



**FACTOR**  
Annual Fact Book  
2012 - 2013

## PURPOSE

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

## COLLEGE LEADERSHIP

College leadership consists of the president and cabinet members:

- Dr. Willis Holcombe, Interim College President
- Dr. Judith Bilsky, Vice President of the College
- Dr. Christal Albrecht, Campus President, Kent Campus
- Dr. Margarita Cabral-Maly, Campus President, South Campus
- Dr. Barbara Darby, Campus President, North Campus
- Ms. Jana Kooi, Campus President, Open Campus and Deerwood Center
- Dr. Tracy Pierce, Interim Campus President, Downtown Campus
- Dr. Christine Arab, Vice President, Administration
- Mr. James Stevenson, Jr., RADM, USN (ret.), Vice President, Institutional Advancement
- Ms. Susan Lehr, Director of Government Relations
- The Office of General Counsel

## DISTRICT BOARD OF TRUSTEES

The College District Board of Trustees<sup>1</sup> includes the following members:

- Ms. Karen E. Bowling
- Mr. Thomas A. "Tom" Bryan
- Ms. Latasha A. Fullwood (term begins 9/11/13)
- Ms. Candace T. "Candy" Holloway (Vice Chair, Nassau County)
- Mr. Thomas J. Majdanics
- Mr. Jimmie L. Mayo (Chair 2013–2014)
- Mr. Thomas R. McGehee, Jr.
- Ms. Randle P. "Randy" Shoemaker-Crump (Vice Chair, Duval County)
- Dr. Patricia F. White
- Ms. Gwendolyn C. "Gwen" Yates (Chair 2012–2013, term ends 9/10/13)

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<sup>1</sup> Membership as of 9/11/2013. For additional information see <http://www.fscj.edu/district/board-of-trustees/index.php>

## ACKNOWLEDGEMENTS

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

### FACTOR

All letters in the fact book name “FACTOR” are present in the College name itself: **F**LO**R**IDA **S**TATE **C**OLLE**G**E **A**T **J**ACK**S**ON**V**ILLE. The title reflects the quantitatively objective (and occasionally abstruse) nature of terms, methodologies, and definitions prevalent in area of higher education measurement and Institutional Research. For additional information, or if you have questions about the Fact Book, please contact the Florida State College at Jacksonville, Office of Student Analytics and Research.

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## SECTION ONE: OVERVIEW

- College Quick Facts
- Recent Highlights
- College History
- Mission, Values, Goals
- Governance Model
- College Location Map/Descriptions



COLLEGE QUICK FACTS

Question	Answer	Notes
How many students attend the College?	66,951 students annually	Annual Unduplicated Student Headcount Enrollment (2011–2012) <sup>2</sup>
How does FSCJ enrollment compare to others in the system?	FSCJ has the second largest five-year total annual unduplicated student enrollment (n=389,180).	Miami–Dade has the highest five-year total annual unduplicated student enrollment.
What geographic area does the college serve?	The College is part of the Florida College System and officially serves residents of Duval and Nassau counties in Northeast Florida.	While the official service area consists of the counties specified, for any given academic term, students with home address outside the service area are also enrolled. Section three contains additional details.
What percentage of students graduate?	35.8% of students graduated within 150% of normal time. The percentage of students who graduate or transfer is 41.6%. <sup>3</sup>	IPEDS Graduation Rates for Lower Division students based on Fall 2006–07 to Fall 2008–09 Full-time First Time in College students. <sup>4</sup> Section four contains additional details.
What is the average student age?	28 years as of September 1, 2012	The exact college-wide average is 27 years and the median age is 24 years.
What does it cost to attend FSCJ?	The total tuition and fees cost per credit hour for Florida residents in lower division (college credit) programs is \$102.88. For 30 credit hours, the cost is \$3,086.40.	For non-residents the cost per credit hour is \$399.27, and for eligible Georgia residents the cost is \$201.67 per credit hour. Section seven contains additional details.
What is the return to students in terms of working wages?	For every dollar students invest in FSCJ, they receive a cumulative \$6.60 in higher future income as discounted over the course of their working careers.	EMSI Economic Contribution Executive Summary, March 2013 (Note—the full report is available on the college website)

<sup>2</sup> Source: FLDOE 2013 Fact Book 2.3.3T, Annual Unduplicated Student Headcount Enrollment, 2007-08 Through 2011-12, Students Served-All Lower Division/Non-Credit and Upper Division (p. 28)

<sup>3</sup> IPEDS Graduation Rate Survey (GRS) Methodology

<sup>4</sup> Source: FLDOE, Florida College System, CCTCMIS, FCS Research and Analytics (FCS-GraduationRateTAPP). Note—time based on the 2008-2009 fall cohort of full-time, first-time in college students.

## RECENT HIGHLIGHTS

- FSCJ completed its third year as a state college.
- FSCJ ranked fourth among public, four-year institutions in the number of associate degrees awarded in the 2012 academic year.
- FSCJ stepped up to meet Governor Rick Scott's challenge in committing to develop and offer a \$10,000 bachelor's degree; FSCJ's degree will be in logistics.
- FSCJ's sign language interpretation program gained accreditation from The Commission on Collegiate Interpreter Education (CCIE) becoming one of four associate degree programs in the nation to achieve this designation.
- The Players Championship expanded its current partnership with FSCJ by creating a \$500,000 scholarship endowment over the next five years.
- FSCJ was selected as one of 27 national OSHA Training Institute Education Centers (OTIEC) institutions authorized to deliver OSHA Outreach Trainer courses and other occupational safety and health training courses.
- FSCJ's Michael Reynolds, an astronomer, professor, and administrator, was recognized by the International Astronomical Union with an asteroid renamed "Michaelreynolds" formerly "2004 SY26."
- FSCJ dedicated its commercial vehicle driving training facility; a new \$5 million facility which includes a driving track, truck simulator, and a 6,200 square foot educational building.
- FSCJ Professor Jerry Shawver was named 2012 Professor of the Year by the Association of Florida Colleges.
- A new cardiovascular technology associate degree program was announced at FSCJ's Betty P. Cook Nassau Center to train students in invasive and non-invasive cardiology specialties.
- FSCJ District Board of Trustees voted unanimously to banish tobacco and smoking on all college-owned property, at all institution-sponsored off-campus events, and in all college vehicles.
- FSCJ held its 46th annual commencement and conferred nearly 7,000 degrees and certificates. Six FSCJ advising professionals staffed a live phone bank at First Coast News to answer questions about how to pay for college.
- The FSCJ BlueWave Women's Tennis Team wins 4th top spot in the NJCAA National Women's Tennis Championships.
- Dental hygiene students at FSCJ scored in the top 10 percent overall in the nation on the National Board Dental Hygiene Examination.
- FSCJ recognized as one of the nation's top 25 public, four-year institutions for lowest in-state tuition rates.

## COLLEGE HISTORY

Founded in 1965 during the height of the nation’s community college movement, Florida State College at Jacksonville proudly serves the Northeast Florida region as well as numerous other states and countries. On August 22, 1966, then Florida Junior College at Jacksonville 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. From an initial enrollment of 2,610 students in Fall 1966, the College now serves approximately 80,000 students annually on five campuses and seven centers.

Responsive to the needs of its students and the First Coast community, the College changed its name from Florida Junior College at Jacksonville to Florida Community College at Jacksonville in 1986, and in 2007, the College received accreditation to offer bachelor’s degrees. In 2009, the College announced its new name as Florida State College at Jacksonville. To date, the College has developed 13 bachelor’s degrees in a variety of high-demand career areas, such as biomedical sciences, early childhood education, and business administration.

Since its inception, Florida State College at Jacksonville has remained committed to providing optimal access to academic programs and educational support services, excellence in teaching, and ongoing economic development of the Northeast Florida region. From orientation to graduation, the College makes student success its first priority. In addition to an award-winning faculty, the College provides students with support services in advising, financial aid, career development, and academic tutoring, among others. Not only does the College offer traditional on-ground classes in liberal arts and sciences as well as career education, it also offers a host of online courses that can be taken individually or as part of a complete degree or certificate program.

Just as Florida State College at Jacksonville values student success and economic development, so also does it contribute to the arts and culture within the community. Through the Artist Series, honored by the State of Florida as a “Major Cultural Institution,” the College brings top-rated Broadway productions, concerts, and cultural performances to Jacksonville each year.

Perhaps the College’s logo—a tetrahedron—most poignantly embodies its three-fold mission of serving the liberal arts and sciences transfer function; offering workforce preparation and advancement; and enhancing the service area through a broad array of continuing and community education classes.

## MISSION, VALUES, AND GOALS

The mission of Florida State College at Jacksonville is to provide optimal access to high quality, affordable and relevant degree, career and community education to enhance the lives of our students and the economic development of Northeast Florida. The mission of Florida State College at Jacksonville will be fulfilled, in significant measure, through the continuous, responsive pursuit of academic excellence through the following college-wide goals:

- Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community.
- Inspire students to a lifetime commitment to continued learning, informed civic engagement, ethical leadership, cultural appreciation, social responsibility and multicultural awareness in an interconnected world.
- Optimize access to College programs and services.
- Provide to students an extraordinarily positive experience in every engagement with the College.
- Contribute significantly to the ongoing economic development of the Northeast Florida region.

The College will be innovative, resourceful, effective and accountable in the pursuit of these goals. Student completion of degrees and certificates is a priority. Standards of performance for employees and organizational units will be of the highest order with a clear expectation of continuous quality improvement. Ultimate accountability shall pertain to demonstrated outcomes and other definitive evidence of success pursuant to the College's comprehensive institutional effectiveness program.

Florida State College at Jacksonville is a values-driven institution of higher education committed to ensuring that every student has an extraordinarily positive overall experience. Distinctive values of the College include (1) Excellence in teaching, (2) High quality courses, services and learning environments, (3) Innovation and flexibility in the delivery of courses and services, (4) Advanced academic technology, (5) Significant local scholarship resources, (6) Responsiveness to student, employer and community needs, (7) Emphasis on community quality of life and prosperity, (8) Encouragement and support of lifelong learning.

## GOVERNANCE MODEL

The timely and meaningful participation of College constituencies in decision-making processes is essential to the advancement of Florida State College at Jacksonville. Accordingly, the administration of the College is committed to a participatory governance model designed to ensure bi-directional communication, input in policy development and broad collaboration in the rapid resolution of issues and the continuous improvement of programs and services. The participation of College personnel, students and community members occurs through organized governance groups, each with its own leadership. The governance model functions primarily through the fully expressed role of governance group leaders. The model calls for each governance group to perform some or all of the following functions:

- Organize and facilitate the requisite level of communication among all members of the group. This will include serving as a liaison and representative of the group relative to interactions with the College administration and other governance groups of the College to ensure an effective bi-directional flow of information.
- Facilitate the appropriate representation of group interests in the decision-making process of the College through coordination of the group's participation in issue analysis and input.
- Coordinate and communicate the operational requirements, policy perspectives and professional development needs of the group as a participant in the College's planning and institutional effectiveness processes.
- Coordinate the efforts of the group to promote and assist the continuous improvement of the programs and services of the College.
- Recommend appointments to committees, task forces and design teams upon the request of the administration. <sup>5</sup>

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<sup>5</sup> Additional information is located at <http://www.fscj.edu/district/college-president/governance-model.php>

COLLEGE LOCATION MAP



## CAMPUS/CENTER BRIEF DESCRIPTIONS

Florida State College campuses and centers are located throughout Duval and Nassau counties, offering courses during the day, evening and weekends. Every campus offers the courses required to earn an associate in arts degree for university transfer. We also offer bachelor degrees with courses offered at multiple campuses. But beyond that, each campus has its own specialties, nuances and attributes that make each a little different than the others. Students may choose to attend one or more campuses/centers of their choice, but keep in mind that the core courses for many degree programs are available only at specific locations. A brief description of each location follows.<sup>6</sup>

### DOWNTOWN CAMPUS

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

Downtown Campus is located in the heart of urban Jacksonville. The campus opened in 1977 and places special emphasis on college credit, continuing education and occupational skills training programs. The campus includes classrooms and laboratories for instruction in such programs as the A.A. for University transfer, Early Childhood Education, Logistics and Supply Chain Management, building trades, engineering technology, automotive technology, electrical and metal trades, and English as a second language. Downtown Campus reaches out to many different segments of the community through programs for adult basic education, adult high school and English proficiency. The campus is home to FSCJ's College Preparatory Charter School, Pathways Academy, which is a member of the prestigious Gateway to College Network.

### KENT CAMPUS

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

Kent Campus provides a collegiate environment that is stimulating, safe, and oriented toward helping students to succeed. We offer high quality higher education in a friendly neighborhood atmosphere nestled within the Riverside-Avondale Historic District. Our faculty and staff provide learning experiences to help you develop to your full potential. Our student support services attend to your basic academic needs, while our abundance of co-curricular activities makes your time on campus both enriching and rewarding. If you value your education as a way of getting ahead or as a means of increasing your brainpower, Kent Campus is the place to be! Learn and develop within a warm and welcoming environment, one in which collegiality among fellow students, faculty, staff and administration is valued and appreciated.

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<sup>6</sup> The Facilities Section contains additional details about major college campuses, centers, and buildings.

## NORTH CAMPUS

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

Built in 1970, North Campus is Florida State College's primary center for health-related programs such as nursing, dental hygiene, and emergency medical services. North Campus is unique in its program offerings which include a wide array of assorted programs. Also unique to the North Campus is the Culinary Institute of the South, with its incomparable student-managed fine-dining restaurant, the Mallard Room. North Campus is also home to a state-of-the-art cosmetology program. There are many services associated with the academic programs that are available at a low cost. The Department of Student Success and our Career Development Center have resources available to help you choose a program of study or major. With resources such as self-assessment inventories and the Occupational Outlook Handbook, our staff members are ready and willing to assist you in choosing the career that is right for you.

## OPEN CAMPUS

9911 Old Baymeadows Rd., 32256, (904) 632-3116

Open Campus was added to Florida State College at Jacksonville in 1988 as the home of telecourses and other non-traditional avenues of learning. The first online course was offered in 1995 and the Learner Support Center to assist distance learners was established in 2000. In 2008, Open Campus launched the Virtual College and assumed oversight of the online liberal arts programs. Online enrollment has rapidly grown since the early days of distance learning from 30,000 in 2005 to over 55,000 in 2012. Since the Deerwood Center became home to Open Campus, the entire building will provide a full array of technological teaching and learning tools for flexibility and ease of offering courses in both hybrid and online format. Other changes planned for the Deerwood facility include expanded opportunities for full-time working students to take courses in the early morning, evening, nights and weekend hours, improved multipurpose space for corporate training and special events, upgraded science labs and newly renovated space for the campus's highly regarded Center for eLearning.

## SOUTH CAMPUS

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

South Campus offers a full spectrum of college credit, community education and adult education classes. South Campus can meet the needs of students seeking personal enrichment, professional development, high school diploma or equivalency, technical certification, A.S. technical degrees and liberal arts A.A. degrees. South Campus students can complete the first two years of a bachelor's degree and then transfer to a university. In addition, South Campus is the site of the Jacksonville Regional Fire/Rescue Training and Education Center.

## CENTERS

- **Administrative Offices**  
501 W. State St., 32202  
(904) 633-8100
- **Advanced Technology Center (ATC)**  
401 W. State St., 32202  
(904) 598-5600
- **Betty P. Cook Nassau Center**  
76346 William Burgess Blvd., Yulee, FL 32097  
(904) 548-4400
- **Cecil Center North**  
5640 New World Ave., 32221  
(904) 779-4200
- **Cecil Center South — Aviation Center of Excellence (ACE)**  
13450 Lake Fretwell St., 32221  
(904) 317-3800
- **Urban Resource Center (URC)**  
601 W. State St., 32202  
(904) 359-5433

## OTHER LOCATIONS

The College also offers classes at a variety of other locations including area high schools, naval bases, and other locations. Please visit the college web site ([www.fscj.edu](http://www.fscj.edu)) for further information.

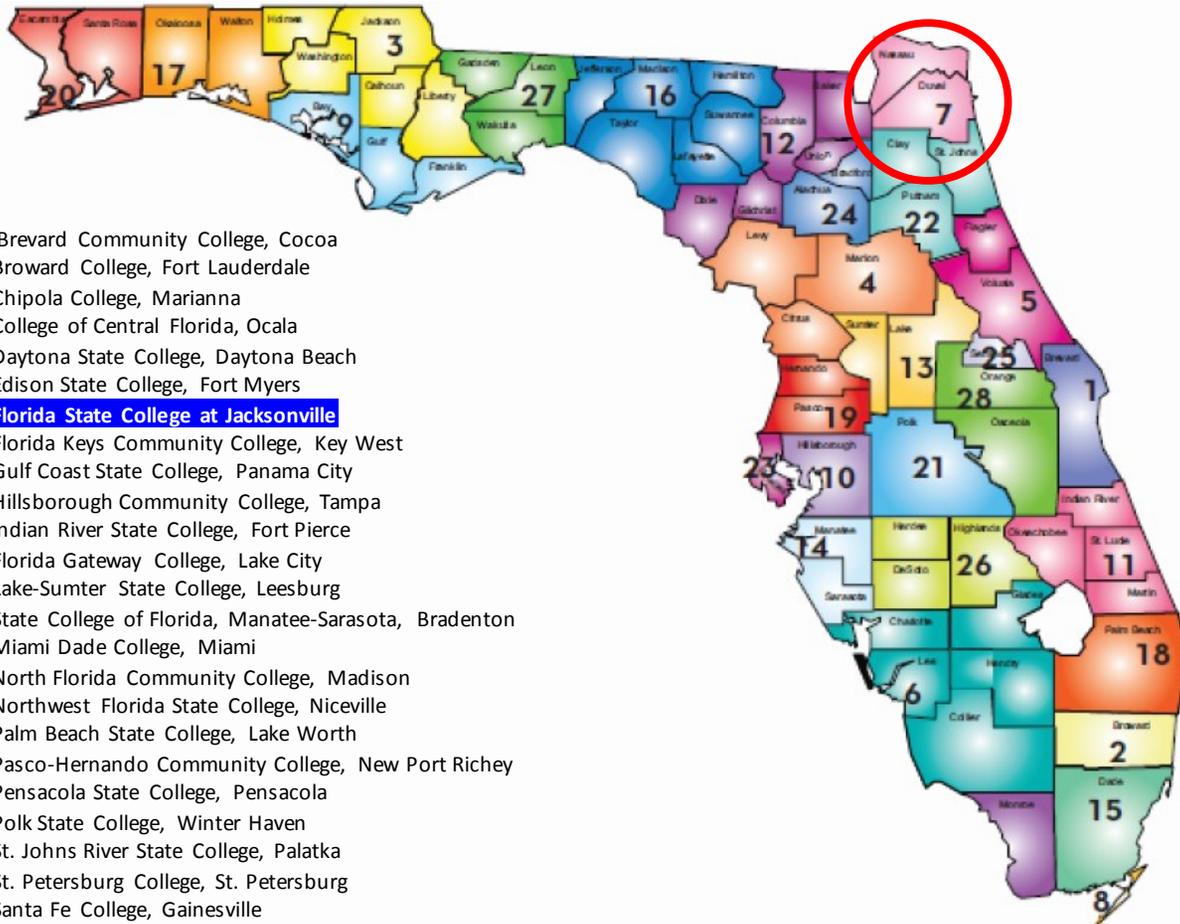
## SECTION TWO: COLLEGE SERVICE AREA

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



## SERVICE AREA DESCRIPTION AND DEMOGRAPHICS

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



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

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

Of the 28 colleges comprising the State College System, Florida State College at Jacksonville is the second largest in terms of five-year total annual unduplicated student enrollment ( $n=389,180$ ) and the third largest in terms of Annual Unduplicated Headcount Enrollment (Total Students Served=66,951).<sup>7</sup> As of the 2010 U.S. Census, the combined population of the college service area was 937,577.

<sup>7</sup> Source: FLDOE 2013 2.3.3T, Florida College System, Annual Unduplicated Student Headcount Enrollment, 2007-08 Through 2011-12, Students Served – All: Lower Division/Non-Credit and Upper Division (p. 28)

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

**Table 1. Age, Race, Ethnicity, and Gender Demographics of College Service Area<sup>8</sup>**

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

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

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

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

<sup>8</sup> Source: U.S. Census Bureau, 2010 Census, American Fact Finder (DP-1)

Educational attainment within the college service area is summarized in Table 2. As shown, the percentage of high school graduates is higher in Nassau County across all age groups, except the 45 to 64 year old category. In the 18 to 24 year old population the percentage of high school graduates is approximately equal by gender in Duval County (31%), but more than double for males (52%) compared to females (23%) in Nassau County. For the population 25 years old and over, the relative percentage of Associate’s, Bachelor’s, and Graduate or Professional Degrees is approximately equal by gender in Duval County, with wider differences in Nassau County. Both counties have High School graduate percentages exceeding the U.S. national average of 85.4%.<sup>9</sup>

**Table 2. Educational Attainment of College Service Area by Age and Gender<sup>10</sup>**

Measure	Duval Total	Duval (male)	Duval (female)	Nassau Total	Nassau (male)	Nassau (female)
Population 18 to 24 years	84,410	42,984	41,426	6,384	2,907	3,477
Less than high school graduate	16.9%	17.5%	16.3%	10.5%	19.8%	2.7%
H.S. graduate (includes equivalency)	31.1%	31.5%	30.8%	36.5%	52.1%	23.5%
Some college or associate's degree	42.8%	43.7%	41.8%	37.9%	20.2%	52.8%
Bachelor's degree or higher	9.1%	7.2%	11.1%	15.0%	7.8%	21.0%
Population 25 years and over	563,370	265,250	298,120	49,161	23,331	25,830
Less than 9th grade	4.0%	4.0%	4.0%	3.0%	2.8%	3.3%
9th to 12th grade, no diploma	9.1%	9.1%	9.1%	10.6%	10.3%	10.9%
H.S. graduate (includes equivalency)	27.7%	29.2%	26.4%	37.0%	40.7%	33.8%
Some college, no degree	24.5%	23.4%	25.4%	19.9%	17.7%	21.8%
Associate's degree	8.6%	8.6%	8.6%	4.9%	2.8%	6.9%
Bachelor's degree	17.8%	17.7%	18.0%	15.7%	18.4%	13.2%
Graduate or professional degree	8.3%	8.0%	8.5%	8.8%	7.4%	10.1%
Percent high school graduate or higher	86.9%	86.9%	87.0%	86.4%	86.9%	85.8%
Percent bachelor's degree or higher	26.1%	25.7%	26.5%	24.5%	25.8%	23.3%
Population 25 to 34 years	133,551	64,309	69,242	7,548	4,051	3,497
High school graduate or higher	87.7%	86.8%	88.4%	93.3%	93.8%	92.8%
Bachelor's degree or higher	28.8%	24.1%	33.1%	24.2%	26.0%	22.2%
Population 35 to 44 years	118,083	57,744	60,339	8,741	4,089	4,652
High school graduate or higher	90.9%	88.3%	93.4%	92.3%	91.9%	92.6%
Bachelor's degree or higher	31.1%	26.7%	35.2%	36.1%	35.8%	36.3%
Population 45 to 64 years	217,717	104,173	113,544	21,836	10,200	11,636
High school graduate or higher	88.4%	88.5%	88.3%	84.6%	82.4%	86.6%
Bachelor's degree or higher	24.5%	26.1%	23.1%	21.9%	21.1%	22.6%
Population 65 years and over	94,019	39,024	54,995	11,036	4,991	6,045
High school graduate or higher	77.5%	80.6%	75.3%	80.3%	86.6%	75.2%
Bachelor's degree or higher	19.9%	25.6%	15.9%	20.6%	27.0%	15.4%

<sup>9</sup> Source: U.S. Census, 2007-2011 American Community Survey 5-Year Estimates

<sup>10</sup> Source: U.S. Census Bureau (AFF), S1501: Educational Attainment, 2009 American Community Survey 1-Year Estimates. Note: Data are based on a sample and are subject to sampling variability. Each Survey estimate is accompanied by the upper and lower bounds of the 90 percent confidence interval. In addition to sampling variability, the ACS estimates are subject to non-sampling error which is not represented in the table values.

GROWTH PROJECTIONS

Population growth in the college service area is depicted in Figure 2. As shown, the combined population is expected to grow past 1,000,000 sometime between 2015 and 2020.

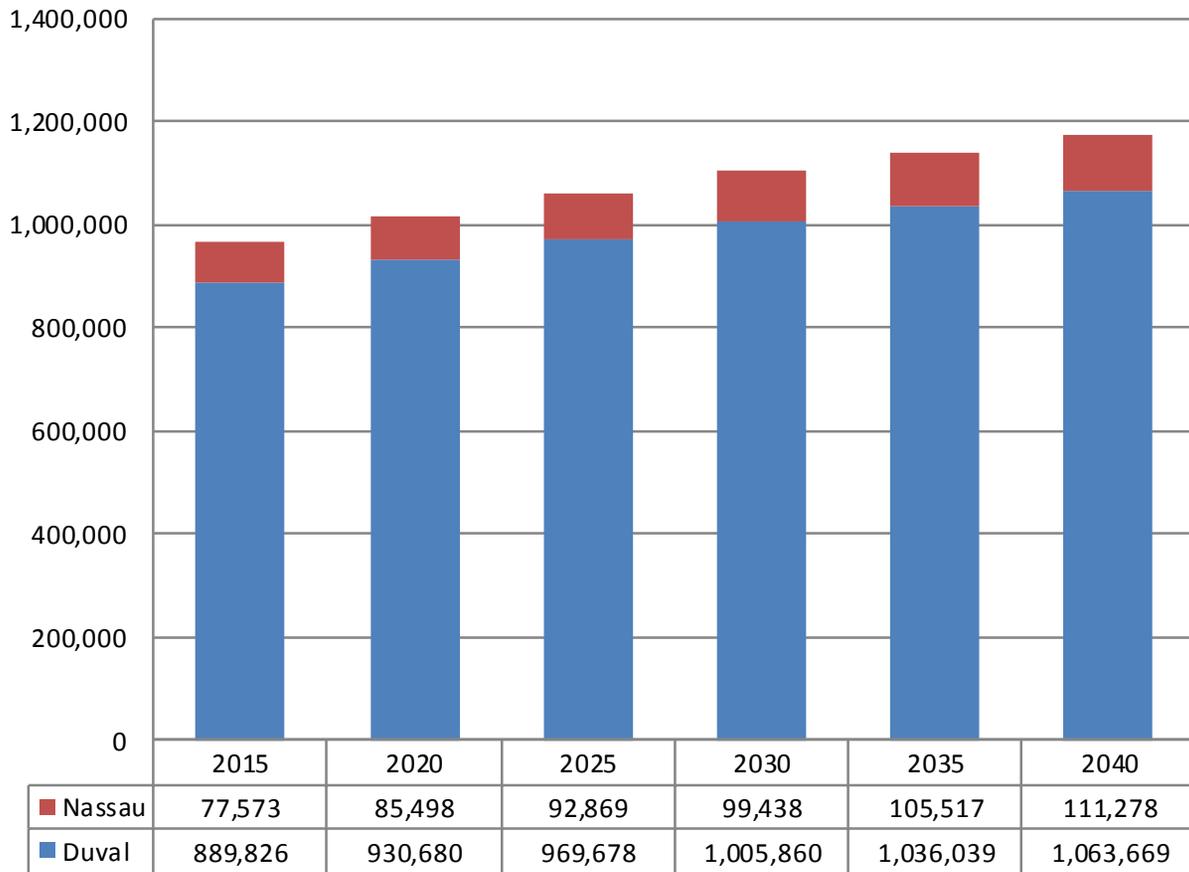


Figure 2. Population Growth Projections for College Service Area<sup>11</sup>

<sup>11</sup> Source: Medium Projections of Florida Population by County, 2015–2040, University of Florida, Bureau of Economic and Business Research, Florida Population Studies, Bulletin 165, March 2013

ECONOMIC AND WORKFORCE INDICATORS

Tables 3 and 4 contain a summary of individual, household, and business economic indicators.

**Table 3. Service Area Poverty and Earnings by Educational Attainment Level and Gender<sup>12</sup>**

Poverty Rate*	Duval Total	Duval (male)	Duval (female)	Nassau Total	Nassau (male)	Nassau (female)
Less than high school graduate	26.10%	19.40%	32.10%	20.50%	9.70%	30.20%
H.S. graduate (includes equivalency)	11.60%	10.00%	13.20%	15.60%	11.60%	20.00%
Some college or associate's degree	9.80%	8.30%	11.10%	4.90%	7.40%	3.30%
Bachelor's degree or higher	5.10%	4.50%	5.50%	4.40%	3.00%	5.70%

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

Median Earnings**	Duval Total	Duval (male)	Duval (female)	Nassau Total	Nassau (male)	Nassau (female)
Population 25 years and over with earnings	\$31,628	\$36,368	\$28,718	\$32,905	\$37,929	\$27,672
Less than high school graduate	\$17,648	\$21,753	\$12,963	\$18,607	\$27,664	\$11,242
H.S. graduate (includes equivalency)	\$25,825	\$28,708	\$23,558	\$29,666	\$36,982	\$20,723
Some college or associate's degree	\$31,430	\$36,615	\$28,312	\$30,013	\$36,286	\$28,891
Bachelor's degree	\$41,994	\$51,672	\$38,505	\$46,285	\$54,690	\$24,766
Graduate or professional degree	\$52,797	\$65,048	\$46,043	\$54,294	\$32,215	\$65,625

\*\*Past 12 months, 2009 inflations-adjusted dollars

**Table 4. Housing, Income, and Business Establishments<sup>13</sup>**

Housing and Income	Duval	Nassau	Florida
Housing units, 2011	389,434	35,286	9,026,965
Homeownership rate, 2007-2011	63.20%	79.90%	69.00%
Housing units in multi-unit structures, percent, 2007-2011	28.60%	13.90%	29.90%
Median value of owner-occupied housing units, 2007-2011	\$170,300	\$202,300	\$188,600
Households, 2007-2011	330,821	27,664	7,140,096
Persons per household, 2007-2011	2.55	2.59	2.56
Per capita money income in the past 12 months (2011 dollars), 2007-2011	\$26,394	\$29,368	\$26,733
Median household income, 2007-2011	\$49,964	\$58,933	\$47,827
Persons below poverty level, percent, 2007-2011	14.90%	9.40%	14.70%

Business	Duval	Nassau	Florida
Private nonfarm establishments, 2011	23,144	1,588	490,851
Private nonfarm employment, 2011	382,633	14,878	6,732,639
Private nonfarm employment, percent change, 2010-2011	0.00%	2.80%	1.60%
Non-employer establishments, 2010	57,755	5,036	1,686,142

<sup>12</sup> Source: U.S. Census Bureau (AFF), S1501: Educational Attainment, 2009 American Community Survey 1-Year Estimates. Note: Data are based on a sample and are subject to sampling variability. Each Survey estimate is accompanied by the upper and lower bounds of the 90 percent confidence interval. In addition to sampling variability, the ACS estimates are subject to non-sampling error which is not represented in the table values.

<sup>13</sup> Source: US Census Bureau State & County QuickFacts

PUBLIC HIGH SCHOOL GRADUATION RATES IN SERVICE AREA

High school graduation rates in the college service area counties are displayed in Figure 3. As shown, the rates for both Duval and Nassau counties have been increasing since 2006–07.

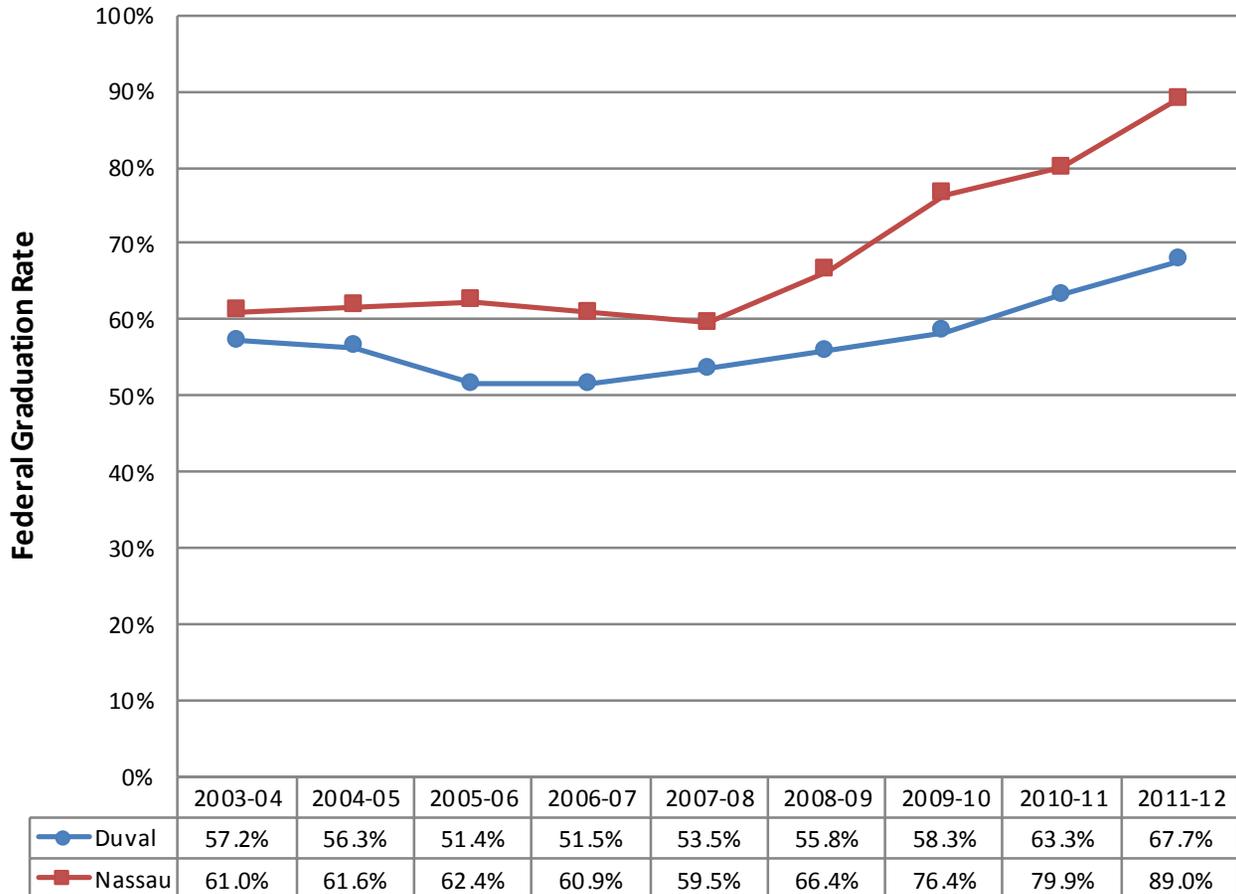


Figure 3. High School Graduation Rates for Duval and Nassau Counties<sup>14</sup>

<sup>14</sup> Source: FLDOE, Education Information & Accountability Services, Graduation and Dropout Rates (accessed 8/2/13)

## PUBLIC HIGH SCHOOL GRADUATION PROJECTIONS

The projected public high school graduation count for Duval County is charted in Figure 4. As shown, the standard high school diploma count is expected to peak in 2013–2014 and then decline through 2016–2017. A similar view for Nassau county public high schools is shown in Figure 5. The combined total projections for the service area is shown (as a stacked bar chart) in Figure 6.

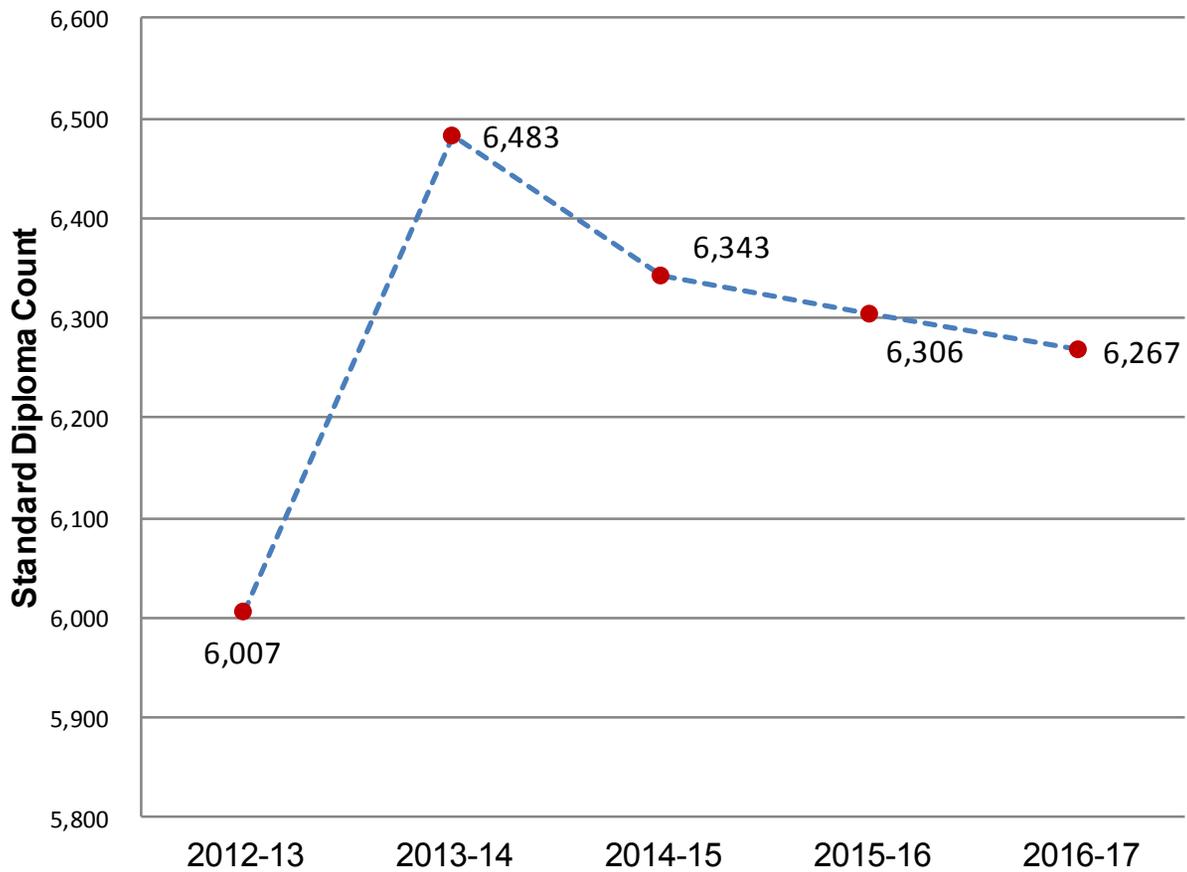


Figure 4. Duval County Public High School Graduate Projection<sup>15</sup>

<sup>15</sup> Source: Florida Department of Education 2013 Projections as of 7/2/2013

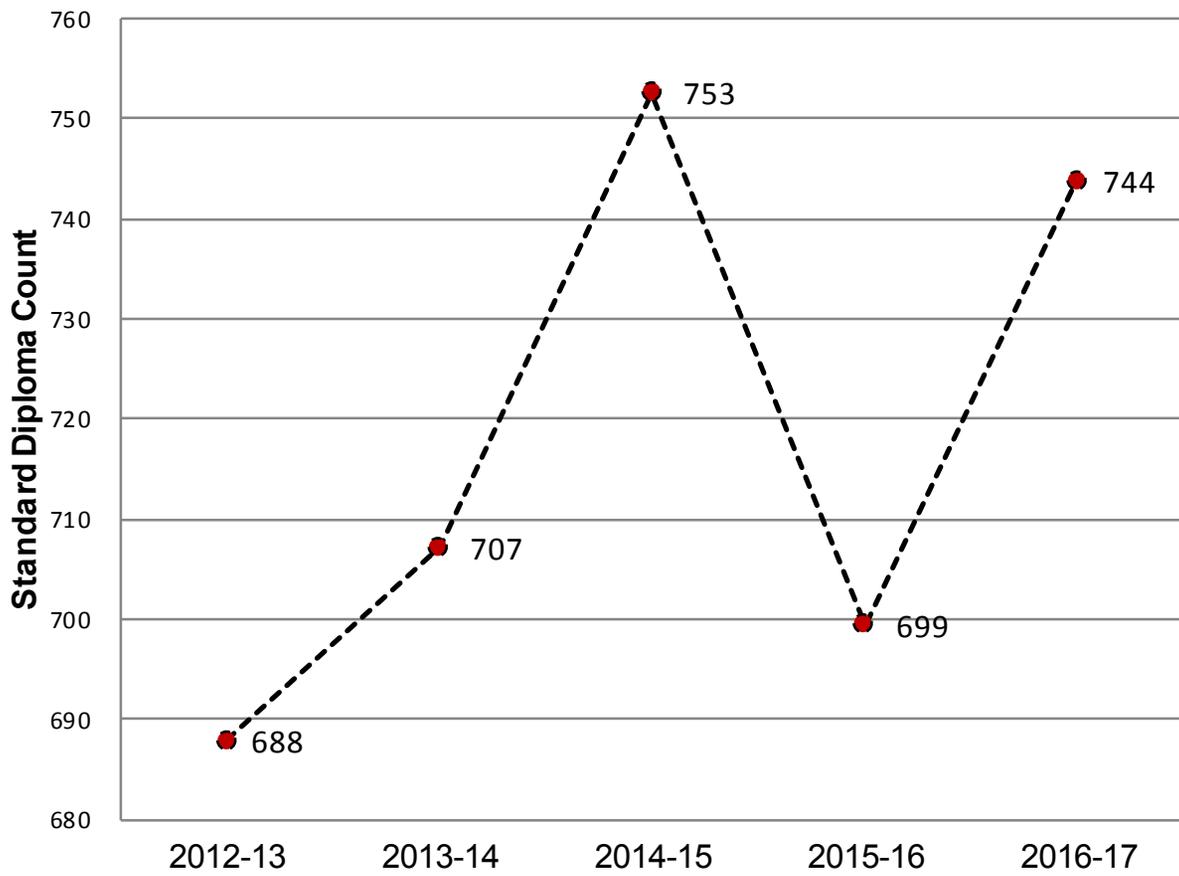
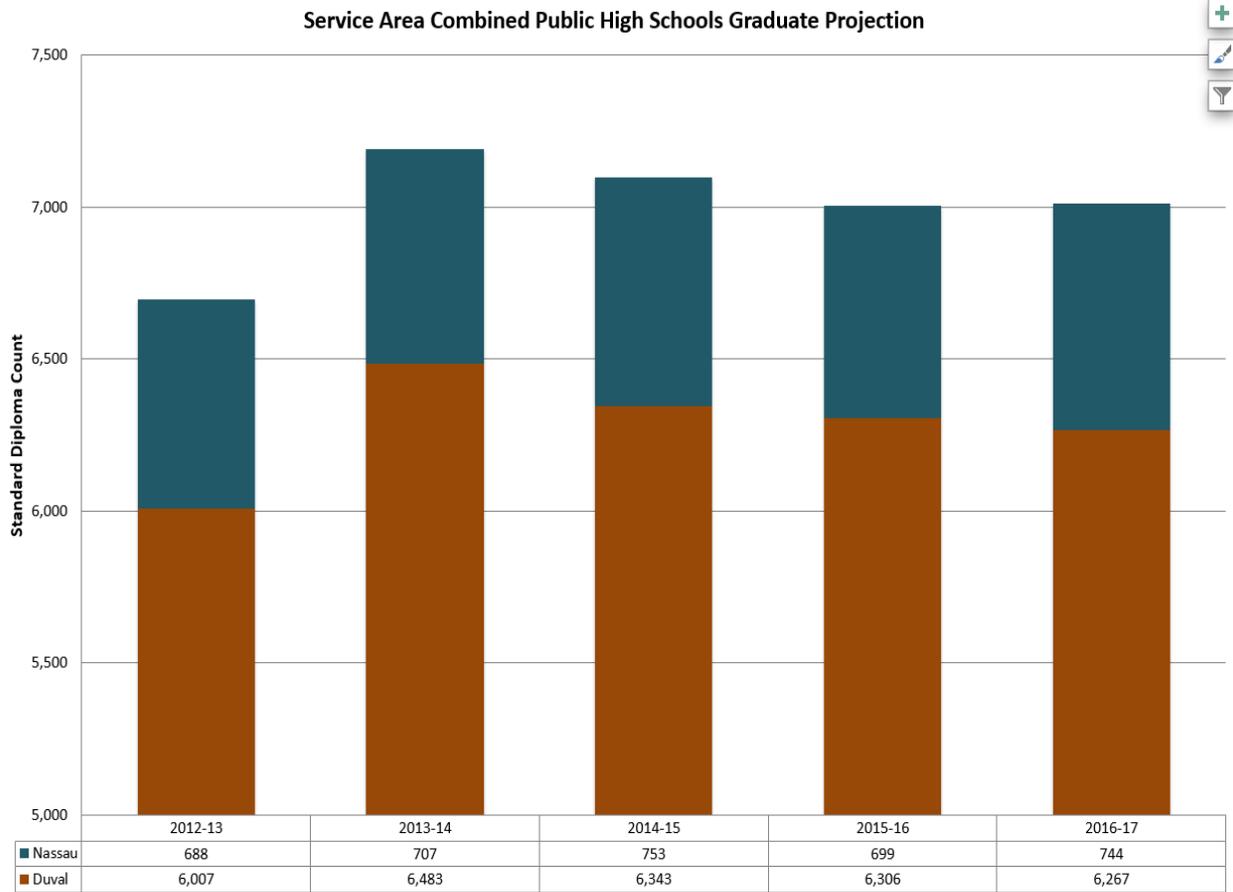


Figure 5. Nassau County Public High School Graduate Projection<sup>16</sup>

<sup>16</sup> Source: Florida Department of Education 2013 Projections as of 7/2/2013



**Figure 6. Combined Public High Schools Graduate Projection for the Service Area**

## SECTION THREE: STUDENT DEMOGRAPHICS

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



## DEMOGRAPHIC OVERVIEW AND DATA

The student demographic characteristics presented in this section specifically reference fall 2012 beginning-of-term data. The fall, beginning-of-term data set consists of an unduplicated count of 30,053 students enrolled at the college during that period. These data are also used and reported by both the State of Florida (Florida College System) and the U.S. Department of Education via the Integrated Post-secondary Education Data System (IPEDS)<sup>17</sup> to report student demographic characteristics at participating American post-secondary institutions.

College-wide by gender, 59.5% of students are female and 40.5% are male. The median age is 23.9 years and the mean (calculated as of as of September 1, 2012) is 27.4 years. Over two-thirds (68%) of students were enrolled on a part-time basis. College-wide, 13.4% of students were categorized as either First Time in College (FTIC) or FTIC Dual Enrollment (DE)<sup>18</sup>/Early Admission (EA)<sup>19</sup>.

In comparison to the Florida College System, race/ethnicity percentages at the College show both similarities and differences. The percentage of students identified as White at College is 46.6% compared to 45.1% system-wide. The percentage of students identified as Black at College is 25.7% compared to 17.6% system-wide. The percentage of students identified as Hispanic at College is 5.9% compared to 24.9% system-wide. The percentage of students identified as Two or More Races at College is 1.4% compared to 1.5% system-wide. Further breakdowns of these values (e.g., by race/ethnicity and gender) are provided later in this section.

Next, the geographic location of students (by zip code of record) is examined. Figure 7 is map of student zip code location on the contiguous U.S. mainland. Over 98.5% of all students in cohort have zip codes located in Florida.<sup>20</sup>

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

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

<sup>19</sup> A policy under which students who have not completed high school are admitted to and enrolled full-time in college, usually after completion of their junior year.

<sup>20</sup> Three zip code locations are located in Alaska and eight zip code locations are located in Hawaii.

GEOGRAPHIC DISPERSION

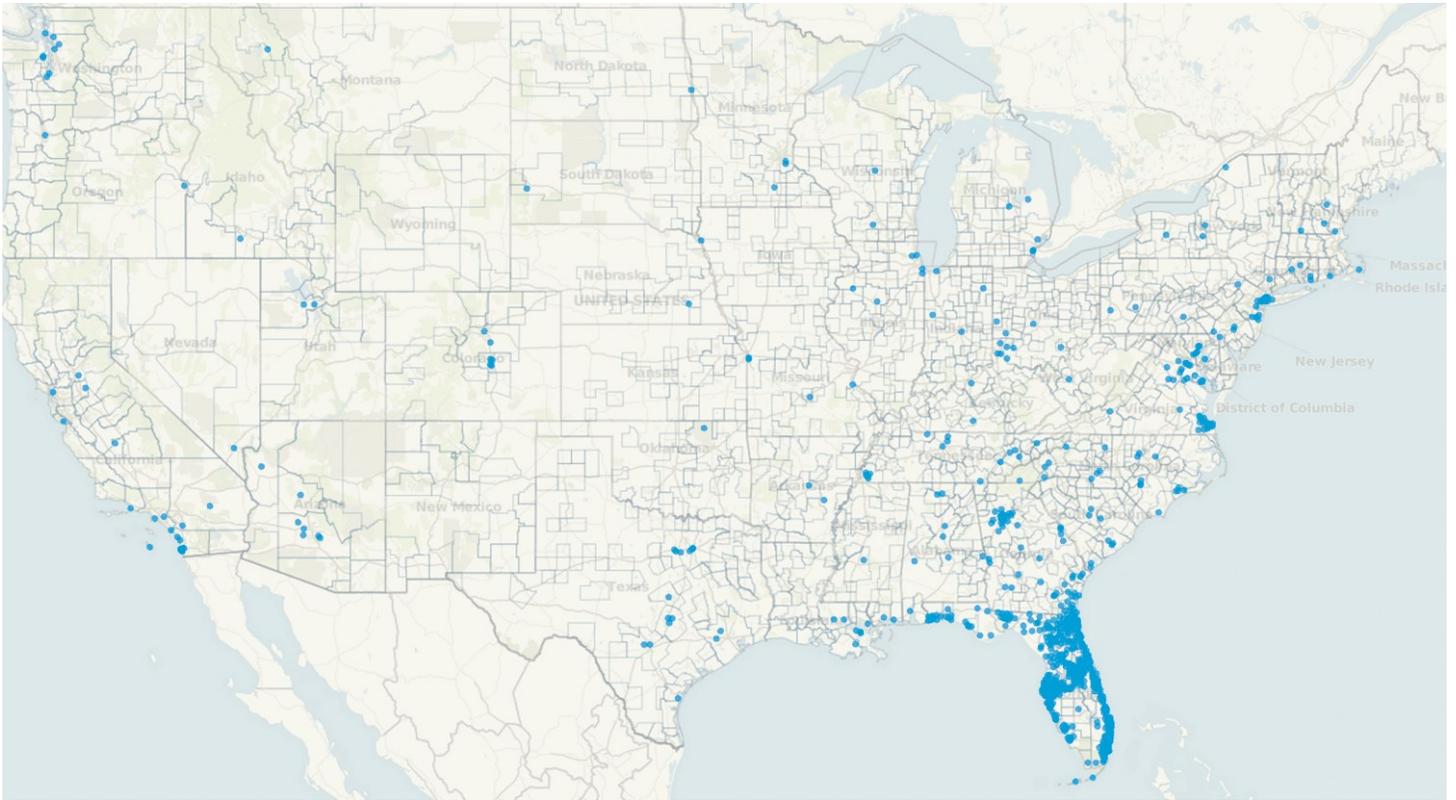


Figure 7. Student Locations by Zip Code (Contiguous U.S. Mainland) <sup>21</sup>

<sup>21</sup> Each circle/dot represents at least one student zip code (although those in Florida represent many more than one student each—see service area detail map) as stated in the FSCJ Orion system and matched to the 2012 fall (beginning-of-term) FLDOE/IPEDS demographic cohort. Most students (98.53% of the total) are located in Florida.

Figure 8 is a more localized view of student zip code locations in and near the College service area. The local zip code with the highest student count is 32244 containing 1,705 students and located on the near west side of Jacksonville.<sup>22</sup>

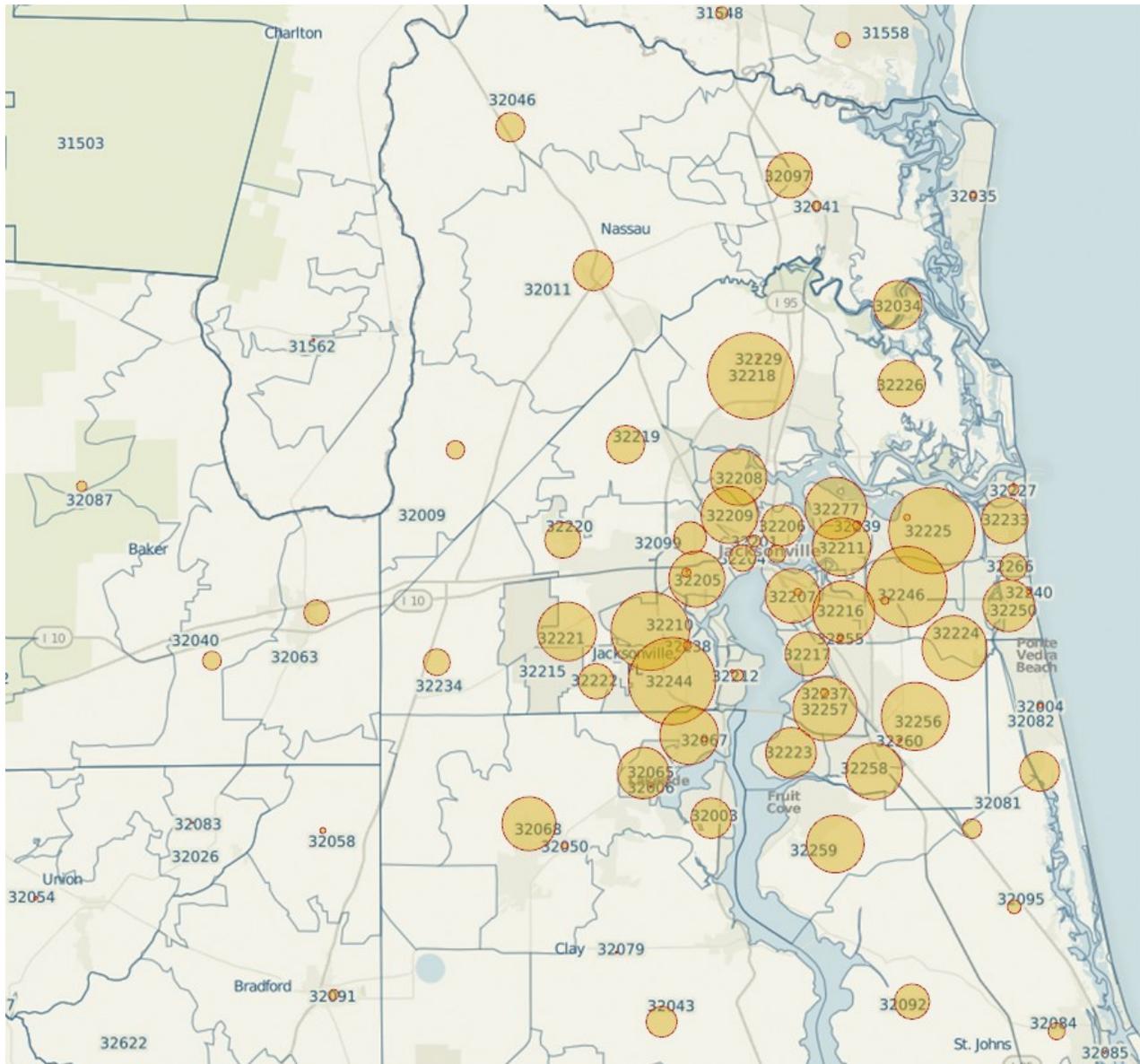
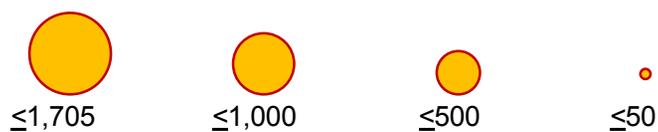


Figure 8. Service Area Detail of Local Student Population Zip Code Locations



<sup>22</sup> For perspective, the tiny circle representing zip code 31562 (St. George, GA) represents only two students.

STUDENT GENDER

College-wide, the percentage of females is nearly 60% and the percentage of males is just over 40%.<sup>23</sup> Table 5 shows counts and percentages of student gender by campus/center and college-wide. Figure 9 is a 100% stacked bar chart of student gender by campus/center and college-wide.

Table 5. Student Gender College-Wide and by Campus/Center

Campus/Center	Student Gender				Campus Total
	Female	Percent of Campus Total	Male	Percent of Campus Total	
Cecil Center	171	33.9%	333	66.1%	504
Deerwood Center	1,257	56.5%	969	43.5%	2,226
Downtown Campus	2,108	51.0%	2,023	49.0%	4,131
Kent Campus	2,918	58.3%	2,088	41.7%	5,006
Nassau Center	382	62.0%	234	38.0%	616
North Campus	2,903	69.2%	1,292	30.8%	4,195
Open Campus	4,349	70.8%	1,795	29.2%	6,144
South Campus	3,752	52.5%	3,395	47.5%	7,147
Unknown	56	66.7%	28	33.3%	84
<b>College-Wide</b>	<b>17,896</b>	<b>59.5%</b>	<b>12,157</b>	<b>40.5%</b>	<b>30,053</b>

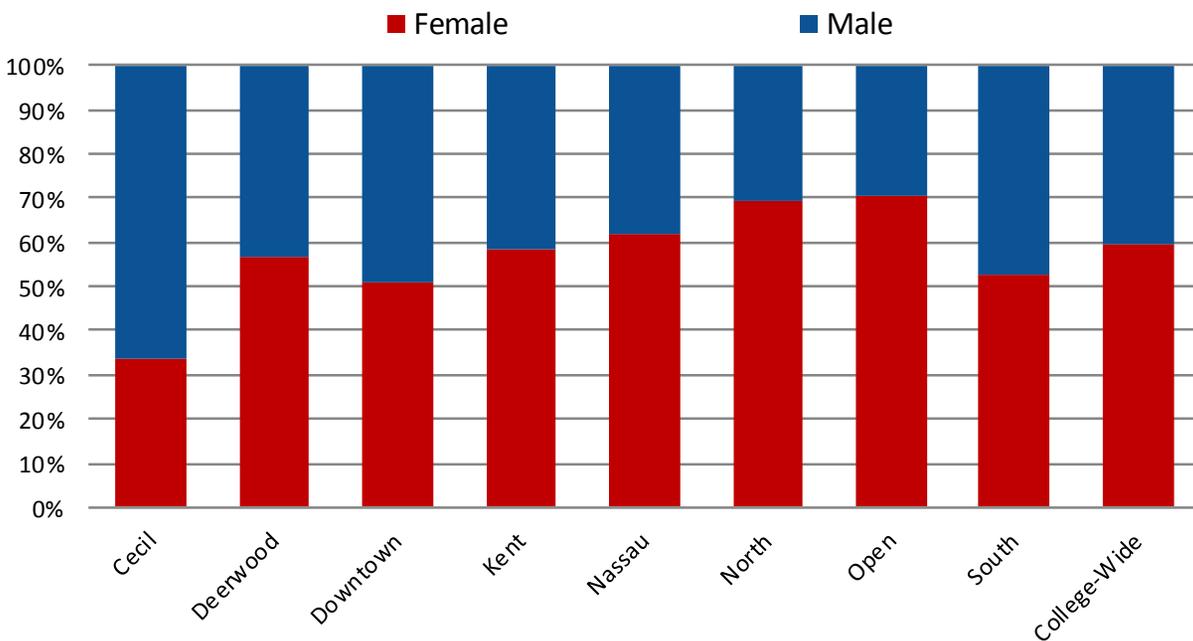
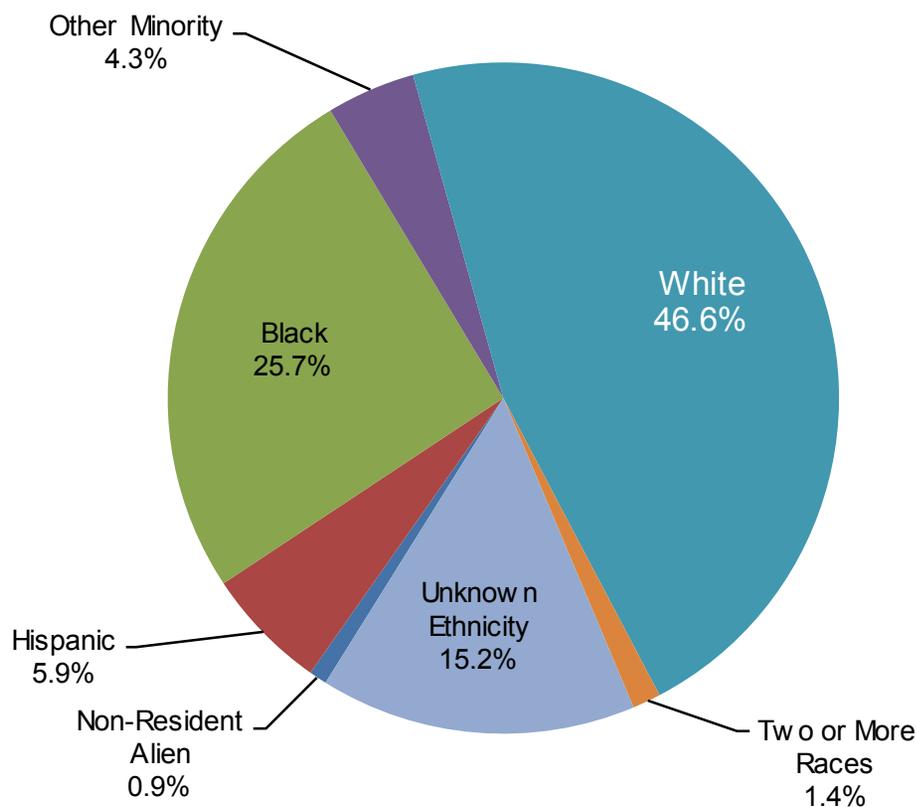


Figure 9. Student Gender College-Wide and by Campus/Center (100% Stacked) Bar Chart

<sup>23</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (analysis data file updated 8/8/2013). This file contains a total of 30,060 records total, and 30,053 for students of known gender. The IPEDS EF2 cohort file for Fall 2012 and was matched to ORION data to include student home campus and student birthdate (DOB) using SRMISImports Tables: ST\_ACDMC\_HIST\_A\_154; ST\_STDNT\_A\_125; ST\_STDNT\_TERM\_A\_236 (local file: IPEDS cohort demographics).

## STUDENT RACE/ETHNICITY

The demographic characteristics presented here specifically reference fall 2012 beginning-of-term information based on an unduplicated student count of 30,053. Figure 10 is a demographic snapshot of the College by student race and ethnicity.<sup>24</sup> The percentages and descriptive categories shown correspond with both state and federal (IPEDS) measures based on fall 2012 beginning-of-term counts, however, these do not include students in such programs as Adult Education, Continuing Workforce Education, or General Education Development (GED) Preparation.<sup>25</sup>



**Figure 10. College-Wide Student Race/Ethnicity (fall, beginning term)**

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

<sup>24</sup> Source: Federal IPEDS EF2 based on data from the 2012-13 Student Data Base Fall Beginning-of-Term (n=30,053) as cited in FLDOE 2013 Fact Book 1.4T FCS Fall Headcount Enrollment by Ethnicity and Gender, Beginning-of-Term, Fall 2012-13 (p. 19)

<sup>25</sup> Other Minority = American Indian, Alaskan Native, Asian, Native Hawaiian, Pacific Islanders; The data set includes four classifiers for citizenship. Non-Resident Alien (A) includes students not classified as U.S. Citizen (C), Permanent Resident (P), or Unknown/Not Reported (X)

Using the IPEDS race/ethnicity categories, the relative percentages for the College can be compared to the Florida College System overall. As shown in Table 6 the College has substantially higher relative percentage of students categorized as Black and Unknown, and a substantially lower relative percentage of Hispanic students.

**Table 6. College–State Student Race/Ethnicity Comparisons<sup>26</sup>**

Student Race/Ethnicity	Florida State College at Jacksonville		Florida College System <sup>27</sup>	
	count	percentage	count	percentage
Black	7,721	25.7%	83,921	17.6%
Hispanic	1,785	5.9%	118,416	24.9%
Non-Resident Alien	259	0.9%	6,397	1.3%
Other Minority	1,286	4.3%	14,130	3.0%
Two or More Races	410	1.4%	7,204	1.5%
Unknown Ethnicity	4,577	15.2%	31,142	6.5%
White	14,015	46.6%	214,276	45.1%
Total	30,053	100.0%	475,486	100.0%

Further breakdowns and more detailed comparisons were made using locally extracted college data matched to the EF2 federal cohort.<sup>28</sup> Using the extracted data set, additional demographic details, both college-wide and for each of eight (aggregated) main campus/center locations, are examined and compared next. Table 7 contains race/ethnicity counts by campus using the same category definitions as reported by the Florida Department of Education. These categories combine American Indian or Alaska Native, Asian, and Native Hawaiian or Pacific Islander as “Other Minority” for IPEDS reporting purposes. The pie chart in Figure 11 shows the College-Wide relative percentage of each category. Campus percentages are shown in Figures 12 through 19.

<sup>26</sup> Source: Federal IPEDS EF2 based on data from the 2012-13 Student Data Base Fall Beginning-of-Term (n=30,053) as cited in FLDOE 2013 Fact Book 1.4T FCS Fall Headcount Enrollment by Ethnicity and Gender, Beginning-of-Term, Fall 2012-13 (p. 19)

<sup>27</sup> Florida College System total and average includes Florida State College at Jacksonville data

<sup>28</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (analysis data file updated 8/8/2013). This file contains a total of 30,060 records total, and 30,053 for students of known gender. The IPEDS EF2 cohort file for Fall 2012 and was matched to ORION data to include student home campus and student birthdate (DOB) using SRMISImports Tables: ST\_ACDMC\_HIST\_A\_154; ST\_STDNT\_A\_125; ST\_STDNT\_TERM\_A\_236 (local file: IPEDS cohort demographics).

Table 7. Race/Ethnicity Campus Counts (fall, beginning term)<sup>29 30</sup>

Campus/Center	Black	Hispanic	Non-Resident Alien	Not Reported	Other Minority	Two or More	White	Row Totals	Percent (college-wide)
Cecil Center	87	39	3	68	20	9	278	<b>504</b>	1.7%
Deerwood Center	369	170	19	339	132	34	1,163	<b>2,226</b>	7.4%
Downtown Campus	1,811	233	89	463	175	34	1,326	<b>4,131</b>	13.7%
Kent Campus	1,369	326	19	636	224	93	2,339	<b>5,006</b>	16.7%
Nassau Center	50	24	3	165	10	6	358	<b>616</b>	2.0%
North Campus	1,429	144	22	790	144	37	1,629	<b>4,195</b>	14.0%
Open Campus	1,442	322	20	800	190	64	3,306	<b>6,144</b>	20.4%
South Campus	1,134	524	84	1,307	389	132	3,577	<b>7,147</b>	23.8%
Unknown	30	3	0	9	2	1	39	<b>84</b>	0.3%
<i>Column Totals</i>	<b>7,721</b>	<b>1,785</b>	<b>259</b>	<b>4,577</b>	<b>1,286</b>	<b>410</b>	<b>14,015</b>	<b>30,053</b>	
College-Wide	<b>25.7%</b>	<b>5.9%</b>	<b>0.9%</b>	<b>15.2%</b>	<b>4.3%</b>	<b>1.4%</b>	<b>46.6%</b>		

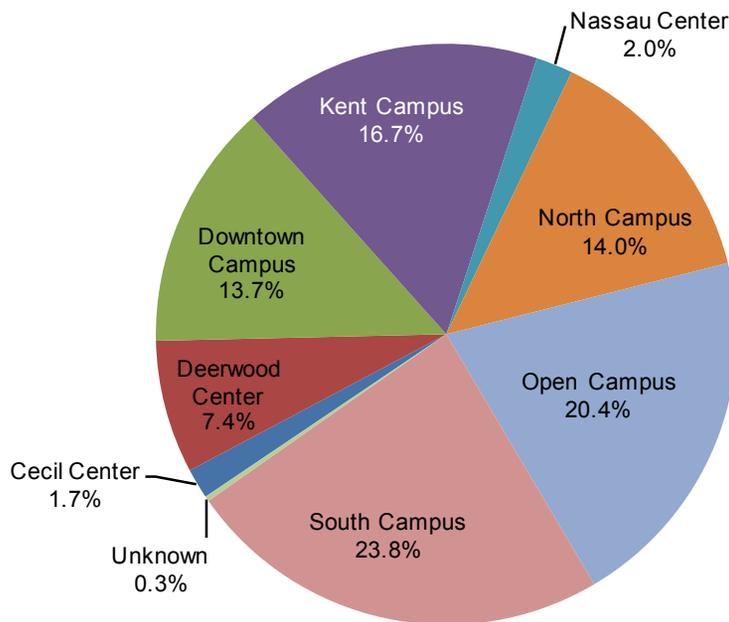


Figure 11. Demographic Percentages for Main Campus/Center Locations (fall, beginning term)

<sup>29</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (analysis data file updated 8/8/2013). Race/ethnicity categories are adjusted to match those used by FLDOE/FCS (fact book). "Other minority" includes American Indian, Alaskan Native, Asian, Hawaiian, Pacific Islanders.

<sup>30</sup> In addition to campus/center-based online, (x7300), DTC includes 23 other distinct physical locations), North Campus also includes 10 other distinct physical locations, Kent Campus also includes 1 other distinct physical location, South Campus count also includes 7 other distinct physical locations, DWC also includes 3 other distinct physical locations. Many of these additional locations consist of area high schools, hospitals, and UNF.

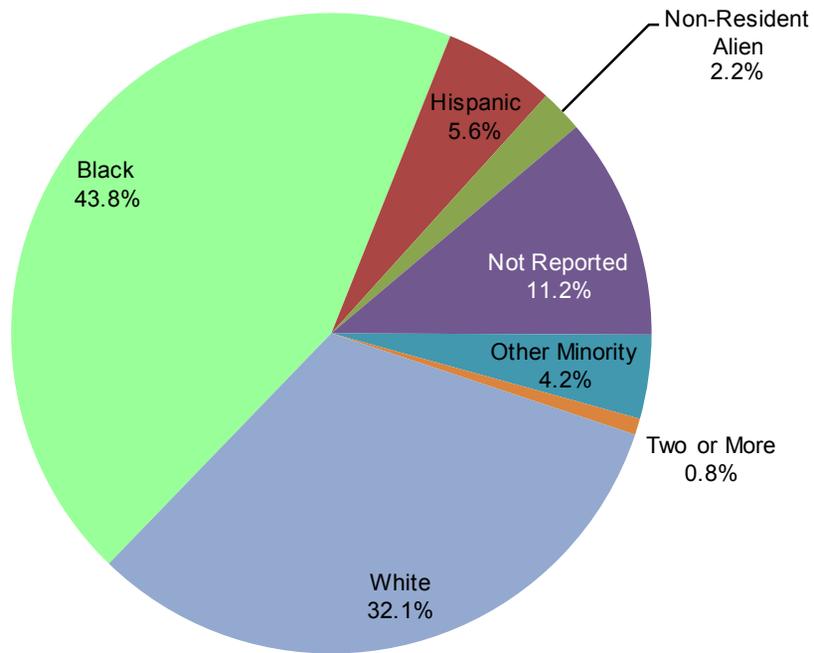


Figure 12. Downtown Campus Race/Ethnicity (fall, beginning term)

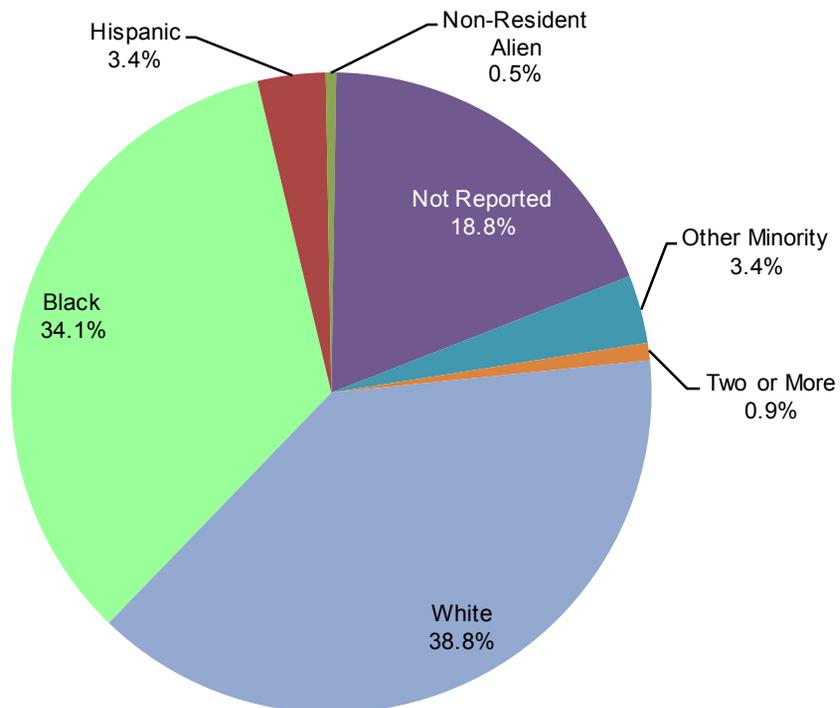


Figure 13. North Campus Race/Ethnicity (fall, beginning term)

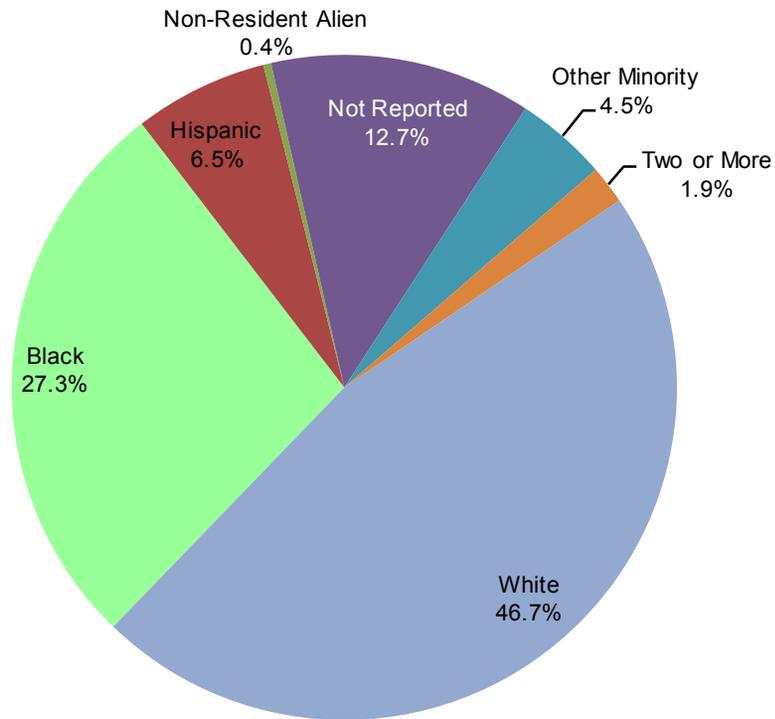


Figure 14. Kent Campus Race/Ethnicity (fall, beginning term)

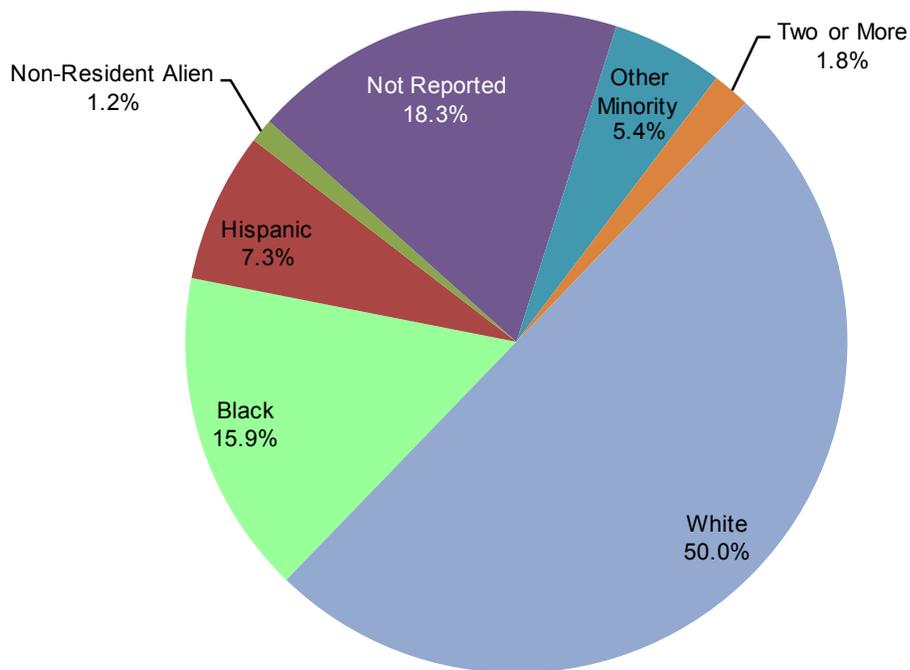


Figure 15. South Campus Race/Ethnicity (fall, beginning term)

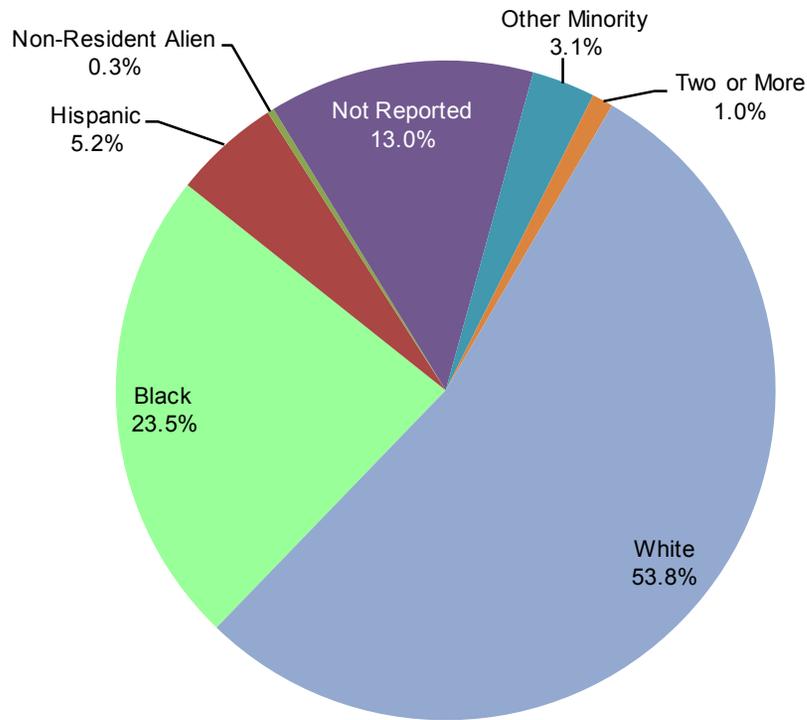


Figure 16. Open Campus Race/Ethnicity (fall, beginning term)

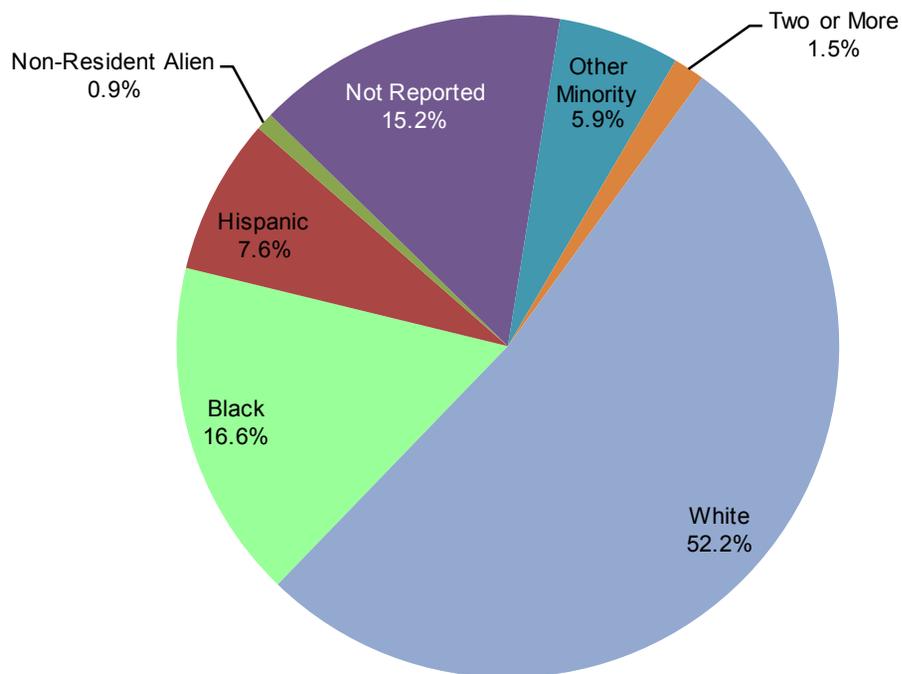


Figure 17. Deerwood Center Race/Ethnicity (fall, beginning term)

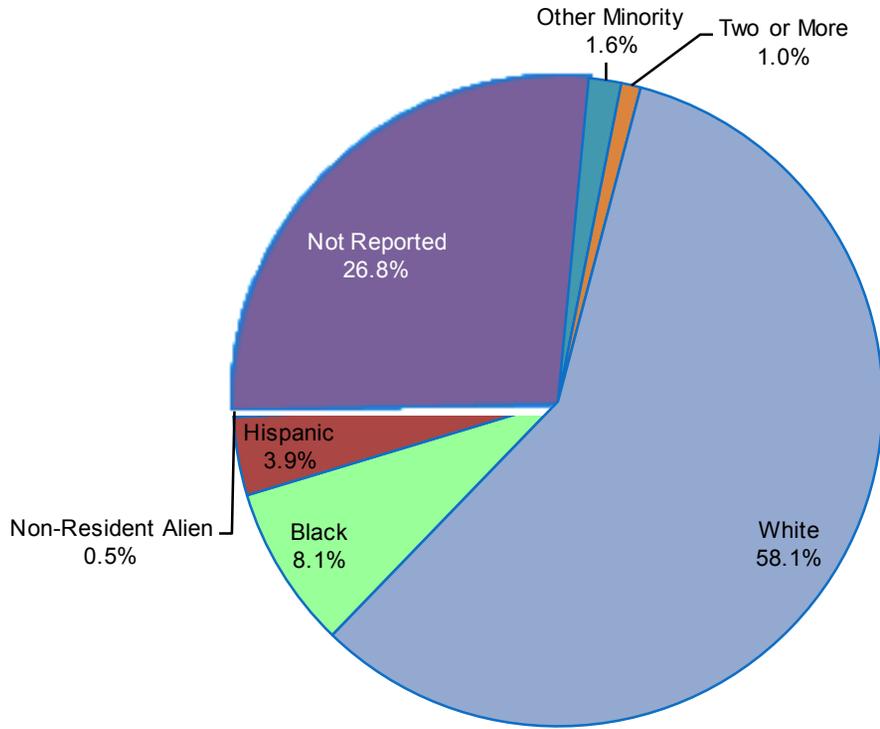


Figure 18. Nassau Center Race/Ethnicity (fall, beginning term)

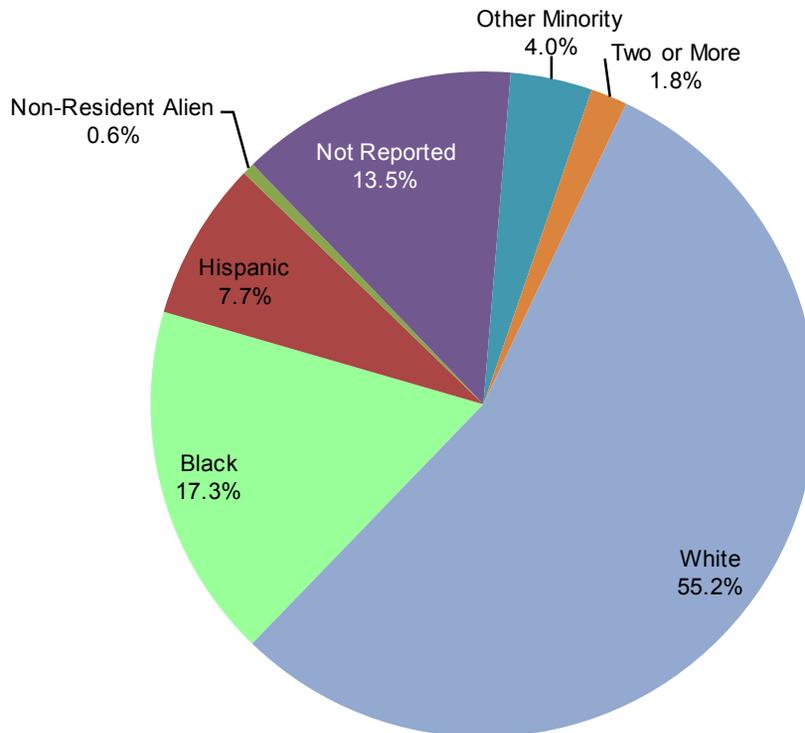


Figure 19. Cecil Center Race/Ethnicity (fall, beginning term)

Table 8. Student Race/Ethnicity by Gender College-Wide Counts and Percentages<sup>31</sup>

Race/Ethnicity	Student Gender		Male	Percent of Category	Row Total
	Female	Percent of Category			
Black	5,099	66.0%	2,622	34.0%	7,721
Hispanic	989	55.4%	796	44.6%	1,785
Non-Resident Alien	167	64.5%	92	35.5%	259
Not Reported	2,607	57.0%	1,970	43.0%	4,577
Other Minority	698	54.3%	588	45.7%	1,286
Two or More	234	57.1%	176	42.9%	410
White	8,102	57.8%	5,913	42.2%	14,015
<b>College-Wide</b>	<b>17,896</b>	<b>59.5%</b>	<b>12,157</b>	<b>40.5%</b>	<b>30,053</b>

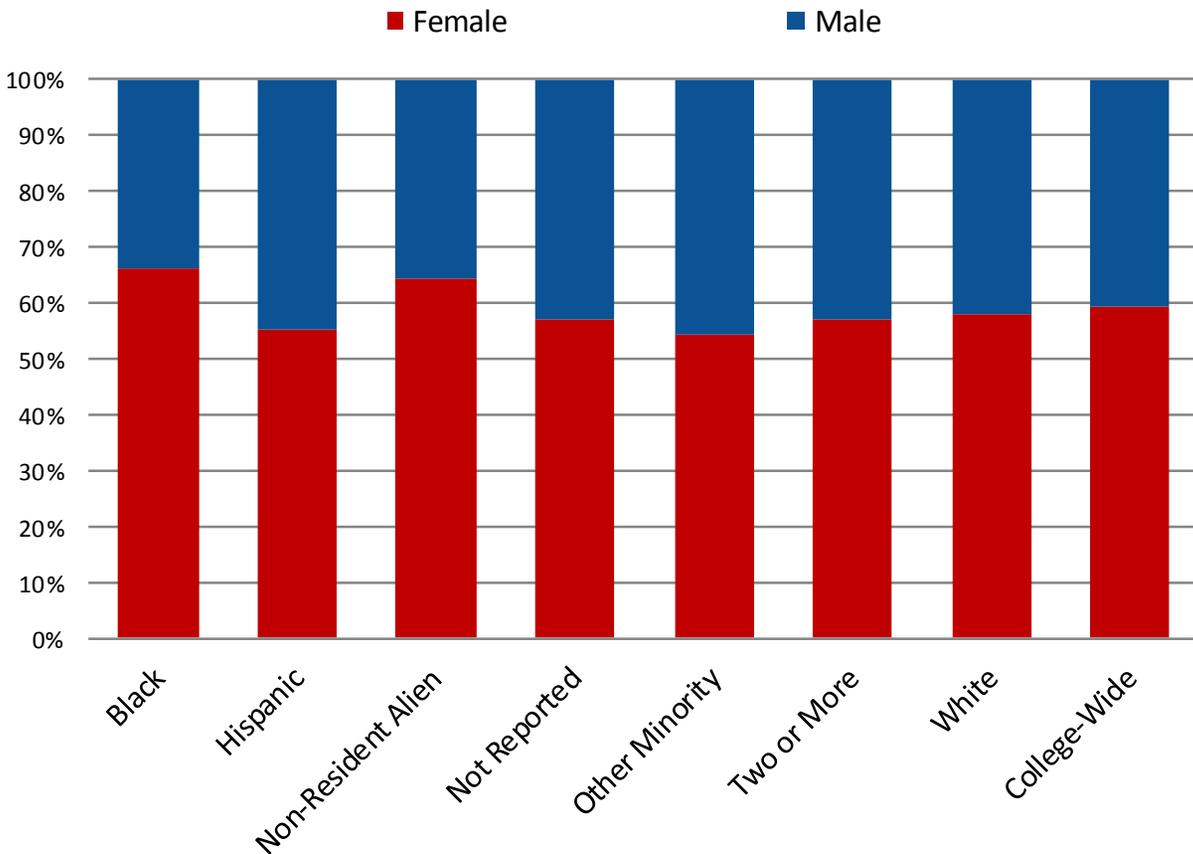


Figure 20. Student Race/Ethnicity by Gender College-Wide (100% Stacked) Bar Chart

<sup>31</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (analysis data file updated 8/8/2013). Race/ethnicity categories are adjusted to match those used by FLDOE/FCS (fact book). "Other minority" includes American Indian, Alaskan Native, Asian, Hawaiian, Pacific Islanders.

## STUDENT AGE

The average (mean) student age at the College is 27.4 years (calculated as of as of September 1, 2012). The median age is 23.9 years. As detailed in Table 9 South Campus has the youngest students (mean = 24.7 years and median = 21.4 years) and Downtown Campus has the oldest students (mean = 30.7 years and median = 27.5 years).<sup>32</sup> The overall (college-wide) student age distribution, and all individual campus/center distributions are positively skewed.<sup>33</sup> The college-wide standard deviation is 10 years with the smallest degree of variation at South Campus (SD = 8.8, IQR = 7.5) and the largest degree of variation at Downtown Campus (SD = 11.2, IQR = 16.8). Kent Campus has the largest range (64 years) and Nassau Center has the smallest range (42 years). Additional age distribution statistics (both college-wide and by campus/center) are available in the appendix.

**Table 9. Student Age College-Wide and by Campus/Center<sup>34</sup>**

Student Age (9/1/2012)										
Campus/Center	Mean	Median	Standard Deviation (SD)	Count (N)	Minimum	Maximum	Range	Q1	Q3	IQR
Cecil Center	28.7	24.9	10.70	504	15.79	76.75	60.96	20.52	32.67	12.15
Deerwood Center	25.5	21.8	9.00	2,226	16.10	73.21	57.11	19.54	28.16	8.61
Downtown Campus	30.7	27.5	11.23	4,131	15.12	77.31	62.18	21.58	38.41	16.84
Kent Campus	26.5	22.6	9.85	5,006	13.77	77.73	63.96	19.64	30.30	10.66
Nassau Center	25.0	20.8	9.47	616	16.00	57.56	41.56	18.53	27.48	8.95
North Campus	27.4	24.0	10.15	4,195	14.92	71.95	57.03	19.70	32.74	13.04
Open Campus	29.9	27.3	9.54	6,144	15.28	71.51	56.24	22.42	35.25	12.83
South Campus	24.7	21.4	8.83	7,147	14.89	74.74	59.84	19.19	26.66	7.48
Unknown	32.2	28.0	12.58	84	17.92	69.67	51.75	22.59	41.05	18.46
<b>College-Wide</b>	<b>27.4</b>	<b>23.9</b>	<b>10.02</b>	<b>30,053</b>	<b>13.77</b>	<b>77.73</b>	<b>63.96</b>	<b>20.01</b>	<b>31.99</b>	<b>11.98</b>

Notes: The Q1 (25th %-ile) and Q3 (75th %-ile) values are included to indicate dispersion around the median (50th %-ile). The Interquartile Range (IQR) is the difference between the Q3 and Q1 values (i.e., Q3 - Q1).

<sup>32</sup> This comparison excludes the 84 students whose home campus is indeterminate and categorized as Unknown in the table.

<sup>33</sup> Skewness indicates the degree to which a distribution is not symmetrical (e.g., compared to a normal distribution, which has a skewness coefficient of zero). The college-wide student age distribution skewness value is +1.32 (Fisher-Pearson standardized moment coefficient).

<sup>34</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (analysis data file updated 8/8/2013).

Average student age may be further disaggregated for each campus/center by student gender. Table 10 displays the mean student age by gender for each campus/center and college-wide. Figure 21 is a bar chart of median student age by gender for each campus/center and college-wide.

Table 10. Mean Age by Gender at Each Campus/Center and College-Wide<sup>35</sup>

Campus/Center	Female				Male			
	Mean	Median	Minimum	Maximum	Mean	Median	Minimum	Maximum
Cecil Center	27.0	23.3	15.8	64.7	29.5	26.0	17.2	76.8
Deerwood Center	26.0	21.8	16.1	73.2	24.9	21.8	16.3	68.5
Downtown Campus	30.4	26.8	15.7	72.5	31.1	28.1	15.1	77.3
Kent Campus	26.7	22.6	13.8	77.7	26.2	22.5	14.0	70.2
Nassau Center	25.7	21.3	16.0	57.6	23.8	20.3	16.2	50.3
North Campus	27.9	24.5	15.1	71.9	26.5	23.0	14.9	66.6
Open Campus	30.0	27.3	15.3	71.4	29.7	27.3	15.9	71.5
South Campus	24.6	21.0	15.1	74.7	24.9	21.9	14.9	74.1
Unknown	34.1	29.4	18.8	64.6	28.4	23.7	17.9	69.7
<b>College-Wide</b>	<b>27.7</b>	<b>23.9</b>	<b>13.8</b>	<b>77.7</b>	<b>27.1</b>	<b>23.7</b>	<b>14.0</b>	<b>77.3</b>

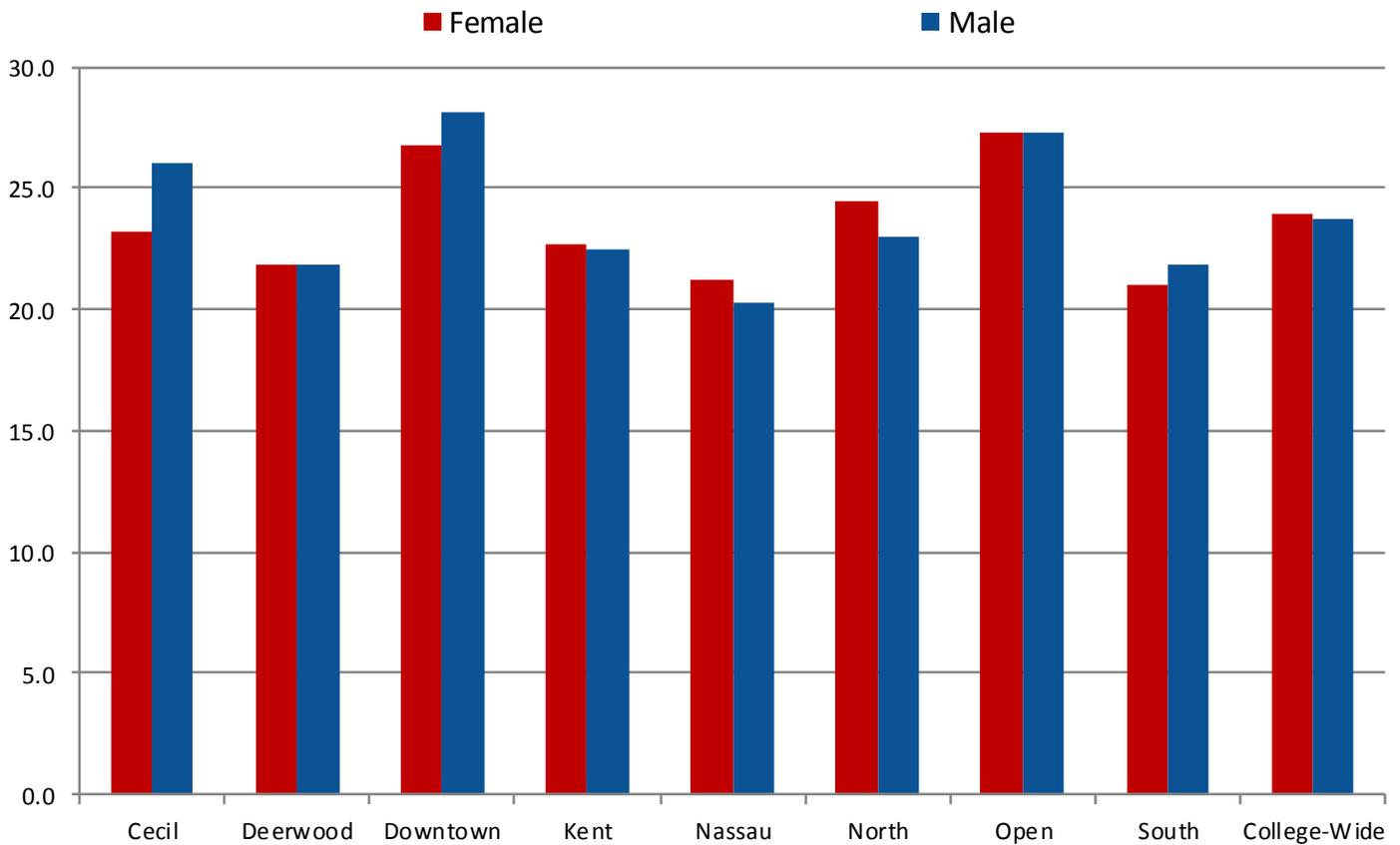


Figure 21. Median Age by Gender at Each Campus/Center and College-Wide (Bar Chart)

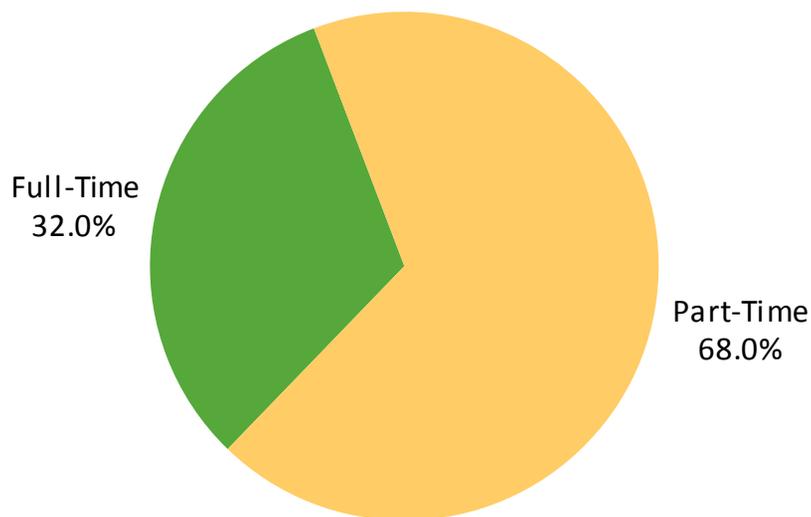
<sup>35</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (analysis data file updated 8/8/2013).

### FULL-TIME/PART-TIME ENROLLMENT STATUS

Most students (68%) are enrolled part-time (Figure 22). On a campus/center basis, Cecil Center, North Campus, and South Campus have the highest percentage ( $\geq 35\%$ ) of full-time students, and Open Campus has the lowest percentage ( $< 28\%$ ). Table 11 displays full- and part-time enrollment details for each campus/center, as well as the college-wide total.

**Table 11. Full- and Part-Time Enrollment Status by Campus/Center<sup>36</sup>**

Campus/Center	Enrollment Status				Campus Total
	Full-Time	Percent of Campus	Part-Time	Percent of Campus	
Cecil Center	188	37.3%	316	62.7%	504
Deerwood Center	724	32.5%	1,502	67.5%	2,226
Downtown Campus	1,267	30.7%	2,864	69.3%	4,131
Kent Campus	1,518	30.3%	3,488	69.7%	5,006
Nassau Center	189	30.7%	427	69.3%	616
North Campus	1,533	36.5%	2,662	63.5%	4,195
Open Campus	1,690	27.5%	4,454	72.5%	6,144
South Campus	2,498	35.0%	4,649	65.0%	7,147
Unknown	7	8.3%	77	91.7%	84
<b>College-Wide</b>	<b>9,614</b>	<b>32.0%</b>	<b>20,439</b>	<b>68.0%</b>	<b>30,053</b>



**Figure 22. Full- and Part-Time Enrollment Status College-wide**

<sup>36</sup>Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (analysis data file updated 8/8/2013).

Figure 23 presents full- and part-time student enrollment information for each campus/center as a 100% stacked bar chart.

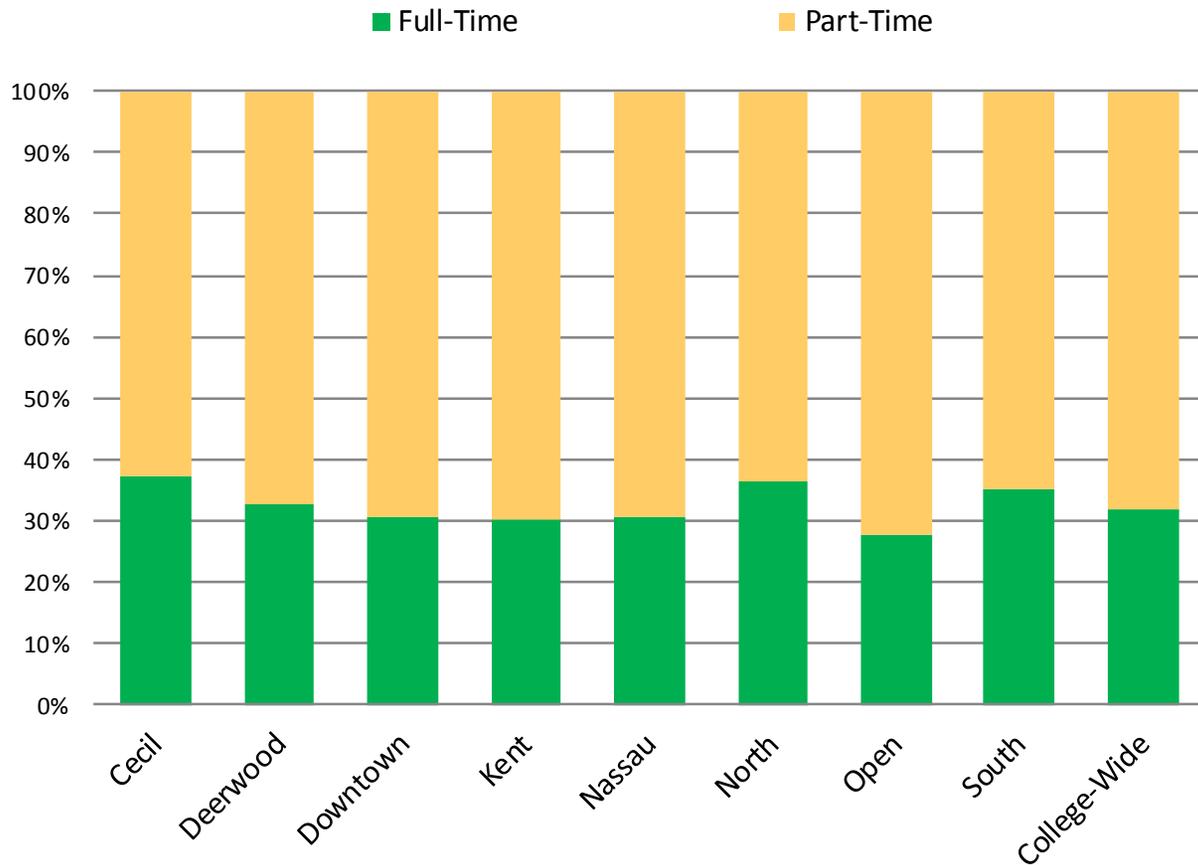


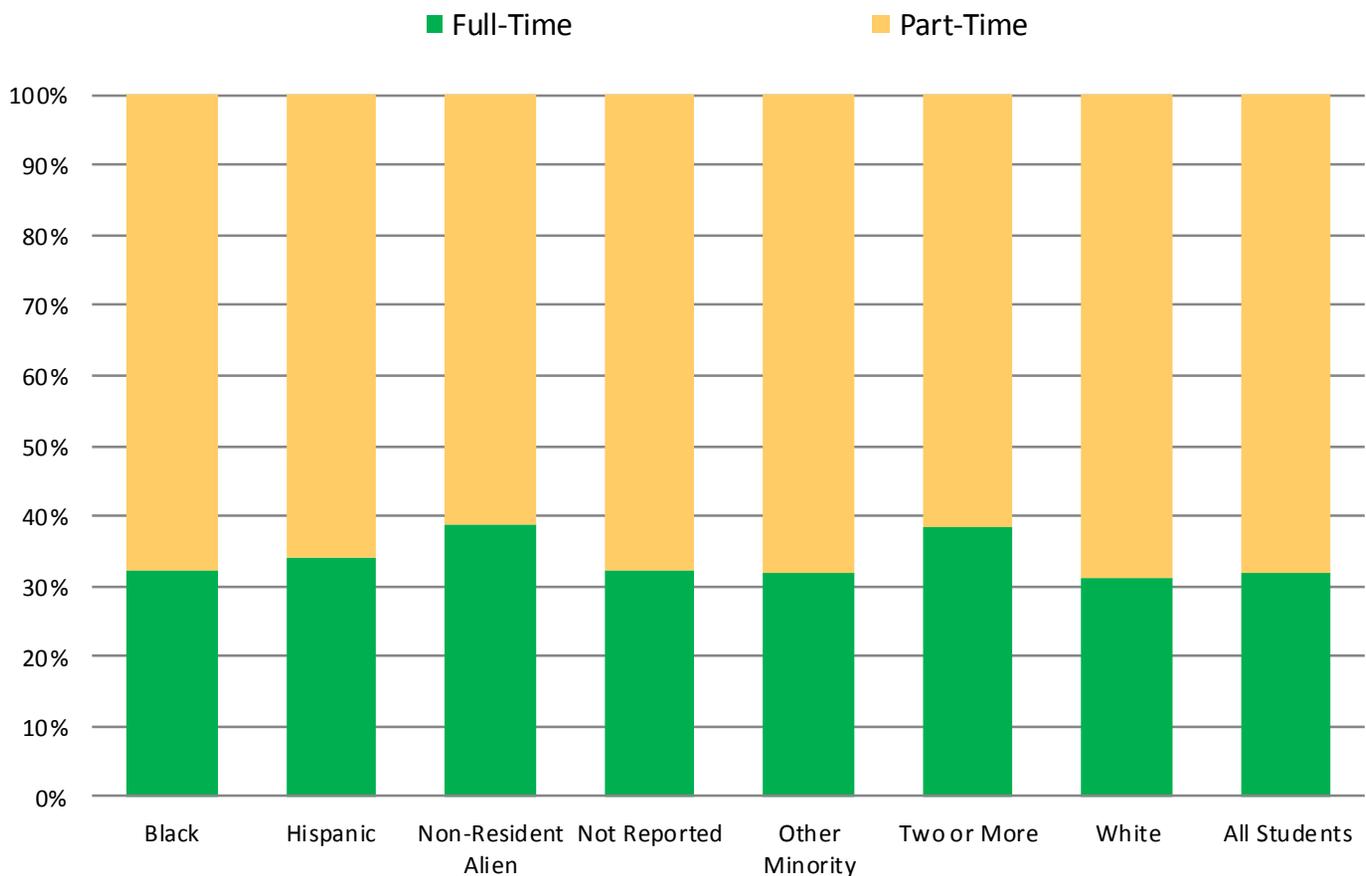
Figure 23. Full- and Part-Time Enrollment Comparisons College-wide and by Campus/Center<sup>37</sup>

<sup>37</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (analysis data file updated 8/8/2013).

Table 12 presents counts and percentages by race/ethnicity for full- and part-time enrollment status. Figure 24 presents this information as a 100% stacked bar chart.

**Table 12. Full- and Part-Time Enrollment Status by Race/Ethnicity**

Race/Ethnicity	Enrollment Status				Category Total
	Full-Time	Percent of Category	Part-Time	Percent of Category	
Black	2,497	32.3%	5,224	67.7%	7,721
Hispanic	609	34.1%	1,176	65.9%	1,785
Non-Resident Alien	100	38.6%	159	61.4%	259
Not Reported	1,478	32.3%	3,099	67.7%	4,577
Other Minority	408	31.7%	878	68.3%	1,286
Two or More	158	38.5%	252	61.5%	410
White	4,364	31.1%	9,651	68.9%	14,015
<b>All Students</b>	<b>9,614</b>	<b>32.0%</b>	<b>20,439</b>	<b>68.0%</b>	<b>30,053</b>



**Figure 24. Full- and Part-Time Enrollment Status by Race/Ethnicity<sup>38</sup>**

<sup>38</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (analysis data file updated 8/8/2013).

Table 13. Full- and Part-Time Counts and Percentages by Gender, Campus and College-Wide

Campus/Center	Female				Total	Male				Row Total	
	Full-Time	%	Part-Time	%		Full-Time	%	Part-Time	%		
Cecil Center	44	25.7%	127	74.3%	171	144	43.2%	189	56.8%	333	504
Deerwood Center	368	29.3%	889	70.7%	1,257	356	36.7%	613	63.3%	969	2,226
Downtown Campus	455	21.6%	1,653	78.4%	2,108	812	40.1%	1,211	59.9%	2,023	4,131
Kent Campus	851	29.2%	2,067	70.8%	2,918	667	31.9%	1,421	68.1%	2,088	5,006
Nassau Center	118	30.9%	264	69.1%	382	71	30.3%	163	69.7%	234	616
North Campus	1,105	38.1%	1,798	61.9%	2,903	428	33.1%	864	66.9%	1,292	4,195
Open Campus	1,211	27.8%	3,138	72.2%	4,349	479	26.7%	1,316	73.3%	1,795	6,144
South Campus	1,258	33.5%	2,494	66.5%	3,752	1,240	36.5%	2,155	63.5%	3,395	7,147
Unknown	4	7.1%	52	92.9%	56	3	10.7%	25	89.3%	28	84
<b>College-Wide</b>	<b>5,414</b>	<b>30.3%</b>	<b>12,482</b>	<b>69.7%</b>	<b>17,896</b>	<b>4,200</b>	<b>34.5%</b>	<b>7,957</b>	<b>65.5%</b>	<b>12,157</b>	<b>30,053</b>

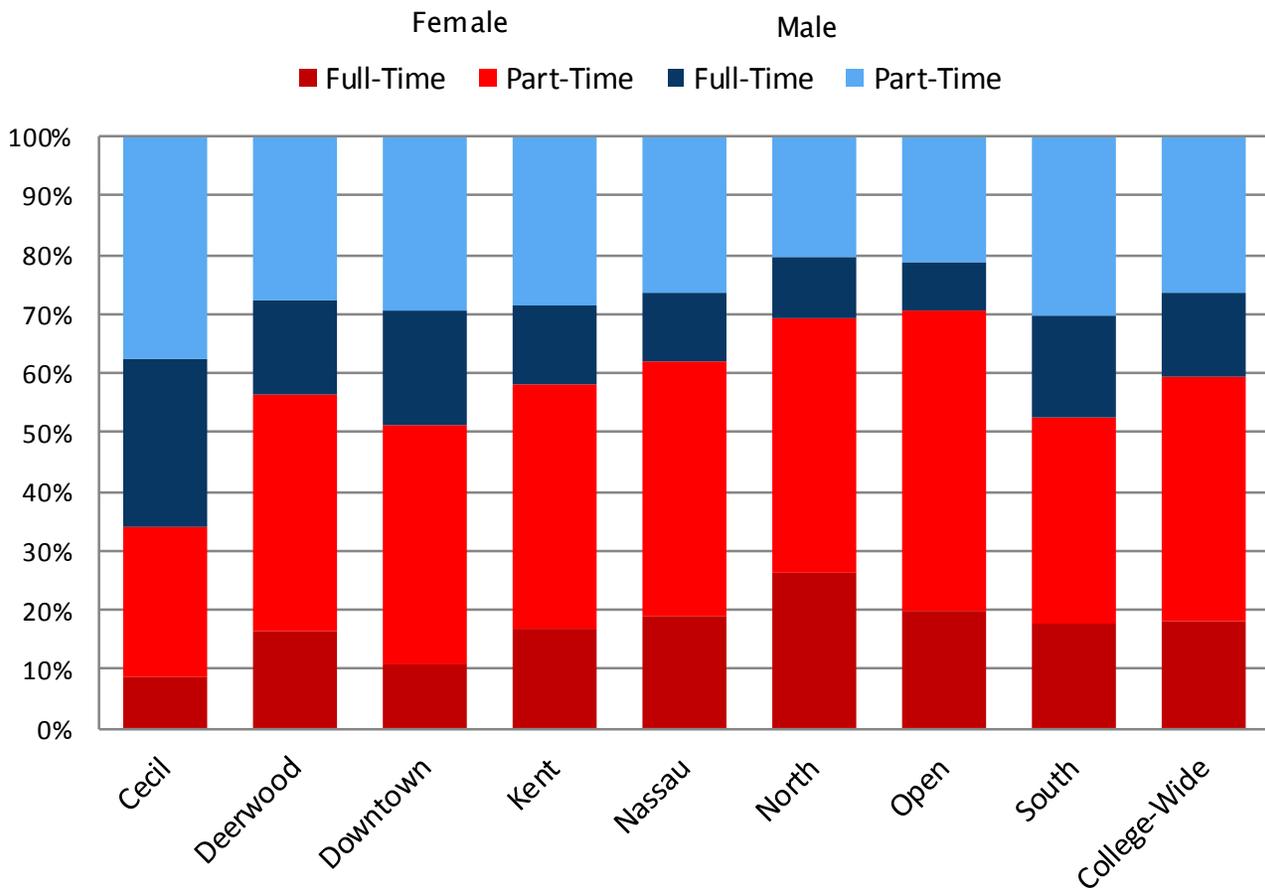


Figure 25. Full- and Part-Time Status by Gender, Campus and College-Wide<sup>39</sup>

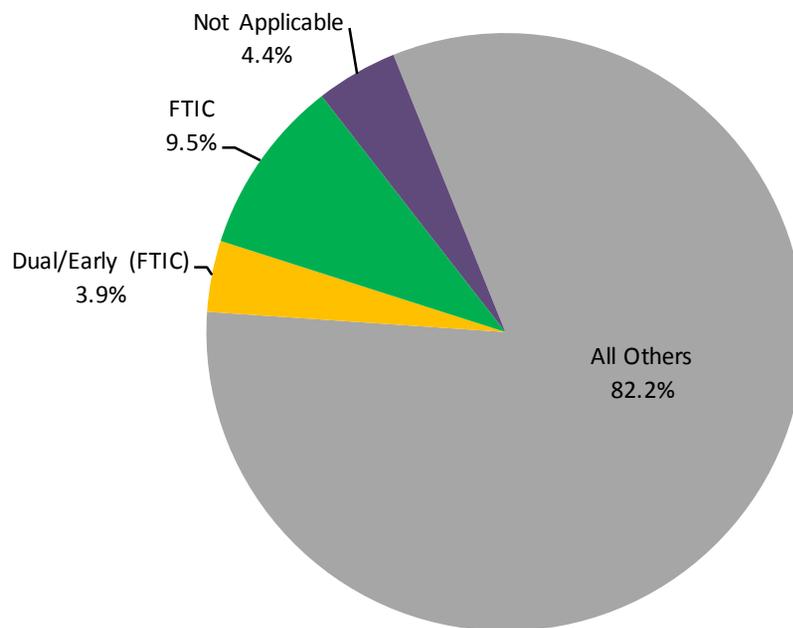
<sup>39</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (analysis data file updated 8/8/2013).

### FIRST TIME IN COLLEGE/DUAL ENROLLMENT/EARLY ADMISSION STATUS

College-wide, 13.4% of students were categorized as either First Time in College (FTIC) or FTIC Dual Enrollment (DE)/Early Admission (EA). Table 14 and Figure 26 provide additional details.<sup>40</sup>

**Table 14. FTIC, Dual Enrollment, Early Admission Student Status by Campus/Center**

Campus/Center	All Others	%	Admission Status				Not Applicable	%	Campus Total
			Dual/Early (FTIC)	%	FTIC	%			
Cecil Center	421	83.5%	4	0.8%	56	11.1%	23	4.6%	504
Deerwood Center	1,748	78.5%	21	0.9%	362	16.3%	95	4.3%	2,226
Downtown Campus	3,404	82.4%	212	5.1%	350	8.5%	165	4.0%	4,131
Kent Campus	4,033	80.6%	216	4.3%	546	10.9%	211	4.2%	5,006
Nassau Center	498	80.8%	29	4.7%	75	12.2%	14	2.3%	616
North Campus	3,523	84.0%	326	7.8%	273	6.5%	73	1.7%	4,195
Open Campus	5,506	89.6%	28	0.5%	275	4.5%	335	5.5%	6,144
South Campus	5,505	77.0%	322	4.5%	911	12.7%	409	5.7%	7,147
Unknown	62	73.8%	0	0.0%	19	22.6%	3	3.6%	84
<b>College-Wide</b>	<b>24,700</b>	<b>82.2%</b>	<b>1,158</b>	<b>3.9%</b>	<b>2,867</b>	<b>9.5%</b>	<b>1,328</b>	<b>4.4%</b>	<b>30,053</b>



**Figure 26. College-wide FTIC, Dual Enrollment, Early Admission Student Status**

<sup>40</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (analysis data file updated 8/8/2013).

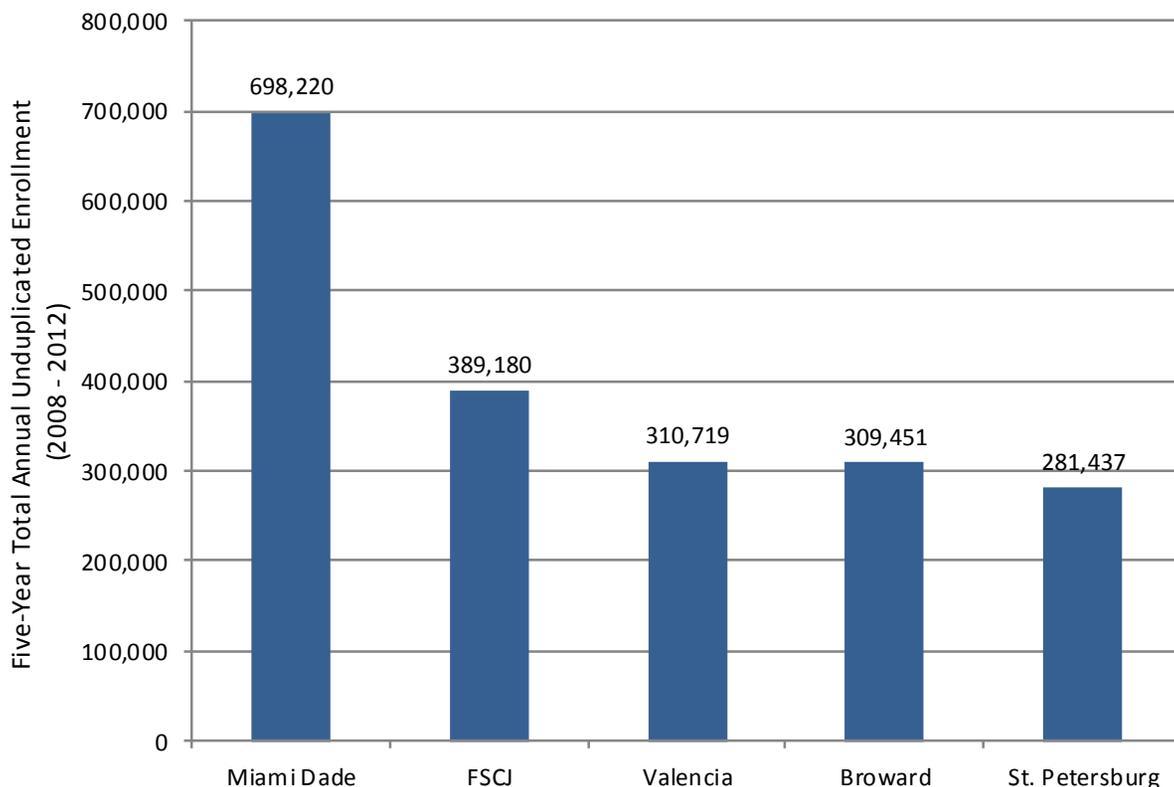
## SECTION FOUR: ENROLLMENTS AND COMPLETIONS

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



## ANNUAL UNDUPLICATED ENROLLMENT

The 2011–2012 Annual Unduplicated Student Headcount Enrollment at the College was 66,951 students served.<sup>41</sup> Of the 28 colleges comprising the State College System, Florida State College at Jacksonville has the second largest five-year total annual unduplicated student enrollment of students served (n=389,180). Figure 27 compares the five-year total annual enrollments of the top five Florida College System institutions.<sup>42</sup>



**Figure 27. Five-Year Total Annual, Unduplicated, Enrollments Comparison**

The number of annual enrollments has a counter-cyclical relationship with the overall employment rate in Florida. Figure 28 show the relationship between the Florida employment rate and the annual unduplicated headcount enrollment at the College between 1996 and 2012. As shown, as the employment rate increases, enrollments typically decrease. This same pattern holds at the Florida College System Level (i.e, using the system total vs. the employment rate).

<sup>41</sup> Source: FLDOE 2013 Fact Book 2.2T, students served (note—the enrolled in a course count was 66,013)

<sup>42</sup> Source: FLDOE 2013 Fact Book 2.3.3T, Annual Unduplicated Student Headcount Enrollment, 2007–08 through 2011–12, Students Served, Lower Division/Non-Credit and Upper Division (p. 28)

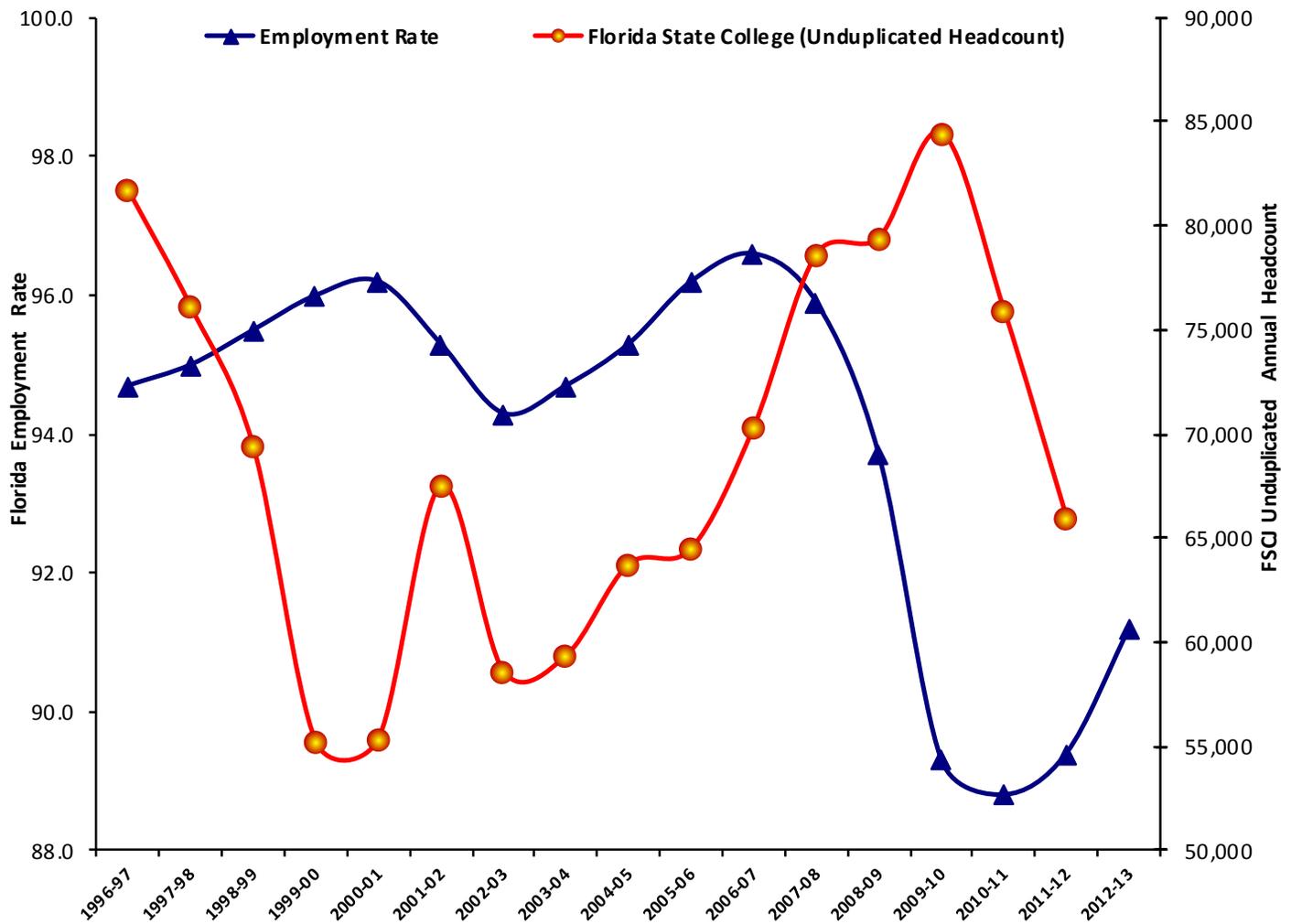


Figure 28.College Enrollment vs. Florida Employment Rate (1996 – 2012)

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

## ANNUAL DUPLICATED ENROLLMENTS

As shown in Table 15 and Figure 29, the majority of 80,143 total (duplicated) annual enrollments occurred in the A.A., A.S., CWE, College Preparatory, and Other program area categories.

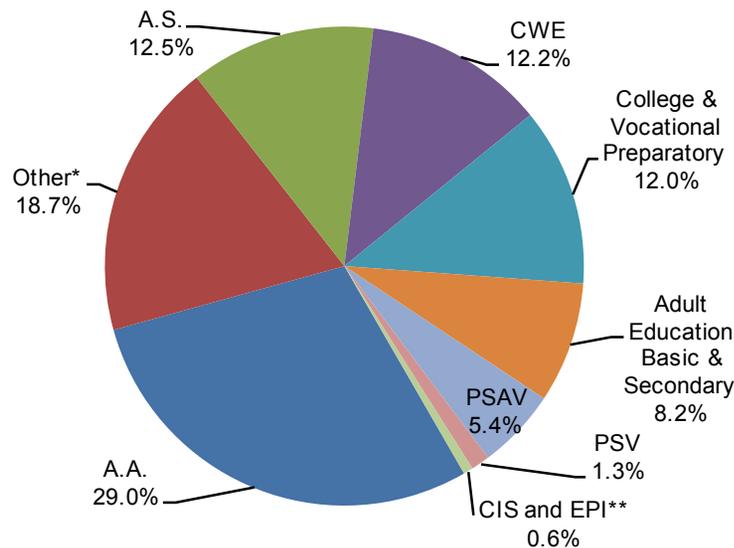
**Table 15. Annual Enrollment by Program Area (counts) <sup>43</sup>**

Program	Count
A.A.	23,267
Other*	15,005
A.S.	10,030
CWE	9,785
College & Vocational Preparatory	9,634
Adult Education Basic & Secondary	6,537
PSAV	4,360
PSV	1,009
CIS and EPI**	516
<b>Total (duplicated)***</b>	<b>80,143</b>

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

\*\*Includes Community Instructional Services Recreation & Leisure and Educator Preparation Institute COMBINED

\*\*\* The unduplicated student headcount enrollment is 66,013



**Figure 29. Annual Duplicated Enrollment by Program Area**

<sup>43</sup> Source: FLDOE 2013 Fact Book, 4.6T Program Enrollment Headcount by College and Program Area (2011-12)

Figure 30 is a bar chart display of annual headcount enrollment by program area. The total duplicated count is 80,143.

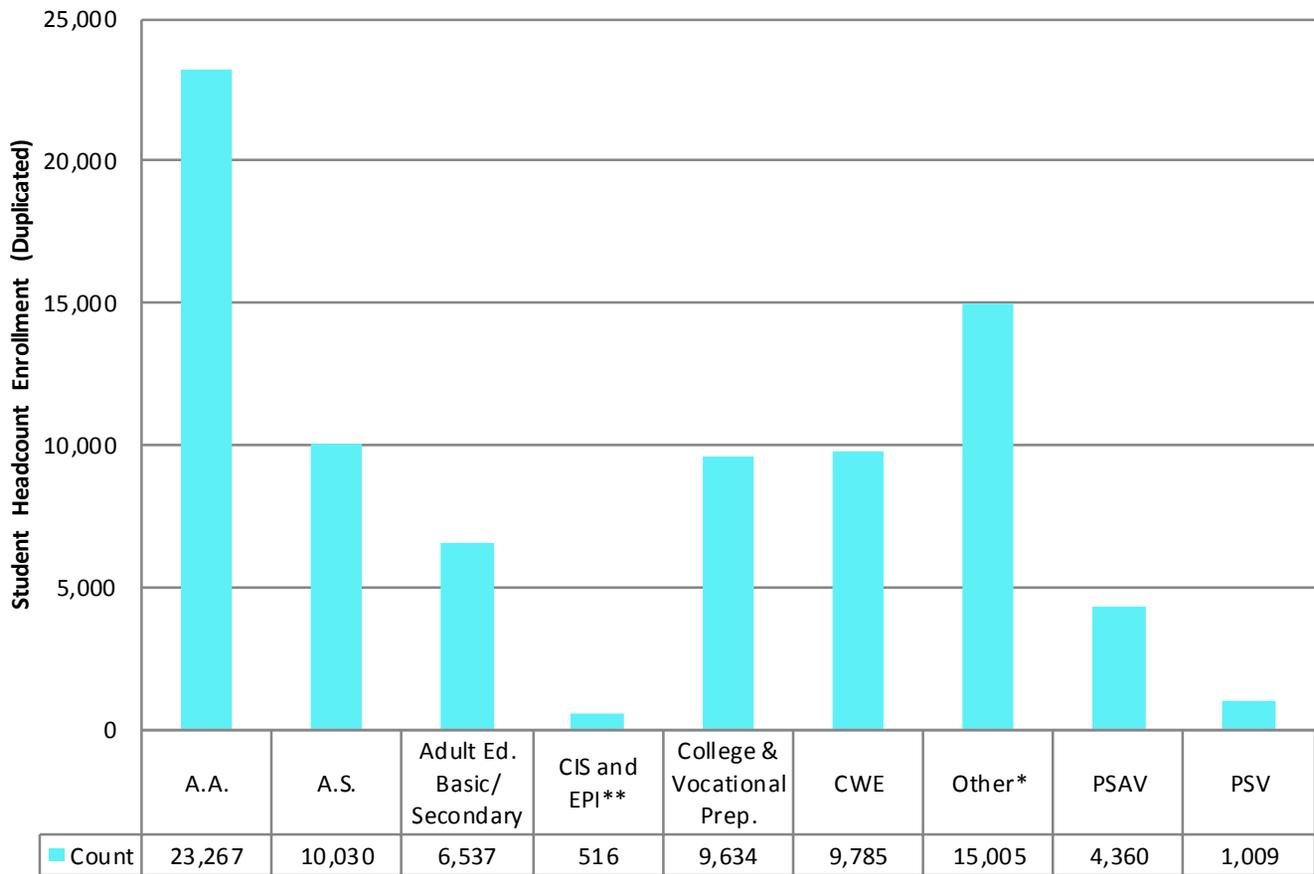


Figure 30. Annual Duplicated Headcount Enrollment by Program (2011–2012)<sup>44 45</sup>

Notes—\*Includes students awaiting enrollment in limited access programs, students enrolled in apprenticeship courses, and students who are enrolled in courses related to employment, as general freshmen or for other personal objectives. There may be some duplication between major program areas. \*\*Includes Community Instructional Services Recreation & Leisure and Educator Preparation Institute combined. There may be some duplication between major program areas.

<sup>44</sup> Source: FLDOE 2013 Fact Book, 4.6T Program Enrollment Headcount by College and Program Area (2011–12)

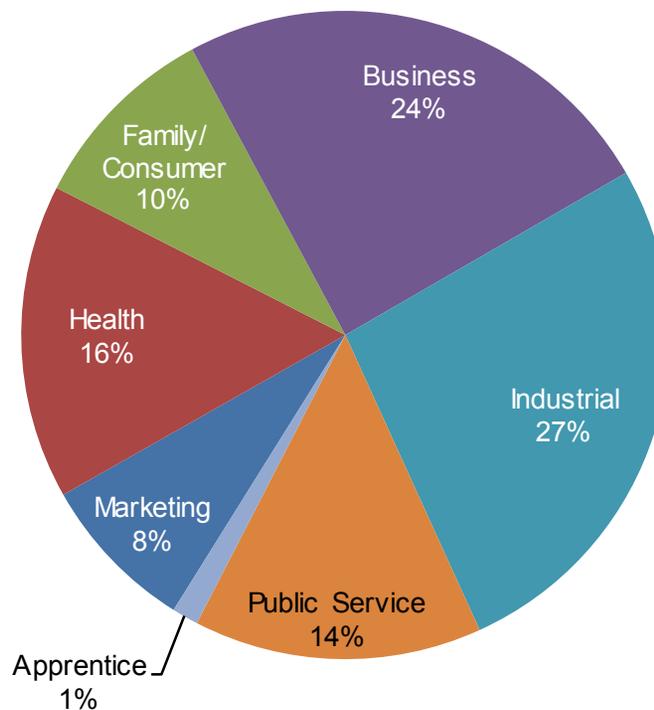
<sup>45</sup> AA=Associate in Arts, AS=Associate in Science, PSV=Postsecondary Vocational, CIS= Community Instructional Services Recreation & Leisure, EPI=Educator Preparation Institute, CWE=Continuing Workforce Education, PSAV=Post-Secondary Adult Vocational

## WORKFORCE PROGRAM ENROLLMENTS

Credit workforce programs are categorized in seven areas as shown in Table 16. Figure 31 shows the largest combined percentage of enrollments (51%) to be in the business/industrial areas.

**Table 16. Credit Workforce Education Program Headcount Enrollment<sup>46</sup>**

Workforce Program Area	Count
Marketing	1,218
Health	2,418
Family/Consumer	1,488
Business	3,772
Industrial	4,087
Public Service	2,214
Apprentice	202
<b>Total</b>	<b>15,399</b>



**Figure 31. Credit Workforce Education Program Enrollment Percentage Comparison**

<sup>46</sup> Source: FLDOE Fact book 4.7T Workforce Education Credit Program Enrollment (p. 51). Notes—Excludes Continuing Workforce Education (CWE) Enrollments; there may be some duplication between major program areas.

CONTINUING WORKFORCE EDUCATION (CWE) ENROLLMENTS

Table 17 contains headcount enrollment counts for Continuing Workforce Education (CWE) programs by area.<sup>47</sup> Figure 32 is a bar chart of CWE student headcount by course area.

Table 17. Continuing Workforce Education Enrollment by Course Area

Continuing Workforce Education Program	Enrollment
Marketing	4,008
Health	522
Family/Consumer	112
Business	1,363
Industrial	1,695
Public Service	2,085
<b>Total</b>	<b>9,785</b>

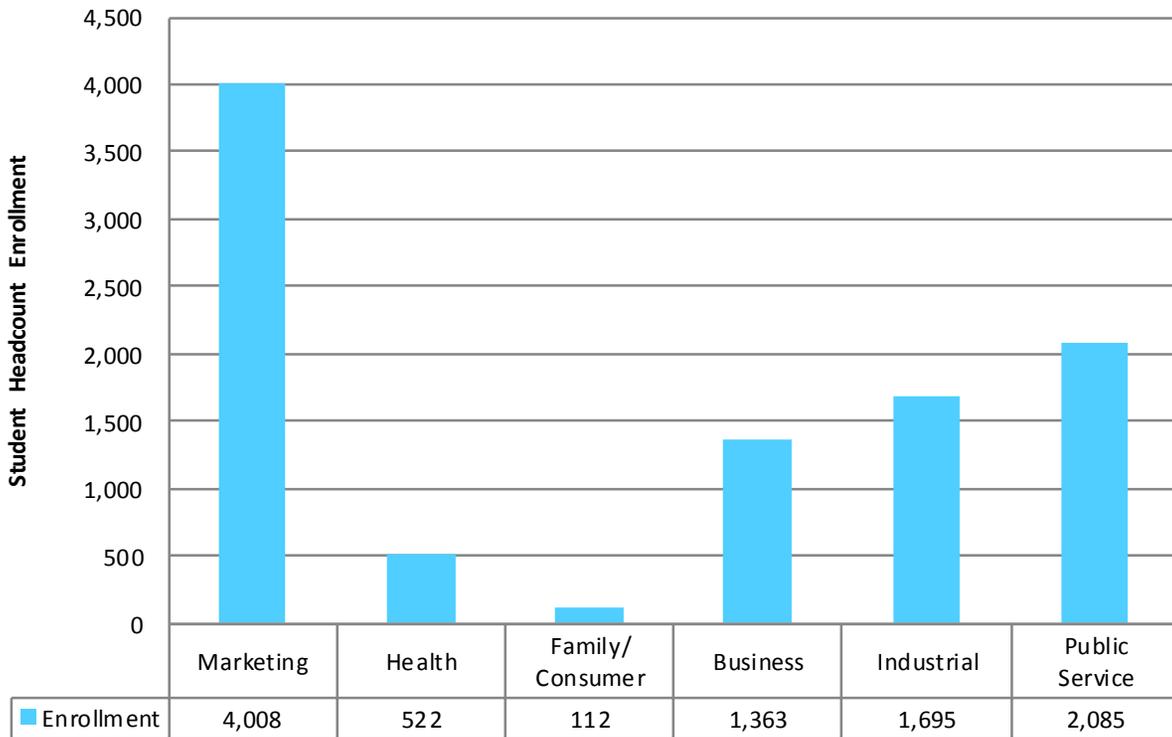


Figure 32.CWE Bar Chart Enrollment by Course Area

<sup>47</sup> Source: FLDOE 2013 Fact Book, 4.8T (2011–12) Continuing Workforce Education Enrollment Headcount by CWE Course Area (p. 52)

## DEVELOPMENTAL EDUCATION ENROLLMENTS

Developmental education is defined as Instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction. Figure 33 shows the unduplicated developmental education enrollments for a five-year period (2006–07 through 2010–11). Duplicated enrollments are shown by subject area for Math, Reading, and English in Figures 34, 35, and 36.

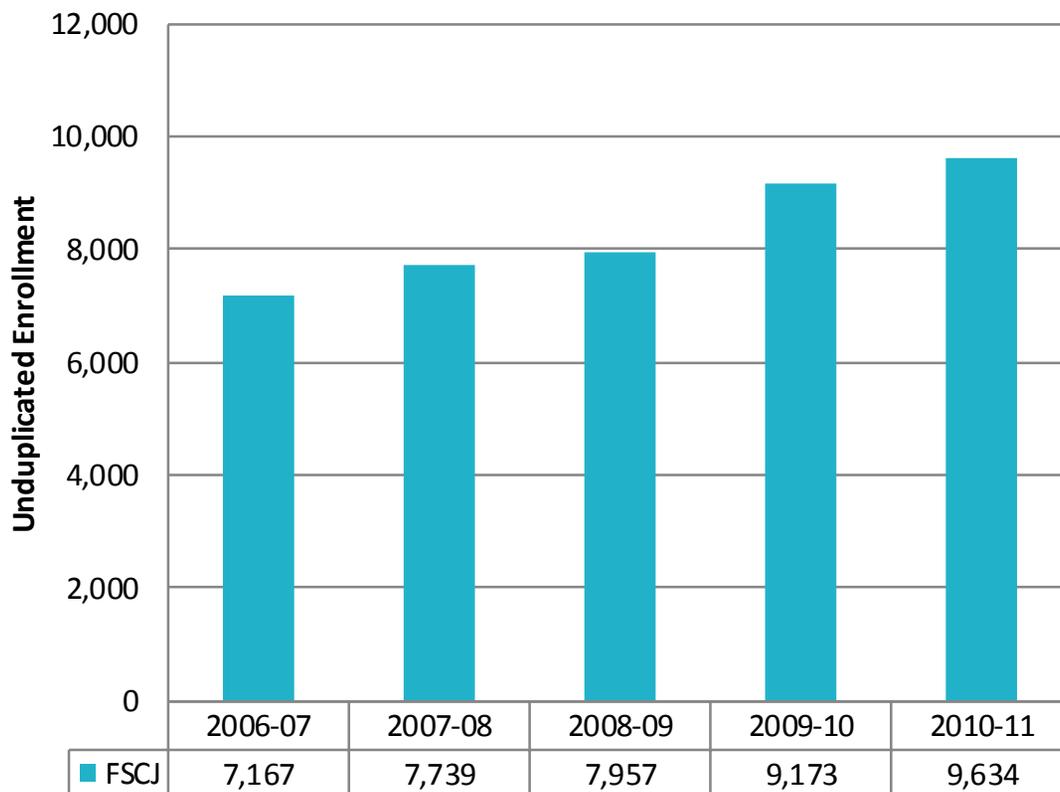


Figure 33. Unduplicated Developmental Education Enrollments<sup>48</sup>

<sup>48</sup> Source: FLDOE, Florida College System, Transparency and Accountability, Developmental Education–College Readiness (q2)

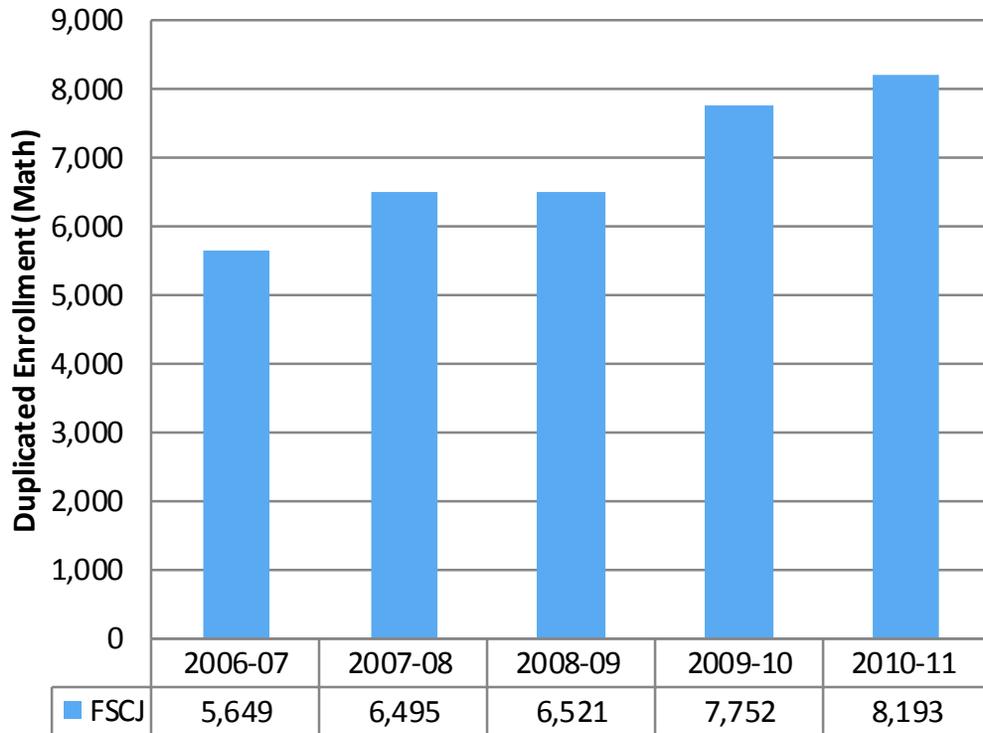


Figure 34. Developmental Math Enrollment<sup>49</sup>

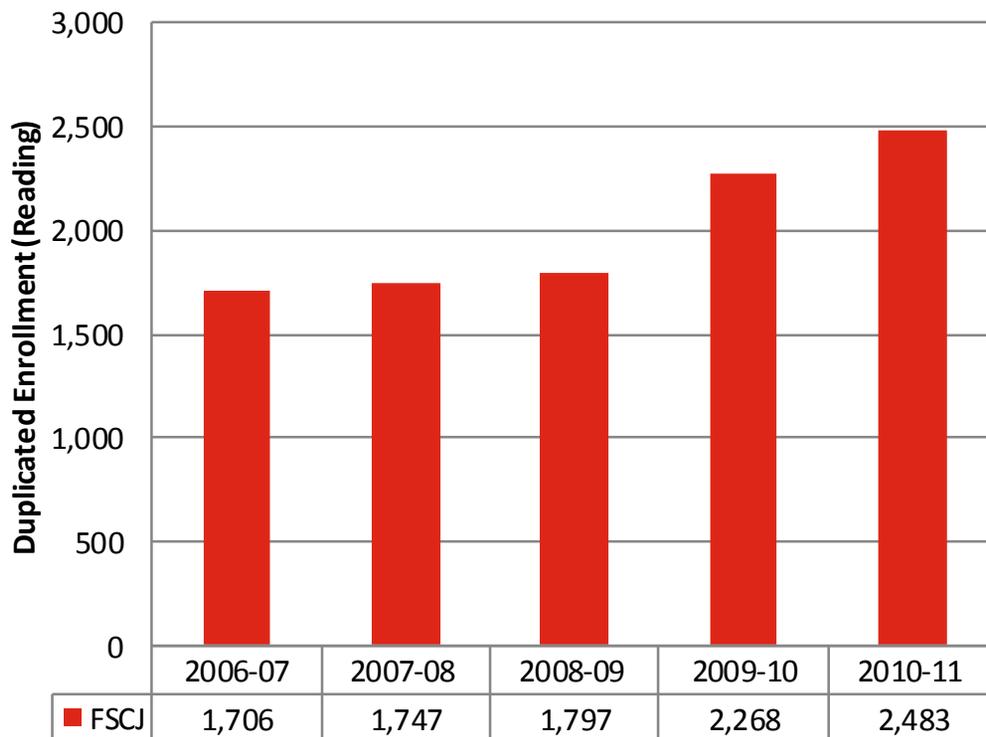
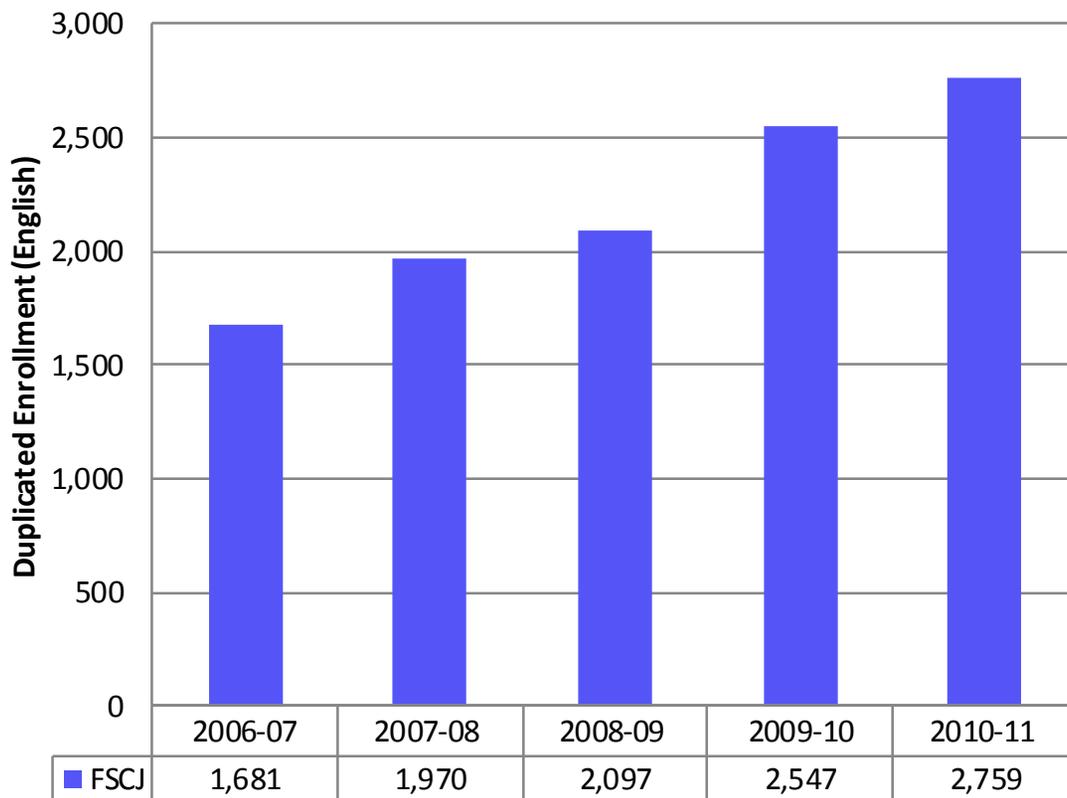


Figure 35. Developmental Reading Enrollment

<sup>49</sup> Source: FLDOE, Florida College System, Transparency and Accountability, Developmental Education – College Readiness (q2)



**Figure 36. Developmental English Enrollment<sup>50</sup>**

The ten-year trend of student success and retention in all developmental courses is shown in Figures 37 and 38. As shown, the trend for both student success and student retention is positive and statistically significant<sup>51</sup> reflecting true improvement in both areas over the period.

<sup>50</sup> Source: FLDOE, Florida College System, Transparency and Accountability, Developmental Education–College Readiness (q2)

<sup>51</sup> The OLS regression (ANOVA) results are statistically significant at  $p < 0.05$ .

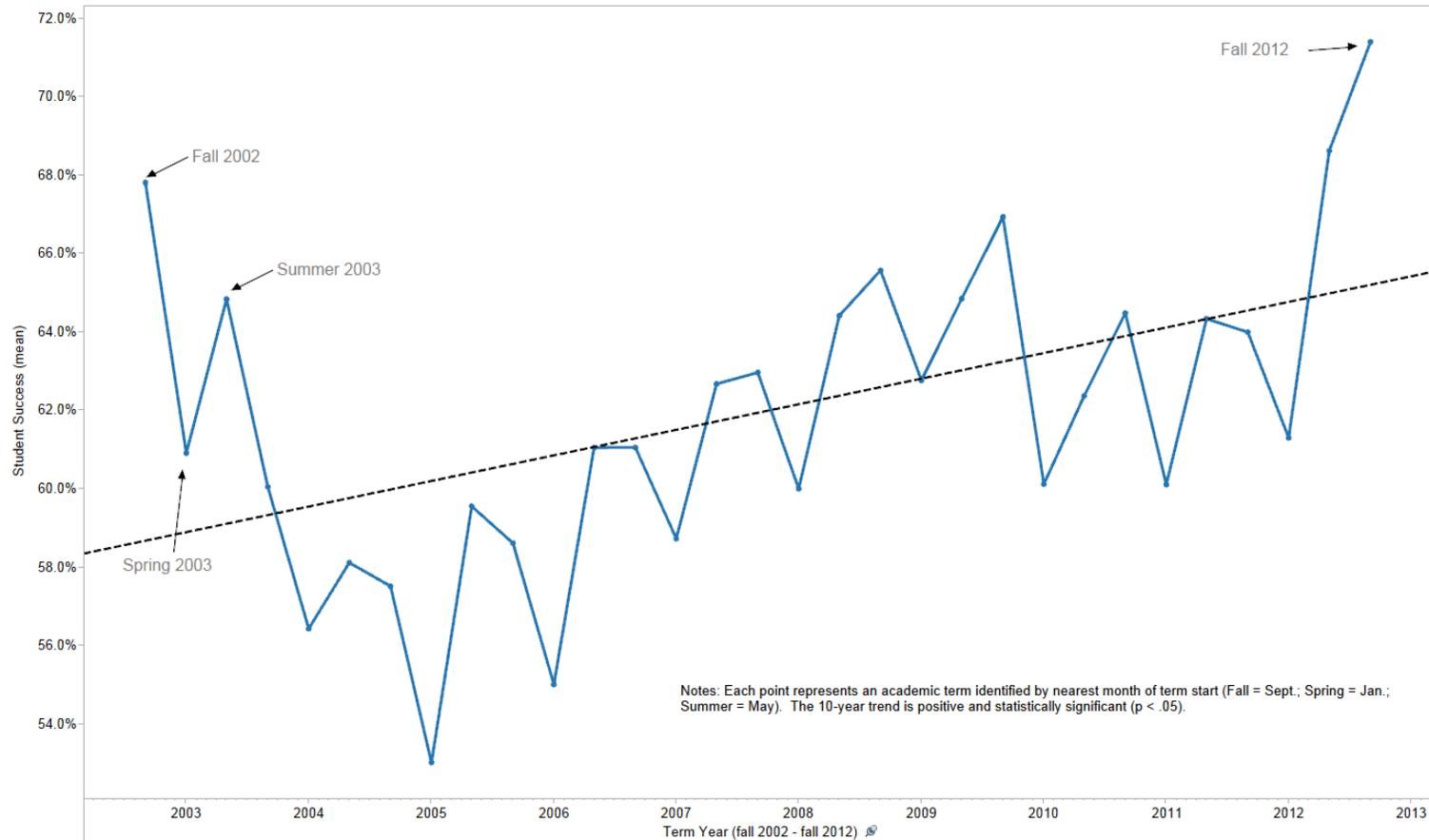


Figure 37. Developmental Student Success Ten-Year Trend All Courses and Locations<sup>52</sup>

<sup>52</sup> The trend of mean developmental course **Success** by academic term (fall 2002 through fall 2012). Means are based on (n = 165,650) developmental course grades from data in ORION via SSMS, ST\_ACDMC\_HIST\_A\_154 as of 2/18/2013. Mean course success is calculated as a percentage based on academic history grades as  $\Sigma ABC / \Sigma ABCDFFNW$ . The local analysis file is TabData (DevEdEnrollment\_10yrs\_02\_DeliVMeTh (2).xlsx). Current Courses: ENC0015, ENC0025, MAT0018, MAT0028, MAT1033, REA0007, REA0017. Campus/Centers: Downtown Campus (DTC), Open Campus, North Campus, Kent Campus, South Campus, Nassau Center, Deerwood Center, NAS Jax, NS Mayport, Cecil Center North.

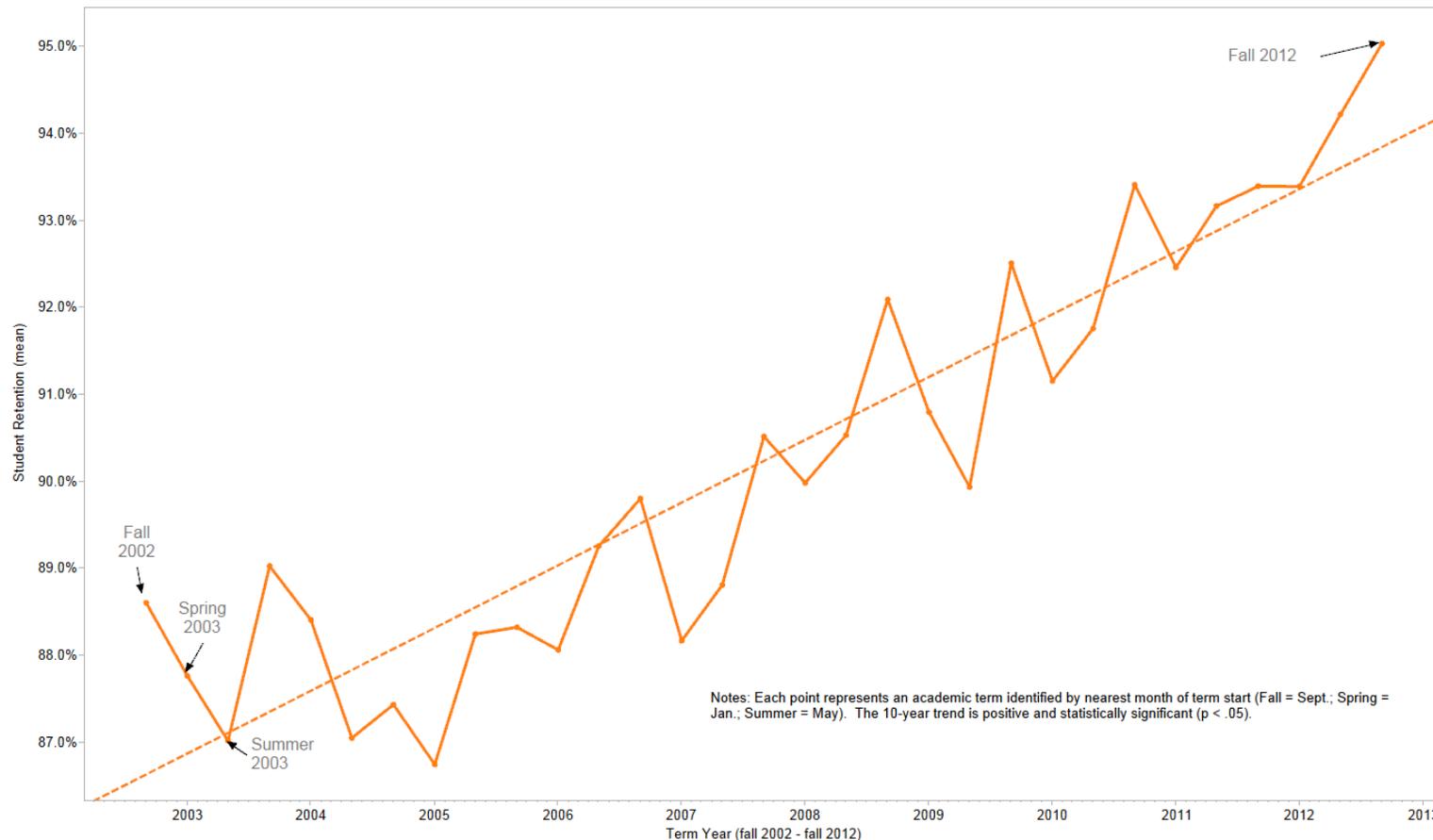


Figure 38. Developmental Course Retention Ten-Year Trend All Courses and Locations <sup>53</sup>

<sup>53</sup>The trend of mean developmental course **Retention** by academic term (fall 2002 through fall 2012). Means are based on (n = 165,650) developmental course grades from data in ORION via SSMS, ST\_ACDMC\_HIST\_A\_154 as of 2/18/2013. Mean course retention is calculated as a percentage based on academic history grades as  $\Sigma ABCDFFN / \Sigma ABCDFFNW$ . The local analysis file is TabData (DevEdEnrollment\_10yrs\_02\_DeliVmeth (2).xlsx). Current Courses: ENC0015, ENC0025, MAT0018, MAT0028, MAT1033, REA0007, REA0017. Campus/Centers: Downtown Campus (DTC), Open Campus, North Campus, Kent Campus, South Campus, Nassau Center, Deerwood Center, NAS Jax, NS Mayport, Cecil Center North. ©2013 Florida State College at Jacksonville. Contact the Office of Student Analytics and Research for additional information.

**BACHELOR DEGREE PROGRAM ENROLLMENTS**

Of the 19 institutions with bachelor degree program enrollments, Florida State College at Jacksonville ranks number three with a total of 2,537 enrollments in all bachelor degree programs in the Florida College System (FCS). Table 18 shows headcount enrollments (sorted by total in descending order) for Education, Nursing, and all other Bachelor degree programs.<sup>54</sup>

**Table 18. Headcount Enrollments by Major (FCS) Program Areas**

College	Education	Nursing	All Other	Total
St. Petersburg	783	1,097	3,949	5,829
Miami Dade	578	822	2,316	3,716
FSCJ	623	81	1,833	2,537
Indian River	226	243	1,927	2,396
Broward	398	295	1,244	1,937
Daytona	202	0	1,402	1,604
Palm Beach State	0	60	1,453	1,513
Edison	368	338	714	1,420
Northwest FL	132	124	566	822
Polk	0	217	591	808
Santa Fe	125	35	646	806
Pensacola	0	98	312	410
Seminole State	0	0	358	358
Central Florida	33	0	313	346
Chipola	97	66	104	267
State College FL	55	123	78	256
St. Johns River	29	0	166	195
Valencia	0	0	116	116
Gulf Coast	0	0	53	53
<b>Total</b>	<b>3,649</b>	<b>3,599</b>	<b>18,141</b>	<b>25,389</b>

The stacked bar chart shown in Figure 39 further compares baccalaureate program enrollments among these institutions.<sup>55</sup>

<sup>54</sup> Source: FLDOE, FCS 2013 Fact Book 4.10.1T, 4.10.2T, 4.10.3T, 4.10.4T (pp. 54 – 57)

<sup>55</sup> As of August 2013, a total of 24 institutions are approved to offer baccalaureate degrees

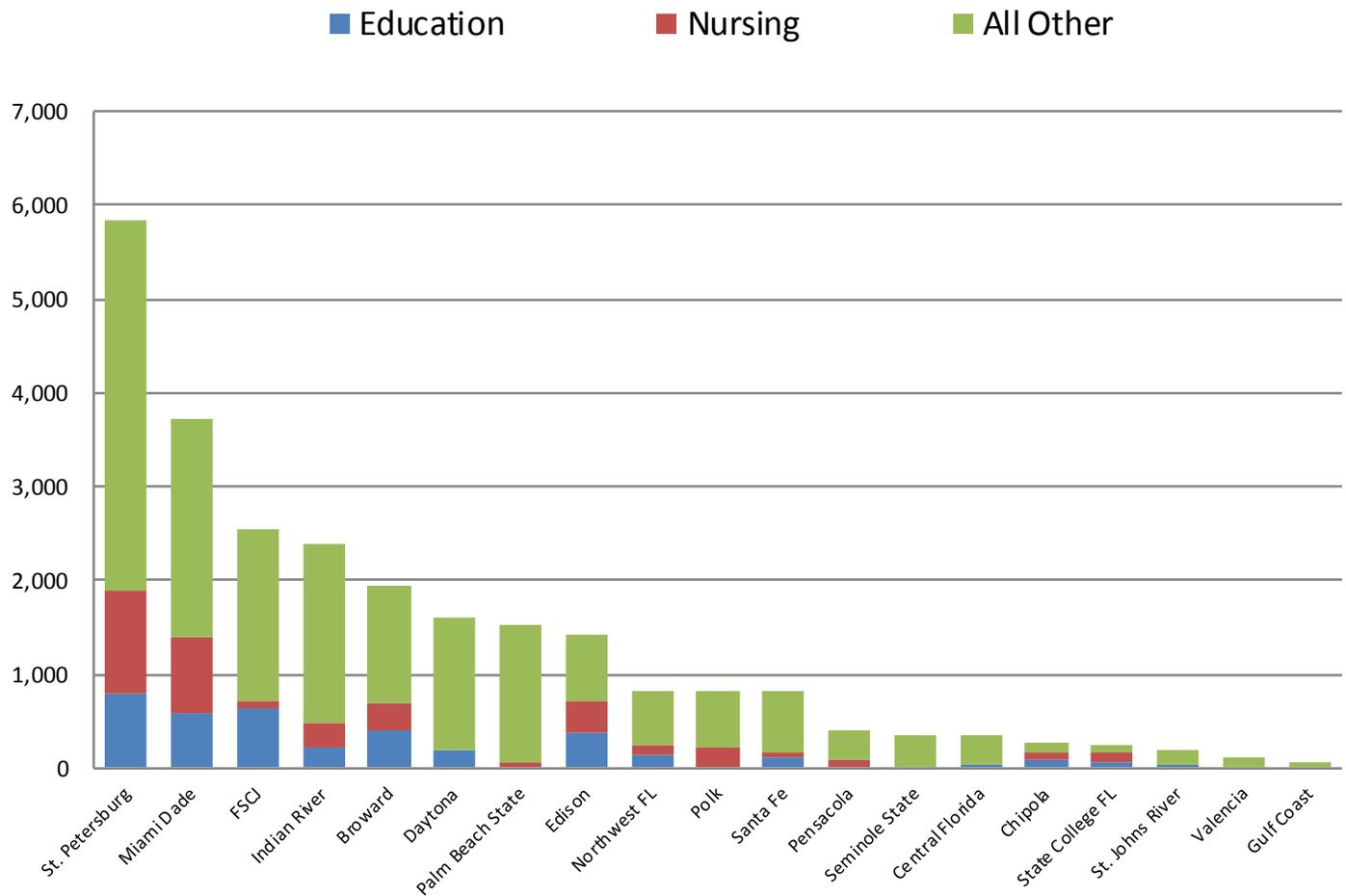


Figure 39. Credit Program Enrollment, Bachelor Degree Programs (headcount) FCS Comparison<sup>56</sup>

<sup>56</sup> Source: FLDOE, FCS 2013 Fact Book 4.10.1T, 4.10.2T, 4.10.3T, 4.10.4T (pp. 54 - 57)

WEB-BASED/INTERNET DISTANCE LEARNING COURSE ENROLLMENTS

Compared to the Florida College System average, the College has a substantially higher duplicated course enrollment for web-based/internet distance learning as shown in Figure 40. Additional details for the College and System are provided in Table 19.

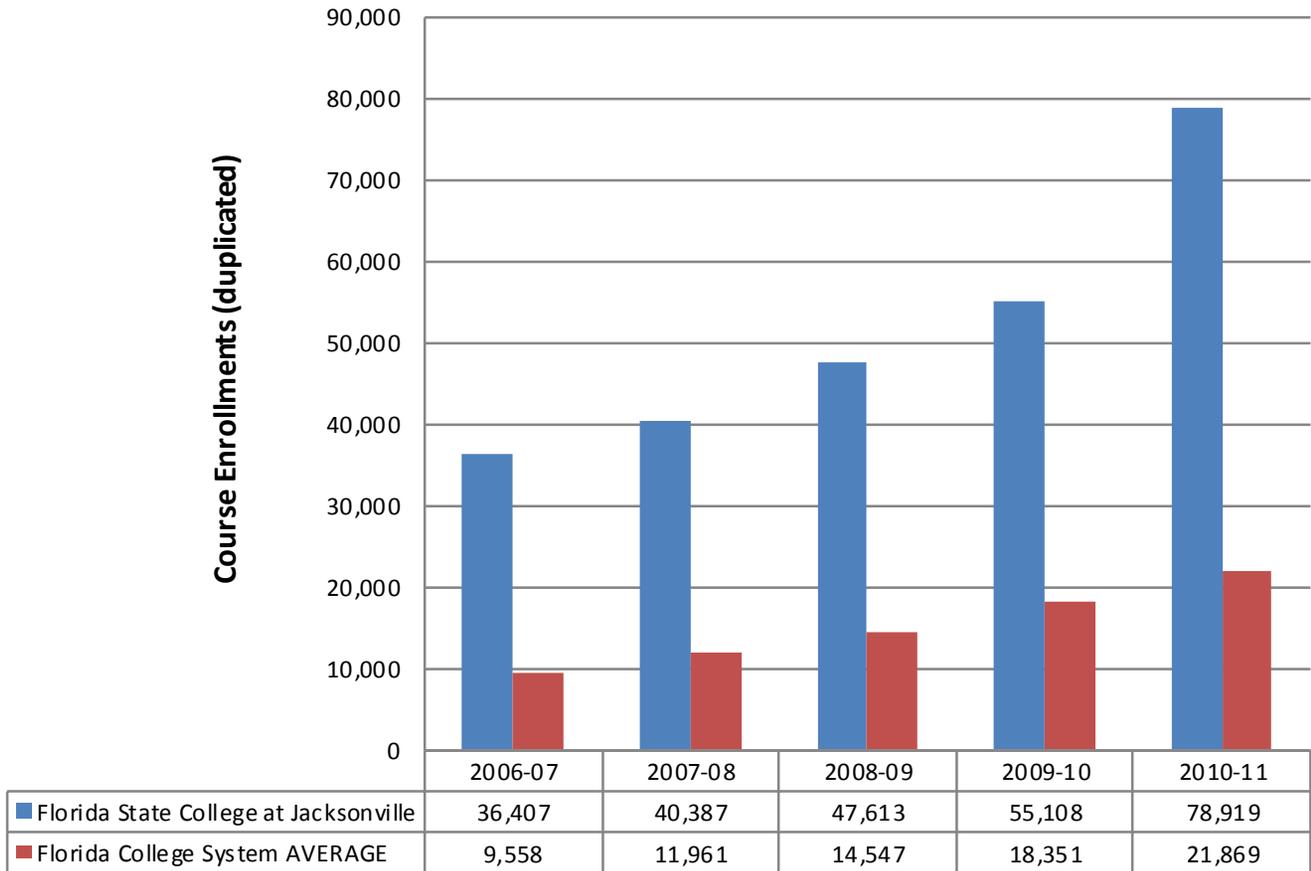


Figure 40. Web-Based/Internet Distance Learning Course Enrollment (Duplicated) Comparison<sup>57</sup>

<sup>57</sup> Source: FLDOE, Florida College System, Web-based\Internet Distance Learning Course Enrollments (Duplicated) Statewide and by College (2006-07 through 2010-11)

Table 19. Web-Based/Internet Distance Learning Course Enrollment Comparisons <sup>58</sup>

COLLEGE						3 YEAR	1 YEAR CHANGE		5 YEAR CHANGE	
	2006-07	2007-08	2008-09	2009-10	2010-11	AVERAGE	NUMBER	PERCENT	NUMBER	PERCENT
BREVARD	16,005	17,857	20,505	23,628	25,828	23,320	2,200	9.30%	9,823	61.40%
BROWARD	11,856	15,825	18,640	23,021	29,873	23,845	6,852	29.80%	18,017	152.00%
CENTRAL FLORIDA	4,832	5,805	13,573	15,105	13,268	13,982	-1,837	-12.20%	8,436	174.60%
CHIPOLA	104	199	473	924	1,794	1,064	870	94.20%	1,690	1625.00%
DAYTONA BEACH	7,449	12,002	18,893	25,541	32,213	25,549	6,672	26.10%	24,764	332.40%
EDISON	2,530	3,807	8,684	13,752	16,450	12,962	2,698	19.60%	13,920	550.20%
<b>FSCJ</b>	<b>36,407</b>	<b>40,387</b>	<b>47,613</b>	<b>55,108</b>	<b>78,919</b>	<b>60,547</b>	<b>23,811</b>	<b>43.20%</b>	<b>42,512</b>	<b>116.80%</b>
FLORIDA KEYS	186	452	931	1,083	625	880	-458	-42.30%	439	236.00%
GULF COAST	4,464	5,151	7,013	9,800	10,508	9,107	708	7.20%	6,044	135.40%
HILLSBOROUGH	7,793	11,387	16,054	19,456	23,428	19,646	3,972	20.40%	15,635	200.60%
INDIAN RIVER	10,906	12,299	15,450	18,247	20,366	18,021	2,119	11.60%	9,460	86.70%
FLORIDA GATEWAY	4,530	4,841	5,870	7,313	7,389	6,857	76	1.00%	2,859	63.10%
LAKE SUMTER	651	1,118	1,564	1,635	2,078	1,759	443	27.10%	1,427	219.20%
STATE COLLEGE FL	4,293	5,565	7,305	10,110	11,456	9,624	1,346	13.30%	7,163	166.90%
MIAMI DADE	16,399	13,818	3,699	24,057	41,856	23,204	17,799	74.00%	25,457	155.20%
NORTH FLORIDA	1,612	1,686	1,398	1,431	1,789	1,539	358	25.00%	177	11.00%
NORTHWEST FLA	3,712	4,551	5,795	6,872	7,765	6,811	893	13.00%	4,053	109.20%
PALM BEACH STATE	8,851	10,629	13,950	17,899	21,157	17,669	3,258	18.20%	12,306	139.00%
PASCO-HERNANDO	4,049	5,436	3,867	9,806	11,148	8,274	1,342	13.70%	7,099	175.30%
PENSACOLA	6,927	8,202	9,783	12,467	13,097	11,782	630	5.10%	6,170	89.10%
POLK	2,278	4,116	5,675	7,383	10,508	7,855	3,125	42.30%	8,230	361.30%
ST. JOHNS RIVER	5,626	7,346	7,985	9,733	10,417	9,378	684	7.00%	4,791	85.20%
ST. PETERSBURG	52,095	59,992	67,933	78,376	88,735	78,348	10,359	13.20%	36,640	70.30%
SANTA FE	11,088	13,875	15,434	17,529	21,938	18,300	4,409	25.20%	10,850	97.90%
SEMINOLE STATE	8,069	11,077	15,588	22,903	27,016	21,836	4,113	18.00%	18,947	234.80%
SOUTH FLORIDA	381	1,114	1,205	2,042	2,046	1,764	4	0.20%	1,665	437.00%
TALLAHASSEE	11,776	23,204	30,951	28,448	24,052	27,817	-4,396	-15.50%	12,276	104.20%
VALENCIA	22,761	33,179	41,487	50,165	56,625	49,426	6,460	12.90%	33,864	148.80%
<b>SYSTEM TOTAL</b>	<b>267,630</b>	<b>334,920</b>	<b>407,318</b>	<b>513,834</b>	<b>612,344</b>	<b>511,165</b>	<b>98,510</b>	<b>19.20%</b>	<b>344,714</b>	<b>128.80%</b>

<sup>58</sup> Source: FLDOE, Florida College System, Web-based\Internet Distance Learning Course Enrollments (Duplicated) Statewide and by College (2006-07 through 2010-11)

FULL-TIME EQUIVALENT (FTE) ENROLLMENT

The full-time equivalent of students is a single value providing a meaningful combination of full- and part-time students.<sup>59</sup> The number of FTE students is calculated based on instructional credit and/or contact hours (referencing a 30-credit hour basis). Students reported in the Florida student database are eligible for state funding, so that the hours count toward what is commonly referred to as *funded* FTE.<sup>60</sup> Figure 41 is a longitudinal comparison of all, combined, (funded) FTE by reporting year.

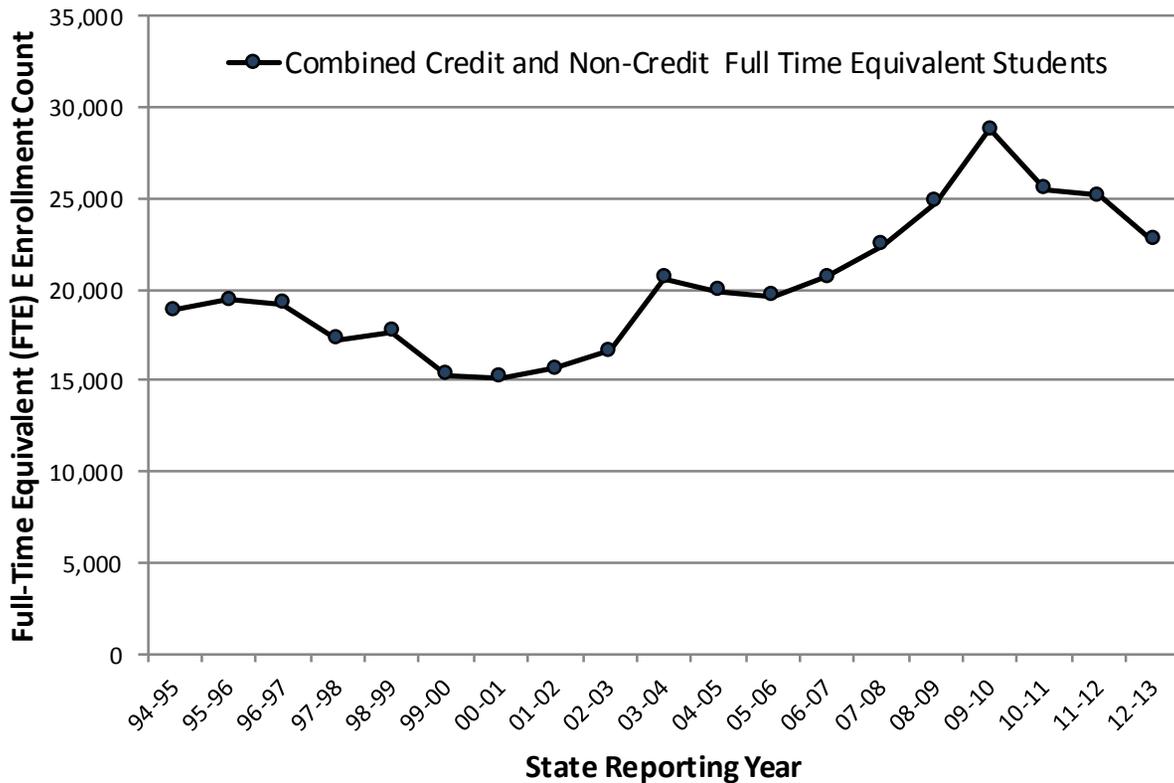


Figure 41. Combined (all credit types) FTE Enrollment (1994–2013)<sup>61</sup>

<sup>59</sup> Source: National Center for Education Statistics, IPEDS Glossary

<sup>60</sup> Funded FTE does not include Life Long Learning and and CWE after 09-10.

<sup>61</sup> Source: Historical Enrollment Data – rev 18

The mean enrollment over the entire period shown is 20,297 with a peak (maximum) of 28,808 (09 – 10) and subsequent decline. Figure 42 displays separate plots for combined credit, and combined non-credit FTE.

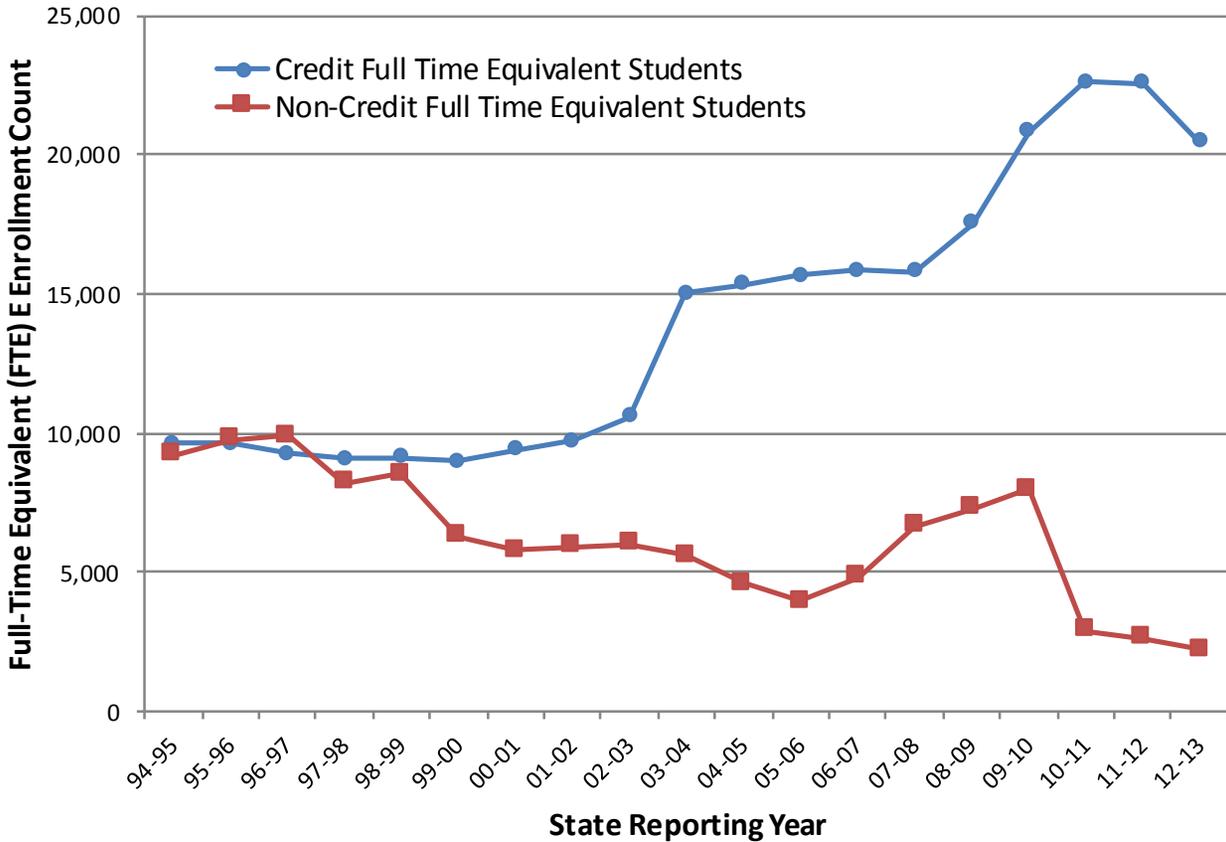


Figure 42. FTE Enrollment Disaggregated by Credit and Non-Credit Types<sup>62</sup>

The disaggregated plots shown in Figure 42 show non-credit FTE declines contributed substantially to the initial decline beginning in the 2009–2010 reporting year.<sup>63</sup> Both Credit and Non-Credit FTE can also be further disaggregated by the distinct credit types comprising each main category. College credit FTE includes four credit types: (1) Advanced and Professional (A&P), (2) Postsecondary Vocational (PSV), (3) College Preparatory (CP), and (4) Educator Preparation Institute (EPI). Of these, the two largest by enrollment count are the A&P and PSV credit types.

<sup>62</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (data refreshed on 7/22/2013).

<sup>63</sup> Between 09–10 and 10–11, Credit FTE actually increased from 20,820 to 22,592, while Non-Credit FTE dropped sharply from 7,988 to 2,932.

Figure 43 displays the historical growth pattern for both A&P and PSV (funded FTE) enrollment.

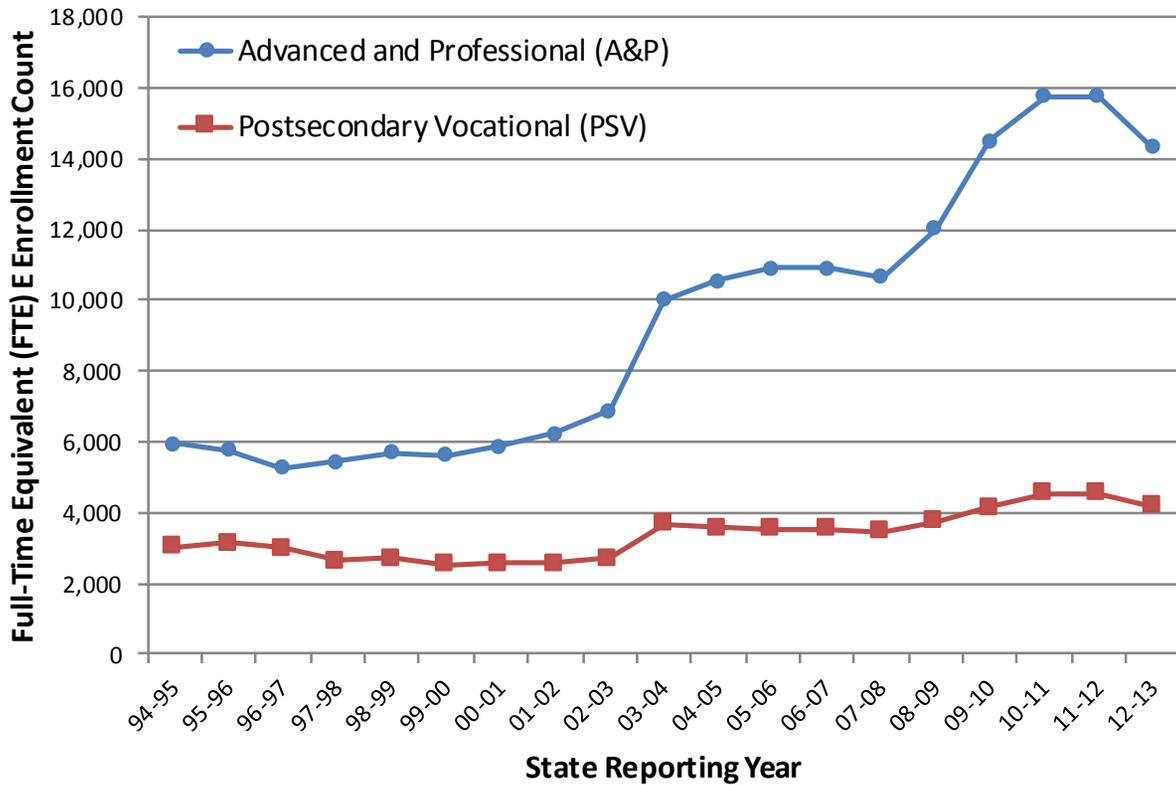


Figure 43. Advanced and Professional and Postsecondary Vocational FTE Enrollment <sup>64</sup>

The smaller two college credit types consist of the College Preparatory and Educator Preparation Institute credit types.

<sup>64</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (data refreshed on 7/22/2013).

As shown in Figure 44, College Preparatory FTE enrollment has exhibited steady overall growth and the Educator Preparation Institute<sup>65</sup> enrollment displays a period of initial growth and then decline between 2004 and 2013.

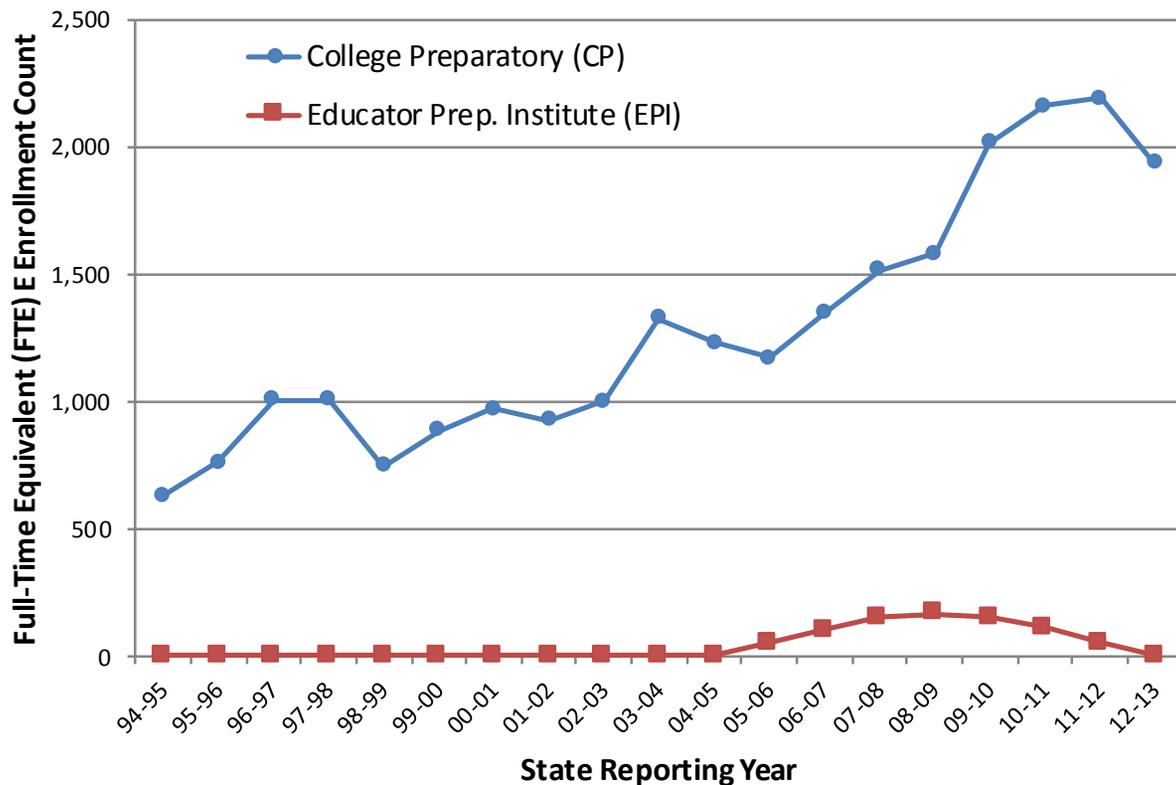


Figure 44. College Preparatory and Educator Preparation Institute FTE Enrollment<sup>66</sup>

<sup>65</sup> Educator Preparation Institutes (EPIs) provide an alternate route to teacher certification for mid-career professionals and college graduates who were not education majors. Students with a baccalaureate degree from a regionally accredited college or university may enter an EPI program, which consists of competency-based instruction, to prepare to take the Florida Teacher Certification Exam (FTCE) in Professional Preparation and Education Competence.

<sup>66</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (data refreshed on 7/22/2013).

Non-credit FTE also includes four distinct credit types: (1) Postsecondary Adult Vocational (PSAV), (2) Continuing Workforce Education (CWE), (3) Apprenticeship (APPR), and (4) Adult General Education (AGE). Figure 45 is a chart of all four non-credit enrollment types historically. As mentioned previously, Continuing Workforce Education is not counted as funded FTE after 2009-10.

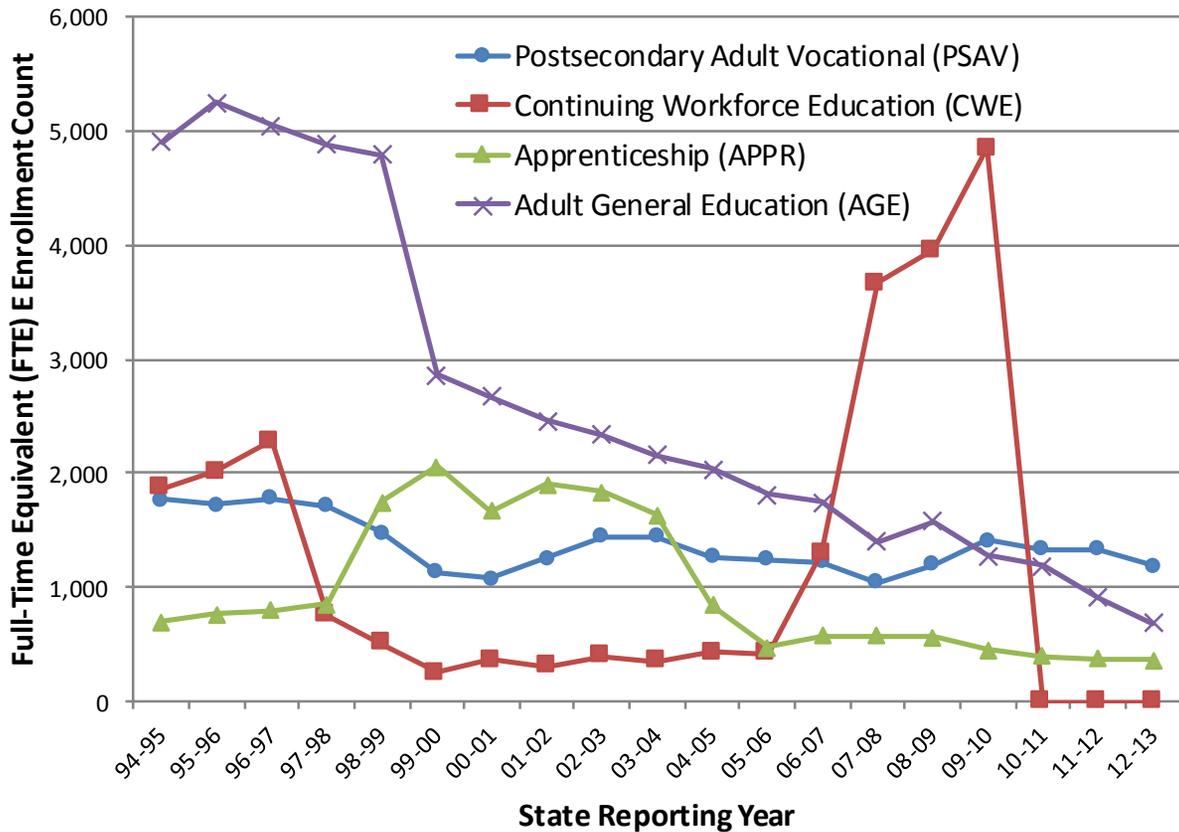


Figure 45. Non-Credit FTE Enrollment by Credit Type<sup>67</sup>

The FTE enrollment counts for college credit and non-credit courses are further detailed in Figure 46, which contains college credit counts, and Figure 47, which contains non-credit enrollment counts. Additional FTE details, including numerical change by program area and ten-year history are shown in Figures 48 through 54.

<sup>67</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (data refreshed on 7/22/2013).

Full-Time Equivalent Students

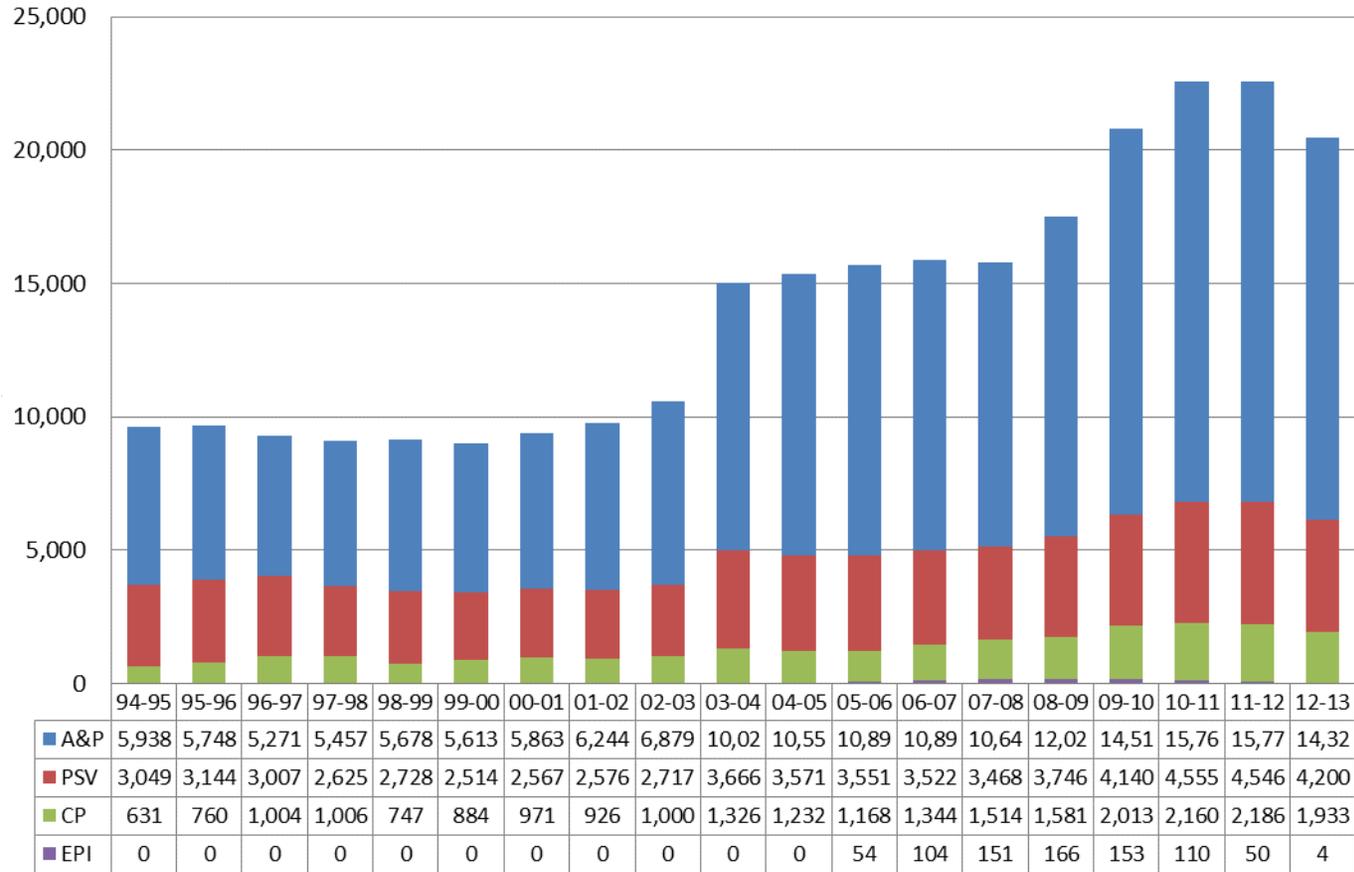


Figure 46. College Credit FTE Enrollments by Credit Type (1994 - 2013) <sup>68 69</sup>

<sup>68</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (data refreshed on 7/22/2013).

<sup>69</sup> Credit Type Key: Advanced and Professional (A&P), (2) Postsecondary Vocational (PSV), (3) College Preparatory (CP), and (4) Educator Preparation Institute (EPI)

)

Full-Time Equivalent Students

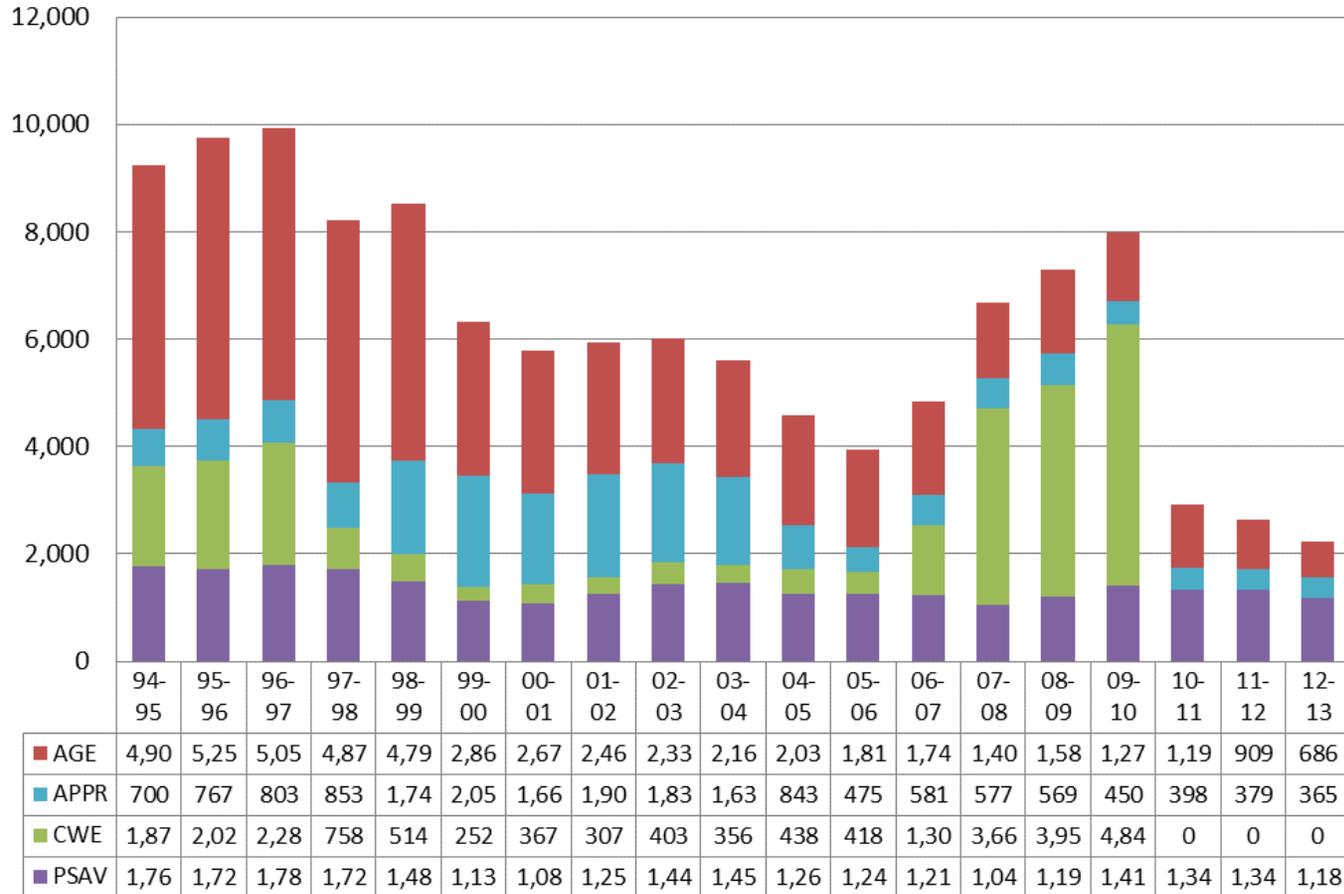


Figure 17. Non-Credit FTE Enrollments by Credit Type (1994 – 2013)<sup>70 71</sup>

<sup>70</sup> Funded Totals (excludes all LLL and CWE after 09-10); AGE=Adult General Education; APPR=Apprenticeship; CWE=Continuing Workforce Education; PSAV=Post-Sec. Adult Voc.

<sup>71</sup> Source: IPEDS EF2 Cohort file for Fall 2012 and ORION via SSMS (data refreshed on 7/22/2013).

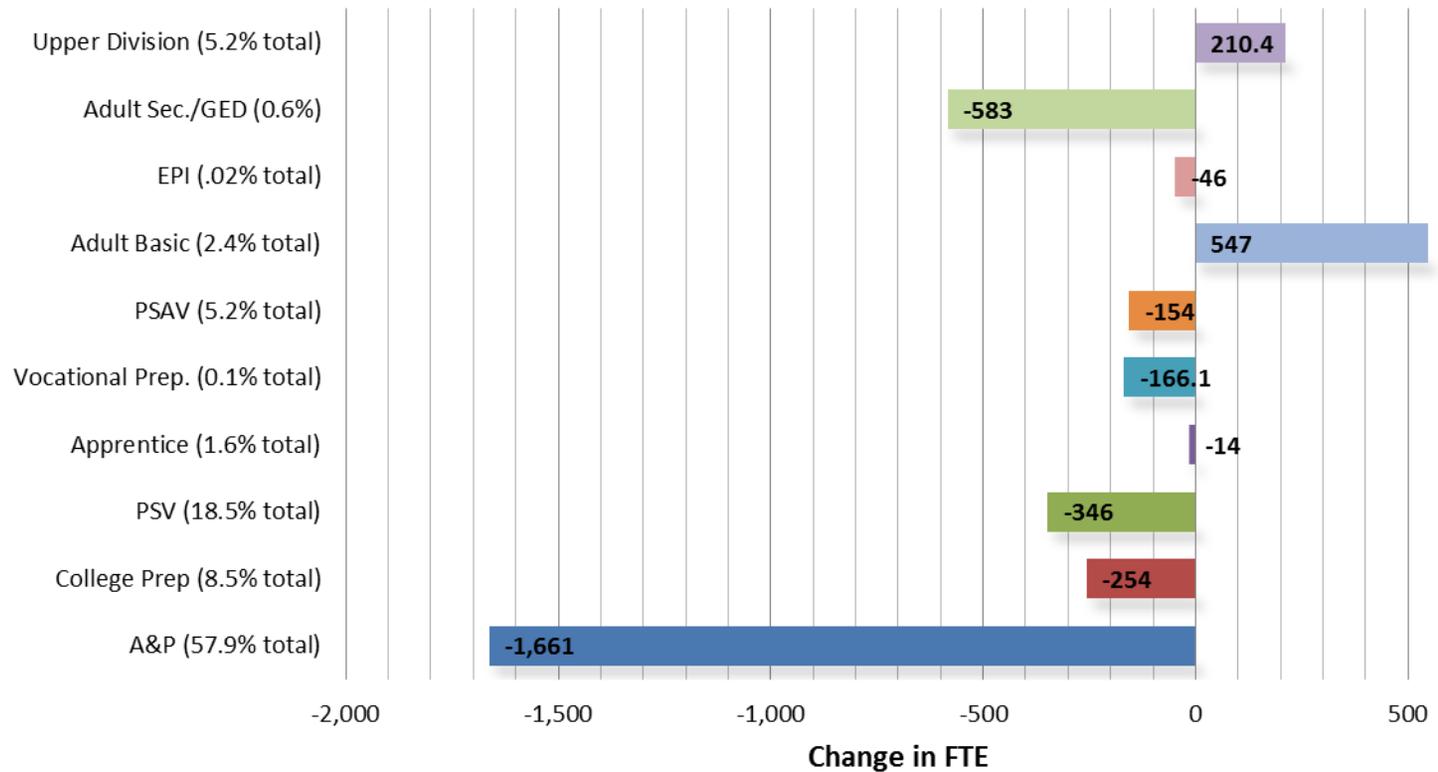


Figure 48. Ten-Year College FTE History - Grand Total, All Programs <sup>73</sup>

<sup>72</sup>Source: FLDOE 2012-13 FTE 3 enrollment and 6-yr comparison upper and lower SRS 8-5-13, FCS Enrollment Estimating Conference. Note—FTE counts may differ from other reports based on methods used and changes to programs included (e.g., CWE, Lifelong Learning). The EPI (Educator Preparation Institute) category began reporting in 2005-06. The Upper Division category began reporting in 2002-03. The CWE (Continuing Workforce Education) category was no longer reported starting in 2010-11. The total CWE enrollment for Florida State College at Jacksonville was reduced by 2,017 FTE by consensus of the November 14, 2012 Enrollment Estimating Conference

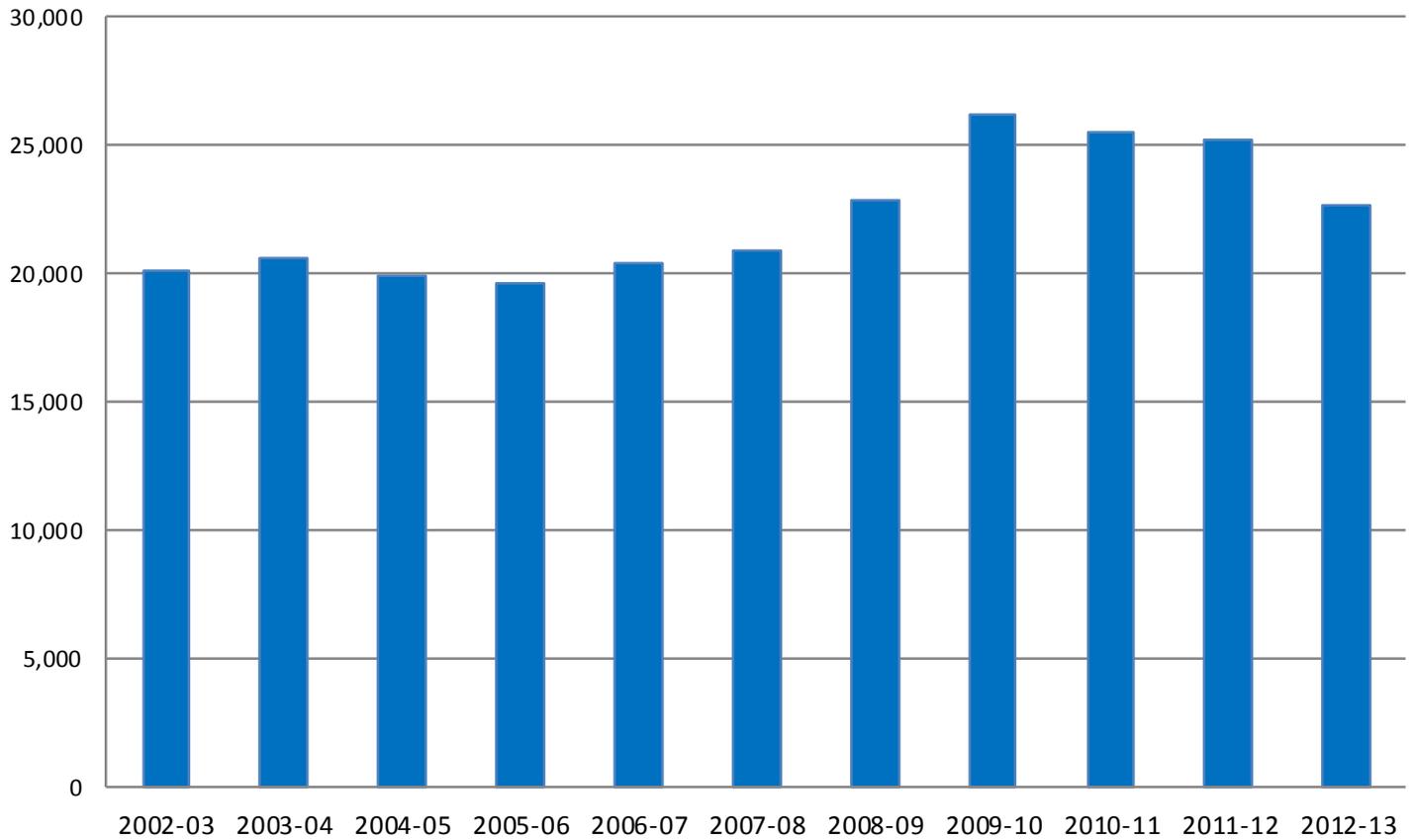


Figure 49. Ten-Year College FTE History – Grand Total, All Programs <sup>73</sup>

<sup>73</sup> Source: FLDOE 2012-13 FTE 3 enrollment and 6-yr comparison upper and lower SRS 8-5-13, FCS Enrollment Estimating Conference. Note—FTE counts may differ from other reports based on methods used and changes to programs included (e.g., CWE, Lifelong Learning). The EPI (Educator Preparation Institute) category began reporting in 2005-06. The Upper Division category began reporting in 2002-03. The CWE (Continuing Workforce Education) category was no longer reported starting in 2010-11. The total CWE enrollment for Florida State College at Jacksonville was reduced by 2,017 FTE by consensus of the November 14, 2012 Enrollment Estimating Conference.

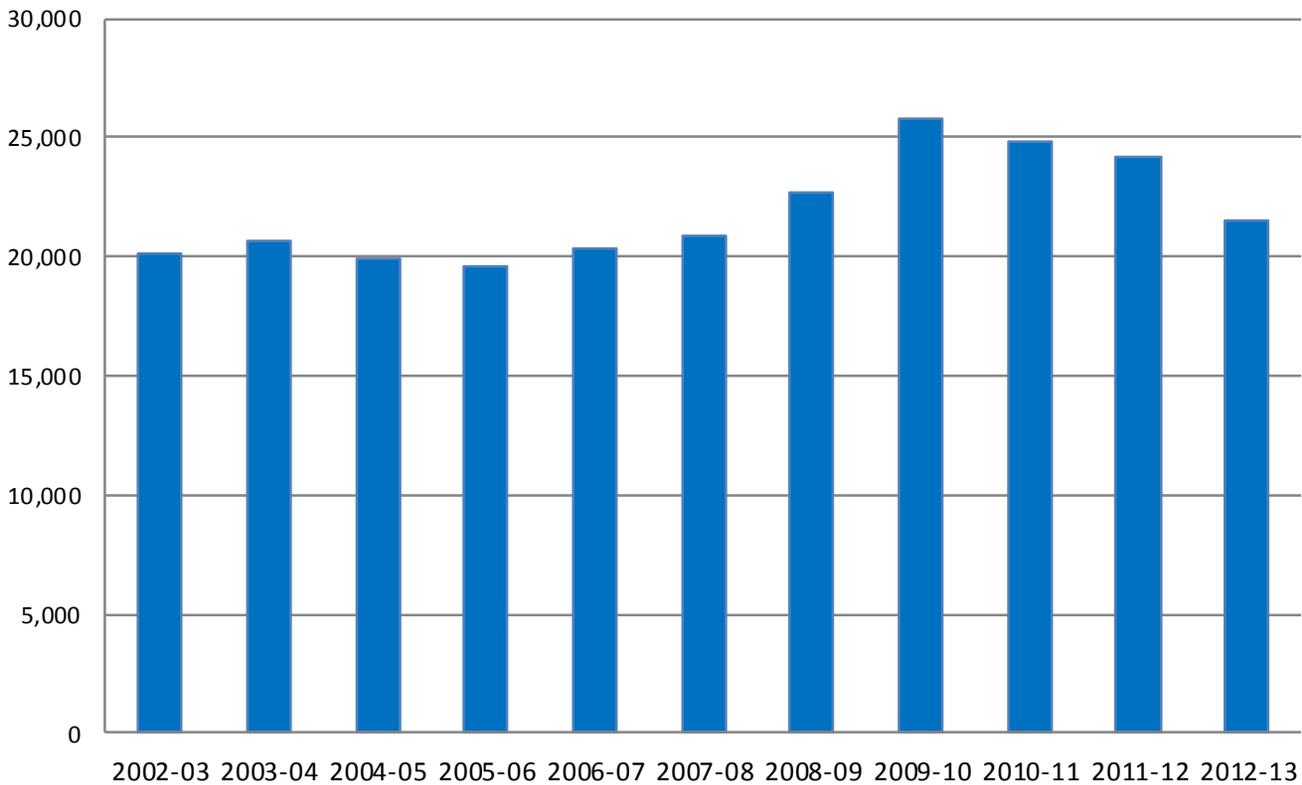


Figure 50. Ten-Year College FTE History – Lower Division Total <sup>74</sup>

<sup>74</sup> Source: FLDOE 2012-13 FTE 3 enrollment and 6-yr comparison upper and lower SRS 8-5-13, FCS Enrollment Estimating Conference. Note—FTE counts may differ from other reports based on methods used and changes to programs included (e.g., CWE, Lifelong Learning). The EPI (Educator Preparation Institute) category began reporting in 2005-06. The Upper Division category began reporting in 2002-03. The CWE (Continuing Workforce Education) category was no longer reported starting in 2010-11. The total CWE enrollment for Florida State College at Jacksonville was reduced by 2,017 FTE by consensus of the November 14, 2012 Enrollment Estimating Conference.

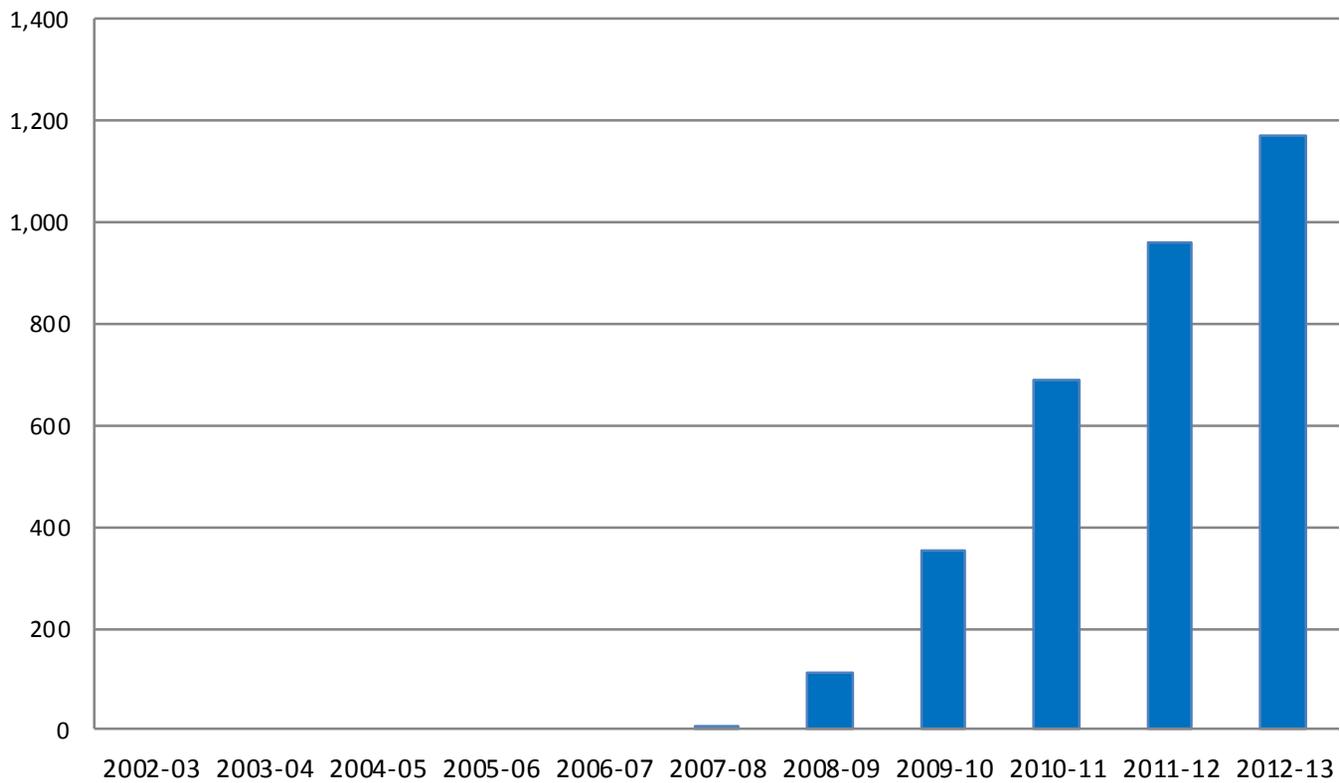


Figure 51. Ten-Year College FTE History - Upper Division Total <sup>75</sup>

<sup>75</sup> Source: FLDOE 2012-13 FTE 3 enrollment and 6-yr comparison upper and lower SRS 8-5-13, FCS Enrollment Estimating Conference. Note—FTE counts may differ from other reports based on methods used and changes to programs included (e.g., CWE, Lifelong Learning). The EPI (Educator Preparation Institute) category began reporting in 2005-06. The Upper Division category began reporting in 2002-03. The CWE (Continuing Workforce Education) category was no longer reported starting in 2010-11. The total CWE enrollment for Florida State College at Jacksonville was reduced by 2,017 FTE by consensus of the November 14, 2012 Enrollment Estimating Conference.

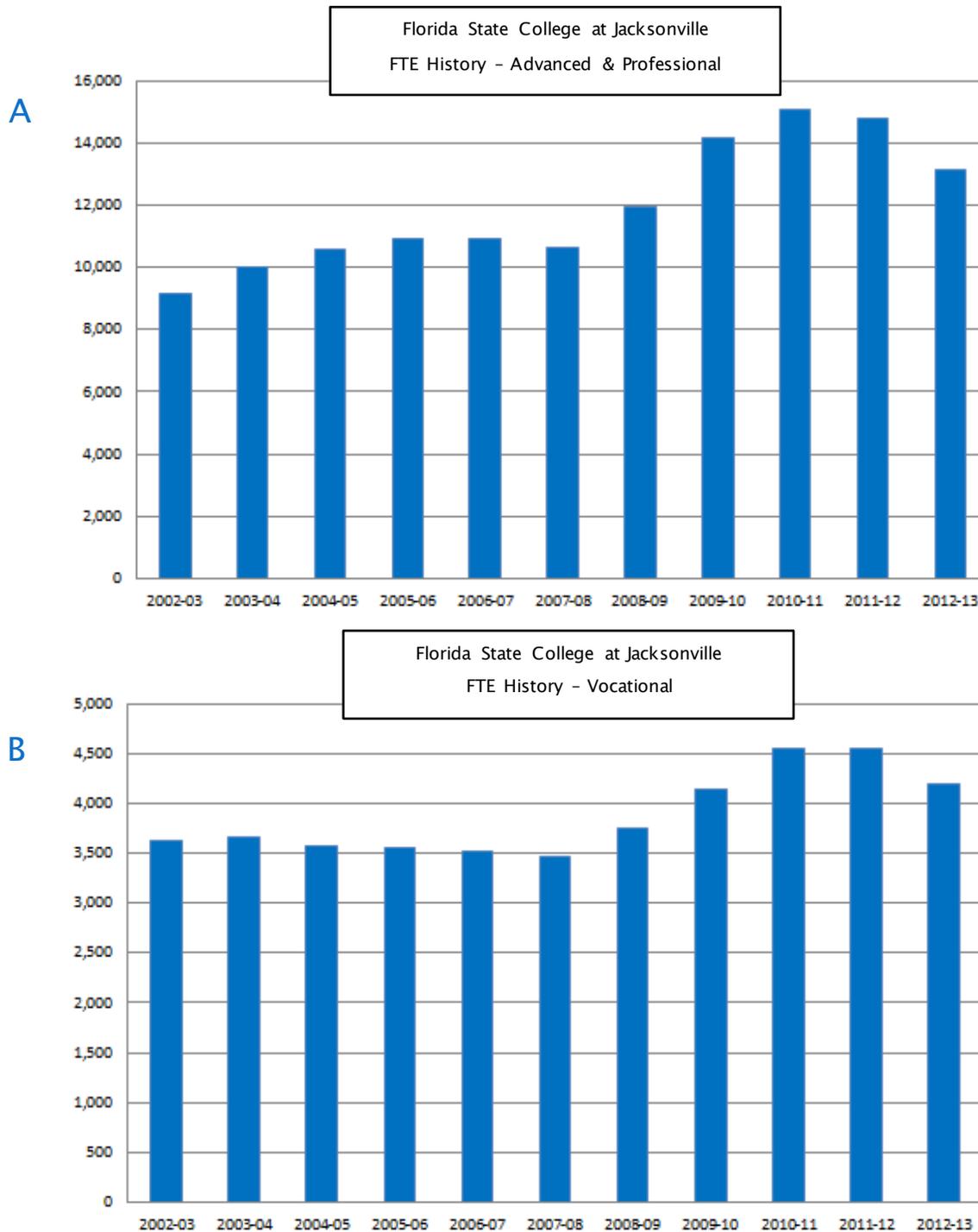


Figure 52 (A, B). Ten-Year College FTE History – A&P, PSV <sup>76</sup>

<sup>76</sup> Source: FLDOE 2012-13 FTE 3 enrollment and 6-yr comparison upper and lower SRS 8-5-13, FCS Enrollment Estimating Conference. Note—FTE counts may differ from other reports based on methods used and changes to programs included (e.g., CWE, Lifelong Learning). The EPI (Educator Preparation Institute) category began reporting in 2005-06. The Upper Division category began reporting in 2002-03. The CWE (Continuing Workforce Education) category was no longer reported starting in 2010-11. The total CWE enrollment for Florida State College at Jacksonville was reduced by 2,017 FTE by consensus of the November 14, 2012 Enrollment Estimating Conference.

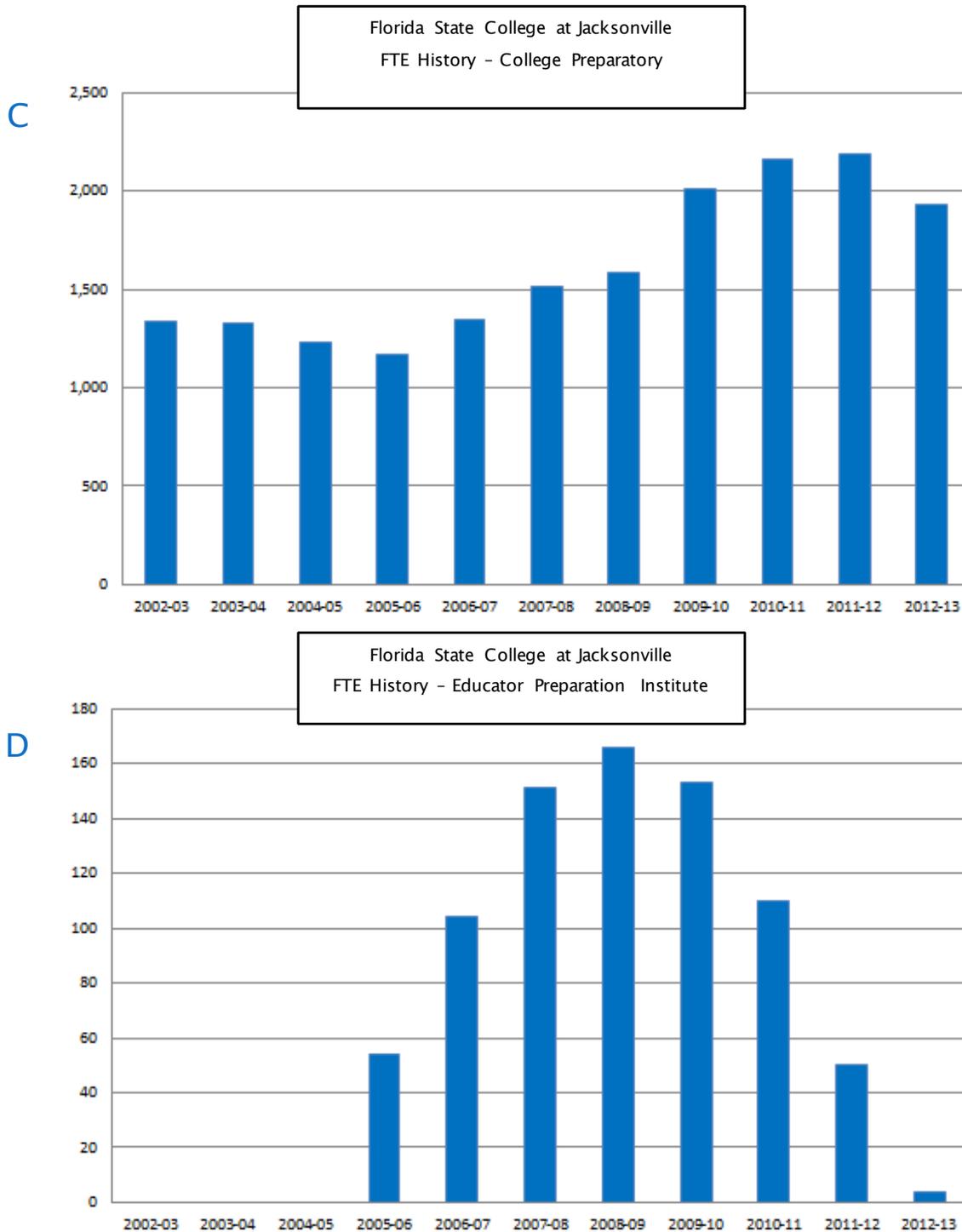


Figure 53 (C, D). Ten-Year College FTE History – College Prep., EPI <sup>77</sup>

<sup>77</sup> Source: FLDOE 2012-13 FTE 3 enrollment and 6-yr comparison upper and lower SRS 8-5-13, FCS Enrollment Estimating Conference. Note—FTE counts may differ from other reports based on methods used and changes to programs included (e.g., CWE, Lifelong Learning). The EPI (Educator Preparation Institute) category began reporting in 2005-06. The Upper Division category began reporting in 2002-03. The CWE (Continuing Workforce Education) category was no longer reported starting in 2010-11. The total CWE enrollment for Florida State College at Jacksonville was reduced by 2,017 FTE by consensus of the November 14, 2012 Enrollment Estimating Conference.

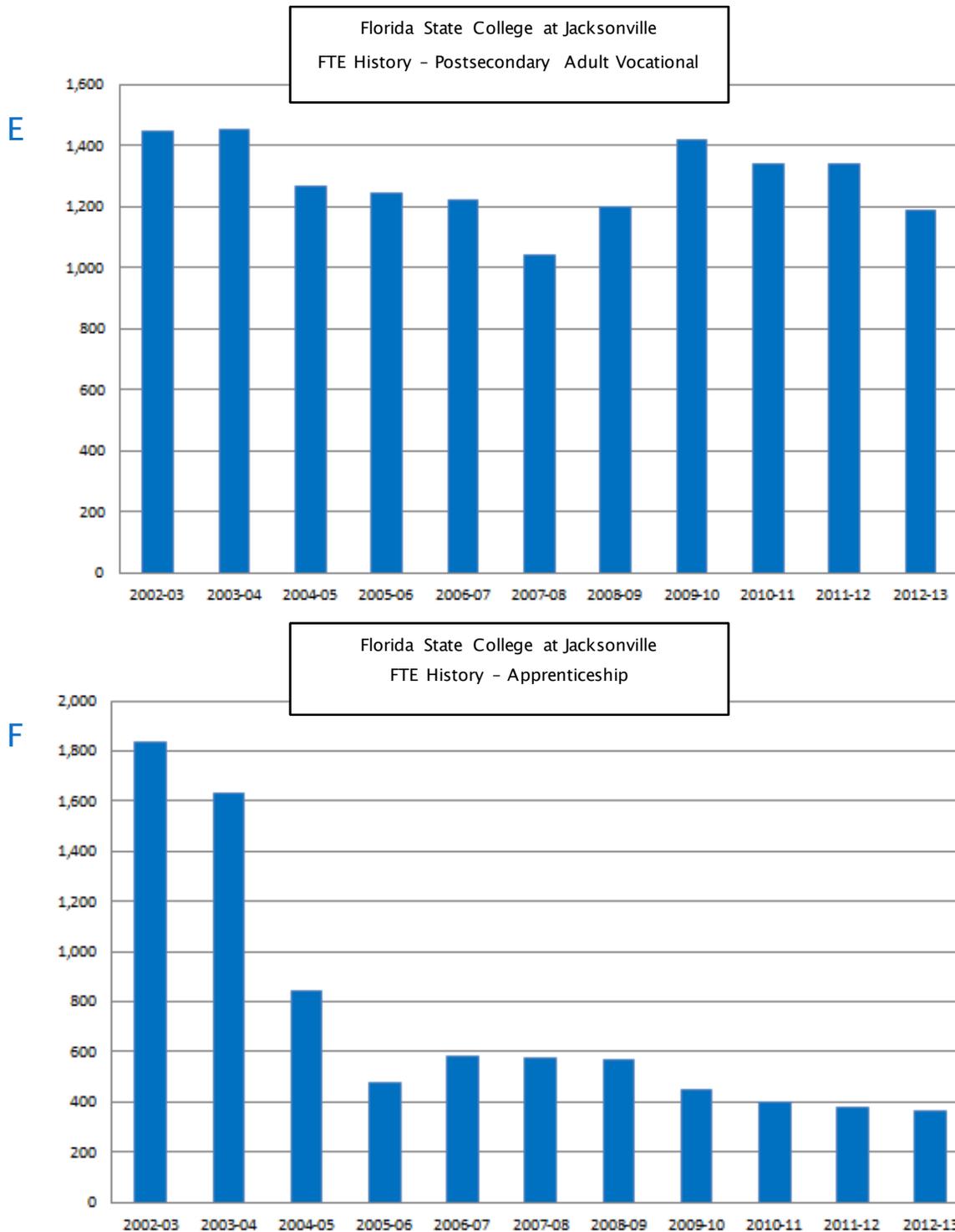


Figure 54 (E, F). Ten-Year College FTE History – PSAV, Apprenticeship <sup>78</sup>

<sup>78</sup> Source: FLDOE 2012-13 FTE 3 enrollment and 6-yr comparison upper and lower SRS 8-5-13, FCS Enrollment Estimating Conference. Note—FTE counts may differ from other reports based on methods used and changes to programs included (e.g., CWE, Lifelong Learning). The EPI (Educator Preparation Institute) category began reporting in 2005-06. The Upper Division category began reporting in 2002-03. The CWE (Continuing Workforce Education) category was no longer reported starting in 2010-11. The total CWE enrollment for Florida State College at Jacksonville was reduced by 2,017 FTE by consensus of the November 14, 2012 Enrollment Estimating Conference.

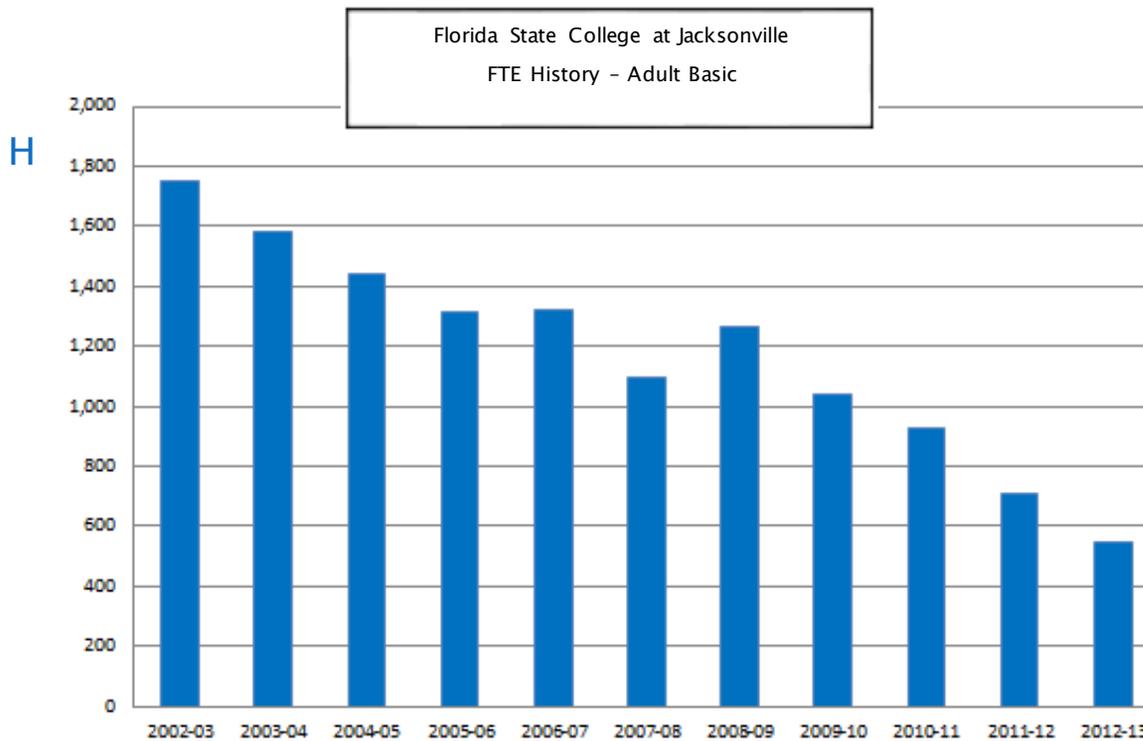
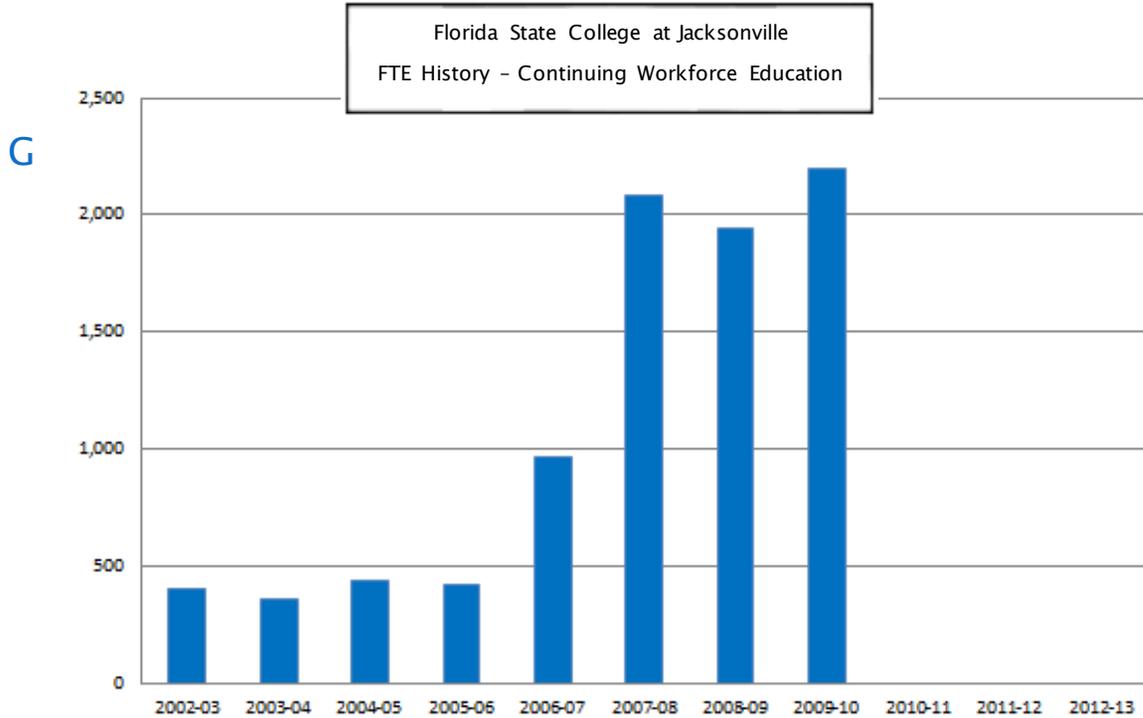


Figure 55 (G, H). Ten-Year College FTE History – CWE, Adult Basic <sup>79</sup>

<sup>79</sup> Source: FLDOE 2012-13 FTE 3 enrollment and 6-yr comparison upper and lower SRS 8-5-13, FCS Enrollment Estimating Conference. Note—FTE counts may differ from other reports based on methods used and changes to programs included (e.g., CWE, Lifelong Learning). The EPI (Educator Preparation Institute) category began reporting in 2005-06. The Upper Division category began reporting in 2002-03. The CWE (Continuing Workforce Education) category was no longer reported starting in 2010-11. The total CWE enrollment for Florida State College at Jacksonville was reduced by 2,017 FTE by consensus of the November 14, 2012 Enrollment Estimating Conference.

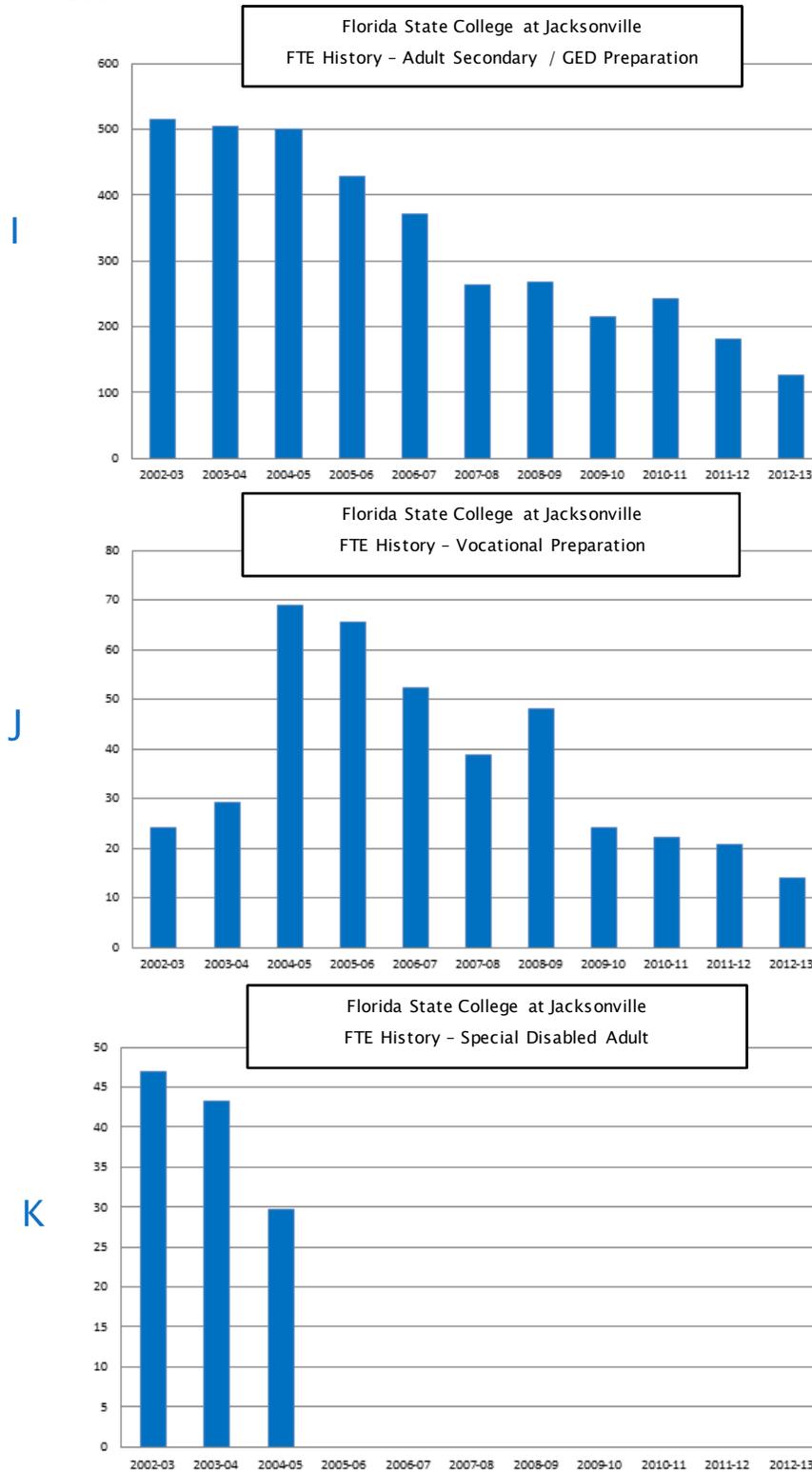


Figure 56 (I, J, K). Ten-Year College FTE History—Adult Sec./GED, Voc. Prep., Spec. Disabled Adult <sup>80</sup>

<sup>80</sup> Source: FLDOE 2012-13 FTE 3 enrollment and 6-yr comparison upper and lower SRS 8-5-13, FCS Enrollment Estimating Conference. Note—FTE counts may differ from other reports based on methods used and changes to programs included (e.g., CWE, Lifelong Learning). The EPI (Educator Preparation Institute) category began reporting in 2005-06. The Upper Division category began reporting in 2002-03. The CWE (Continuing Workforce Education) category was no longer reported starting in 2010-11. The total CWE enrollment for Florida State College at Jacksonville was reduced by 2,017 FTE by consensus of the November 14, 2012 Enrollment Estimating Conference.

A comparison of the top five colleges based on five-year FTE totals (2008 –2012) is presented in Figure 57. As shown, the College ranks fourth in annual FTE enrollment. Note—these totals have been adjusted to current year definitions. Beginning in FY 2010–11, enrollment in CWE (and Life Long Learning) programs are no longer included and upper division is included for funding purposes. Therefore, the entire chart excludes these programs, but it includes upper division programs where applicable for comparison purposes.

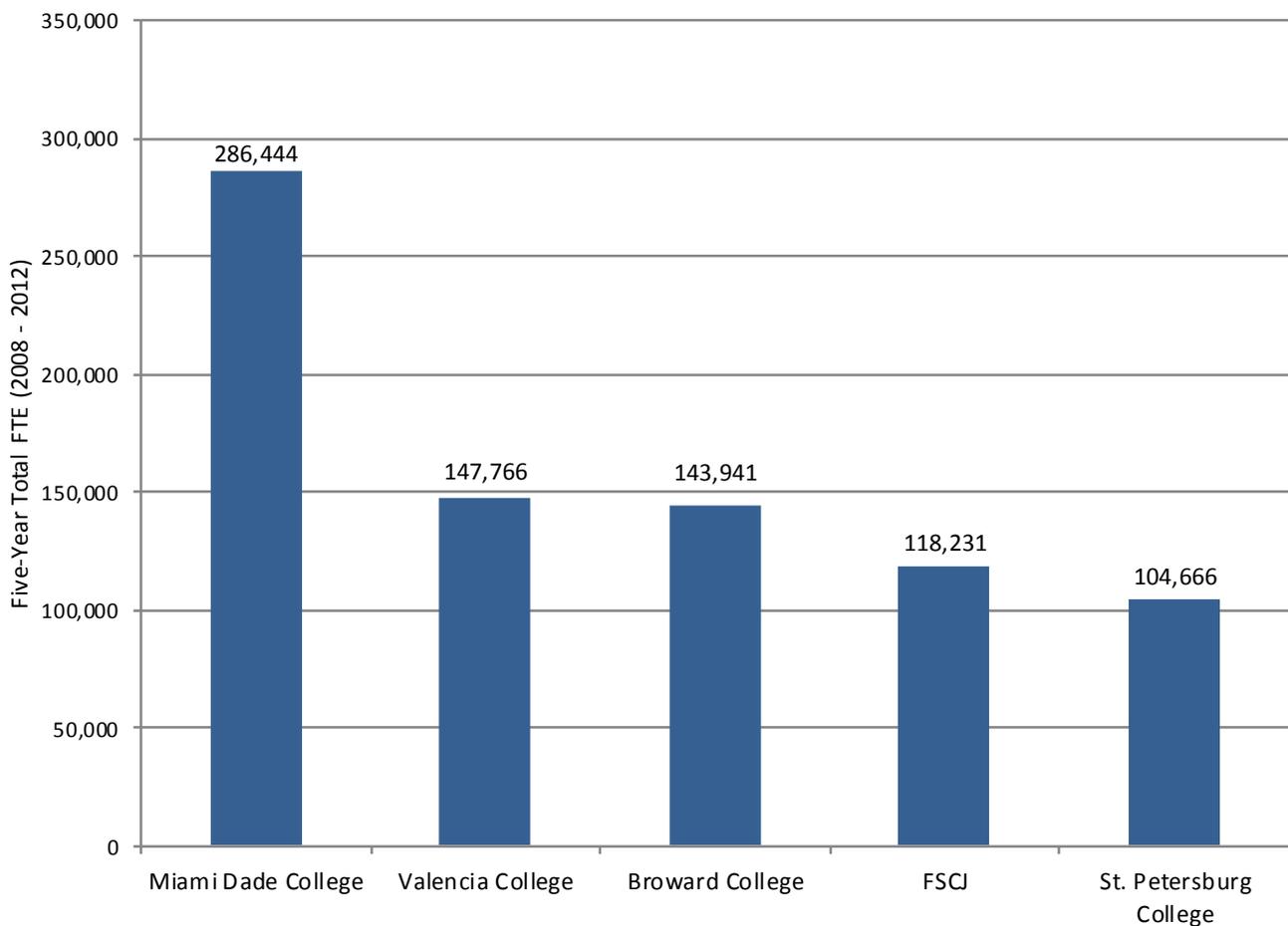


Figure 57. Five-Year Full-Time Equivalent Enrollment <sup>81</sup>

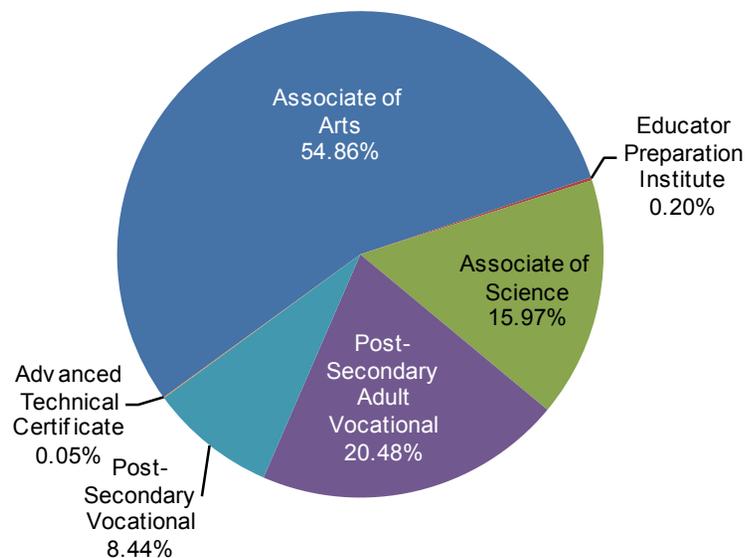
<sup>81</sup> Source: FTE history 30 credit hour - 12 YEARS SRS 8-1-13 FCS Enrollment Estimating Conference (Aug. 2013); CCTCMIS\2012-13 FTE-3\CO3F29C. Note—For comparison purposes, this FTE has been normalized to the current year's definition of funded FTE. CWE (and lifelong learning) is excluded and Upper Level is included for each year displayed.

## PROGRAM COMPLETIONS

A total of 8,501 award completions included both lower division (associate) and upper division (baccalaureate) degrees.<sup>82</sup> As shown in Table 20 and Figure 58, most lower division completions were A.A. degrees.

**Table 20. Combined Credit Program Award Completions<sup>83</sup>**

Award/Degree	Count	Cumulative Total
Associate of Arts	4,449	4,449
Educator Preparation Institute	16	4,465
Associate of Science	1,295	5,760
Post-Secondary Adult Vocational	1,661	7,421
Post-Secondary Vocational	684	8,105
Advanced Technical Certificate	4	8,109
<i>Non-Bachelors Sub-total</i>		<b>8,109 (95.3%)</b>
Education	64	64
Nursing	26	90
Other	302	392
<i>Bachelors Sub-Total</i>		<b>392 (4.7%)</b>
<b>Grand Total</b>		<b>8,501</b>



**Figure 58. Non-Bachelors Credit Program Completions**

<sup>82</sup> Note—Completions are a count of students earning each award, regardless of when the student began pursuing the award. This is different from various definitions of “graduation rate” which generally involve further qualifying of particular student types (e.g., first time in college, full-time, etc.) especially organized as defined cohorts. The IPEDS graduation rate for the college is discussed later.

<sup>83</sup> Source: FLDOE, FCS 2013 Fact Book Credit Program Completers (2011-12) Headcount 5.3T, 5.4.1T, 5.4.2T, 5.4.4T, 5.4.5T, 5.4.6T, 5.4.7T, 5.4.8T, 5.51T, 5.52T, 5.53T (pp. 61 - 73)

For comparison purposes, combined credit program completions are shown for a subset of institutions in the Florida College System in Figure 59.

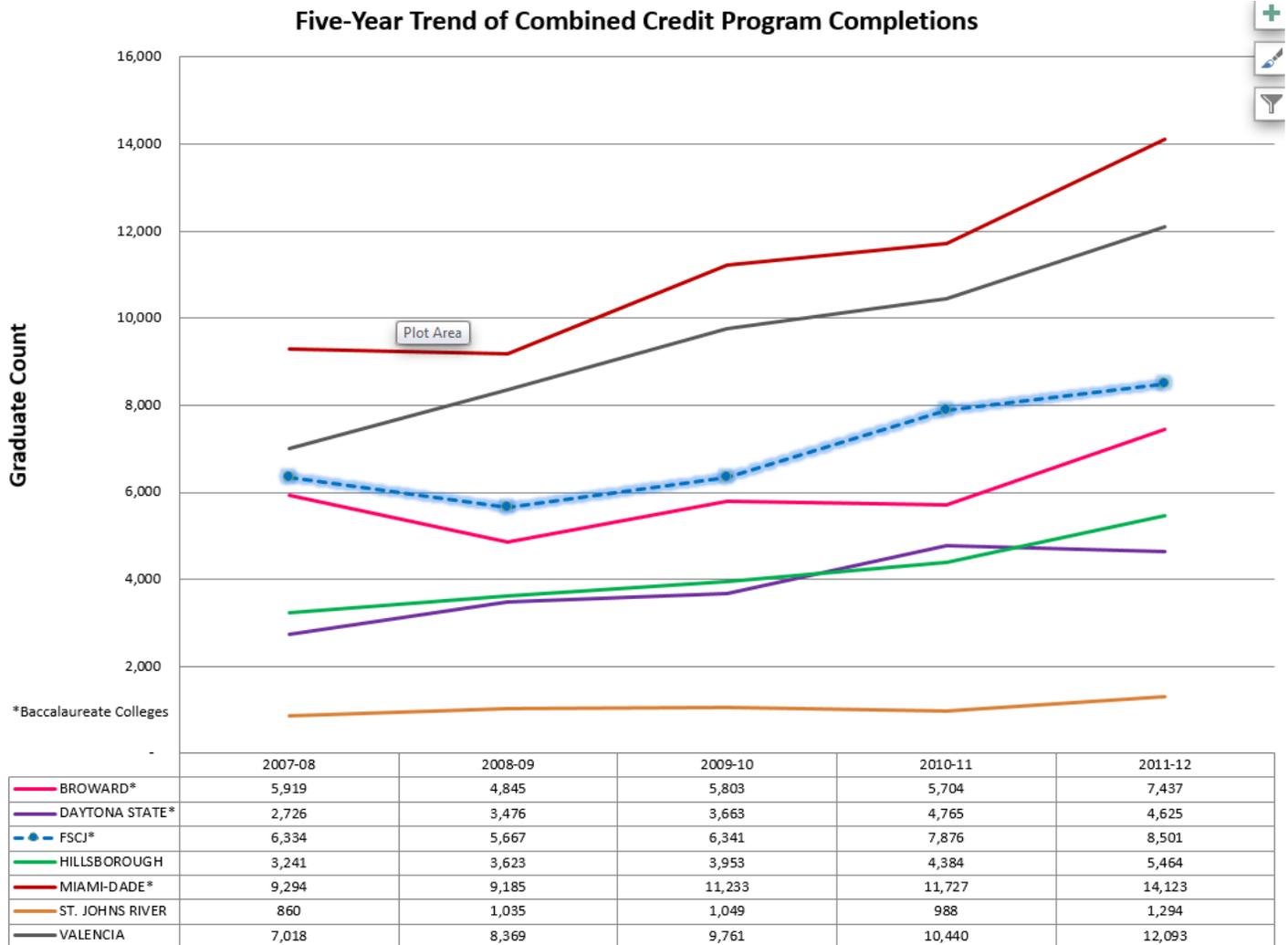


Figure 59. Combined Credit Program Completions, Five-Year Trend Comparison<sup>84</sup>

<sup>84</sup> Florida College System, Combined Credit Program Completions Statewide and by College (2008–2012)

Of the 19 institutions offering baccalaureate degrees, Florida State College at Jacksonville ranks second (just behind Miami–Dade) in total (Bachelors and Non-Bachelors) completers. Figure 60 shows a rank order count of total degrees for baccalaureate institutions in the Florida College System.

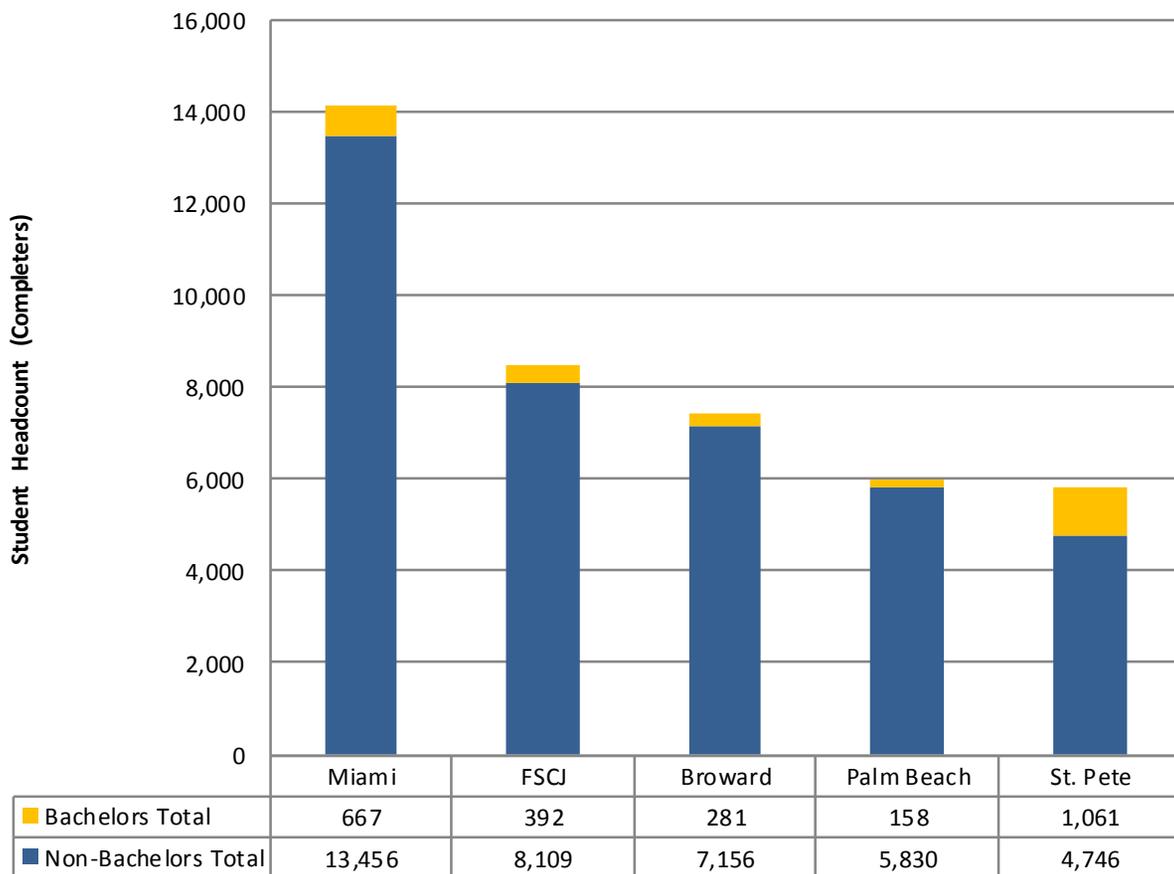


Figure 60. Top Five Total Completers Among Baccalaureate Colleges in the FCS<sup>85</sup>

<sup>85</sup> Source: FLDOE, FCS 2013 Fact Book , 5.5.4T, Credit Program Completers All Bachelor Degree Programs Headcount by College

Table 21 lists equivalent data for all colleges in the Florida College System.

**Table 21. Five-Year Combined Completions for All FCS Institutions**

College	ALL COMPLETIONS					3-Year	1-YEAR	CHANGE	5-YEAR	CHANGE
	2007-08	2008-09	2009-10	2010-11	2011-12	Average	Count	Percent	Count	Percent
BREVARD	3,022	3,313	3,848	4,046	4,246	4,047	200	4.90%	1,224	40.50%
BROWARD*	5,919	4,845	5,803	5,704	7,437	6,315	1,733	30.40%	1,518	25.60%
CENTRAL FLORIDA	1,341	1,505	1,542	1,609	1,687	1,613	78	4.80%	346	25.80%
CHIPOLA*	624	519	618	597	625	613	28	4.70%	1	0.20%
DAYTONA STATE*	2,726	3,476	3,663	4,765	4,625	4,351	-140	-2.90%	1,899	69.70%
EDISON*	1,612	1,903	2,414	2,665	3,017	2,699	352	13.20%	1,405	87.20%
<b>FSCJ*</b>	<b>6,334</b>	<b>5,667</b>	<b>6,341</b>	<b>7,876</b>	<b>8,501</b>	<b>7,573</b>	<b>625</b>	<b>7.90%</b>	<b>2,167</b>	<b>34.20%</b>
FLORIDA KEYS	266	222	273	218	282	258	64	29.40%	16	6.00%
GULF COAST	1,241	1,096	1,132	1,180	1,364	1,225	184	15.60%	123	9.90%
HILLSBOROUGH	3,241	3,623	3,953	4,384	5,464	4,600	1,080	24.60%	2,223	68.60%
INDIAN RIVER*	2,940	3,252	3,244	3,636	4,222	3,701	586	16.10%	1,282	43.60%
FLORIDA GATEWAY	836	739	623	665	776	688	111	16.70%	-60	-7.20%
LAKE-SUMTER	542	590	725	650	779	718	129	19.80%	237	43.70%
STATE COLLGE FL	1,414	1,462	1,560	1,734	1,823	1,706	89	5.10%	409	28.90%
MIAMI-DADE*	9,294	9,185	11,233	11,727	14,123	12,361	2,396	20.40%	4,829	52.00%
NORTH FLORIDA	299	312	352	369	357	359	-12	-3.30%	58	19.40%
NORTHWEST FLORIDA*	1,769	1,880	1,916	1,781	1,821	1,839	40	2.20%	52	2.90%
PALM BEACH*	3,908	4,565	5,122	5,774	5,988	5,628	214	3.70%	2,080	53.20%
PASCO-HERNANDO	1,559	1,584	2,064	2,208	2,374	2,215	166	7.50%	815	52.30%
PENSACOLA	2,025	2,116	2,340	2,363	2,396	2,366	33	1.40%	371	18.30%
POLK*	1,347	1,356	1,719	1,847	2,136	1,901	289	15.60%	789	58.60%
ST. JOHNS RIVER	860	1,035	1,049	988	1,294	1,110	306	31.00%	434	50.50%
ST. PETERSBURG*	4,045	4,295	4,753	5,271	5,771	5,265	500	9.50%	1,726	42.70%
SANTA FE*	3,282	3,312	3,579	3,232	3,535	3,449	303	9.40%	253	7.70%
SEMINOLE	2,186	2,849	3,347	3,590	4,564	3,834	974	27.10%	2,378	108.80%
SOUTH FLORIDA	539	588	703	875	675	751	-200	-22.90%	136	25.20%
TALLAHASSEE	2,571	2,787	3,293	3,091	3,787	3,390	696	22.50%	1,216	47.30%
VALENCIA	7,018	8,369	9,761	10,440	12,093	10,765	1,653	15.80%	5,075	72.30%
<b>SYSTEM TOTAL</b>	<b>72,760</b>	<b>76,445</b>	<b>86,970</b>	<b>93,285</b>	<b>105,762</b>	<b>95,339</b>	<b>12,477</b>	<b>13.40%</b>	<b>33,002</b>	<b>45.40%</b>

\*baccalaureate colleges

## GRADUATION RATES

Figure 61 shows the IPEDS Graduation Rates for Lower Division Fall 2006–07 to Fall 2008–09 Full-time First Time in College (FT/FTIC) Cohorts.

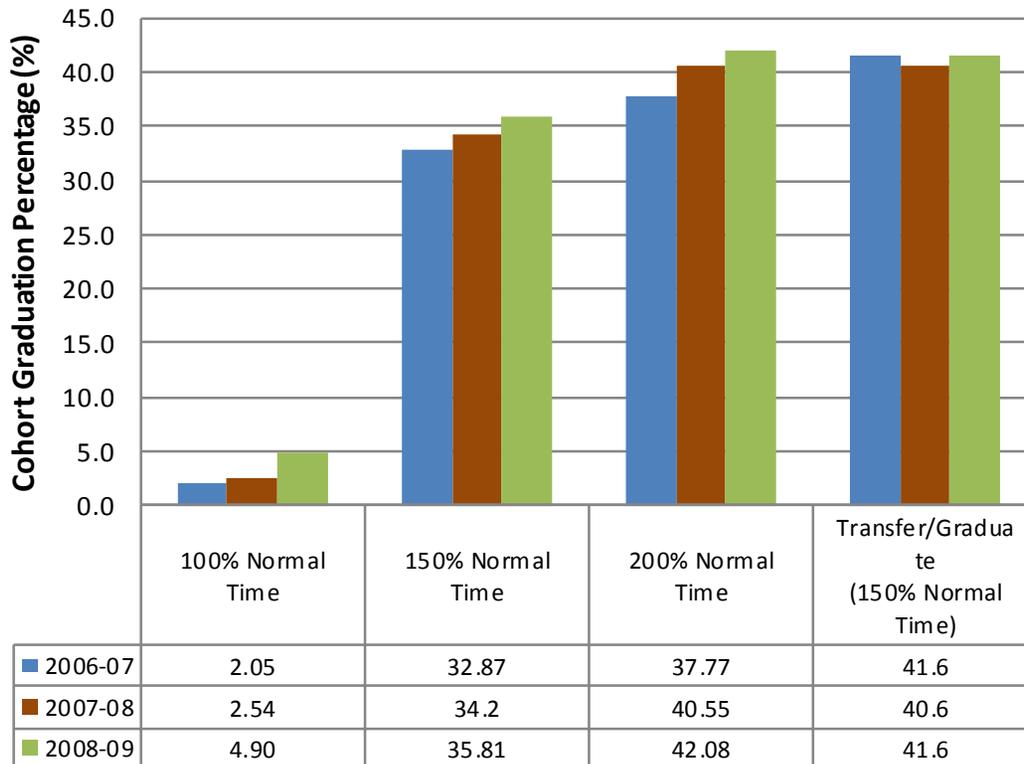


Figure 61. IPEDS Graduation Rates for Full-Time, First-Time in College Cohorts<sup>86</sup>

The calculation of these values uses the IPEDS Graduation Rate Survey (GRS) Methodology and compares rates based on

- 100% of catalog time<sup>87</sup> (e.g., 2 years for a 2-year program)
- 150% of catalog time (e.g., 3 years for a 2-year program)
- 200% of catalog time (e.g., 4 years for a 2-year program)

Combined transfer/graduate rates within 150% of normal time are also shown. Developmental<sup>88</sup> graduation rates by award type for five fall (FA) through Spring (SP) cohorts are shown in Figures 62 and 63.<sup>89</sup>

<sup>86</sup> Source: FLDOE, Florida College System, CCTCMIS, FCS Research and Analytics (FCS-GraduationRateTAPP). Note—IPEDS Graduation Rate Survey (GRS) Methodology

<sup>87</sup> 100% of catalog time (e.g., 2 years for a 2-year program); 150% of catalog time" (e.g., 3 years for a 2-year program); and "200% of catalog time," (e.g., 4 years for a 2-year program). Catalog time as used here is sometimes referred to as "normal time."

<sup>88</sup> Developmental education is defined as Instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction.

<sup>89</sup> Source: FLDOE, Florida College System, Transparency and Accountability, Developmental Education-College Readiness

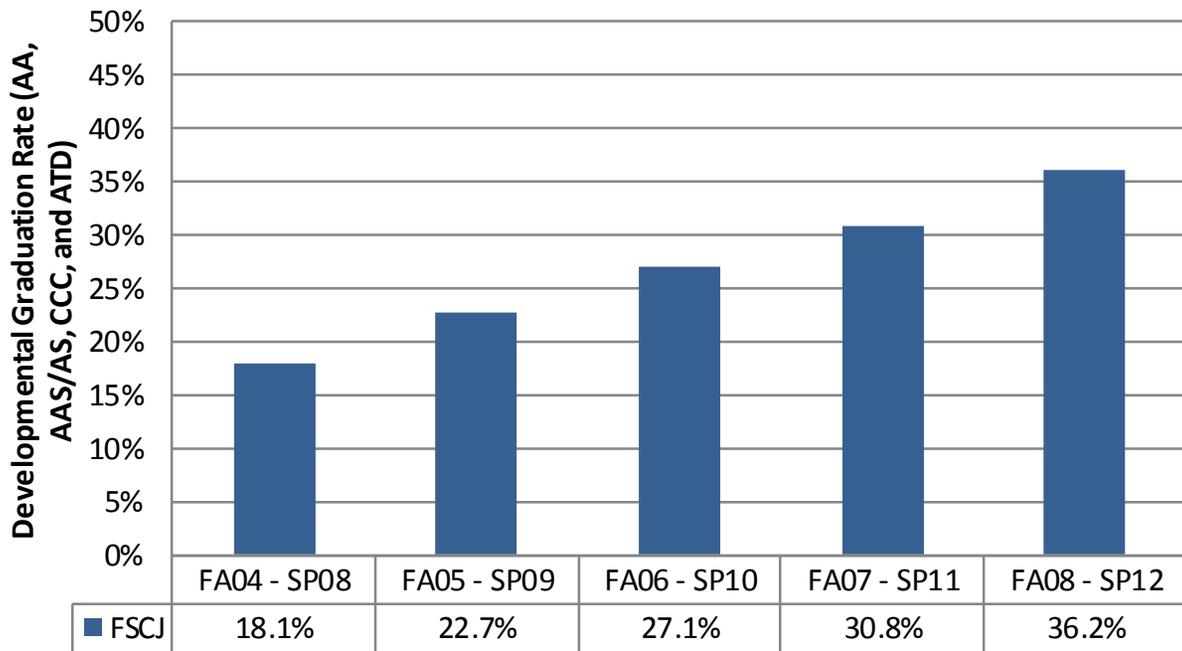


Figure 62. AA / AAS/AS/CCC/ATD Developmental Cohort Graduation Rates (Full and Part–Time)<sup>90</sup>

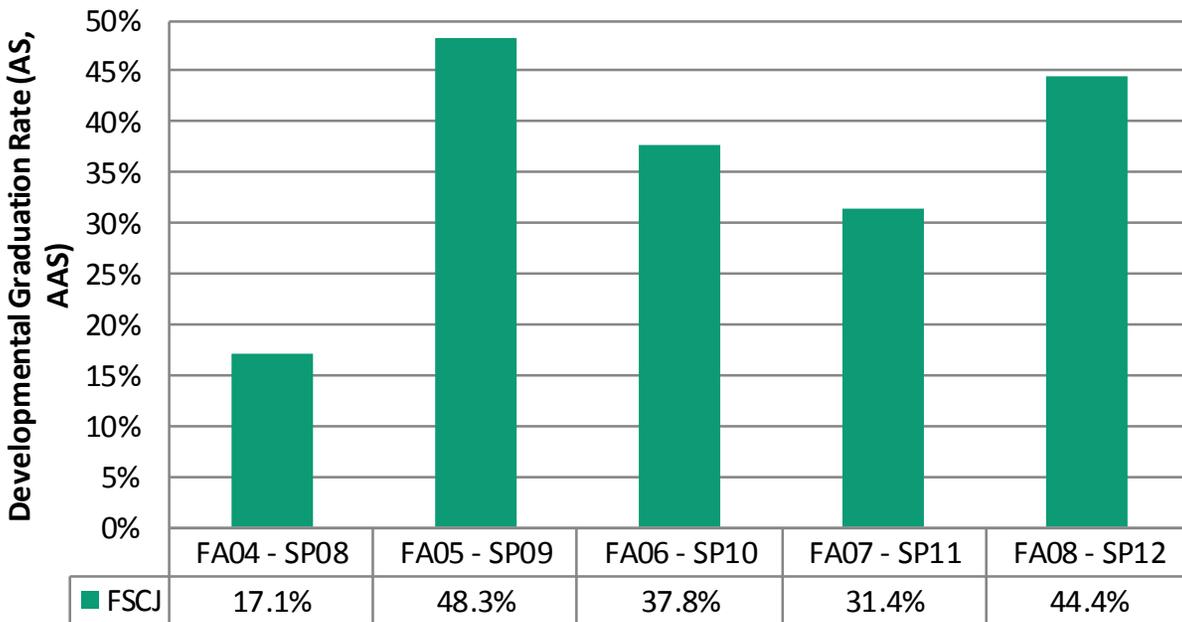


Figure 63. AS / AAS Developmental Cohort Graduation Rates (Full and Part–Time)

<sup>90</sup> College Credit Certificates (CCC), Advanced Technology Diplomas (ATD)

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## SECTION FIVE: PERSONNEL

- Employee Demographics
- All Employee Salary
- Occupational Classifications
- Employee Degree Types
- Full-Time Faculty Salary

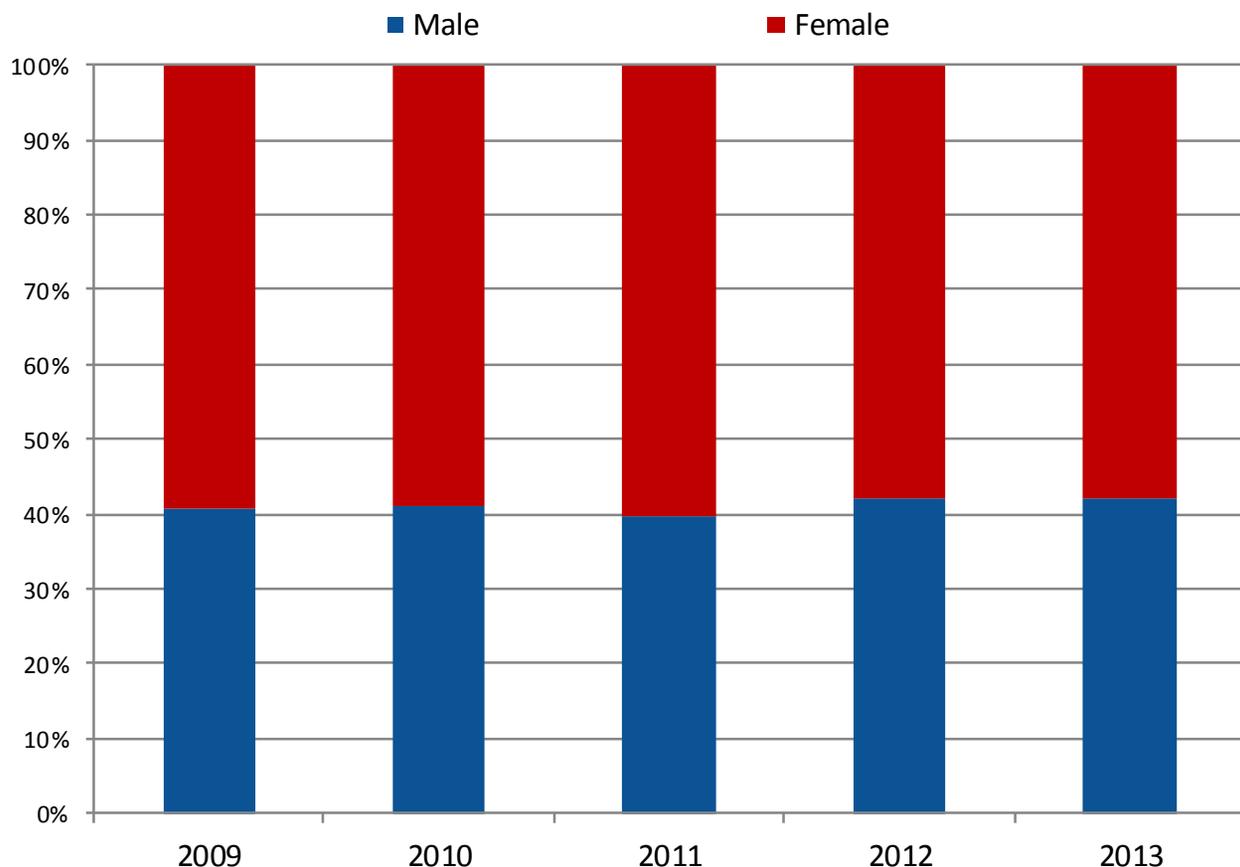


## EMPLOYEE DEMOGRAPHICS

As of October 15, 2012 there were 3,059 employees working at the college. Of these, 58% were female and 42% were male. The five-year average employment count 2009 to 2013 is 2,839. Beginning Table 22 and Figure 64 (below), unless otherwise noted, the following employee demographic, wage, occupation, and academic degree figures are taken from the APR2013 Annual Verification Report used by the FLDOE to report an employee “snapshot” as of October 15, 2012.<sup>91</sup>

**Table 22. Employee Gender (Five-Year) Counts and Percentages**

Employee Gender	2009		2010		2011		2012		2013	
	count	percent								
Male	1,129	40.9%	1,128	41.1%	1,012	39.7%	1,296	42.1%	1,291	42.2%
Female	1,634	59.1%	1,619	58.9%	1,536	60.3%	1,780	57.9%	1,768	57.8%
<b>Total</b>	<b>2,763</b>		<b>2,747</b>		<b>2,548</b>		<b>3,076</b>		<b>3,059</b>	



**Figure 64. Employee Gender Percentages (Five-Year, 100% Stacked Bar Chart)**

<sup>91</sup> Source: CCTCMIS – COMPREQ 11/20/2012 22:20:03, FLDOE Annual Verification Report APR2013. Note—data constitute an annual snapshot of employees as of October 15, 2012 and are provided by the state to the IPEDS HR Survey

Five-year employee race/ethnicity counts and percentages are presented in Table 23 and further summarized in Figure 65.

Table 23. Employee Race/Ethnicity (Five-Year) Counts and Percentages<sup>92</sup>

Employee Race/Ethnicity	2009		2010		2011		2012		2013	
	count	percent								
White	1,917	69.4%	1,739	63.3%	1,576	61.9%	1,996	64.9%	2,024	66.2%
Black	702	25.4%	648	23.6%	604	23.7%	734	23.9%	737	24.1%
Hispanic	71	2.6%	114	4.1%	106	4.2%	94	3.1%	100	3.3%
Asian	67	2.4%	89	3.2%	71	2.8%	84	2.7%	81	2.6%
American Indian/Alaska Native	6	0.2%	56	2.0%	5	0.2%	5	0.2%	9	0.3%
unknown	0	0.0%	101	3.7%	94	3.7%	75	2.4%	22	0.7%
<b>Total</b>	<b>2,763</b>		<b>2,747</b>		<b>2,548</b>		<b>3,076</b>		<b>3,059</b>	

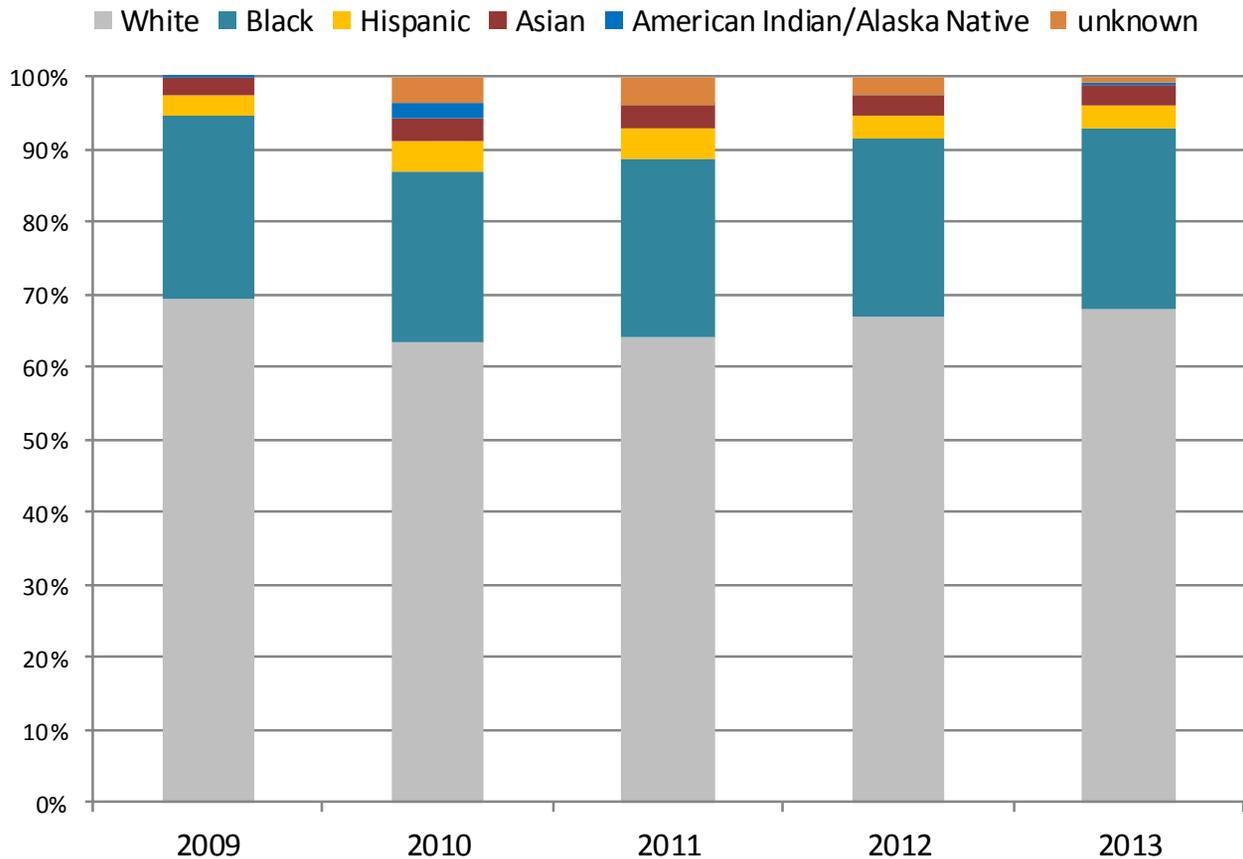


Figure 65. Employee Race/Ethnicity Percentages (Five-Year, 100% Stacked Bar Chart)

<sup>92</sup> Source: CCTCMIS – COMPREQ 11/20/2012 22:20:03, FLDOE Annual Verification Report APR2013. Note—data constitute an annual snapshot of employees as of October 15, 2012 and are provided by the state to the IPEDS HR Survey

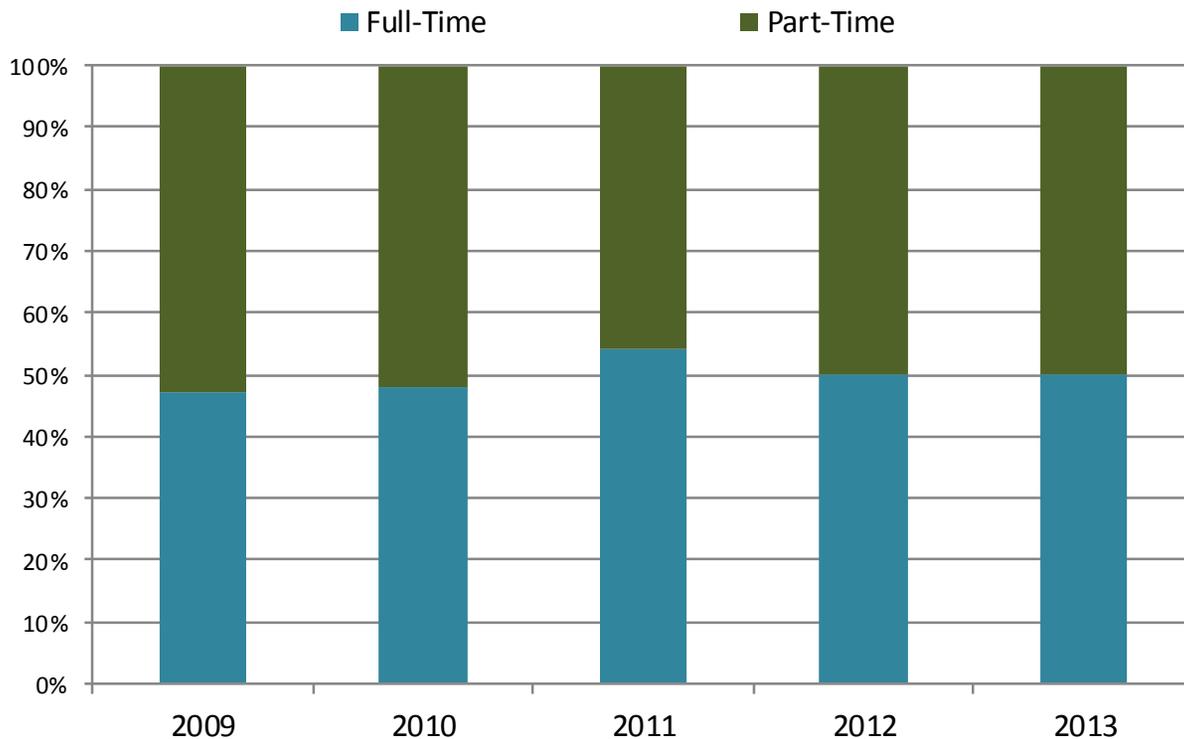
Temporary and full- and part-time employee counts and percentages are presented in Tables 25 and 26 . Figure 66 presents a five-year history of full-to-part time employee percentages.

**Table 24. Temporary Employment Status (Five-Year) Counts and Percentages<sup>93</sup>**

Employment Status	2009		2010		2011		2012		2013	
	count	percent								
Temporary	1,230	44.5%	1,151	41.9%	899	35.3%	1,327	43.1%	1,305	42.7%
Not Temporary	1,533	55.5%	1,596	58.1%	1,649	64.7%	1,749	56.9%	1,754	57.3%
<b>Total</b>	<b>2,763</b>		<b>2,747</b>		<b>2,548</b>		<b>3,076</b>		<b>3,059</b>	

**Table 25. Full- and Part-Time Employment Status (Five-Year) Counts and Percentages**

Employment Status (full- and part-time)	2009		2010		2011		2012		2013	
	count	percent								
Full-Time	1,299	47.0%	1,322	48.1%	1,384	54.3%	1,544	50.2%	1,531	50.0%
Part-Time	1,464	53.0%	1,425	51.9%	1,164	45.7%	1,532	49.8%	1,528	50.0%
<b>Total</b>	<b>2,763</b>		<b>2,747</b>		<b>2,548</b>		<b>3,076</b>		<b>3,059</b>	



**Figure 66. Full- and Part-Time Employee Percentages (Five-Year, 100% Stacked Bar Chart)**

<sup>93</sup> Source: CCTCMIS – COMPREQ 11/20/2012 22:20:03, FLDOE Annual Verification Report APR2013. Note—data constitute an annual snapshot of employees as of October 15, 2012 and are provided by the state to the IPEDS HR Survey

EMPLOYEE SALARY

Table 26. Employee Salary Range (Five-Year) Counts and Percentages<sup>94</sup>

Annual Salary Range (USD)	2009		2010		2011		2012		2013	
	count	percent								
Below 25,000	1,623	58.7%	1,579	57.5%	1,278	50.2%	1,629	53.0%	1,623	53.1%
25,000 to 30,000	153	5.5%	158	5.8%	188	7.4%	135	4.4%	148	4.8%
30,000 to 35,000	144	5.2%	150	5.5%	159	6.2%	194	6.3%	187	6.1%
35,000 to 40,000	186	6.1%	183	6.7%	118	9.1%	169	8.5%	150	5.6%
40,000 to 45,000	168	6.1%	184	6.7%	231	9.1%	260	8.5%	170	5.6%
45,000 to 55,000	229	8.3%	232	8.4%	294	11.5%	368	12.0%	432	14.1%
55,000 to 65,000	118	4.3%	114	4.1%	124	4.9%	143	4.6%	160	5.2%
65,000 to 75,000	60	2.2%	64	2.3%	66	2.6%	73	2.4%	75	2.5%
Above 75,000	82	3.0%	83	3.0%	90	3.5%	105	3.4%	114	3.7%
<b>Total</b>	<b>2,763</b>		<b>2,747</b>		<b>2,548</b>		<b>3,076</b>		<b>3,059</b>	

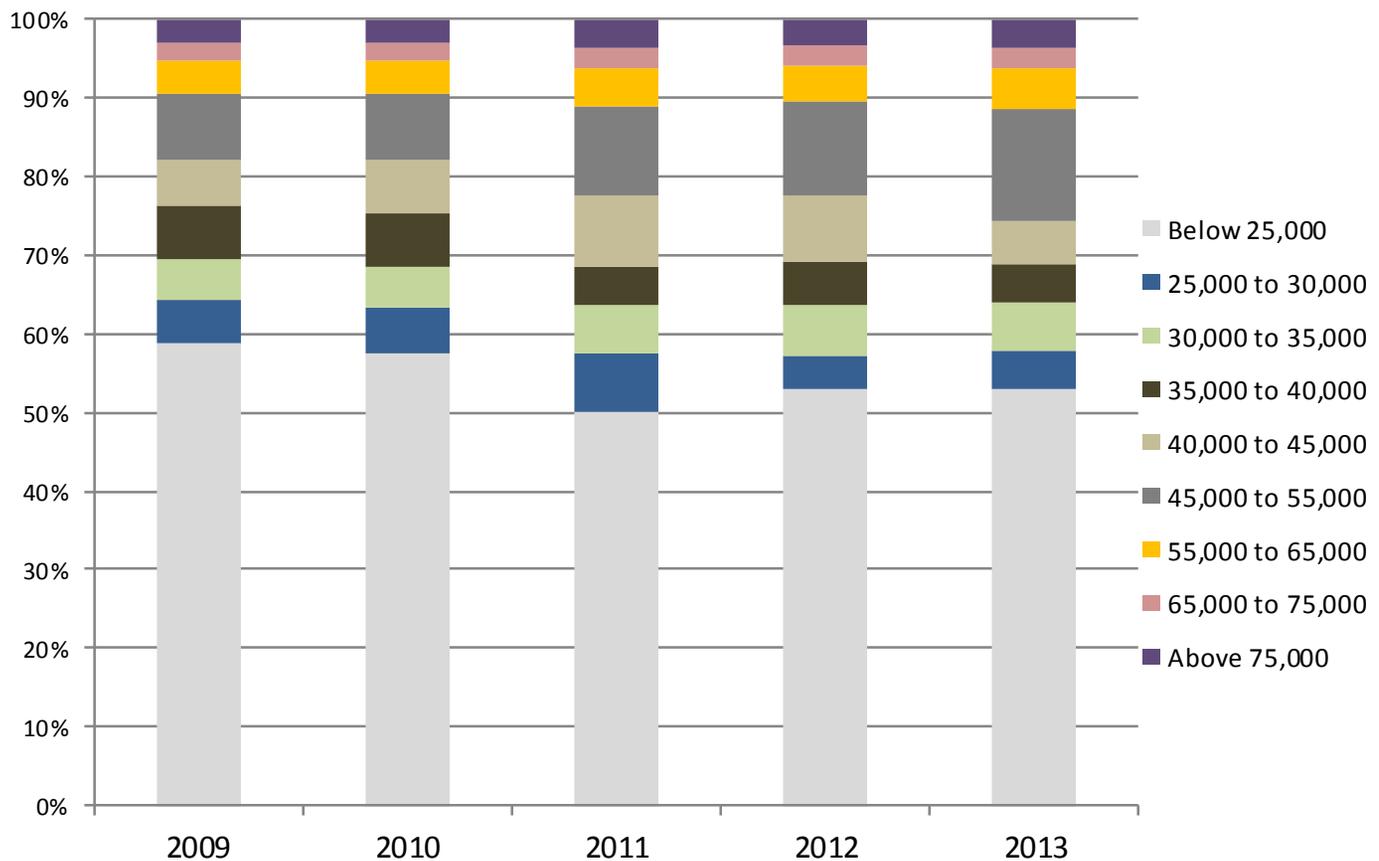


Figure 67. Employee Salary Range Percentages (Five-Year, 100% Stacked Bar Chart)

<sup>94</sup> Source: CCTCMIS – COMPREQ 11/20/2012 22:20:03, FLDOE Annual Verification Report APR2013. Note—data constitute an annual snapshot of employees as of October 15, 2012 and are provided by the state to the IPEDS HR Survey

OCCUPATION ACTIVITY CLASSIFICATIONS

Table 27. Occupation Activity Classifications (Five-Year) Counts and Percentages<sup>95</sup>

Occupational Activity	2013	
	count	percent
Management	105	3.4%
Business/Financial	56	1.8%
Computer Engineering/Science	100	3.3%
Community Service, Legal, Arts, Media	136	4.4%
Instruction	1,220	39.9%
Archivists, Curators, Museum Technicians	2	0.1%
Librarians	31	1.0%
Library Technicians	24	0.8%
Other teaching/instructor support	215	7.0%
Service	106	3.5%
Sales and Related	1	0.0%
Office/Administrative Support	649	21.2%
Natural Resources, Construction/Maintenance	145	4.7%
Production, Transportation, Material	5	0.2%
Student Assistants	264	8.6%
<b>Total</b>	<b>3,059</b>	<b>100.0%</b>

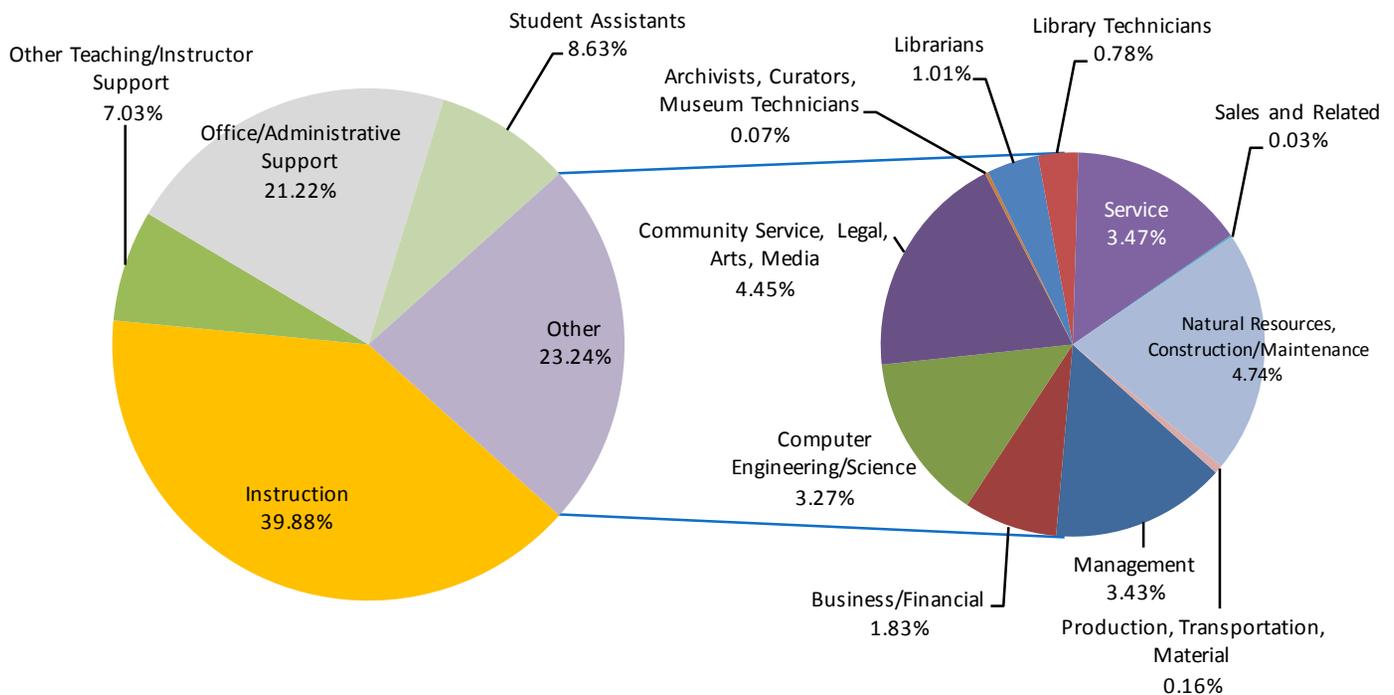


Figure 68. Employee Occupation Classifications (Oct. 2012) Compound Pie Chart

<sup>95</sup> Source: CCTCMIS – COMPREQ 11/20/2012 22:20:03, FLDOE Annual Verification Report APR2013. Note—data constitute an annual snapshot of employees as of October 15, 2012 and are provided by the state to the IPEDS HR Survey

EMPLOYEE DEGREE TYPES

Table 28. Employee Degree Types (Five-Year) Counts and Percentages<sup>96</sup>

Academic Degree Types	2009		2010		2011		2012		2013	
	count	percent								
Doctorate	245	8.9%	266	9.7%	258	10.1%	312	10.1%	344	11.2%
Specialist/Advanced Masters	56	2.0%	68	2.5%	68	2.7%	65	2.1%	0	0.0%
Masters	791	28.6%	784	28.5%	700	27.5%	886	28.8%	962	31.4%
Bachelors	479	17.3%	466	17.0%	429	16.8%	531	17.3%	535	17.5%
Associate	201	7.3%	219	8.0%	197	7.7%	270	8.8%	281	9.2%
Less than Associate	694	25.1%	688	25.0%	673	26.4%	772	25.1%	707	23.1%
Other	297	10.7%	256	9.3%	223	8.8%	240	7.8%	230	7.5%
<b>Total</b>	<b>2,763</b>		<b>2,747</b>		<b>2,548</b>		<b>3,076</b>		<b>3,059</b>	

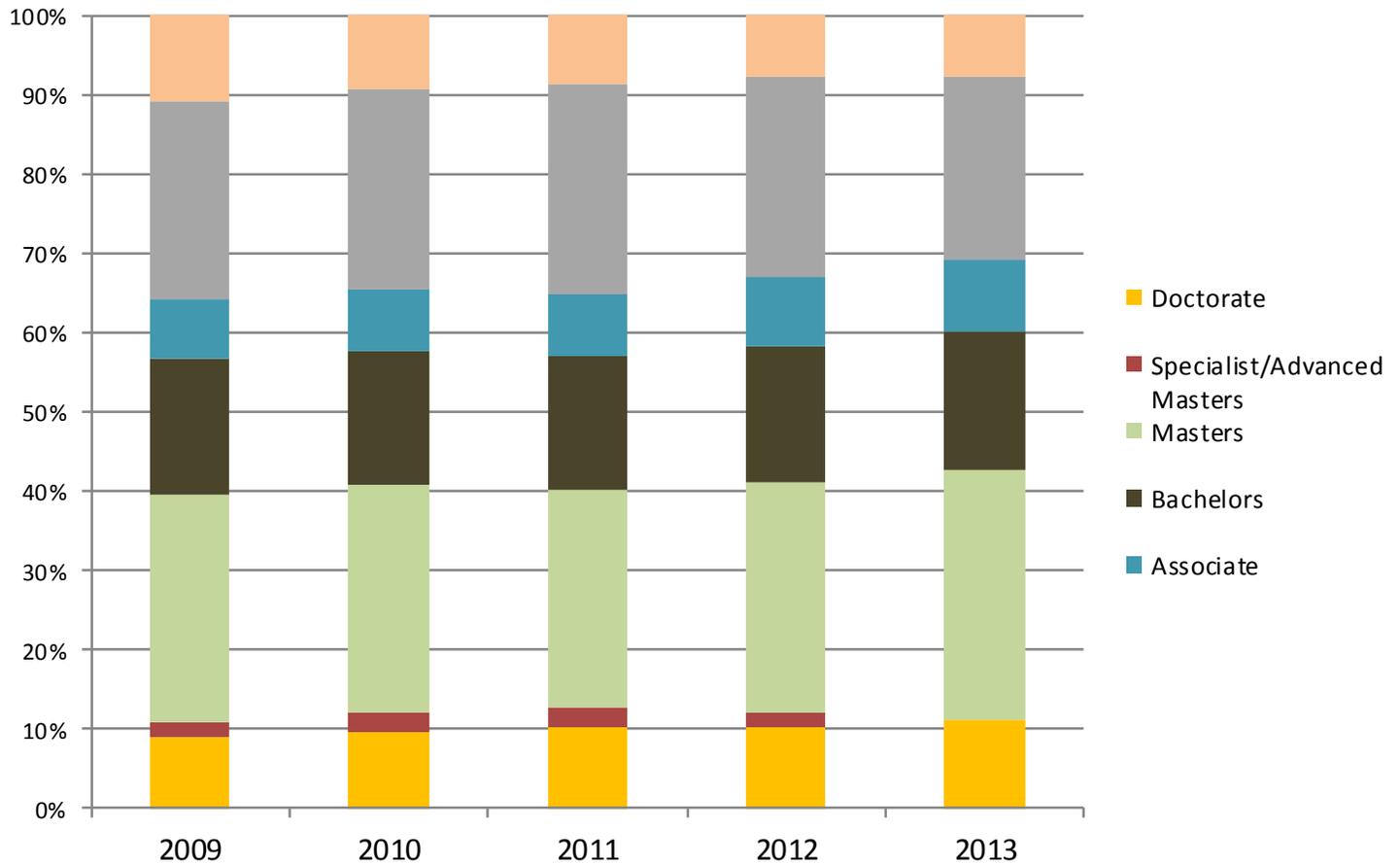


Figure 69. Employee Degree Types Percentages (Five-Year, 100% Stacked Bar Chart)

<sup>96</sup> Source: CCTCMIS – COMPREQ 11/20/2012 22:20:03, FLDOE Annual Verification Report APR2013. Note—data constitute an annual snapshot of employees as of October 15, 2012 and are provided by the state to the IPEDS HR Survey

FULL-TIME FACULTY GENDER, RACE, ETHNICITY

Table 29. Full-Time Faculty Gender, Race, and Ethnicity (2008–09 to 2012–13)<sup>97</sup>

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

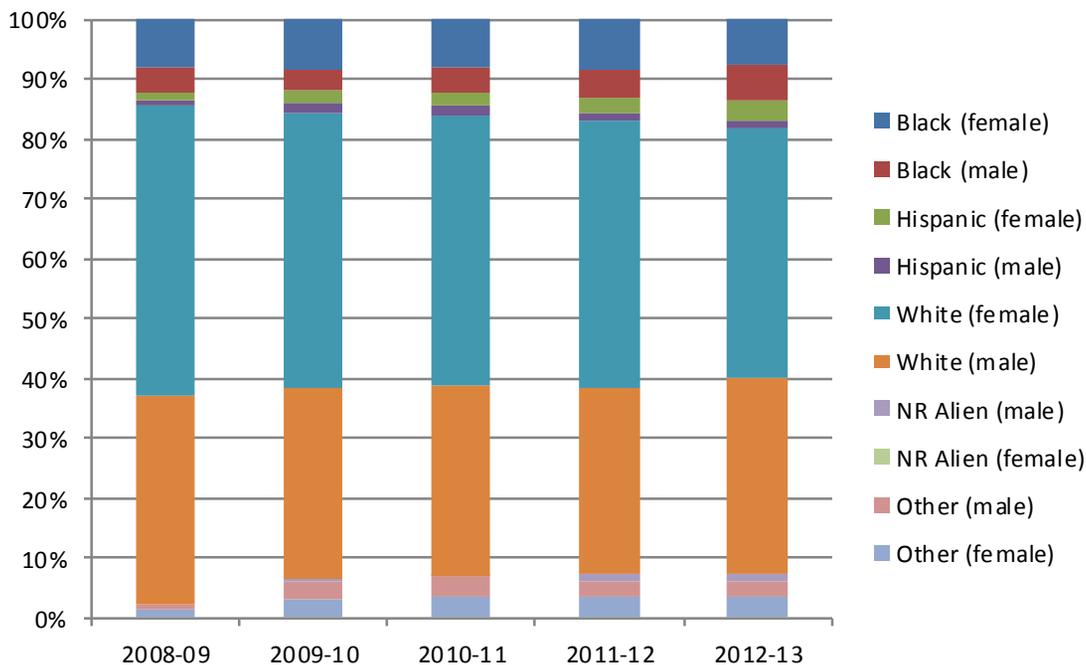


Figure 70. Full-Time Faculty Gender, Race, and Ethnicity (2008–09 to 2012–13)

<sup>97</sup> The Florida College System Annual Equity Update Report 2012–13 CCTCMIS EQUITY 01/10/13 14:39:05 Source: APR2009 – APR2013. Note—counts may differ from other sources due to report timing and methodology (e.g., faculty with contracts less than 2 terms are not included).

FACULTY SALARY

Table 30. Average Converted Salary of Full-Time Instructional Personnel <sup>98</sup>

Faculty Degree	Count	Percent	Average Salary
Doctorate	119	29.2%	\$50,519
Advanced Masters	42	10.3%	\$54,700
Masters	202	49.6%	\$45,834
Bachelors	29	7.1%	\$44,915
Associate	6	1.5%	\$44,006
Other	9	2.2%	\$43,360
<i>Total</i>	<i>407</i>		<i>\$47,972</i>

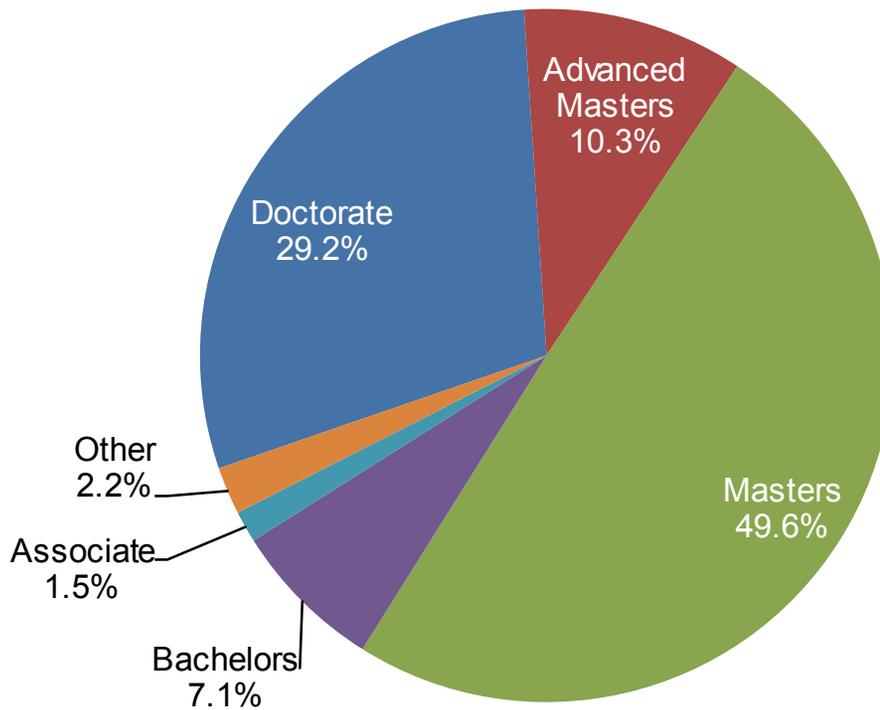


Figure 71. Full-Time Instructional Personnel Degree Types

<sup>98</sup> Source: Fact Book 6.7T, Florida College System, Average Converted Salary of Full-Time Instructional Personnel by College and Degree, Fall Term 2011-12 CCTCMIS - APPANSLC 11/16/2011 12:52:14, APR2012, Notes: Temporary employees are not included. Full-time faculty with contracts less than 2 terms are not included.

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## SECTION SIX: FACILITIES

- Facilities Descriptions
- Sites, Acreage, Valuation



## FACILITIES UTILIZATION AND DESCRIPTIONS

On a College-wide basis, Florida State College at Jacksonville exceeded the State Standard for minimum space utilization for both classrooms and labs for 2012–13. The College had 84.85% utilization for classrooms and 108.72% utilization for labs in fall 2012–13 and 81.83% for classrooms and 103.53% for labs in Winter–Spring 2011–12. The State Standard is 60% for classrooms and 80% for labs. The College took utilization into account on a campus level to determine appropriateness of proposed remodeling and to establish priorities. Renovation/Remodel project funding requests in the first three years are limited to campuses with the highest utilization rates and the most unmet needs for classrooms and labs. Additionally, new construction project requests for funding in the first three years include only those campuses with the highest utilization rates and already have some Foundation matching funds available for the projects. Table 31 contains a summary of college facilities measures and values.

**Table 31 . Facilities Statistics (Sites, Acreage, Buildings, Valuation) <sup>99</sup>**

Measure	Value
Number of Sites	10
Total Operating Campuses	4
Total Acres*	843.71
Total Owned Buildings**	109
Owned Total Gross Sq. Ft.**	3,016,219
Building Values***	\$654,513,961
Content Values***	\$59,889,394
Combined Values	\$714,403,355

Notes:

\* Includes leased

\*\* Includes covered walks

\*\*\* Building and content values do not include builders risk, owned fine art, vehicle or watercraft values.

The following campus and site summaries provide additional facilities locations as excerpt from the current capital improvement plan. <sup>100</sup>

<sup>99</sup> Source: FLDOE 2013 Fact Book 7.14T Florida College System Facilities Sites, Inventory, and Value by College 2011-12 (p. 90)

<sup>100</sup> Florida State College at Jacksonville 2013 Capital Improvement Plan, approved 6/11/13. Note, some of the facilities descriptions and utilization details may have changed subsequent to college reorganization as of 7/1/13. Please refer to the full plan for additional details. A copy of the plan may be requested from the FSCJ Facilities and Planning Office.

## DOWNTOWN COMPLEX

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

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

**Urban Resource Center** – an academic facility that formerly housing the Military, Public Safety & Servicing Division staff and Open Campus staff for online programs of the Open Campus.

**District Administrative Office** – an ancillary center – The Administrative Offices building houses the College President Office, Senior College staff, centralized administrative support staff, Foundation staff, Artist Series Operations staff and the Boardroom for the District Board of Trustees.

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

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

**Main Street Center** – is an ancillary center comprised of two buildings that provided centralized logistical support to the College.

**Planned Institute for Food Safety** – Growth in the existing Biotech Program, the addition of a new BA Biomedical Degree and a partnership with private industry have led to the planning of a new 44,000 S.F. building to house both academic and commercial labs, as well as future administrative office space. The new building is planned to be located on a recently purchased vacant 3 acre site, just to the north of the existing Urban Resource Center.

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

## NORTH CAMPUS

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

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

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

### KENT CAMPUS

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

### SOUTH CAMPUS

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

### NASSAU CENTER

Nassau Center was constructed on 102 acres in Nassau County to meet the specific needs of local residents. The initial 20 acre parcel, acquired in 1987, was increased to a 102 acre campus and is now a full service campus supplemented by course offerings at the North Campus. It still provides conference and outdoor “team building” training facilities for local organizations and corporations on the initial 20 acre parcel. Currently the Center has 18 buildings with 118,144 GSF of floor area. A relatively new 47,095 SF building for instructional and support services was completed in August 2000. More recently, the College, along with the Nassau County School District received funding for a joint use Technical Career Center. The completed 44,982 GSF joint-use facility provides much needed training for high school and college students in high demand vocational areas. There are approximately 40 acres of remaining developable property at the Nassau County Center.

## OPEN CAMPUS AT DEERWOOD CENTER

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

## CECIL CENTER

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



Figure 72. Facilities Campus and Center Site Overview (Location Map and Aerial Photos)<sup>101</sup>

<sup>101</sup> Note—acreage and square footage stated are as of date and may not exactly match other sources.

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## SECTION SEVEN: FINANCE

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



REVENUES AND EXPENSES

Table 32 contains details from the statement of revenues, expenses and changes for the fiscal year ended June 30, 2012.<sup>102</sup>

**Table 32. Statement of Revenues, Expenses, and Changes (Audited Financials)**

	<u>College</u>	<u>Component Unit</u>
<b>REVENUES</b>		
Operating Revenues:		
Student Tuition and fees. Net of Scholarship Allowances of \$33,826,844	\$ 36,923,429	\$
Federal Grants and Contracts	15,166,639	
State and Local Grants and Contracts	1,671,439	
Nongovernmental Grants and Contracts	1,229,533	
Sales and Service of Educational Departments	935,300	
Auxiliary Enterprises	3,651,527	9,768,124
Other Operation Revenues	1,073,566	3,406,427
<b>Total Operating Revenues</b>	<b>60,651,483</b>	<b>13,174,551</b>
<b>EXPENSES</b>		
Operating Expenses:		
Personnel Services	124,765,101	627,294
Scholarships and Waivers	34,695,008	1,283,184
Utilities and Communications	7,315,290	
Contractual Services	13,278,279	9,384,543
Other Services and Expenses	6,420,709	697,775
Materials and Supplies	16,271,496	463,103
Depreciation	10,326,798	
<b>Total Operating Expenses</b>	<b>213,072,681</b>	<b>12,455,899</b>
<b>Operating Income (Loss)</b>	<b>(152,421,198)</b>	<b>718,652</b>
<b>NONOPERATING REVENUES (EXPENSES)</b>		
State noncapital Appropriations	73,756,443	
Federal and State Student Financial Aid	62,693,862	
Gifts and Grants	1,964,805	
Investment Income (Loss)	1,215,948	(410,601)
Proceeds from Sale of Capital Assets	32,496	
Other Nonoperating Expenses	(4,819,085)	
Interest on Capital Asset-Related Debt	(293,018)	
<b>Net Nonoperating Revenues (Expenses)</b>	<b>134,551,451</b>	<b>(410,601)</b>
<b>Income (Loss) Before Other Revenues, Expenses, Gains, or Losses</b>	<b>(17,869,747)</b>	<b>308,051</b>
State Capital Appropriations	1,734,737	
Capital Grants, Contracts, Gifts and Fees	6,159,109	
Additions to Permanent Endowments		548,965
<b>Total Other Revenues</b>	<b>7,893,846</b>	<b>548,965</b>
<b>Increase (Decrease) in Net Assets</b>	<b>(9,975,901)</b>	<b>857,016</b>
Net Assets, Beginning of Year	283,256,443	37,859,505
<b>Net Assets, End of Year</b>	<b>\$ 273,280,542</b>	<b>\$ 38,716,521</b>

<sup>102</sup> Source: Excerpt from audited financials AFR (Report No. 2013-125) dated March 2013. Note—the full report contains accompanying notes to financial statements as an integral part of the full statement which is available upon request.

ANNUAL EXPENDITURES

Total annual costs for the College’s Current Fund (Unrestricted) were \$145,931,928 for the 2011–12 academic year.<sup>103</sup> College costs and expenditures are presented categorically in Figure 73. As shown, the main cost categories include (1) Direct Instruction, (2) Academic Support, (3) Student Services, (4) Institutional Support, (5) Plant Operations and Maintenance, (6) Unallocated Costs (excluding transfers), and (7) Transfers.

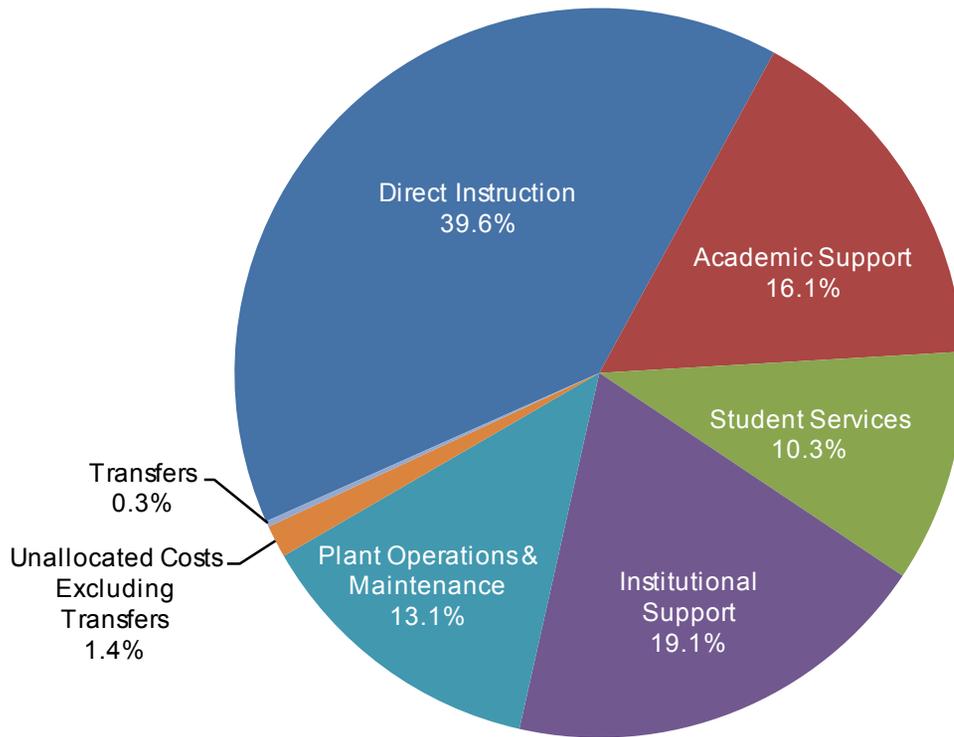


Figure 73. Annual College Expenditures by Function<sup>104</sup>

<sup>103</sup> Source: FLDOE 2013 Fact Book Fact Book 7.3T Florida College System Annual Cost Analysis Expenditures by College and Function 2011-12

<sup>104</sup> Source: FLDOE 2013 Fact Book Fact Book 7.4T Florida College System Annual Cost Analysis Expenditures by College and Function 2011-12

### AVERAGE COST PER STUDENT SERVED

Of the 28 colleges in the Florida system, Florida State College at Jacksonville ranks number four among the top five most cost effective institutions with an average cost per student served of \$2,180.<sup>105</sup> Figure 74 is a comparison of all Florida College System institutions.

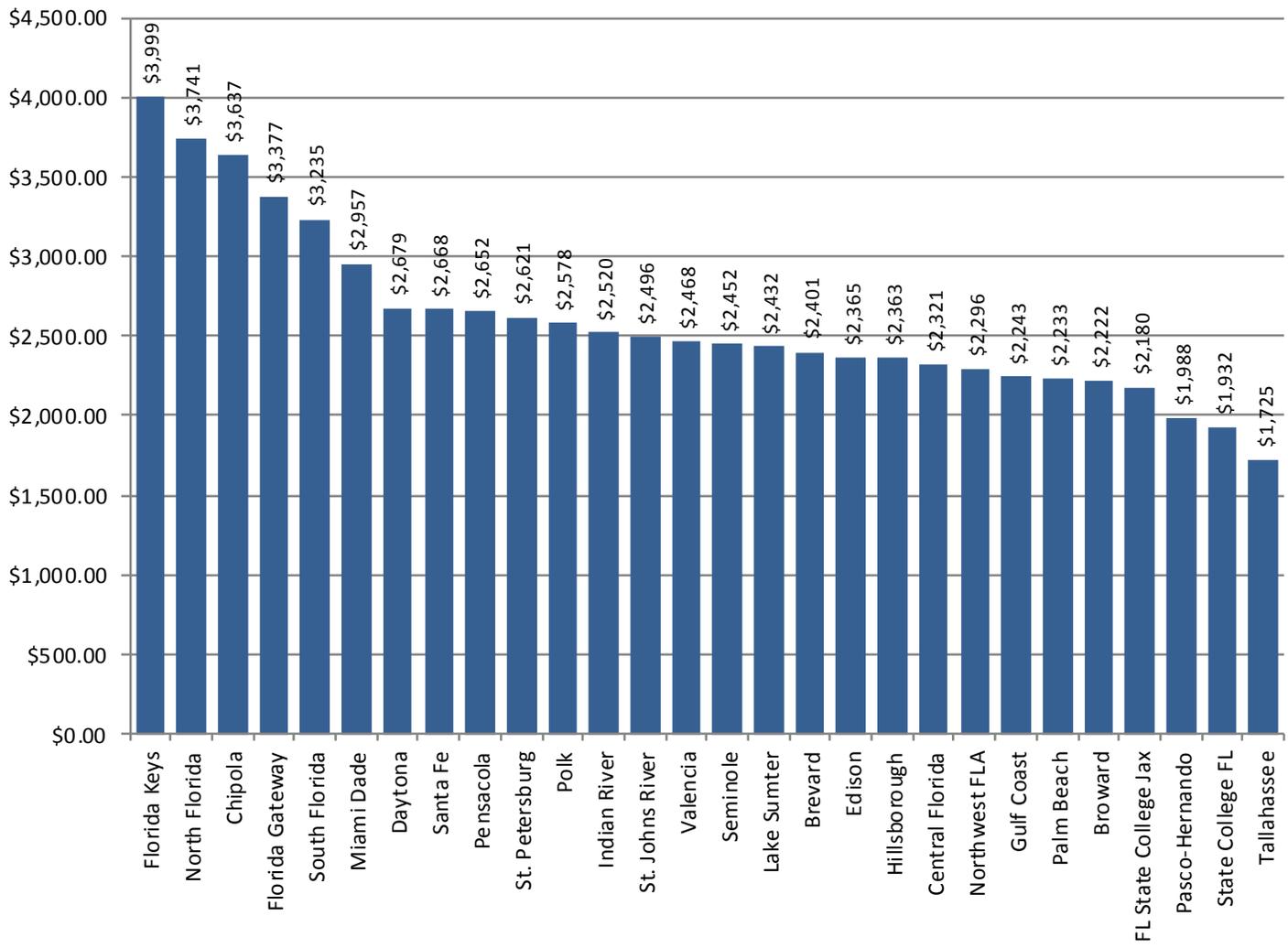


Figure 74. Average Cost per Student Served (Descending Order) Ranks

<sup>105</sup> Source/Methodology: 2013 FLDOE College Fact Book. For each institution, divide total cost from Fact Book 7.3T (Florida College System Annual Cost Analysis Expenditures by College and Function) by total students served (2011-12) as shown in 2.3.3T (Florida College System Annual Unduplicated Student Headcount Enrollment (2007-08 through 2011-12) and then rank order by quotient (descending).

TUITION AND FEES

Tables 33 through 36 contain student fees for lower division, upper division, Post-Secondary Adult Vocational, and Adult General Education/Vocational Preparatory Programs.<sup>106</sup>

Table 33. Lower Division Tuition and Fees Per Credit Hour

Lower Division Fees	Cost Per Credit Hour (USD)					
	Resident (Current*)	Non-Resident (Current)	Georgia (Current)	Resident (Proposed**)	Non-Resident (Proposed)	Proposed Georgia or Non-Resident Online Course
Tuition	\$81.21	\$324.82	\$162.42	\$82.78	\$331.11	\$180.00
Technology Fee	\$4.06	\$16.20	\$8.10	\$4.14	\$16.56	\$9.00
Financial Aid Fee	\$4.06	\$16.20	\$8.10	\$4.14	\$16.56	\$9.00
Student Activity Fee	\$3.80	\$3.80	\$3.80	\$4.15	\$4.15	\$4.15
Capital Imprvmt. Fee	\$9.50	\$38.00	\$19.00	\$7.67	\$30.89	\$14.40
Parking Fee	\$0.25	\$0.25	\$0.25	\$0.00	\$0.00	\$0.00
<b>Total Tuition &amp; Fees</b>	<b>\$102.88</b>	<b>\$399.27</b>	<b>\$201.67</b>	<b>\$102.88</b>	<b>\$399.27</b>	<b>\$216.55</b>
<b>30-Credit Hours</b>	<b>\$3,086.40</b>	<b>\$11,978.10</b>	<b>\$6,050.10</b>	<b>\$3,086.40</b>	<b>\$11,978.10</b>	<b>\$6,496.50</b>

Table 34. Upper Division Tuition and Fees Per Credit Hour

Baccalaureate (Upper Division) Fees	Cost Per Credit Hour (USD)					
	Resident (Current*)	Non-Resident (Current)	Georgia (Current)	Resident (Proposed**)	Non-Resident (Proposed)	Proposed Georgia or Non-Resident Online Course
Tuition	\$91.79	\$512.10	\$183.58	\$91.79	\$331.11	\$183.58
Technology Fee	\$4.59	\$23.40	\$9.18	\$4.59	\$16.56	\$9.18
Financial Aid Fee	\$4.59	\$23.40	\$9.18	\$4.59	\$16.56	\$9.18
Student Activity Fee	\$3.80	\$3.80	\$3.80	\$4.15	\$4.15	\$4.15
Capital Imprvmt. Fee	\$9.50	\$38.00	\$19.00	\$9.40	\$30.89	\$19.00
Parking Fee	\$0.25	\$0.25	\$0.25	\$0.00	\$0.00	\$0.00
<b>Total Tuition &amp; Fees</b>	<b>\$114.52</b>	<b>\$600.95</b>	<b>\$224.99</b>	<b>\$114.52</b>	<b>\$399.27</b>	<b>\$225.09</b>
<b>30-Credit Hours</b>	<b>\$3,435.60</b>	<b>\$18,028.50</b>	<b>\$6,749.70</b>	<b>\$3,435.60</b>	<b>\$11,978.10</b>	<b>\$6,752.70</b>

\*Current refers to current Fiscal Year (FY) 2012 – 2013

\*\*Proposed refers to next FY (2013 – 2014)

<sup>106</sup> Source: FSCJ Administrative Procedure Act, Fees and Charges, 6Hx7-4.19, 6/11/13 and 8/13/13 . Also see FLDOE 2013 Fact Book 7.8T Florida College System Student Fees for Lower Level Credit Programs Resident Students Colleges by Fee Type Fee per Credit Hour, Fall 2012 (p. 84 - 87)

Table 35. PSAV Tuition and Fees Per Credit Hour

Postsecondary Adult Vocational (PSAV) Fees	Cost Per Credit Hour (USD)					
	Resident (Current*)	Non-Resident (Current)	Georgia (Current)	Resident (Proposed**)	Non-Resident (Proposed)	Georgia (Proposed)
Tuition	\$72.00	\$288.00	\$144.00	\$73.20	\$292.80	\$146.40
Technology Fee	\$3.60	\$14.40	\$7.20	\$3.60	\$14.40	\$7.20
Financial Aid Fee	\$7.20	\$28.80	\$14.40	\$7.20	\$28.80	\$14.40
Capital Imprvmt. Fee	\$3.60	\$14.40	\$7.20	\$2.70	\$9.90	\$5.10
Parking Fee	\$0.30	\$0.30	\$0.30	\$0.00	\$0.00	\$0.00
<b>Total Tuition &amp; Fees</b>	<b>\$86.70</b>	<b>\$345.90</b>	<b>\$173.10</b>	<b>\$86.70</b>	<b>\$345.90</b>	<b>\$173.10</b>
<b>30-Credit Hours Total</b>	<b>\$2,601.00</b>	<b>\$10,377.00</b>	<b>\$5,193.00</b>	<b>\$2,601.00</b>	<b>\$10,377.00</b>	<b>\$5,193.00</b>

Table 36. AGE and Vocational Preparatory Tuition and Fees Per Term

Adult General Education and Vocational Preparatory Fees	Cost Per Academic Term (USD)					
	Resident (Current*)	Non-Resident (Current)	Georgia (Current)	Resident (Proposed**)	Non-Resident (Proposed)	Georgia (Proposed)
Tuition	\$30.00	\$120.00	\$60.00	\$30.00	\$120.00	\$60.00
Financial Aid Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Capital Imprvmt. Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Parking Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Tuition &amp; Fees</b>	<b>\$30.00</b>	<b>\$120.00</b>	<b>\$60.00</b>	<b>\$30.00</b>	<b>\$120.00</b>	<b>\$60.00</b>

### RESOURCE DEVELOPMENT (GRANTS)

In 2012–2013, the Resource Development team secured \$13,418,434.00 in grant awards in collaboration with campus and department design team members.

Through the JAX JOBS Summer Youth Internship Program grant from United Way of Northeast Florida, twenty youth, ages 16–19, from Florida State College at Jacksonville’s College Reach Out Program completed summer internships in 2013 with local businesses and organizations.

In 2012, the U.S. Department of Labor awarded the Florida Transforming Resources for Accelerated Degrees and Employment (TRADE) consortium a Trade Adjustment and Assistance Community College and Career Training Act (TAACCCT) grant in the amount of \$15,000,000.00, with FSCJ receiving \$700,000.00 of this award. The College is an active part of the statewide consortium led by St. Petersburg College to improve upon the state’s existing training and education system in advanced manufacturing and to address the growing critical skilled workforce shortage faced by the state’s manufacturing industry and related industry clusters.

The College received \$2,835,085.00 in grant awards in 2012–2013 from the Florida Department of Education for the Carl D. Perkins Postsecondary Section 132, Carl D. Perkins Rural and Sparsely Populated, Adult General Education, and English Literacy and Civics Education programs.

The Quick Response Training (QRT) two-year state-funded grant program is offered through Workforce Florida, Inc. (WFI). The customizable training is offered to new or expanding businesses and must be for high skill/high wage and Florida targeted industries. Florida State College at Jacksonville serves as the fiscal agent for QRTs. In the 2013 fiscal year, FSCJ’s QRT grant awards totaled \$296,977.00. As the fiscal agent, the College receives a 5% indirect cost rate, which covers operational costs associated with contract development and grant management.

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## SECTION EIGHT: FLORIDA STATE COLLEGE FOUNDATION

- FSC Foundation Board of Directors
- FSC Foundation Financials



## FSC FOUNDATION

The mission of Florida State College (FSC) Foundation is to secure financial resources that will help Florida State College at Jacksonville provide access to an extraordinary educational experience and to respond effectively to the most important needs of the community.

### 2013 FOUNDATION BOARD OF DIRECTORS

Dr. H. Wade Barnes, Jr., Chair  
 Karen Bowling, First Vice Chair/Trustee Board  
 Liaison  
 Carl Cannon, Second Vice Chair  
 Martha Barrett, Secretary  
 Bob Cook, Treasurer  
 Jack Diamond  
 Jeff Edwards  
 Andrew King  
 Betsy Lovett

Edward A. Nimnicht II, Director Emeritus  
 Timothy Tresca  
 Velma Monteiro–Tribble  
 Scott Verlander  
 Jim Winston, Director Emeritus  
 Dr. Stephen Wise  
 Wayne Young  
 Don Zell, Director Emeritus  
 Kierstan Snyder, Student Representative  
 Mrs. Betty P. Cook, Honorary Member

### FSC FINANCIALS

Total support to the College was \$2.2 million for the fiscal year, an increase of 12%. Scholarship support of \$1.3 million was 6% more than prior year. Institutional and Program Support was \$1.0 Million, an increase of 20% over prior year.<sup>107</sup> The Foundation experienced a \$0.8 million increase in net assets over this fiscal period increasing from \$37.9 million as of June 30, 2011 to \$38.7 million as of June 30, 2012. This \$0.8 million increase is primarily attributable to Contributions and Artist Series show proceeds.

<sup>107</sup> FLORIDA STATE COLLEGE FOUNDATION, INC. AND SUBSIDIARY CONSOLIDATED FINANCIAL STATEMENTS (JUNE 30, 2012 and 2011)

Table 37. FSC Foundation Net Assets (End of Fiscal Year (In Thousands)) <sup>108</sup>

	<u>6/30/2012</u>	<u>6/30/2011</u>
Current assets	\$38,789	\$37,897
Non-current assets	13	13
Capital assets	<u>0</u>	<u>0</u>
Total assets	<u>38,802</u>	<u>37,910</u>
Current liabilities	<u>86</u>	<u>51</u>
Total liabilities	<u>86</u>	<u>51</u>
Restricted endowments	29,047	29,608
Restricted by donor	7,443	6,151
Unrestricted	<u>2,226</u>	<u>2,100</u>
Total net assets	<u>38,716</u>	<u>37,859</u>
Total liabilities and net assets	<u>\$38,802</u>	<u>\$37,910</u>

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<sup>108</sup> For additional detail, including Note References, please see the FLORIDA STATE COLLEGE FOUNDATION, INC. AND SUBSIDIARY CONSOLIDATED FINANCIAL STATEMENTS (JUNE 30, 2012 and 2011)

Table 38. FSC Foundation Consolidated Statement of Net Assets <sup>109</sup>

	<u>ASSETS</u>	
	June 30,	
	<u>2012</u>	<u>2011</u>
Assets:		
Current assets:		
Cash and cash equivalents (Note 3)	\$ 5,462,730	\$ 4,347,942
Accounts receivable	70,942	-
Due from FSCJ (Note 10)	-	186,336
Investments, at fair value (Note 3)	<u>33,255,722</u>	<u>33,363,327</u>
Total current assets	<u>38,789,394</u>	<u>37,897,605</u>
Noncurrent assets:		
Cash surrender value of life insurance	<u>12,667</u>	<u>12,667</u>
Total noncurrent assets	<u>12,667</u>	<u>12,667</u>
<b>TOTAL ASSETS</b>	<b><u>\$38,802,061</u></b>	<b><u>\$37,910,272</u></b>

LIABILITIES AND NET ASSETS

Current liabilities:		
Due to FSCJ (Note 10)	\$ <u>85,540</u>	\$ <u>50,767</u>
Total current liabilities	<u>85,540</u>	<u>50,767</u>
Commitments and contingencies (Notes 3 and 4)		
Net assets: Restricted:		
Restricted by donors - expendable	7,443,479	6,151,350
Permanent endowments - nonexpendable	29,046,734	29,608,044
Unrestricted	<u>2,226,308</u>	<u>2,100,111</u>
Total net assets	<u>38,716,521</u>	<u>37,859,505</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b><u>\$38,802,061</u></b>	<b><u>\$37,910,272</u></b>

<sup>109</sup> For additional detail, including Note References, please see the FLORIDA STATE COLLEGE FOUNDATION, INC. AND SUBSIDIARY CONSOLIDATED FINANCIAL STATEMENTS (JUNE 30, 2012 and 2011)

**Foundation Cash Revenue**

Cash Contributions, inclusive of Artist Series donations, were \$2.1 million, a decrease of 40% over the prior year. Artist Series Net Operations income was \$1.4 million, up 19% over prior year. The College elected not to bill the Foundation for in-kind staff expenditures of \$698,772 in 2012 and \$618,194 in 2011 or for Artist Series in-kind staff expenditures of \$1,021,470 in 2012 and \$872,657 in 2011 as allowed by contract in order for the Foundation to have unrestricted funds to support scholarships and operations.

**Foundation Investment Income**

Investment loss for the fiscal year was \$0.4 million, a decrease of 108% over prior year. Foundation Invested Assets are at \$33.3 million, the same as prior year. Foundation assets incurred (1.07%) return on average net assets for the year.

**Table 39. Florida State College Foundation Revenue and Expense <sup>110</sup>**

**Revenue and Expense**

**Operating Results (In Thousands)**

	<u>6/30/2012</u>	<u>6/30/2011</u>
Operating Revenues	\$13,175	\$10,039
Operating Expenses	12,456	8,783
Non-operating Revenues	<u>(411)</u>	<u>5,472</u>
Excess of Revenues Over Expenses before Capital Additions	308	6,728
Capital Additions - contributions to permanent endowments	<u>549</u>	<u>1,514</u>
Increase in net assets	857	8,242
<b>Net Assets:</b>		
Net assets - beginning of year	<u>37,859</u>	<u>29,617</u>
Net assets - end of year	<u>\$38,716</u>	<u>\$37,859</u>

**Economic Factors That Will Affect the Future**

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

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<sup>110</sup> For additional detail, including Note References, please see the FLORIDA STATE COLLEGE FOUNDATION, INC. AND SUBSIDIARY CONSOLIDATED FINANCIAL STATEMENTS (JUNE 30, 2012 and 2011)

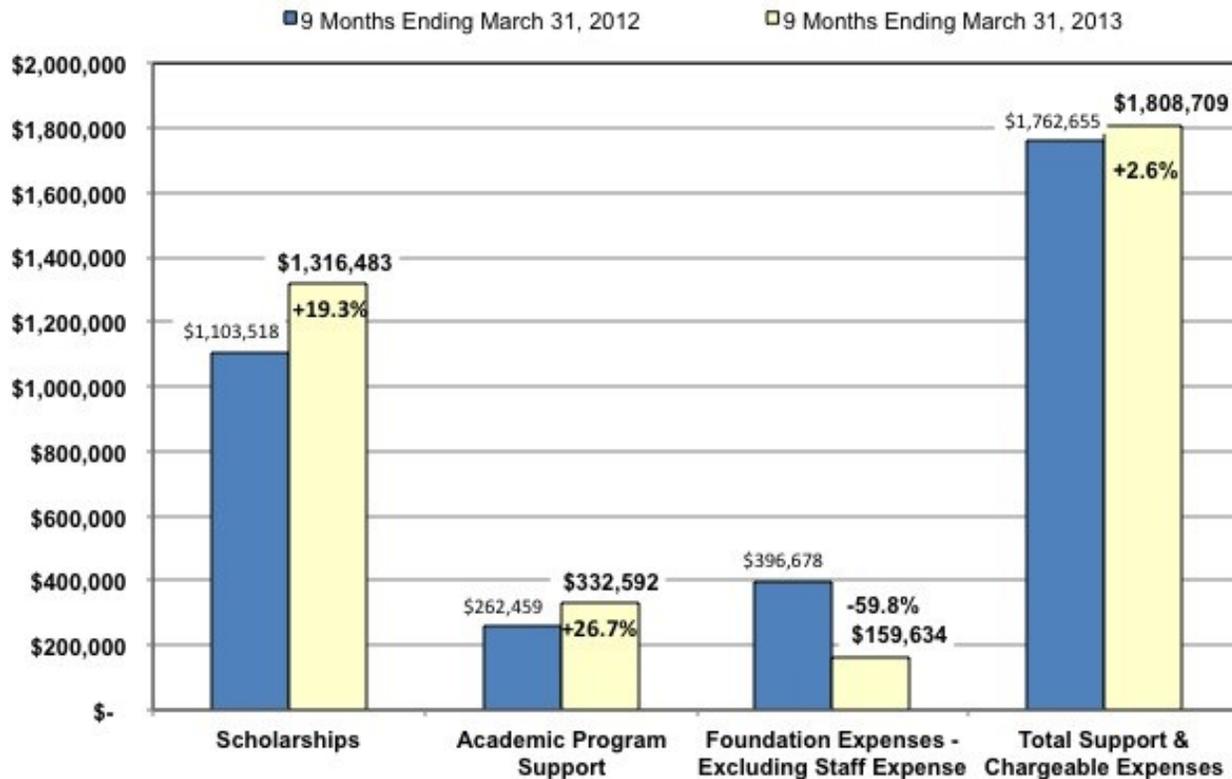


Figure 75.FSC Foundation Support for College and Expenses<sup>111</sup>

<sup>111</sup> Source: FSC Foundation (6/12/2013:39) PMZ:\Foundation Board of Directors\Board Meetings 2012-2013\June 2013\Finance Audit and Investment June 2013\Foundation Financial Performance March 31 2013

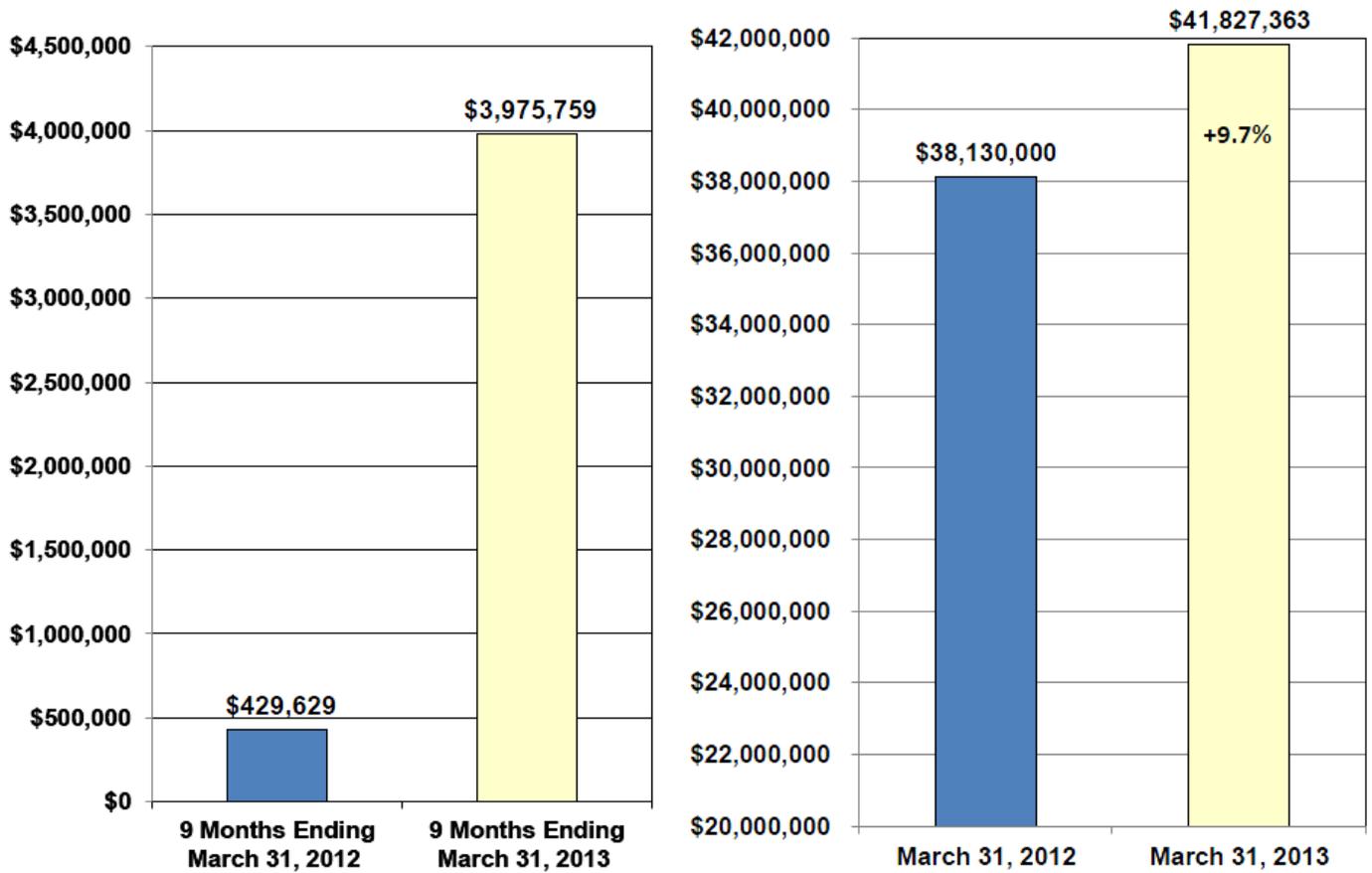


Figure 76.FSC Foundation Investment Income (left) and Total Assets (right) Bar Charts

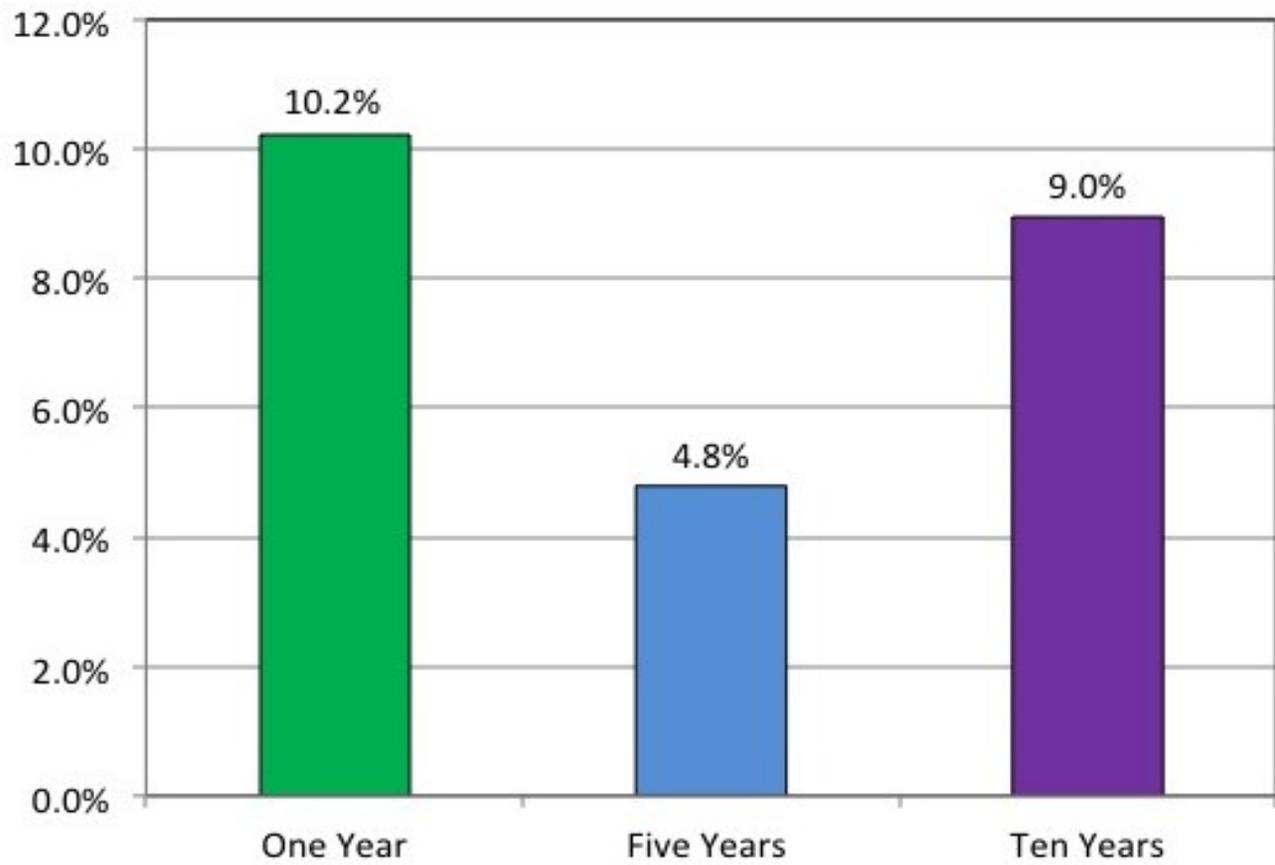


Figure 77.FSC Foundation Endowment Time Weighted Returns 3/31/03 to 3/31/13

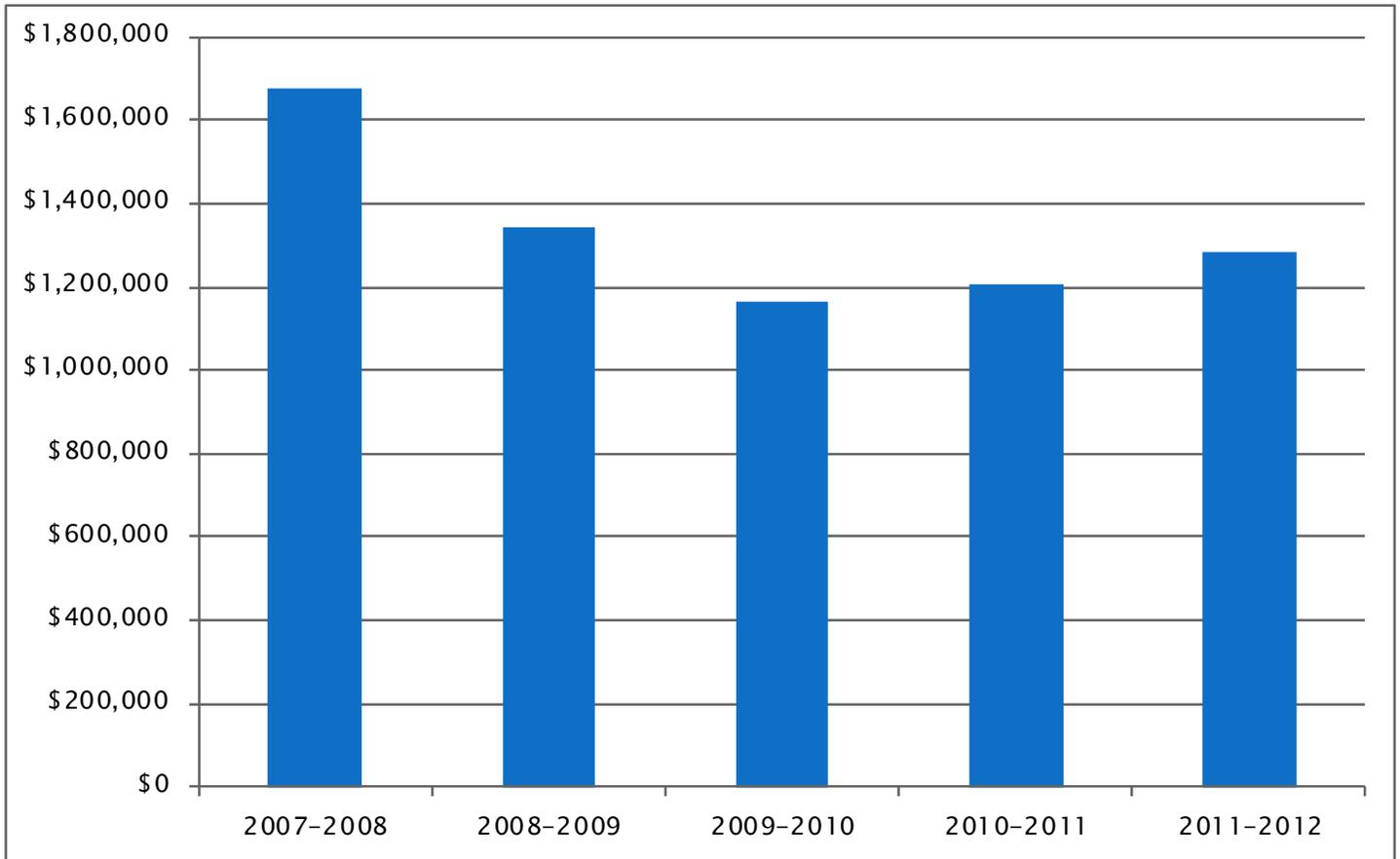


Figure 78.FSC Foundation Scholarships Expenses 2007-2008 through 2011-2012

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## APPENDICES

- Appendix 1: A.S. Completion Counts
- Appendix 2: T.C. Completion Counts
- Appendix 3: V.C. Completion Counts
- Appendix 4: Student Age Distribution Statistics



A1: A.S. DEGREE COMPLETIONS BY PROGRAM OF STUDY (ACADEMIC YEAR 2011–12)

A.S. Program	Completer Count	Percentage (All A.S.)	Cumulative
NURSING R.N.	350	28.9%	28.9%
AVIATION OPERATIONS	67	5.5%	34.5%
NETWORKING SERVICES TECHNOLOGY	62	5.1%	39.6%
PARALEGAL STUDIES	51	4.2%	43.8%
BUSINESS ADMINISTRATION	46	3.8%	47.6%
COMPUTER INFORMATION TECH	40	3.3%	50.9%
EARLY CHILDHOOD MANAGEMENT	36	3.0%	53.9%
PHYSICAL THERAPIST ASSISTANT	31	2.6%	56.4%
DIGITAL MEDIA/MULTIMEDIA TECH	30	2.5%	58.9%
CRIMINAL JUSTICE TECHNOLOGY	27	2.2%	61.2%
RESPIRATORY CARE	27	2.2%	63.4%
CULINARY MANAGEMENT	27	2.2%	65.6%
DENTAL HYGIENE	27	2.2%	67.9%
HISTOLOGIC TECHNOLOGY	26	2.1%	70.0%
RADIOGRAPHY	22	1.8%	71.8%
MEDICAL LABORATORY TECHNOLOGY	21	1.7%	73.6%
NURSING R.N.	21	1.7%	75.3%
OCCUPATIONAL THERAPY ASSISTANT	19	1.6%	76.9%
RADIOGRAPHY	18	1.5%	78.3%
FIRE SCIENCE TECHNOLOGY	18	1.5%	79.8%
OFFICE ADMINISTRATION	16	1.3%	81.2%
EMERGENCY MEDICAL SERVICES	15	1.2%	82.4%
ENGINEERING TECHNOLOGY	15	1.2%	83.6%
INTERIOR DESIGN TECHNOLOGY	15	1.2%	84.9%
SUPPLY CHAIN MANAGEMENT	14	1.2%	86.0%
HEALTH INFORMATION TECHNOLOGY	14	1.2%	87.2%
FUNERAL SERVICES	13	1.1%	88.3%
BIOMEDICAL ENGINEERING TECH	12	1.0%	89.3%
OPHTHALMIC TECHNICIAN	11	0.9%	90.2%
AUTOMOTIVE SERVICE MANAGEMENT TECH	11	0.9%	91.1%
AVIATION MAINTENANCE MANAGEMNT	10	0.8%	91.9%
RADIATION THERAPY	10	0.8%	92.7%
ACCOUNTING TECHNOLOGY	10	0.8%	93.6%
INDUSTRIAL MANAGEMENT TECH.	10	0.8%	94.4%
ENVIRONMENTAL SCIENCE TECHNOLOGY	8	0.7%	95.0%
HOSPITALITY/TOURISM MANAGEMENT	8	0.7%	95.7%
IT SECURITY	6	0.5%	96.2%
BIOTECHNOLOGY LAB TECH	6	0.5%	96.7%
PROFESSIONAL PILOT TECHNOLOGY	6	0.5%	97.2%
DIETETIC TECHNICIAN	6	0.5%	97.7%
ARCH DESIGN & CONSTRUCTN TECH	5	0.4%	98.1%
BUILDING CONSTRUCTION TECH	5	0.4%	98.5%
SIGN LANGUAGE INTERPRETATION	4	0.3%	98.8%
INDUSTRIAL MANAGEMENT TECH.	3	0.2%	99.1%
NETWORKING SERVICES TECHNOLOGY	2	0.2%	99.3%
RESTAURANT MANAGEMENT	2	0.2%	99.4%
FINANCIAL SERVICES	1	0.1%	99.5%
CRIMINAL JUSTICE OFFICER ADMIN	1	0.1%	99.6%
INTERNET SERVICES TECHNOLOGY	1	0.1%	99.7%
DATABASE TECHNOLOGY	1	0.1%	99.8%
THEATRE & ENTERTAINMENT TECH	1	0.1%	99.8%
COMPUTER PROGRAMMING & ANALYSIS	1	0.1%	99.9%
INTERIOR DESIGN TECHNOLOGY	1	0.1%	100.0%
<b>Total</b>	<b>1,210</b>	<b>100.0%</b>	

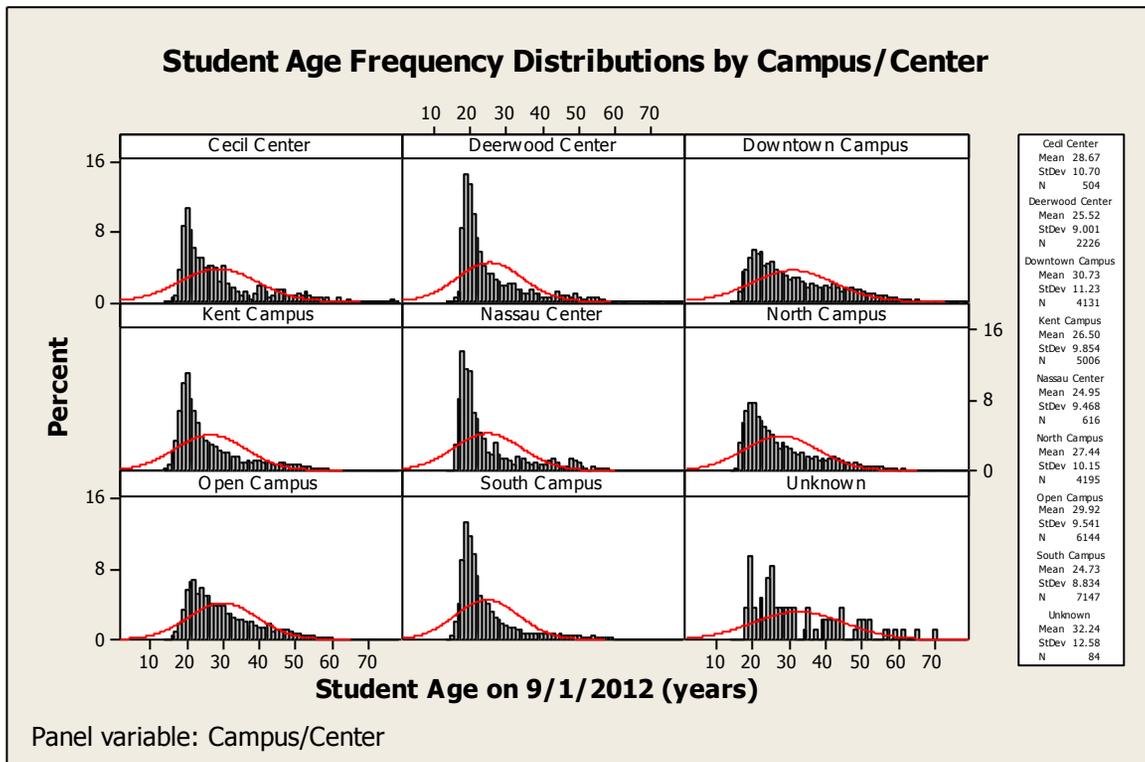
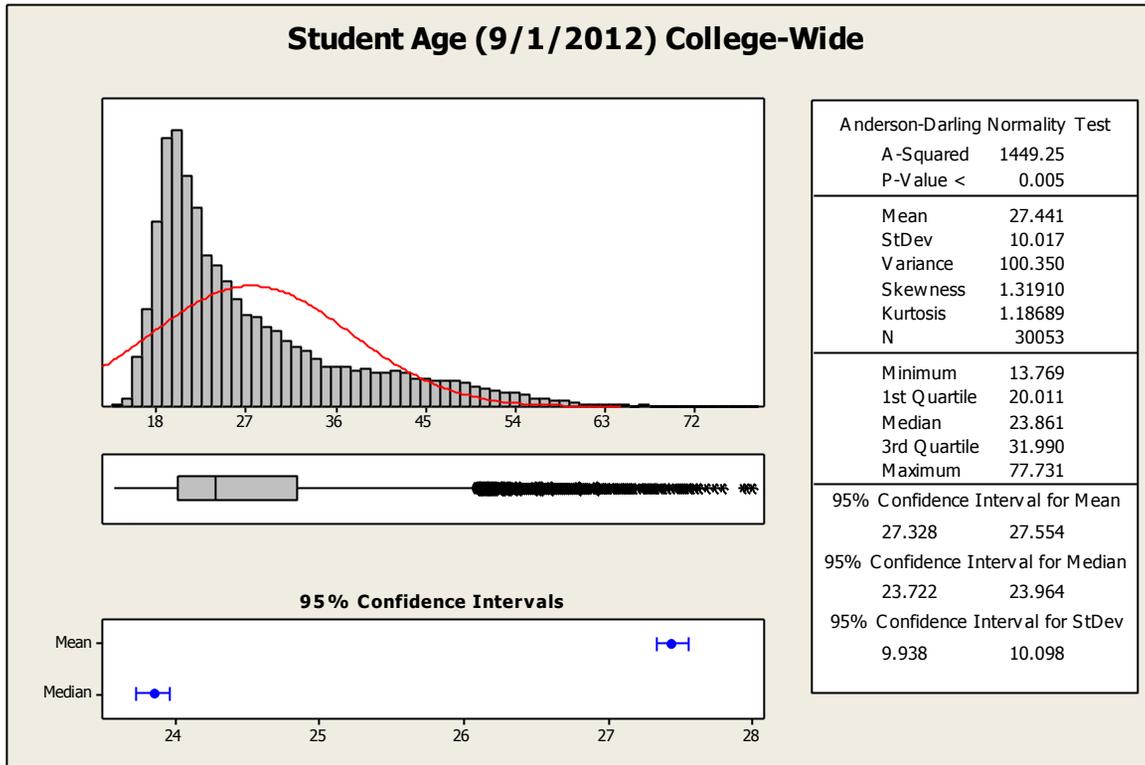
A2: TECHNICAL CERTIFICATE (TC) COMPLETIONS BY TYPE (ACADEMIC YEAR 2011–12)

Technical Certificates	Completer Count	Percentage (All TC)	Cumulative
INFORMATION TECHNOLOGY TECH.	105	12.2%	12.2%
ACCOUNTING TECHNOLOGY SPEC	91	10.5%	22.7%
EMERGENCY MEDICAL TECHNICIAN	89	10.3%	33.0%
LOGISTICS AND TRANSPORTATION SPECIALIST	59	6.8%	39.8%
OFFICE SUPPORT	45	5.2%	45.0%
PARAMEDIC	40	4.6%	49.7%
CUSTOMER SUPPORT SPECIALIST	36	4.2%	53.8%
ACCOUNTING TECHNOLOGY OP	33	3.8%	57.6%
OFFICE MANAGEMENT	28	3.2%	60.9%
OFFICE SPECIALIST	27	3.1%	64.0%
AIR TRAFFIC CONTROL	26	3.0%	67.0%
ACCOUNTING TECHNOLOGY MGMT	25	2.9%	69.9%
BUSINESS OPERATIONS	23	2.7%	72.6%
BUSINESS SPECIALIST	22	2.5%	75.1%
BUSINESS MANAGEMENT	15	1.7%	76.9%
GRAPHIC DESIGN PRODUCTION	14	1.6%	78.5%
COMPUTER FORENSICS TECH	14	1.6%	80.1%
AUTOCAD FOUNDATIONS	12	1.4%	81.5%
ENGINEERING TECHNOLOGY	10	1.2%	82.6%
GUESTS SERVICES SPECIALIST	10	1.2%	83.8%
FOOD AND BEVERAGE MANAGEMENT	9	1.0%	84.8%
DIGITAL MEDIA/MULTIMEDIA PRODUCTION	9	1.0%	85.9%
AIR CONDITIONING, REFRIGERATION & HEATING SYSTEMS ASSISTANT	8	0.9%	86.8%
RADIATION THERAPY SPECIALIST	8	0.9%	87.7%
AUTOMOTIVE SERVICE MANAGEMENT TECHNOLOGY	8	0.9%	88.7%
DATABASE DEVELOPMENT SPECIALIST	8	0.9%	89.6%
COMPUTER PROGRAMMING SPECIALIS	8	0.9%	90.5%
DRAFTING	7	0.8%	91.3%
AC, REFRIG & HEATING SYS TECH	7	0.8%	92.1%
CNC MACHINIST	6	0.7%	92.8%
STAGE TECHNOLOGY	6	0.7%	93.5%
DIGITAL MEDIA/MULTIMEDIA VIDEO PRODUCTION	6	0.7%	94.2%
INFORMATION TECHNOLOGY SUPPORTSPECIALIST	5	0.6%	94.8%
CONSTRUCTION ELECT. TECH	4	0.5%	95.3%
CONSTRUCTION ELECT. ASSIST.	4	0.5%	95.7%
MARKETING OPERATIONS	4	0.5%	96.2%
NETWORK SUPPORT TECHNICIAN	4	0.5%	96.6%
PNEUMATICS, HYDRAULICS AND MOTORS FOR MANUFACTURING	3	0.3%	97.0%
CULINARY ARTS	3	0.3%	97.3%
MARKETING	3	0.3%	97.7%
DIGITAL MEDIA/MULTIMEDIA PROD	3	0.3%	98.0%
SCIENTIFIC WORKPLACE PREP	3	0.3%	98.4%
ENTREPRENEURSHIP	2	0.2%	98.6%
COMPUTER SECURITY SPECIALIST	2	0.2%	98.8%
FINANCIAL PARA-PLANNER	1	0.1%	99.0%
ADVANCED MANUFACTURING	1	0.1%	99.1%
CONSTRUCTION CARPENTRY TECH	1	0.1%	99.2%
CONSTRUCTION CARPENTRY ASSIST	1	0.1%	99.3%
COMPUTER PROGRAMMING SPEC.	1	0.1%	99.4%
BUSINESS DEVELOPMENT AND ENTREPRENEURSHIP	1	0.1%	99.5%
INFORMATION TECHNOLOGY ANALYSIS	1	0.1%	99.7%
CHEMICAL LABORATORY SPECIALIST	1	0.1%	99.8%
WEB DEVELOPMENT SPECIALIST	1	0.1%	99.9%
COMPUTER SUPPORT TECHNICIAN	1	0.1%	100.0%
<b>Total</b>	<b>864</b>	<b>100.0%</b>	

A3: VOCATIONAL CERTIFICATE (VC) COMPLETIONS BY TYPE (ACADEMIC YEAR 2011–12)

Vocational Certificates	Completer Count	Percentage (All VC)	Cumulative
INSURANCE CUSTOMER SERVICE REP	352	22.8%	22.8%
LIFE INSURANCE MARKETING	168	10.9%	33.7%
INSURANCE CLAIMS ADJUSTER	122	7.9%	41.6%
PRACTICAL NURSING	99	6.4%	48.0%
COMMERCIAL VEHICLE DRIVING	93	6.0%	54.1%
SEAPORT SECURITY OFFICER	83	5.4%	59.4%
LAW ENFORCEMENT OFFICER	71	4.6%	64.0%
COSMETOLOGY	70	4.5%	68.6%
NURSING ASSISTANT ARTICULATED	49	3.2%	71.7%
A/C REFRIG & HEATING TECH	39	2.5%	74.3%
AIRCRAFT POWERPLANT MECHANIC	36	2.3%	76.6%
INSURANCE GENERAL LINES AGENT	34	2.2%	78.8%
CHILD CARE CENTER OPERATIONS	31	2.0%	80.8%
PERSONAL LINES INSURANCE	26	1.7%	82.5%
FACIALS SPECIALTY	24	1.6%	84.1%
MEDICAL ASSISTING	20	1.3%	85.4%
FIRE FIGHTER I AND II	20	1.3%	86.6%
REAL ESTATE SALES AGENT	20	1.3%	87.9%
ELECTRICITY	18	1.2%	89.1%
DENTAL ASSISTING	18	1.2%	90.3%
AIRCRAFT AIRFRAME MECHANIC	18	1.2%	91.4%
AUTOMOTIVE COLLISION REPAIR & REFINISHING	17	1.1%	92.5%
LOGISTICS AND DISTRIBUTION	16	1.0%	93.6%
SURGICAL TECHNOLOGY	15	1.0%	94.6%
CROSSOVER CORRECTIONAL OFFICER TO LAW ENFORCEMENT	15	1.0%	95.5%
CORRECTIONAL OFFICER	13	0.8%	96.4%
APPLIED WELDING TECHNOLOGIES	12	0.8%	97.1%
MESSAGE THERAPY	8	0.5%	97.7%
GLOBAL LOGISTICS AND SUPPLY CHAIN TECHNOLOGY	7	0.5%	98.1%
MEDIUM & HEAVY DUTY TRUCK & BUS TECHNICIAN	7	0.5%	98.6%
AUTOMOTIVE SERVICE TECHNOLOGY	6	0.4%	99.0%
FAMILY CHILD CARE TRAINING	4	0.3%	99.2%
CARPENTRY	3	0.2%	99.4%
OFFICE ASSISTANT	3	0.2%	99.6%
CORRECTIONAL OFFICER	2	0.1%	99.7%
AIRCRAFT COATING TECHNICIAN	2	0.1%	99.9%
POLICE SERVICE AIDE	1	0.1%	99.9%
PARAMEDIC	1	0.1%	100.0%
<b>Total</b>	<b>1,543</b>	<b>100.0%</b>	

A4: STUDENT AGE DISTRIBUTION STATISTICS



## GLOSSARY

Term	Definition
<b>A</b>	
<b>Academic Skills</b>	Skills that provide the basic foundation necessary to benefit from further training and education and for future employment. This category encompasses communication, comprehension, quantitative thinking, critical thinking, and science and technology skills.
<b>Accountability</b>	A process whereby data-based measures are used to provide information on institutional performance.
<b>Accreditation</b>	Certification by an official review board that specific requirements have been met, such as institutional accreditation by the Southern Association of Colleges and Schools.
<b>Achieving the Dream (AtD)</b>	A national initiative supported by Lumina Foundation for Education, among others, that is focused on improving the access and success of low-income and minority students in community college.
<b>ACT Assessment</b>	An achievement test from the American College Testing Program used for placement testing in some community colleges and for admissions screening in some baccalaureate institutions.
<b>Adult Basic Education (ABE)</b>	Education for adults whose inability to speak, read or write the English language constitutes a substantial impairment of their ability to procure or retain employment commensurate with their ability; designed to help them be less dependent on others; to improve their ability to benefit from occupational training, to increase their opportunities for more productive and profitable employment and to make them better able to meet their adult responsibilities. Courses at or below the eighth grade level in the language arts, including English for Speakers of Other Languages, mathematics, natural and social sciences, consumer education, and other courses that enable an adult to attain basic or functional literacy.

<b>Adult High School Program</b>	Provides courses of study leading to completion of credits and passing of state-mandated assessments (Florida Comprehensive Assessment Test, or FCAT) necessary to qualify for a high school diploma.
<b>Adult General Education</b>	A comprehensive program of adult basic education, adult secondary education, general educational development (GED) test instruction, and/or vocational preparatory instruction.
<b>Adult Literacy</b>	The level at which an adult must be able to read, write, compute and otherwise use the skills of schooling in order to operate successfully in the workplace and society.
<b>Adult Secondary Education</b>	Courses through which a person receives high school credit that leads to the award of a high school diploma or programs of instruction through which a student prepares to take the general education test (GED).
<b>Adult Vocational Education</b>	Instruction offered day or evening to adults or out-of-school youth over 16 years of age who are engaged in or preparing to enter an occupation.
<b>Allied Health</b>	A term for health-related job preparatory programs, other than nursing, in community colleges.
<b>Americans with Disabilities Act (ADA)</b>	An Act, passed by Congress, that requires reasonable accommodations be made in public facilities, including postsecondary institutions, for those with a physical or mental disability
<b>Annual Contract</b>	A contract for employment for one year without the implication that another contract will be offered.
<b>Applied Technology Diploma (ATD)</b>	Courses that are part of an AS or AAS degree and lead to employment in a specific occupation. An ATD may consist of either vocational credit or college credit.
<b>Apprentice</b>	A person at least 16 years of age who is engaged in learning a recognized skilled trade through actual work experience under the supervision of journeymen craftsmen; whose training should be combined with properly coordinated studies of related technical and supplementary subjects; and who has entered into a written agreement, hereinafter called an apprenticeship agreement, with a registered apprenticeship sponsor who may be either an employer, an association of employers, or a local joint apprenticeship committee.
<b>Apprenticeship Training</b>	Structured vocational skill training in a given job through a combination of on the job training and classroom instruction.

<b>Apprenticeship Training Programs</b>	A program registered with the Department of Education or the state apprenticeship agency in accordance with the National Apprenticeship Act of 8/16/37 that is conducted or sponsored by an employer, group of employers, and a union. It contains all terms and conditions for qualifications, recruitment, selection, employment, and training of apprentices.
<b>Area Vocational Technical Center</b>	A vocational school operated by a public school system.
<b>Articulation</b>	The bringing together of the various parts (levels) of the educational system to facilitate the smooth transition of students through the system.
<b>Articulation Agreement</b>	The State Board of Education rule that establishes provisions that facilitate the smooth transition of students through the various levels of the educational system.
<b>Articulation Coordinating Committee (ACC)</b>	The statewide Articulation Coordinating Committee was established as part of the Articulation Agreement in 1971 to adjudicate institutional or student conflicts regarding student transfer and admissions, interpret and recommend amendments to the Articulation Agreement, and develop procedures to facilitate a "seamless" transfer system for students.
<b>Associate in Applied Science (AAS)</b>	Two-year technical degree indicating that a student has trained in a particular field and is prepared for employment.
<b>Associate in Arts (AA)</b>	Two-year degree that is designed for transfer.
<b>Associate in Science (AS)</b>	Two-year technical degree that contains 15–18 credit hours of transferable general education.
<b>At-Risk Students</b>	Any identifiable student who is at risk of not meeting the goals of an educational program, completing a high school education, or becoming a productive worker.

## B

<b>Bachelor of Applied Science (BAS)</b>	A four-year degree designed to accommodate the unique demands for entry and advancement within specific workforce sectors.
<b>Basic Skills</b>	Skills in reading, writing, math, speaking, listening and problem solving that are necessary for individuals to succeed in vocational and applied training programs.

**Best Practices Website**

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

**Board of Trustees**

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

**Bridge Program**

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

**C**

**Campus**

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

**Career Decision-Making**

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

**Center**

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

**Citizenship**

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

**Co-enrolled Student**

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

<b>College Center for Library automation/Library Information Network for Community Colleges (CCLA/LINCC)</b>	CCLA is Florida’s centralized automated library system for the state’s 28 community colleges. LINCC connects 66 campus libraries into a single online resource-sharing system.
<b>College Credit</b>	The type of credit assigned to courses or course equivalent learning that is part of an organized and specified college degree and/or program.
<b>College Credit Certificate</b>	Short-term career education program which is part of an AS or AAS degree.
<b>College Goal Sunday</b>	A program sponsored by the Division of Community Colleges and funded in part by the Lumina Foundation for Education that is held once a year at which students and their families receive assistance completing the Free Application for Federal Student Aid (FAFSA).
<b>College Preparatory Instruction</b>	Courses through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to enroll in college credit instruction. Section 1004.02(11) Florida Statutes (F.S.)
<b>College Reach-Out Program (CROP)</b>	A program to strengthen the educational motivation and preparation of low income or educationally disadvantaged students who otherwise would be unlikely to seek admission to a community college or university. The program targets 6th–12th graders.
<b>Common Course Prerequisites</b>	Lower division courses that students need to take prior to admission to an upper division program.
<b>Community College Survey of Student Engagement (CCSSE)</b>	A survey used to gauge the level of student involvement in various aspects of college life.

<b>Competency</b>	A learned skill performed in a knowledge and/or attitudinal area which can be accurately repeated or measured; an activity (cluster of skills and knowledge) that a person performs in an occupation that is both observable and measurable and that forms the basis for competency-based criteria.
<b>Competency-Based Education</b>	An educational approach based on a predetermined set of knowledge, skills, and abilities that the student is expected to accomplish.
<b>Competency-Based Vocational Education</b>	Instruction for employment that is based on current job tasks which are made known to each student before instruction and that, after appropriate instruction is provided, are to be performed by the student under pre-specified conditions and according to pre-specified standards.
<b>Completer</b>	A student who finishes a planned sequence of courses or competencies designed to meet an academic or vocational occupational objective and has met all of the requirements of the institution for program completion.
<b>Concurrent-Use</b>	Concurrent-use programs offer upper-division programs on existing community college campuses in partnership with four-year public or private institutions to increase the production of bachelor's degrees.
<b>Continuing Contract</b>	A contract for full-time employment for one year in a position classified as instructional with the implication that the contract will be renewed each year as long as the position is needed and the employee continues to perform satisfactorily.
<b>Continuing Workforce Education</b>	The classification of instruction designed to improve the job skills of employed persons. It may be tailored to a given employer and job (customized) or it may have broader applicability.
<b>Cooperative Education</b>	A program for persons who are enrolled in an educational program and who, through a cooperative arrangement between the institution and the employer, receive part-time vocational instruction in the institution and on-the-job training through part-time employment.

<b>Core Abilities</b>	The transferable skills essential to an individual’s success regardless of occupation or community setting. These skills are regularly identified by employers, employees and educators as essentials to lifelong learning. They include: 1) work productivity, 2) critical thinking, 3) acting responsibly, 4) clear communication, 5) learn effectively, 6) value self positively, and 7) work cooperatively.
<b>Council of Business Affairs (CBA or COBA)</b>	An organization of the chief business officers in the community colleges.
<b>Council of Presidents (COP)</b>	An organization of the community college presidents.
<b>Credit</b>	A unit of measure assigned to courses or course equivalent learning.
<b>Credit by Examination</b>	The award of credit based on the demonstration of learning as assessed on an examination.
<b>Cut Scores</b>	A term referring to scores that mark a cutoff point; for example, a student whose score on a placement test falls below the cutoff point (cut score) must take prerequisite instruction.

**D**

<b>Direct Support Organization</b>	A Florida nonprofit corporation organized and operated exclusively to receive, hold, invest, and administer property and to make expenditures to or for a community college or the Florida Community College System.
<b>Distance Learning Library Initiative (DLLI)</b>	A joint project of the Community College System and the State University System that gives students access to a core collection of high-demand electronic information.
<b>District</b>	The geographical area served by a community college, which ranges from one to six counties.
<b>Dual Enrollment</b>	Enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree.

**E**

<b>Early Admission</b>	A form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree.
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<b>Educator Preparation Institute (EPI)</b>	Instructional institute located at self-selected postsecondary institutions, including community colleges, upon approval by the Department of Education in order to provide any or all of the following instruction: professional development for teachers for classroom improvement and for recertification purposes, training for substitute teachers, paraprofessional instruction, and competency-based instruction for baccalaureate degree holders leading to professional teacher certification. Educator Preparation Institutes provide an alternate route to teacher certification for mid-career professionals and college graduates who were not education majors.
<b>Employability Skills</b>	Skills relating to choosing a career, getting and keeping a job, making job and career changes, and career advancement.
<b>Employment, Instruction-Related</b>	Employment that has been determined to be related to the academic and vocational education received by the former student, including basic skills, employability skills and technical skills.

**F**

<b>Family Literacy</b>	A program for adults with a literacy component for parents and children or other intergenerational literacy components.
<b>First Generation in College (FGIC)</b>	According to Florida Statute, a student is considered First Generation in College if neither of the student's parents earned a college degree at the baccalaureate level or higher or, in the case of any individual who regularly resided with and received support from only one parent, if that parent did not earn a baccalaureate degree (Section 1009.701 (5)(b), Florida Statutes). According to national literature, First Generation in College students are defined as those from families where neither parent attained any education beyond high school, not even some college education (First Generation Students in Postsecondary Education: A Look at their College Transcripts, National Center for Education Statistics, July 2005).
<b>First-Time-in-College</b>	A student attending college for the first time with no credit toward a degree or formal award from any other institution who is enrolled in a course in an instructional area that leads to a degree or certificate.

**Florida Academic Counseling and Tracking for Students (FACTS)**

The statewide web site for postsecondary student advising information.

**Florida Association for Community Colleges (FACC)**

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

**Florida Center for Advising and Academic Support (FCAAS)**

The center that supports the FACTS system ([www.facts.org](http://www.facts.org))

**Florida Work Experience Program (FWEP)**

A financial aid program that allows students the opportunity to work while earning financial aid.

**Foundation for Florida's Community Colleges (FFCC)**

The mission is to advance the education for students in the state of Florida, by enhancing scholarships and financial aid opportunities for deserving and talented community college students and innovative programs.

**Free Application for Federal Student Aid (FAFSA)**

Official document used by every college and university to determine eligibility for Federal Student Aid

**Functional Literacy**

The demonstration of academic competence at an eligible grade level.

**G**

**General Education**

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

**General Education Development (GED) Test Instruction**

Noncredit courses that prepare students for success in the five GED subject area tests that lead to the award of the State of Florida High School Diploma.

**Gordon Rule**

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

**H**

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

**I**

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

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

**Institutional Accreditation** Accreditation of the institution as a whole. All community colleges are accredited by the Southern Association of Colleges and Schools (SACS).

**Institutional Program Evaluation Plan (IPEP or e-IPEP)** The Institutional Program Evaluation Plan is a document submitted annually by state-approved teacher preparation programs to the Department of Education for the purpose of maintaining continued program approval. When submitted electronically, it is referred to as the e-IPEP.

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

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

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

<b>Inter-Institutional Articulation Agreement</b>	A signed agreement between the superintendent of each school district in the service area and the president of the community college outlining the overall terms of coordination between institutions.
<b>Internship</b>	Refers to postsecondary work-based learning in which a partnership is established between the schools, the employer or business, and the student for the purpose of providing practical education to the student through productive work opportunities. A signed agreement between all parties, outlining a student's cooperative learning plan, is a necessary component of an internship.

**J**

<b>Job Preparatory Instruction</b>	Instruction through which students attain the job-specific, academic, and employability competencies necessary to enter specific occupations.
<b>Job Preparatory Program</b>	Job preparatory instruction about the minimum competencies necessary for effective entry into an occupation, including diversified cooperative education and job entry programs that coordinate directed study and on-the-job training.
<b>Job Readiness</b>	Refers to the point at which an individual is prepared for employment based upon possession of necessary work skills, social competence, job seeking and interview skills, etc. Conceptually, job readiness fits with a traditional "first you train - then you place" approach to employment.
<b>Joint-Use Facility</b>	The cooperative development and use of a facility by two or more educational boards.

**K**

**L**

<b>Lifelong Learning</b>	The classification for noncredit instruction of a community service nature, other than recreational and leisure time, or the retaking of a course under specific circumstances.
<b>Limited Access Program</b>	A community college vocational program or university upper-division program in which student enrollment is limited due to space, equipment, faculty limitations, or other limitations.

<b>Linkage Institute</b>	A joint program of a designated community college and university with a designated foreign country or region to develop stronger economic, cultural, educational, and social ties between Florida and the country or region, as provided for in s. 288.8175, Florida Statutes.
<b>Literacy</b>	Preparation required to successfully enter the workforce and/or postsecondary education, function in a global economy, and make well-reasoned, thoughtful and healthy lifelong decisions
<b>Literacy Completion Point (LCP)</b>	The completion of identified literacy skill levels in adult general education.
<b>Long-Range Program Plan (LRPP)</b>	An annual document provided to the Governor’s Office, which outlines the performance goals and budgetary request for the Florida Community College System.
<b>Lower-Division</b>	College attendees at the freshman and sophomore level.

**M**

<b>Maintenance of Effort</b>	The fiscal effort per student, or the aggregate expenditures of the State, from State sources, for vocational education for the fiscal year preceding the fiscal year for which the determination is made, must at least equal its effort or expenditures for vocational education for the second preceding fiscal year.
<b>Matriculation Fee</b>	The instructional fee paid by both resident and nonresident students per credit or credit equivalent.
<b>Mission</b>	As part of the needs assessment process, each institution includes its mission or reason for existence within the community.

**N**

<b>National Community College Benchmark Project (NCCBP)</b>	NCCBP was established to satisfy needs for comparative data in critical performance areas. It provides community colleges with opportunities to report outcome and effectiveness data, receive reports of benchmarks, and compare their data with those of peer institutions.
<b>Native Student</b>	A student who started as a freshman and remained in the same institution, as opposed to a transfer student.
<b>Nursing Education Challenge Grant Fund</b>	A fund through which private contributions to increase enrollment in nursing and other health-related programs in community colleges can be matched with state funds.

O

**Occupational Completion Point**

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

**On-the-Job (OJT) Training**

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

**Open Entry/Open Exit Courses or Programs**

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

**Oversight Committee**

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

**Out of State Fee**

The instructional fee paid by nonresident students per credit or credit equivalent in addition to the tuition fee.

P

**Parliamentary Authority**

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

**Performance-Based Budgeting**

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

**Perkins Act**

The federal vocational education-funding act.

<p><b>Phi Theta Kappa (PTK) International Honor Society</b></p>	<p>Phi Theta Kappa is the International Honor Society established for outstanding students at accredited two – year community colleges. The purpose of Phi Theta Kappa is to recognize and promote the academic achievement of students and assist them in developing personal skills in teamwork and leadership. Phi Theta Kappa also acts as a support group for students with a common interest in learning and a desire to excel at life in general. The Society's existence is centered around activities which involve Scholarship, Service, Leadership and Fellowship– the four Hallmarks of the Society– as well as an annual study known as the honor's topic. To be eligible for membership, students must be enrolled in a regionally accredited institution offering an associate degree program; must have completed at least 12 hours of coursework leading to an associate degree program; have a grade point average of at least 3.5; and adhere to the moral standards of the society.</p>
<p><b>Placement and</b></p>	<p>The system for tracking vocational program completers to determine their placement (employment) and job performance in order to evaluate the job preparatory programs from which they graduated.</p>
<p><b>Follow-Up</b></p>	
<p><b>Planning Region</b></p>	<p>The 28 vocational planning regions that were established by Sections 228.073 and 228.074, F.S., for the purpose of planning for vocational education and adult general education.</p>
<p><b>Postsecondary Adult Vocational Program (PSAV)</b></p>	<p>(Certificate Career Education) Job preparatory programs, excluding Continuing Workforce Education, through which a student receives a vocational certificate upon completion of instruction.</p>
<p><b>Postsecondary Vocational Program (PSV)</b></p>	<p>(Degree Career Education) College credit job preparatory programs, through which a student receives an Associate in Science or Associate in Applied Science Degree, college credit certificate, Applied Technology Diploma, or an Advanced Technical Certificate, upon completion of instruction.</p>
<p><b>Potential Supply</b></p>	<p>The number of vocational and applied technical job preparatory program "completers" and "leavers" with marketable skills.</p>

<b>Practicum</b>	Instruction provided as part of a planned job preparatory program whereby the student is placed on the job for selected occupational experiences under the direct supervision of the teacher or job representative.
<b>Preparatory Credit</b>	The type of credit assigned to preparatory instruction.
<b>Preparatory Instruction</b>	Instruction to remedy deficiencies in knowledge and skills necessary upon entry into a degree or certificate program.
<b>Program</b>	(1) A defined sequence of courses leading to a recognized award including degree, certificate, diploma, GED, etc. (2) a set of activities designed to promote a specific goal.
<b>Program/Course Structure</b>	The manner in which the content of the program of study or course is structured, e.g., separate subjects, broad fields, integrated, and so forth.
<b>Program Progression Points (PPP)</b>	Pay point threshold (by credit hours) for AS, AAS, College Credit Certificate, and ATD. Identifies completion points for the purpose of performance funding.
<b>Program Review</b>	The periodic review of community college instructional programs. One level is the annual review of program specific data by the individual colleges and the Division of Community Colleges. A second level is a more extensive review by the individual colleges. A third level is a statewide review by the Division of Community Colleges based on statewide issues.
<b>Project Priority List</b>	A community college's priority listing of needed construction projects to be funded with capital outlay and debt service (CO & DS) funds as approved by the State Board of Education. These funds are from the tag revenues.
<b>Q</b>	
<b>R</b>	
<b>Recreation and Leisure</b>	The classification for noncredit, usually short courses, designed to enhance recreation and leisure.
<b>Registration Fees</b>	All instructional and other fees collected during the registration process.
<b>Related Subjects</b>	Classroom and lab courses designed to increase knowledge, understanding, and ability to solve technical and theoretical problems concerned with a particular occupation.

<b>Resident for Tuition Purposes</b>	A student who meets the requirements of residency for tuition purposes as defined in s. 1009.21, Florida Statutes, and 6A-10.044, Florida Administrative Code.
<b>Retraining Programs</b>	Courses that provide an occupational changing type of instruction to prepare persons for entrance into a new occupation or to instruct workers in new and different skills demanded by technological changes.
<b>Rule</b>	A state agency statement of general applicability that implements, interprets, or prescribes law or describes the organization, procedure, or practice requirements of a state agency, such as a State Board of Education rule.
<b>S</b>	
<b>SAT Assessment</b>	An achievement test from College Board used for placement testing in some community colleges and for admissions screening in some baccalaureate institutions.
<b>Special Purpose Center</b>	A unit of a community college consisting of college owned facilities or unowned facilities leased for more than one year, housing a limited number of special, clearly defined services.
<b>Specialized Accreditation</b>	Accreditation of a given program within an institution.
<b>Specific Job Training</b>	Training and education for skills required by the employer that provides the individual student with the ability to obtain employment and to adapt to the changing demands of the work place.
<b>State Agency</b>	A unit of state government such as a state department. The Department of Education and the Executive Office of the Governor are examples.
<b>Statute</b>	A law enacted by the legislature.
<b>Student with a Disability</b>	For educational purposes, an individual who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment or is regarded as having such an impairment; and who requires modifications to the educational program, adaptive equipment, assistive technology, or specialized instructional methods and services.

**T**

<b>Tech Prep Program</b>	Provides an articulated educational program of academics and applied and technical courses on the secondary and postsecondary level which leads to an associate degree and beyond, and prepares students to work.
<b>Technology Transfer Center</b>	A program of providing community college support to local business, industry, and government in the application of new research in technology.
<b>Test for Adult Basic Education (TABE)</b>	Test of basic skills given to students within the first six weeks of entry into a career and technical education program. The requirements for the TABE are outlined State Board of Education Rule 6A-10.040.
<b>Transfer Student</b>	A student who attended one or more colleges as a regular student in addition to the one in which currently enrolled, as opposed to a native student.
<b>Tuition Fee</b>	The instructional fee paid by nonresident students per credit or credit equivalent in addition to the matriculation fee.

**U**

<b>Upgrading or Updating Training</b>	Supplemental or extension training for the purpose of advancement or improving a worker's efficiency.
<b>Upper-Division</b>	College attendees at the junior and senior level.

**V**

<b>Vocational Advisory Committee</b>	A committee of representative employers to advise regarding a given job preparatory instructional program or a cluster of programs.
<b>Vocational Certificate</b>	The award for satisfactory completion of a job preparatory program of non-college-level courses.
<b>Vocational Credit</b>	The type of credit assigned to courses or course equivalent learning that is part of an organized and specified vocational degree or certificate program.
<b>Vocational Curriculum</b>	A carefully selected group of courses or a sequence of subjects the content of which will provide the necessary skill and knowledge for success in a specific occupation.
<b>Vocational Preparatory Instruction</b>	Adult general education through which persons attain academic and workforce readiness skills at the level of functional literacy (grade level 6.0 – 8.9) or higher so that such persons may pursue certificate career education or higher level career education.

<b>W</b>	
<b>Wagner-Peyser Act</b>	Establishes the public employment service (Job Service) and provides for its funding.
<b>Welfare Transition</b>	Job placement and support services for families transitioning from welfare to work (formerly referred to as WAGES).
<b>Workforce Investment Act</b>	Federal legislation governing workforce employment and training programs.
<b>Workforce Development</b>	<p>Workforce development programs have several components:</p> <ol style="list-style-type: none"> <li>1. The awarding of AS, AAS and certificates that allow direct entry to the work place.</li> <li>2. Providing opportunities for lifelong learning to adults looking to learn new skills, either as a condition of employment or to enable them to move up the career ladder.</li> <li>3. Continuing education courses required by a number of professions, including teaching, nursing, real estate, and childcare.</li> <li>4. Remedial courses, excluding college prep., for students who may not have obtained the skills they need in high school, who are re-entering school after an extended absence, or who may not have completed high school.</li> </ol>
<b>Workforce Literacy Program</b>	A program to support economic development through instruction in communication and computation skills to improve the literacy of the workforce.
<b>Workforce Readiness Skills</b>	Designed to improve the employability of basic education students who are performing at or below the fifth grade level.

X

Y

**Youth**

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

Z