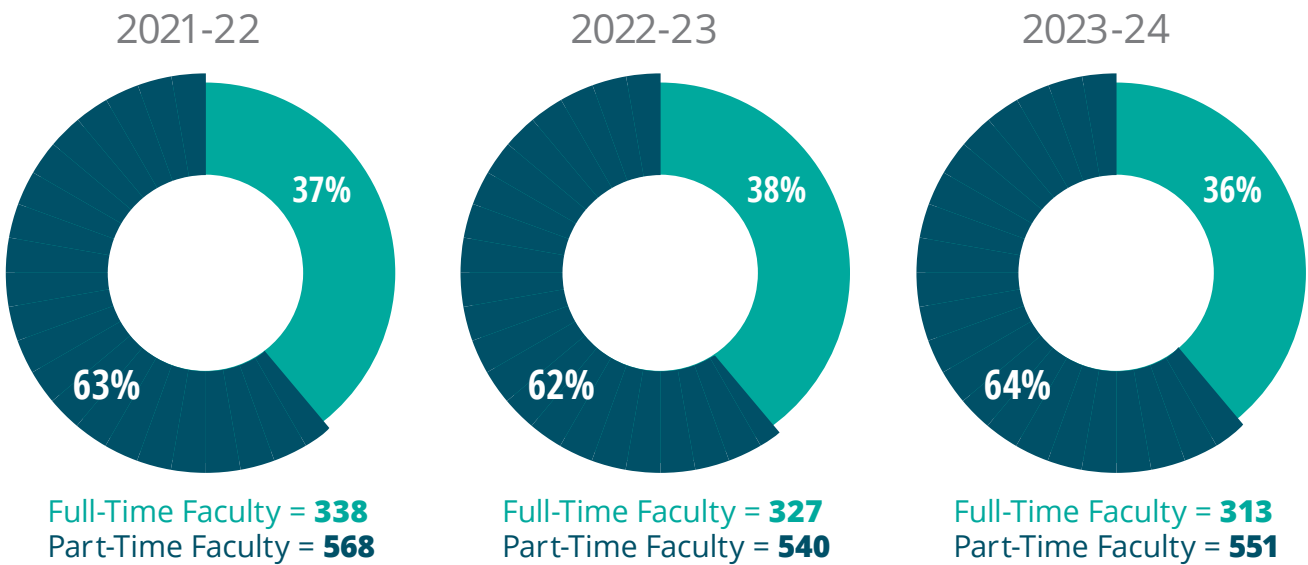
Occupation and Academic Degrees

Employee Academic Degrees²⁹

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

Academic Degree Type	2020		2021		2022		2023		2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Doctorate	340	12.3%	331	13.8%	312	13.1%	306	13.2%	312	13.1%
Specialist and Advanced Master's	5	0.2%	5	0.2%	2	0.1%	5	0.2%	2	0.1%
Master's	815	29.5%	766	31.9%	738	31.0%	715	30.9%	738	31.0%
Bachelor's	417	15.1%	400	16.7%	406	17.1%	401	17.3%	406	17.1%
Associate	227	8.2%	201	8.4%	201	8.4%	193	8.3%	201	8.4%
Less than Associate	459	16.6%	263	11.0%	263	11.1%	256	11.1%	263	11.1%
Other	8	0.3%	7	0.3%	10	0.4%	15	0.6%	10	0.4%
Unknown/ Not Applicable	493	17.8%	428	17.8%	447	18.8%	424	18.3%	447	18.8%
Total	2,764	100%	2,401	100%	2,379	100%	2,315	100%	2,379	100%

Figure 16.
Instructional Staff Composition³⁰



²⁹Source: PDB2020 - PDB2024, 3E SUBMISSION CCTCMIS - PDBFRQCN Comparative_Frequency 05/09/2024 14:17:23; Accessed 5/20/25.

³⁰Source: 2023-24 IPEDS Human Resources Survey (fall 2023; accessed 5/20/25).

6

Facilities Utilization, Descriptions and Valuation

Table 21 contains a summary of College facilities' measures and values. The College had 38% utilization for classrooms and 58% utilization for labs in fall 2024. 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) (2023-24)³¹

Measure	Value
Number of Sites	7
Total Operating Campuses	4
Total Acres*	833
Total Owned Buildings**	104
Owned Total Gross Square Feet**	3,106,811
Building Values***	\$724,357,956
Content Values***	\$48,755,238
Combined Values***	\$773,113,194

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

³¹ Source: FSCJ Facilities as of 4/29/25.



6

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 Offices³²

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.

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.

6

Campus and Center Locations and Descriptions



- 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.



- 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.

6

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 GSF. 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.



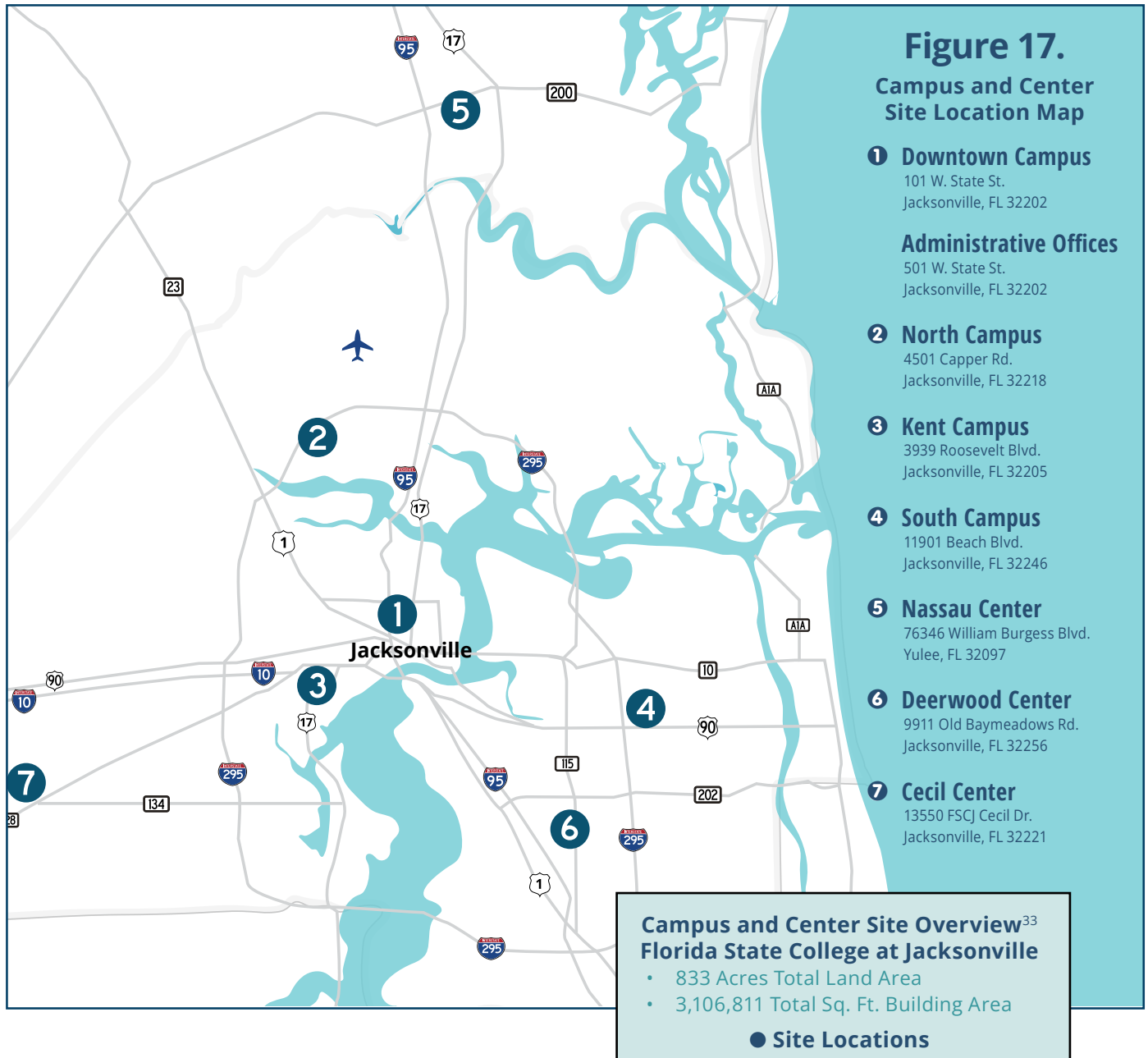
- 6 Deerwood Center** was acquired in April 1994. The center consists of an instructional and student support service building with approximately 280,000 GSF of academic space and a 500-space parking garage on 14 acres. It provides a full range of academic programs and houses FSCJ Online. Since the first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

6

Location Map



³² All information and text in this section provided by the FSCJ Facilities Department as of 5/23/24.

³³ 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.

7

Revenue and Expenses

Table 22.
Statement of Net Position³⁴

ASSETS	COLLEGE	COMPONENT UNIT
Current Assets:		
Cash and Cash Equivalents	\$24,050,120	\$4,701,035
Restricted Cash and Cash Equivalents	\$5,259,269	-
Accounts Receivable, Net Pledges Receivable, Net Notes Receivable	\$5,234,474	-\$432,004
Receivable, Net	-\$152,064	-
Due from Other Governmental Agencies, Due from College	\$29,386,589	-5,950,643
Inventories	-\$1,876	-
Prepaid Expenses	\$3,487,906	\$28,015
Total Current Assets	\$67,572,280	\$11,111,697
Noncurrent Assets:		
Restricted Cash and Cash Equivalents	\$12,165,807	\$93,275
Investments	\$8,864,530	\$61,258,809
Restricted Investments	\$33,086,883	-
Prepaid Expenses, Net Pledges Receivable	\$477,506	-\$60,395
Depreciable Capital Assets, Net	-\$173,027,040	-
Nondepreciable Capital Assets	\$21,062,655	\$23,675
Total Noncurrent Assets	\$248,684,421	\$61,436,154
TOTAL ASSETS	\$316,256,701	\$72,547,851
DEFERRED OUTFLOWS OF RESOURCES		
Other Postemployment Benefits	\$474,482	-
Pensions	\$23,913,412	-
TOTAL DEFERRED OUTFLOWS OF RESOURCES	\$24,387,894	-
LIABILITIES		
Current Liabilities:		
Accounts Payable	\$6,481,528	-
Salary and Payroll Taxes Payable	\$6,370,020	-
Retainage Payable Due to College	\$887,879	-\$1,430,223
Due to Component Unit	-\$3,227,059	-
Unearned Revenue	\$1,890,110	\$4,125,202
Estimated Insurance Claims Payable	\$222,766	-
Deposits Held for Others	\$695,273	\$93,275
Long-Term Liabilities - Current Portion: Note Payable	\$180,000	-
Special Termination Benefits Payable	\$11,299	-
Compensated Absences Payable	\$5,665,246	-
Other Postemployment Benefits Payable	\$81,799	-
Net Pension Liability	\$73,110	-
TOTAL CURRENT LIABILITIES	\$25,704,290	\$5,648,700

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

³⁴Florida 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, 2023.

7

Revenue and Expenses

LIABILITIES Continued

Non-Current Liabilities:

Special Termination Benefits Payable	\$41,096	-
Compensated Absences Payable	\$11,437,785	-
Other Postemployment Benefits Payable	\$1,869,348	-
Net Pension Liability	\$71,400,174	-
TOTAL NONCURRENT LIABILITIES	\$84,748,403	-
TOTAL LIABILITIES	\$110,452,693	\$5,648,700

DEFERRED INFLOWS OF RESOURCES

Other Postemployment Benefits	\$986,161	-
Pensions	\$6,720,351	-
TOTAL DEFERRED INFLOWS OF RESOURCES	\$7,706,512	-

NET POSITION

Investment in Capital Assets	\$194,089,695	-
Restricted: Nonexpandable: Endowment	-	\$27,292,721
Expendable: Endowment	\$7,228,935	\$6,040,196
Grants and Loans	\$3,014,205	-
Scholarships	\$681,290	-
Capital Projects	\$63,513,663	-
Unrestricted	-\$46,042,398	\$33,566,234
TOTAL NET POSITION	\$222,485,390	\$66,899,151

Table 23.
Functional Distribution of Operating Expenses

Table 23. College operating expenditures are presented categorically. Total annual operating cost for the College was \$206,202,175. For the fiscal year ending June 30, 2023, as shown the functional classifications include³⁵: Instruction, Academic Support, Student Services, Institutional Support, Operation and Maintenance, Scholarships and Waivers, Depreciation and 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	\$56,032,217
Academic Support	\$25,302,834
Student Services	\$20,592,899
Institutional Support	\$33,632,389
Operation and Maintenance of Plant	\$23,945,912
Scholarships and Waivers	\$32,301,763
Depreciation	\$13,471,197
Auxiliary Enterprises	\$922,964
Total Operating Expenses	\$206,202,175

³⁵ Source: Florida Auditor General Report No. 2024-056 for Fiscal Year Ended June 30, 2023 (published November 2023).

7

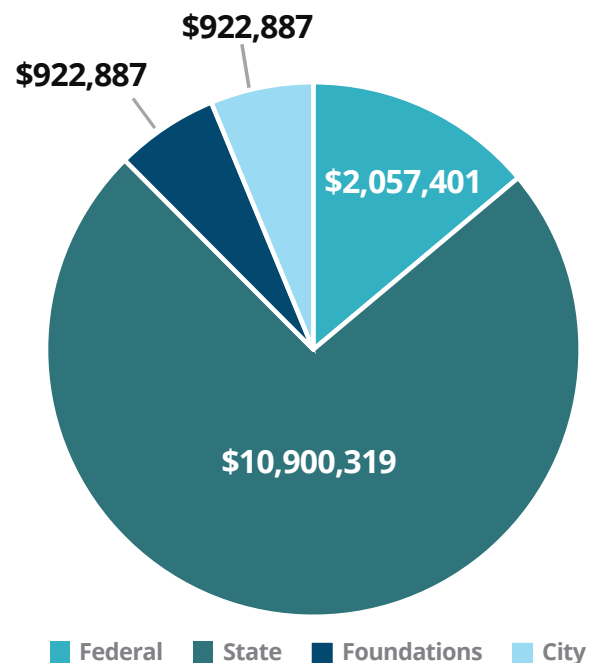
Resource Development (Grants)



FSCJ Grant Awards Summary 2023-24

Figure 18.
FSCJ Grant Award by Funding Source

Resource Development received \$11.8 million in grants for the College during the period between July 1, 2023 and June 30, 2024. The majority of awards, or 68.5%, came from state funding agencies. Federal agencies provided 19.7% of the award total, while 9.3% came from corporate and private foundations. Additional funds came from city grants which accounted for 2.5% of the awards.



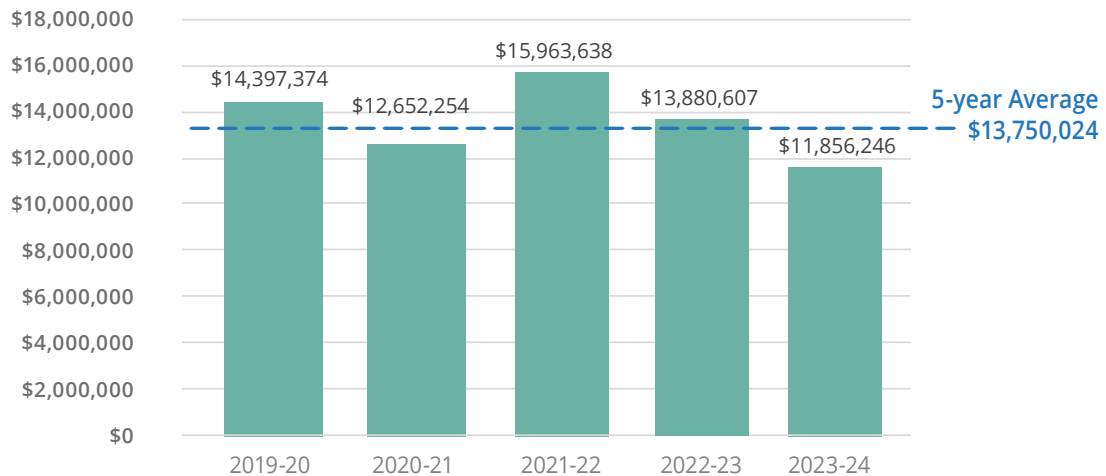
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Resource Development (Grants)

Figure 19.

Total FSCJ Funding by Fiscal Year

The FSCJ Resource Development Department has averaged \$13.8 million in annual awards since 2019-20.

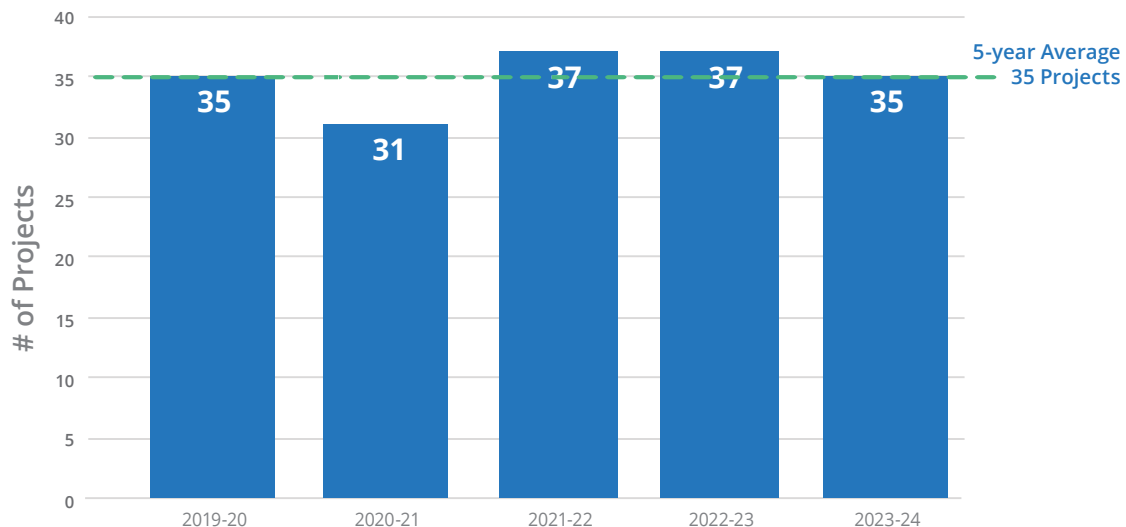


FSCJ Grant Activity Summary 2023-24

In 2023-24, 35 proposals submitted by the department were funded. The five-year average since 2019-20 is 35 awarded proposals per year.

Figure 20.

Number of Grants Funded by Fiscal Year



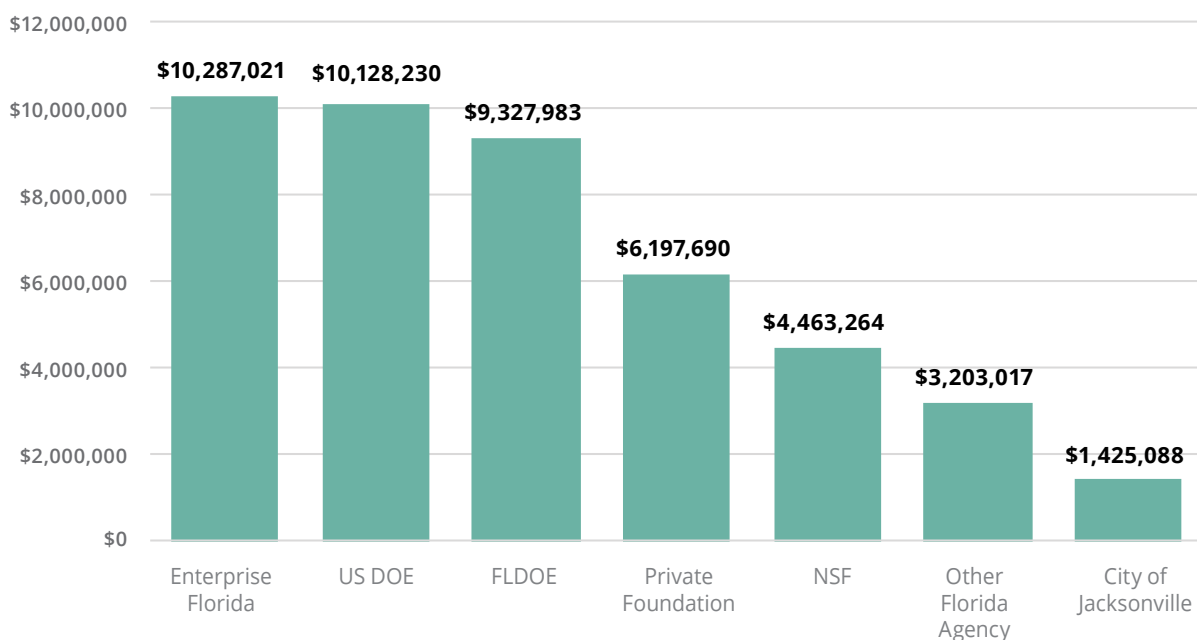
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Resource Development (Grants)



Figure 21. Active Grant Projects (Project Management)

During the 2023-24 academic year, the Resource Development department managed 77 active projects, comprising both new awards and multi-year grants awarded prior to, but continuing after July 1, 2024. The value of projects managed by the department is depicted below, by funding agency for multiple awards or otherwise by type of funder. In totality, the department managed over \$45 million in grant funded projects during this period.



7

Resource Development (Grants)

Table 24. FSCJ Awarded Grants, Projects and Descriptions (2023-24)

Vocational & Employment Readiness Training in Comprehensive Adult Learning (VERTICAL).....	\$1,484,224
UNIVERSITY OF CENTRAL FLORIDA BOARD OF TRUSTEES	
VERTICAL is an inclusive program offering vocational, technical and career-readiness training for adults with intellectual disabilities. It includes Person-Centered Plans, career exploration, internships and work-based learning to match career paths with students' interests. Students can join college clubs, organizations, student life activities and recreational opportunities.	
Perkins V – Postsecondary Career and Technical Education Program.....	\$1,467,379
FLORIDA DEPARTMENT OF EDUCATION	
Funds support and improve select Career and Technical Education programs. Perkins V – Postsecondary Career and Technical Education Program is designed to enhance postsecondary career and technical education opportunities. It aims to equip students with the skills and knowledge required to succeed in their chosen fields through targeted programs and resources provided by the Florida Department of Education.	
Adult General Education	\$1,326,396
FLORIDA DEPARTMENT OF EDUCATION	
The aim of the Adult General Education program is to help adults acquire the knowledge and skills required for employment, self-sufficiency and earning a secondary credential. The program also includes transitioning to postsecondary education and training through Integrated Education and Training (IET) Programs of Study.	
Open Door Grant Program.....	\$1,162,828
FLORIDA DEPARTMENT OF EDUCATION	
The Open Door Grant in Florida for 2023-24 provides financial aid that covers tuition, fees, exam costs, books and materials for eligible programs, after applying other federal and state aid.	
Vision Education & Rehabilitation Center (VERC) Vocational Rehabilitation and Transition Services.....	\$1,032,060
FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF BLIND SERVICES	
This program helps visually impaired or blind individuals to find employment and offers transition services to middle and high school students who are blind or have visual impairments.	
Workforce Development Capitalization Incentive (CAP) Grant.....	\$897,577
FLORIDA DEPARTMENT OF EDUCATION	
The Florida Department of Education grant funding provides support for dual enrollment programs in Medical Assisting and Welding, partnering with Duval County Public Schools to offer high school students vocational certificates and industry-standard training.	
Strengthening Building & Construction Technician Training with Alternative Energy Sources to Advance Sustainability.....	\$616,435
NATIONAL SCIENCE FOUNDATION	
This NSF-funded project under the Advanced Technological Education program will enhance instruction on alternative energy and sustainable building technologies within FSCJ's Architecture Design & Construction Technology and Building & Construction Technology degree programs. FSCJ leads a partnership with Eastern Illinois University and the University of Illinois – Urbana/Champaign.	
Nursing Program Renovation.....	\$600,000
ANONYMOUS DONOR	
Funds were used to support architectural planning and construction drawings for the Nursing Skills labs and classrooms in the B and C buildings at North Campus.	
Advancing Next Generation Bio-Technician Preparedness in Northeast Florida	\$326,721
NATIONAL SCIENCE FOUNDATION	
The project will update Biotechnology Laboratory Technology courses to incorporate advanced knowledge. It will also acquire a quantitative PCR machine for student practice and develop hands-on mini-labs for K12 students, offering an applied STEM curriculum and professional development for secondary teachers.	

Table 24. FSCJ Awarded Grants, Projects and Descriptions 2023-24 (Continued)

Veterans Upward Bound.....	\$299,038
U.S. DEPARTMENT OF EDUCATION	
The program offers academic support to eligible low-income, first-generation college veterans in Duval and Nassau counties to aid their academic success.	
Talent Search Jacksonville South	\$288,470
U.S. DEPARTMENT OF EDUCATION	
FSCJ and Duval County Public Schools leverage resources to provide services to low-income, first-generation college students in targeted middle and high schools in Jacksonville's Southside.	
Talent Search Urban Core	\$288,470
U.S. DEPARTMENT OF EDUCATION	
FSCJ and Duval County Public Schools leverage resources to provide a range of services to low-income, students at targeted high schools in Jacksonville's urban core.	
TRiO SSS STEM Project: "Changing Lives...One Student at a Time"	\$261,888
U.S. DEPARTMENT OF EDUCATION	
This North Campus project has an objective of decreasing barriers for low-income, first-generation college students and/or students with disabilities who wish to pursue certificate or A.S. degree programs in Health Sciences or A.A. degree programs leading to pre-med studies.	
Vision Education & Rehabilitation Center (VERC) Older Blind	\$261,030
FLORIDA DEPARTMENT OF EDUCATION	
The Older Blind program provides training in independent living skills for visually impaired persons age 55 and older.	
Northeast Florida Jobs Initiative.....	\$250,000
BANK OF AMERICA	
The Northeast Florida Jobs Initiative, supported by a grant of \$250,000 from Bank of America, aims to enhance employment opportunities and support workforce development in the region.	
Career Connect	\$241,667
KIDS HOPE ALLIANCE	
This multi-year project has the goal of boosting education, certification and employment opportunities for Duval County youths ages 16-21.	
Integrated English Literacy & Civics Education (IELCE)	\$181,575
FLORIDA DEPARTMENT OF EDUCATION	
For over three decades, this program has been the primary provider of English literacy and civics education for adults in Duval County.	
GEAR-UP.....	\$135,372
U.S. DEPARTMENT OF EDUCATION THROUGH DUVAL COUNTY PUBLIC SCHOOLS	
FSCJ hosts Saturday sessions and college visits for high school students in this program administered by Duval County Public Schools.	
Sunshine Health Healthcare Workforce Training Program	\$100,000
SUNSHINE HEALTH STATE HEALTH PLAN INC.	
This program provides scholarships to assist students in completing training in Medical Assistant, Nursing Assistant, Home Health Aide and Phlebotomist programs.	
Entrepreneurship Education & Training (EET) Grant.....	\$100,000
FLORIDA DEPARTMENT OF EDUCATION	
The Entrepreneurship Education & Training Grant, funded by the Florida Department of Education, provides \$100,000 to support initiatives aimed at fostering entrepreneurship education and training.	
NEVTEX	\$96,854
CENTRAL OREGON COMMUNITY COLLEGE, NATIONAL SCIENCE FOUNDATION ADVANCED TECHNOLOGICAL EDUCATION	
FSCJ is one of 15 community colleges participating in this project, which is developing instruction for transitioning from gas-powered engines to electric vehicle technologies.	
College Reach-Out Program (CROP).....	\$91,485
FLORIDA DEPARTMENT OF EDUCATION	
CROP's objective is to strengthen the educational motivation of at-risk middle and high school students and encourage their preparation for postsecondary education.	

Table 24. FSCJ Awarded Grants, Projects and Descriptions 2023-24 (Continued)

Scheidel Scholars at FSCJ	\$58,723
SCHEIDEL FOUNDATION	
The award funds a full-time Career Specialist position to maintain regular contact with Scheidel Scholars at FSCJ.	
Perkins Rural Innovation, Career & Technical Education	\$51,061
FLORIDA DEPARTMENT OF EDUCATION	
Formerly known as the Perkins Rural & Sparsely Populated program, this award is used to enhance Career and Technical Education at Nassau Center.	
Commercial Driver's License Training	\$50,150
JACKSONVILLE TRANSPORTATION AUTHORITY (JTA)	
FSCJ is a third-party testing administrator providing Commercial Driver's License (CDL) Testing for the Jacksonville Transportation Authority.	
Positive Pathways Program	\$38,075
FLORIDA DEPARTMENT OF CHILDREN & FAMILIES THROUGH EDUCATE TOMORROW	
Funding is to be used to hire a dedicated on-campus position to design and implement a support program for students who use tuition and fee exemptions.	
Vision Education & Rehabilitation Center (VERC) Adult Population	\$37,968
FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF BLIND SERVICES	
The Adult Population program provides training in independent living skills for visually impaired adults under age 55.	
Child Care Training	\$27,500
FLORIDA DIVISION OF CHILDREN AND FAMILIES	
The College offers non-credit child care training in Duval, Nassau, Baker, St. Johns and Clay counties. Services include training courses, CDA credentialing, in-service training and competency testing.	
Florida-Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP)	\$21,000
NATIONAL SCIENCE FOUNDATION THROUGH FLORIDA A&M UNIVERSITY	
This alliance promotes increased participation in STEM (Science, Technology, Engineering, Mathematics) programs by students from various backgrounds.	
Center for Economic and Financial Education (CEFE)	\$20,000
FLORIDA COUNCIL ON ECONOMIC DEVELOPMENT	
This annual award offers professional development in personal finance for K-12 educators.	
FSCJ Stock the Food Pantry	\$20,000
EVERBANK FOUNDATION	
EverBank grant funds will stock FSCJ food pantries and buy appliances to offer fresh produce, meat, dairy and other foods for students.	
Emily Balz Smith Foundation Grant	\$11,500
EMILY BALZ SMITH FOUNDATION	
Funding is provided to aid underrepresented males in achieving their educational goals.	
CROP (College Reach-Out Program) Summer Food	\$5,880
FLORIDA DEPARTMENT OF AGRICULTURE, DIVISION OF FOOD, NUTRITION AND WELLNESS	
Provides breakfast and lunch during the summer for students in CROP.	
FSCJ Career Closet	\$5,000
THE PLAYERS CHAMPIONSHIP, RED COATS COMMUNITY GRANTS	
The College's Career Closet offers students free professional clothing for career events. This grant will help create a "store-like" experience in the Career Closet space.	

Table 25.
Financial Aid Types Awarded (2023-24)³⁶

In 2023-24, FSCJ distributed more than \$94 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 \$3.3 million in scholarships. The state of Florida's Bright Futures Scholarship provides money to students with meritorious high school academic achievement and awarded \$642,207 to FSCJ.³⁷

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

Award Type	Amount	Percentage of Total Award Amount	Award Count
Grants	\$50,994,658.37	54.1%	31,725
Loans	\$37,919,727.00	40.2%	14,680
Scholarships	\$3,336,145.12	3.5%	3,300
Student Employment	\$1,970,664.00	2.1%	565
Total Financial Aid Awarded	\$94,221,194.49	100%	50,270

³⁶Source: Florida College System Annual Financial Aid Counts, 2023-24 Verification Report (T4E).

³⁷Florida Bright Futures total is the sum of the following aid types: 302 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FAS \$129,827.40

303 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FMS \$492,459.81 and 304 - SCHOLARSHIPS-STATE-BRIGHT FUTURES-FGVS \$19,920.00



8

FSCJ Foundation Overview³⁸

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:

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

What is an Endowment?

The Foundation maintains three types of endowment funds:

- "True Endowment" funds are received from a donor with the restriction that the principal is not expendable.
- "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.
- "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.

Figure 22.
FSCJ Endowed and Quasi-Endowed
Five-Year Balance

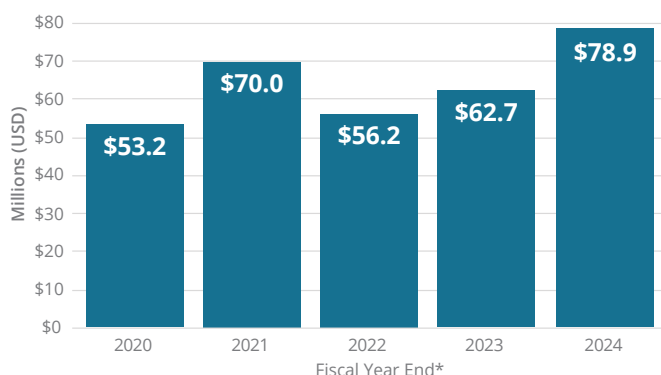
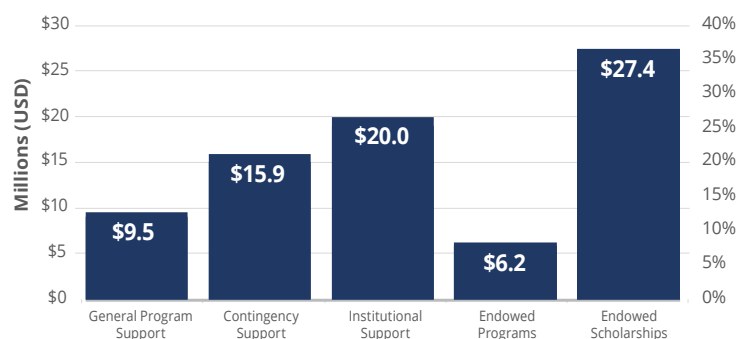


Figure 23.
FSCJ Endowed and Quasi-Endowed Balances



³⁸Source: All information and text in this section provided by the FSCJ Foundation.

*Note: The annual dates have been retroactively adjusted for 2022-23 to coincide with the September 30 Foundation Fiscal Year End (FYE) date.

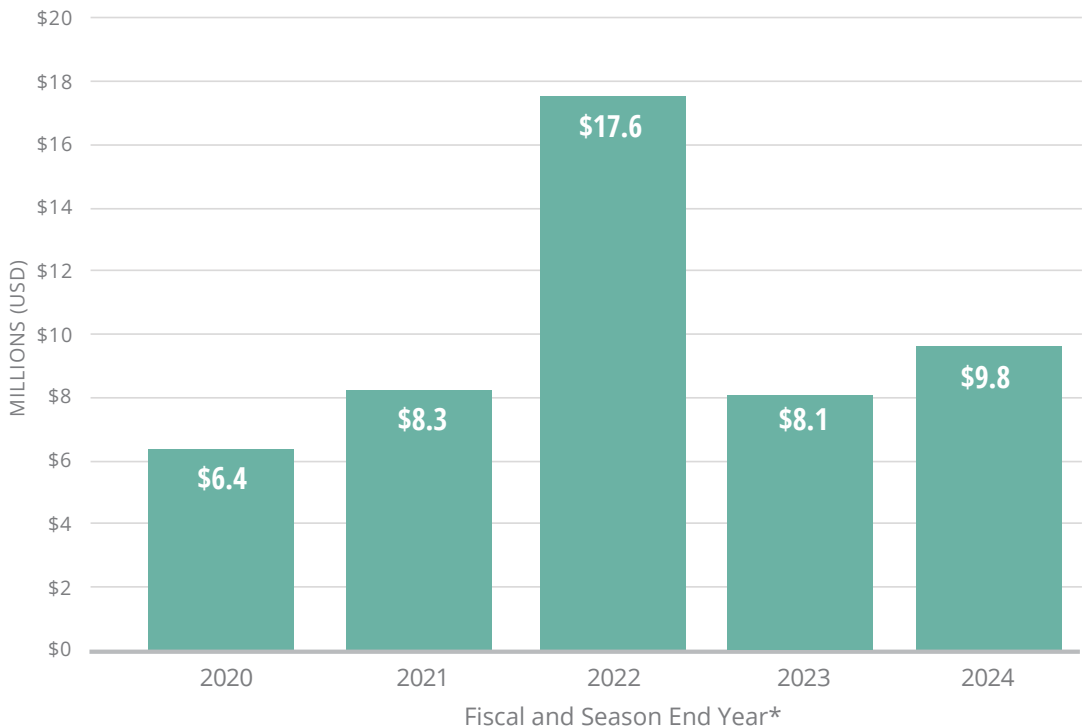
8 FSCJ Foundation Overview³⁸

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)³⁸



Notes: Operating revenue (17.6 M) for fiscal year ended 2022 included revenue from Hamilton for a three-week, 24-performance engagement.
*Annual (FYE) values retroactively adjusted for 2022-23 to coincide with the September 30 Fiscal Year and Artist Series season end dates.

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³⁹ Source: Florida State College at Jacksonville Foundation Board of Directors provided by Foundation 5/29/25.

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