

FACT BOOK

2016-17



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Purpose

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

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

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

¹ Membership as of December 22, 2017. For additional information, see fscj.edu/discover/governance-administration/cabinet.

² Membership as of December 22, 2017. For additional information, see fscj.edu/discover/governance-administration/district-board-of-trustees.

Table of Contents

Section 1: Overview	1-2
College History.....	1
Mission.....	1
Vision	1
Strategic Goals.....	2
Section 2: College Service Area	3-6
Service Area Descriptions	3
Demographic Overview of Service Area.....	5
Section 3: Student Demographics	7-16
Overview	7
Geographic Dispersion	9
Student Gender, Age, Race and Ethnicity	11
Full-/Part-Time Enrollment (Credit Load).....	13
First-Time-in-College, Dual Enrollment, First Time Transfer and Continuing Student Enrollment.....	14
Non-Resident Alien Enrollment	15
Limited English Proficiency.....	15
Federal Work Study	16
Federal Pell Grants.....	16
Section 4: Enrollment and Completions	17-26
Annual Unduplicated Enrollment	17
Annual Enrollment by Program Area	17
Baccalaureate Enrollment	18
Developmental Education Enrollment.....	19
Full-Time Equivalent (FTE) Enrollment	21
FTE Funded.....	22
FSCJ IPEDS Tracking Cohort Composition	23
FSCJ IPEDS Graduation Rates	24
FSCJ IPEDS Transfer-Out Rates.....	24
Program Completions.....	25
Economic Success of FSCJ Graduates.....	26

Section 5: Personnel	27-30
Employee Demographics.....	28
Employee Occupations	29
Employee Academic Degrees.....	30
Instructional Staff Composition.....	30
Section 6: Facilities	31-38
Facility Statistics (Sites, Acreage, Buildings and Valuation).....	31
Campus and Center Location and Description	33
Aerial Location Map	37
Section 7: Finance	39-42
Statement of Revenues, Expenses and Changes (Audited Financials).....	40
Functional Distribution of Operating Expenses	41
Resource Development (Grants).....	41
Financial Aid	42
Section 8: FSCJ Foundation	43-46
Overview	43
FSCJ Endowed and Quasi-Endowed Balance Trends	44
FSCJ Endowed and Quasi-Endowed Balances	44
FSCJ Endowed and Quasi-Endowed Spending Allocations	45
FSCJ Non-Endowed Scholarships and Program Support	45
FSCJ Artist Series Operating Revenue from Performing Arts Events.....	45
Non-Endowed Total Support to College	45
Foundation Board of Directors.....	46
List of Figures	47
List of Tables	48

College History

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

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

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

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

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

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

In 2009, FCCJ announced the name by which it is known today – Florida State College at Jacksonville. From an initial enrollment of 2,610 students in fall 1966, FSCJ now serves more than 50,000 students annually.

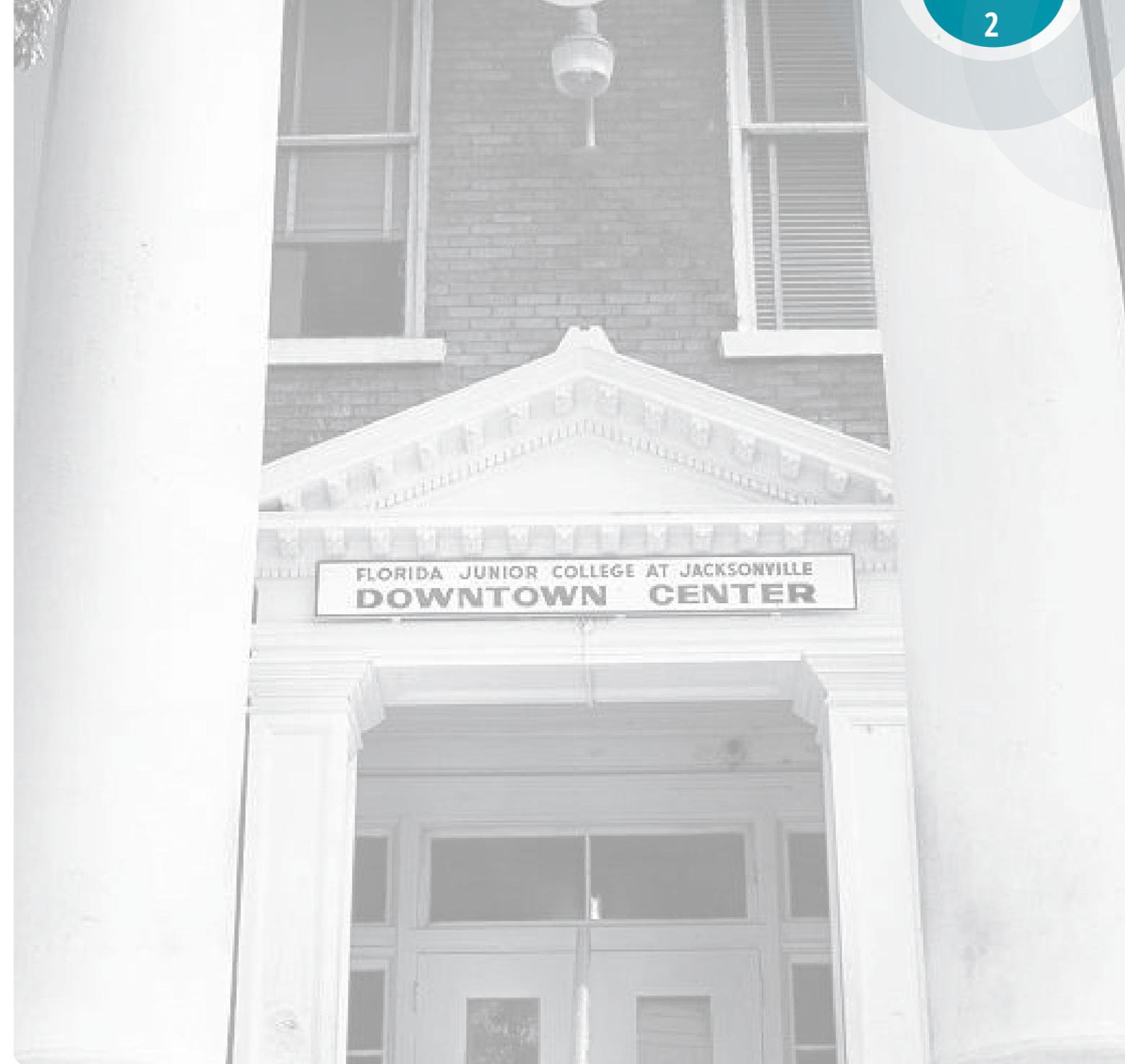
Currently, the College is engaged with the downtown community in renovating the historic Lerner Building at 20 W. Adams Street. When construction is complete, FSCJ will lease the building, including housing units for 58 students on floors two through six. The first floor includes a Culinary Cafe, called 20West Cafe, that showcases our award-winning culinary program.

Mission

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

Vision

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



Strategic Goals³

In October 2017, the District Board of Trustees approved FSCJ's 2017-2020 Strategic Plan and associated Strategic Priorities and Key Performance Indicators. Incorporating feedback from faculty, staff, students and community members, the Strategic Plan's singular focus is to increase the success of FSCJ students.

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

1

Provide a
Student-Centered
Education

2

Impact
Community

3

Increase
Institutional
Capacity

³ For more information, visit fscj.edu/discover/governance-administration/oiea/accreditation/strategic-planning.

SECTION 2: COLLEGE SERVICE AREA

Service Area Descriptions

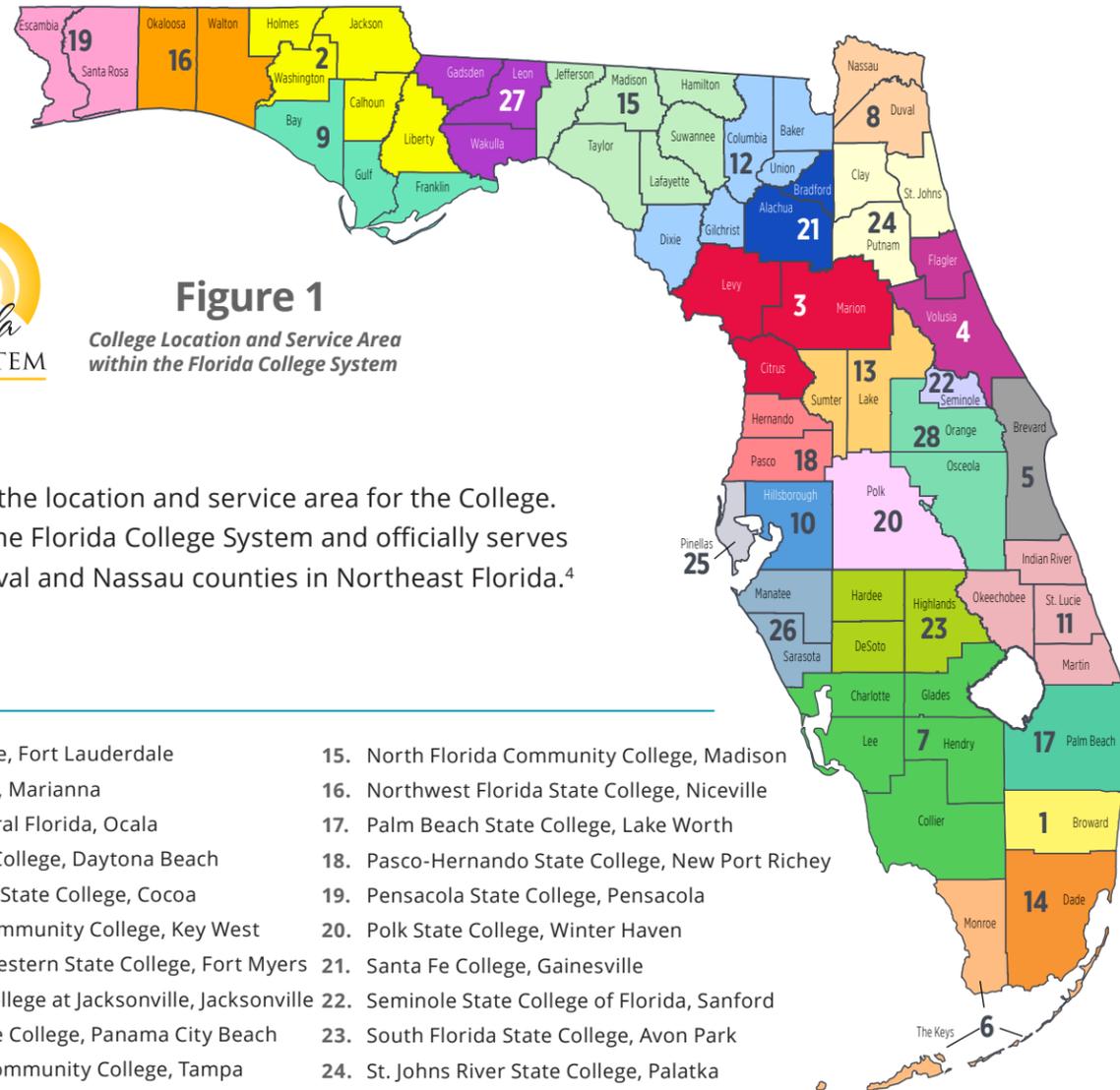


Figure 1

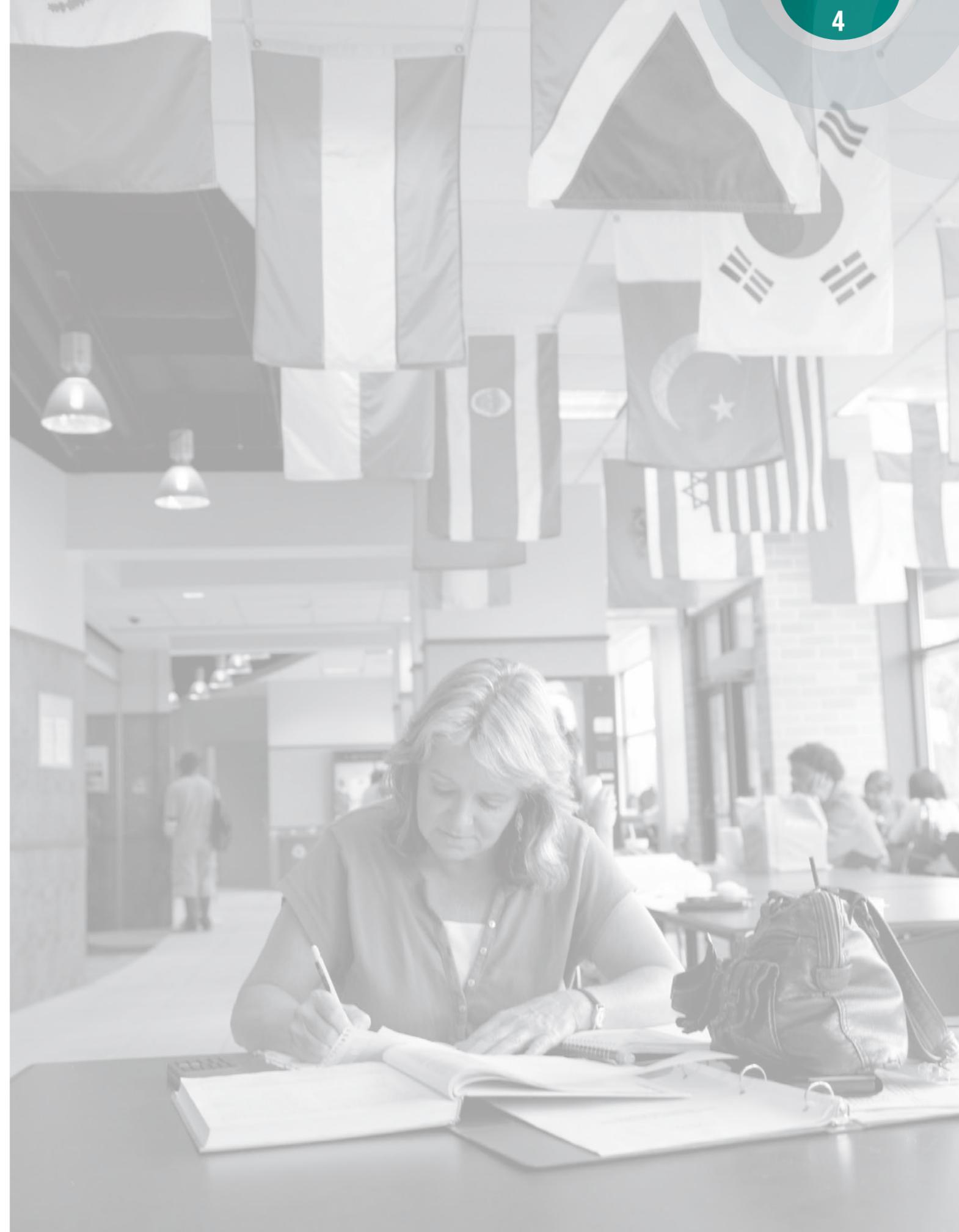
College Location and Service Area within the Florida College System

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

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

⁴The 2017 service area population was 1,017,004.

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



Demographic Overview of Service Area⁵



Age

Table 1. Duval and Nassau Counties Age Demographics

Age Cohort	2016 Population	2017 Population	Change	2017 % of Cohort
Under 15	190,008	192,134	2,126	18.89%
15 to 19 years	58,460	59,171	711	5.82%
20 to 24 years	67,739	65,900	-1,839	6.48%
25 to 29 years	85,474	85,284	-190	8.39%
30 to 34 years	75,841	78,246	2,405	7.69%
35 to 39 years	65,395	66,752	1,357	6.56%
40 to 44 years	59,692	59,903	211	5.89%
45 to 49 years	63,757	62,608	-1,149	6.16%
50 to 54 years	68,717	67,826	-891	6.67%
55 to 59 years	69,390	69,939	549	6.88%
60 and over	202,417	209,243	6,826	20.57%
Total	1,006,890	1,017,006	10,116	100.00%

Race and Ethnicity

Table 2. Duval and Nassau Counties Race and Ethnicity Demographics

Race and Ethnicity	2016 Population	2017 Population	Change	2017 % of Cohort
White, Non-Hispanic	569,822	571,684	1,862	56.2%
Black, Non-Hispanic	275,803	278,989	3,186	27.4%
Asian, Non-Hispanic	44,619	45,823	1,204	4.5%
White, Hispanic	71,857	74,370	2,513	7.3%
Black, Hispanic	9,811	10,091	280	1.0%
Asian, Hispanic	1,328	1,377	49	0.1%
Other Minority**	33,651	34,670	1,019	3.4%
Total	1,006,891	1,017,004	10,113	100.0%

Gender

Table 3. Duval and Nassau Counties Gender Demographics

Gender	2016 Population	2017 Population	Change	2017 % of Cohort
Female	518,548	523,762	5,214	51.5%
Male	488,343	493,242	4,899	48.5%
Total	1,006,891	1,017,004	10,113	100.0%

⁵ Source: EMSI 2017 data set accessed October 9, 2017. For additional information/updates, contact FSCJ's Office of Institutional Analytics and Research (IAR). Note: FSCJ's primary service area consists of Duval and Nassau counties.

** Other Minority includes Two or More Races, Hispanic; Two or More Races, Non-Hispanic, American Indian or Alaskan Native; Non-Hispanic, American Indian or Alaskan Native; Hispanic, Native Hawaiian or Pacific Islander; Non-Hispanic and Native Hawaiian or Pacific Islander, Hispanic.

Demographic Overview

The student demographic characteristics presented in this section specifically reference annual enrollment data. This data set includes an unduplicated count of 48,810 students who were enrolled in a course at the College in 2016-17.⁶ The data are also used and reported by the Florida Department of Education Data System (IPEDS) to report student demographic characteristics at participating American postsecondary institutions.

Collegewide by gender, 58.1% of students were females and 41.9% were male.⁷ The median age was 25 years and the mean or average (calculated as of September 1, 2016) was 28 years of age. Using the consolidated race and ethnicity categories specified by IPEDS⁸, the annual 2016-17 enrollment data disaggregates as 26% Black or African American, 45.7% White, 10% Hispanic or Latino, 2.4% two or more races, 5.1% other minority and 10% unreported/unknown for the Fall and Spring Terms.

In the Fall and Spring Terms of the 2016-17 state reporting year, less than one fourth (19.4%) of students were enrolled as full time at the College, with most students (80.6%) enrolled as part time.

⁶ FSCJ Annual Enrollment, 2016-17.

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

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



Geographic Dispersion

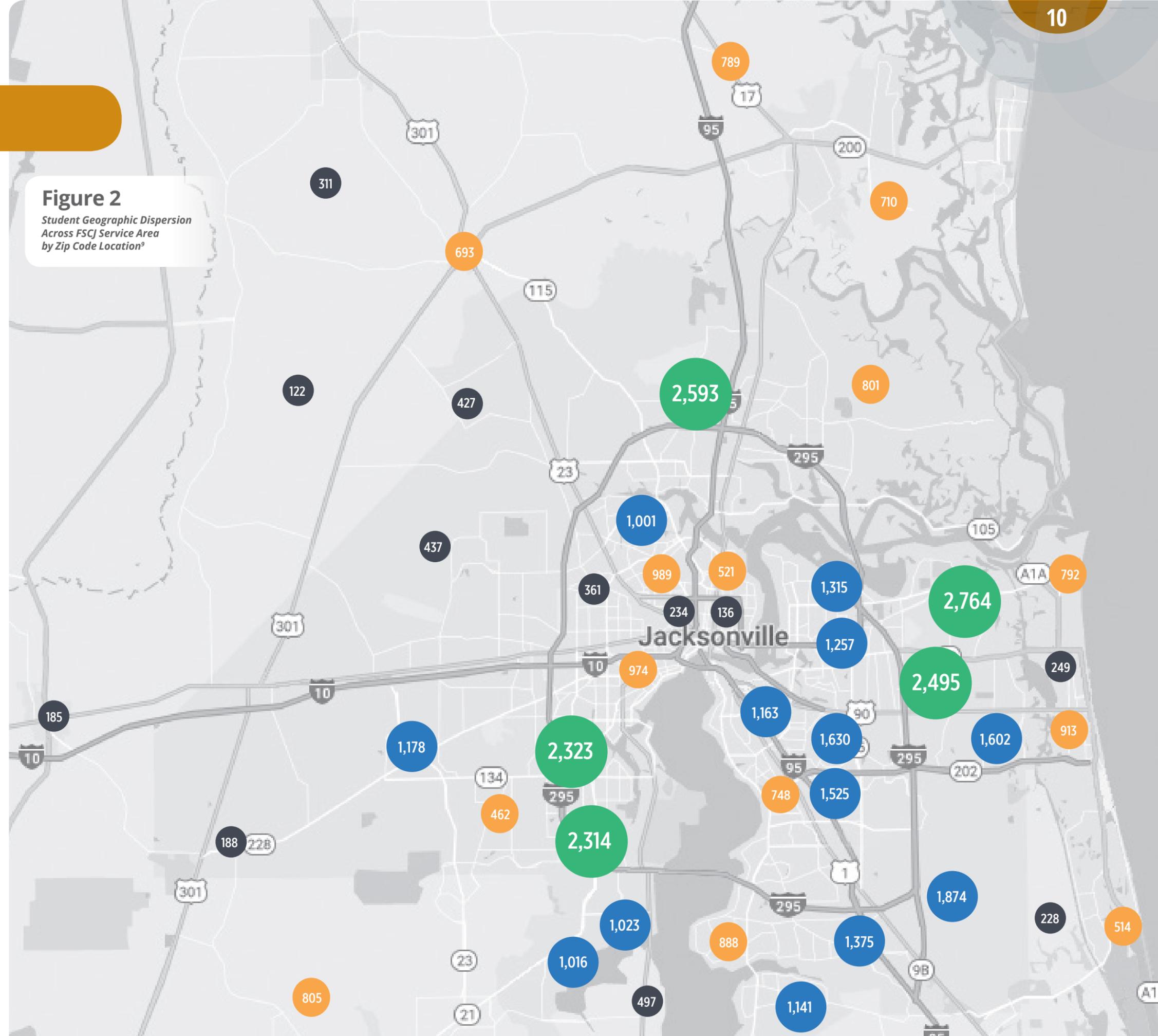
Student Enrollment Count and Percentage Across FSCJ Service Area by Zip Code Location

Table 4

The following local zip codes account for over 90% of the total annual enrollment for 2016-17.

Student Zip Code	Count	Percent	Student Zip Code	Count	Percent
32225	2,764	6.2%	32226	801	1.8%
32218	2,593	5.8%	32233	792	1.8%
32246	2,495	5.6%	32097	789	1.8%
32244	2,314	5.2%	32217	748	1.7%
32210	2,232	5.0%	32034	710	1.6%
32256	1,874	4.2%	32011	639	1.4%
32216	1,630	3.7%	32206	521	1.2%
32224	1,602	3.6%	32082	514	1.2%
32257	1,525	3.4%	32003	497	1.1%
32258	1,375	3.1%	32092	463	1.0%
32277	1,315	3.0%	32222	462	1.0%
32211	1,257	2.8%	32220	437	1.0%
32221	1,178	2.7%	32219	427	1.0%
32207	1,163	2.6%	32254	361	0.8%
32259	1,141	2.6%	32043	332	0.7%
32073	1,023	2.3%	32046	311	0.7%
32065	1,016	2.3%	32266	249	0.6%
32208	1,001	2.3%	32204	234	0.5%
32209	989	2.2%	32081	228	0.5%
32205	974	2.2%	32234	188	0.4%
32250	913	2.1%	32063	185	0.4%
32223	888	2.0%	32202	136	0.3%
32068	805	1.8%	32009	122	0.3%
			32084	118	0.3%
Total	44,331	90.8%			

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



⁹ Map based on longitude (generated) and latitude (generated). Size shows student count by zip code. The data are filtered on sum of Number of Records, which ranges from 100 to 2,764.

SECTION 3: STUDENT DEMOGRAPHICS

Student Gender, Age, Race and Ethnicity

Gender

As shown in **Figure 3**, student gender comparisons have remained consistent for the past five years at approximately **57% female** and **43% male**.

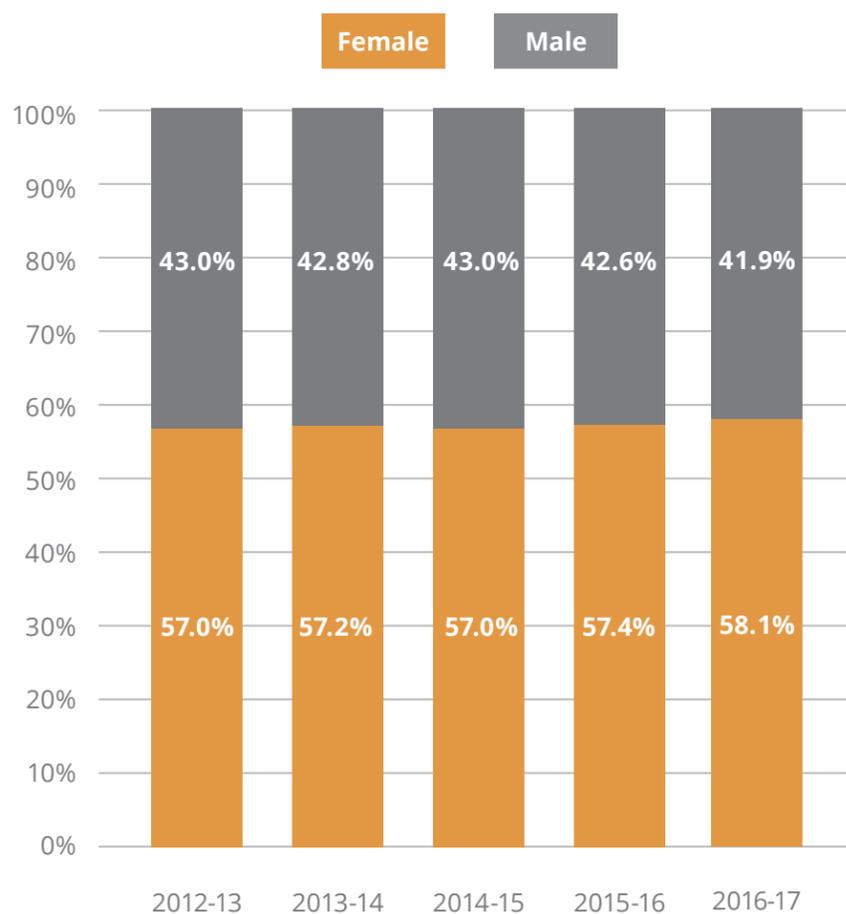


Figure 3

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

Race and Ethnicity

Race/Ethnicity (FLDOE)	2012-13		2013-14		2014-15		2015-16		2016-17		Five-Year Total	
	Student Count	%	Student Count	Average								
Black	15,711	27.9%	14,918	27.8%	13,460	26.6%	13,099	26.0%	12,674	26.0%	69,862	26.9%
White	24,634	43.7%	24,155	45.0%	23,436	46.3%	23,022	45.7%	22,313	45.7%	117,560	45.3%
Hispanic	3,447	6.1%	3,607	6.7%	3,896	7.7%	4,517	9.0%	4,904	10.0%	20,371	7.8%
Two or More	677	1.2%	830	1.5%	967	1.9%	1,031	2.0%	1,183	2.4%	4,688	1.8%
Other Minority	2,364	4.2%	2,458	4.6%	2,443	4.8%	2,412	4.8%	2,508	5.1%	12,185	4.7%
Not Reported	9,475	16.8%	7,698	14.3%	6,414	12.7%	6,253	12.4%	5,228	10.7%	35,068	13.5%
Total	56,308	100.0%	53,666	100.0%	50,616	100.0%	50,334	100.0%	48,810	100.0%	259,734	100.0%

Table 5

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

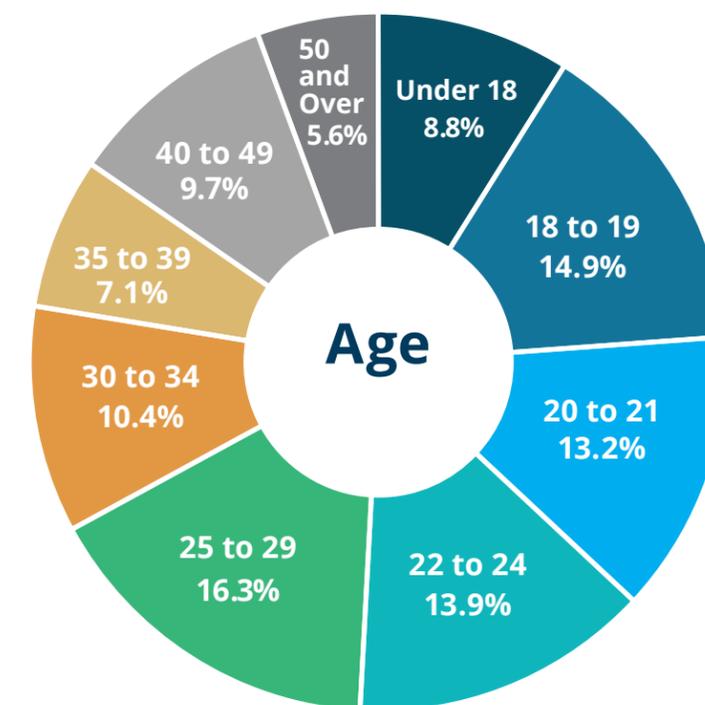
Figure 4

Student Age Percentages by Category for Enrollment 2016-17

Student age was calculated using date of birth (DOB) as of September 1, 2016.* For Annual 2016-17 Enrollment, the **median student age was 25 years** and the **mean (average) was 28 years**.

Figure 4 displays a percentage breakdown by student age category for Annual Enrollment 2016-17.

* Based on 48,809 known DOBs for students of known gender.



Enrollment

Full-/Part-Time Enrollment (Credit Load)

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

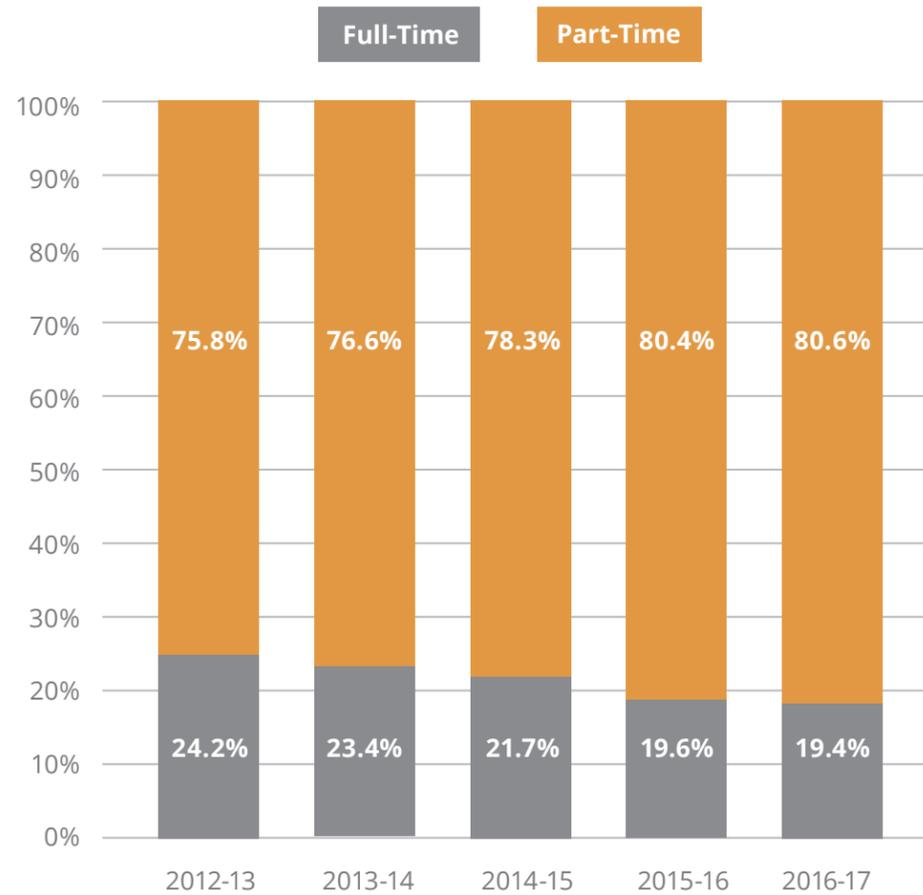


Figure 5

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



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

Table 6 shows that First-Time-in-College (FTIC) students account for about 9% of FSCJ's annual enrollment.

Annual Enrollment	2012-13		2013-14		2014-15		2015-16		2016-17	
	Count	Percent								
First-Time-in-College (FTIC)	5,165	9.0%	5,098	9.2%	4,734	9.1%	4,371	8.6%	4,281	8.6%
Transfer	14,884	26.1%	13,971	25.3%	13,160	25.2%	12,663	24.9%	15,460	31.1%
All Other	37,077	64.9%	36,159	65.5%	34,302	65.7%	33,859	66.5%	29,980	60.3%
Total Students Served	57,126	100.0%	55,228	100.0%	52,196	100.0%	50,893	100.0%	49,721	100.0%

Table 6

Five-Year Annual Enrollment Trends by Category of Enrollment

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

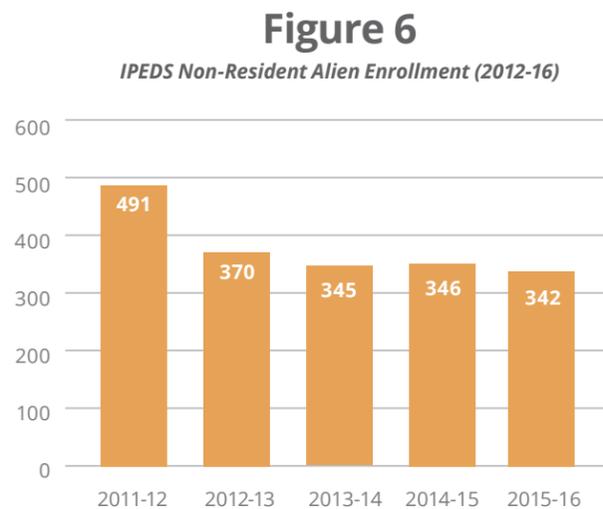
SECTION 3: STUDENT DEMOGRAPHICS

Enrollment

Non-Resident Alien Enrollment

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

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



Limited English Proficiency

Program Enrollment	Enrollment	Limited English Proficiency	Percent
Associate in Arts Degree	15,574	618	4.0%
Associate in Applied Science Degree	137	*	2.9%
Associate in Science Degree	7,048	205	2.9%
Workforce Certificate	2,391	60	2.5%
Technical Certificate	7,140	186	2.6%
Applied Technology Diploma	*	*	*
Apprenticeship Program	11	*	9.1%
Advanced Technical Certificate	47	*	2.1%
Baccalaureate Degree	4,228	109	2.6%
Total	36,576	1,184	3.24%

*Indicates a count less than 10

Table 7

Limited English Proficiency by Program Enrollment (2016-17)¹¹

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

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

¹¹ Source: Florida College System AA1A Verification Report Totals Year: 2016-17 TERM:1E-3E.



Federal Work Study

The number of federal work study awards distributed was 387 awards in 2016-17. The average award is slightly greater than \$1,100 as shown in **Table 8**.

Table 8

Six-Year Federal Work Study Awards¹²

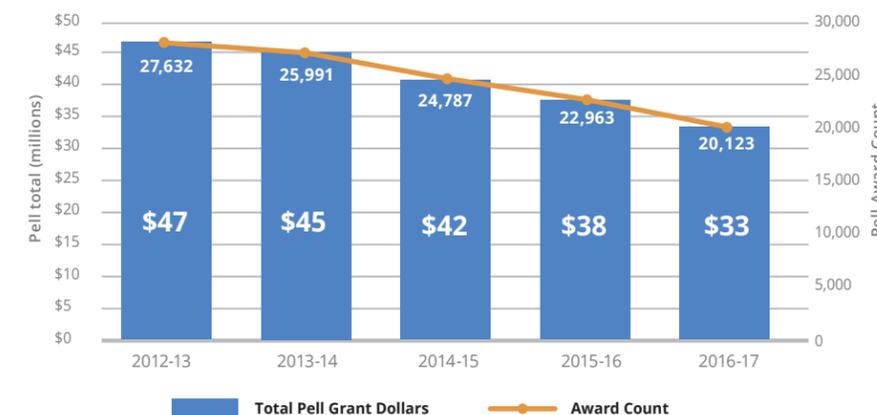
Years	Award Count	Amount	Average Award
2011-12	503	\$753,939	\$1,499
2012-13	459	\$647,905	\$1,412
2013-14	620	\$785,624	\$1,267
2014-15	563	\$675,206	\$1,199
2015-16	372	\$505,408	\$1,359
2016-17	387	\$443,732	\$1,147

Federal Pell Grants

Federal Pell Grants are primarily for undergraduates who do not have a bachelor’s degree. The maximum award changes yearly. The maximum award for the 2015-16 academic year was \$5,775.¹⁴ To be eligible for this need-based award, family income must be under \$50,000 a year or less. In the 2016-17 academic year, 20,123 Pell Awards were distributed at FSCJ.

Figure 7

Total Pell Grant Dollars Awarded to FSCJ and Total Pell Grant Award Count¹³



¹² Source: Florida College System Awarded Aid Counts for Financial Aid, Annual Terms 2011-12 through 2016-17.

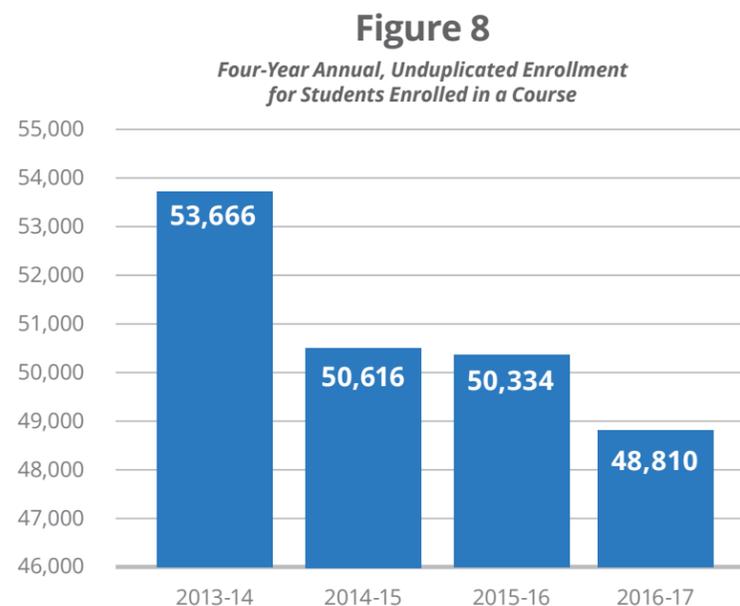
¹³ Source: Florida College System Awarded Aid Counts for Financial Aid, Annual Terms 2012-13 through 2016-17.

¹⁴ scholarships.com/financial-aid/grants/federal-grants/

Annual Enrollment

Annual Unduplicated Enrollment

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



Annual Enrollment by Program Area¹⁵

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

Table 9
Annual Enrollment by Program Area (2016-17)

Program Area	Count	Percent
Associate in Arts (A.A.)	15,574	48.1%
Educator Preparation Institute	*	*
Associate in Science (A.S., A.A.S.)	7,185	22.2%
Certificates [†]	9,578	29.6%
Apprenticeship Program	11	0.0%
<i>Non-Bachelor's Subtotal:</i>	32,348	0.0%
Education	157	3.7%
Nursing	292	6.9%
Other	3,779	89.4%
<i>Bachelor's Subtotal:</i>	4,228	100.0%
Grand Total	36,576	100.0%

*Indicates a count less than 10

¹⁵ Source: Florida College System AA1A Verification Report Year: 2016-17: Term 1E-3E.
[†] Includes Advanced Technology Diploma, Workforce Certificates, Technical Certificates.

Baccalaureate

Baccalaureate Enrollment

Table 10 shows baccalaureate degree enrollment percentages by program.

Program of Study	Count	Percent
Supervision and Management	1,004	23.7%
Business Administration	600	14.2%
Human Services	520	12.3%
Technology Management	346	8.2%
Nursing	292	6.9%
Biomedical Sciences	282	6.7%
Computer Networking	275	6.5%
Public Safety Management	206	4.9%
Supply Chain Management/Logistics	203	4.8%
Early Childhood Education	157	3.7%
Digital Media, B.A.S.	134	3.2%
Converged Communications	130	3.1%
Financial Services	79	1.9%
Fire Science Management	*	*
Grand Total⁺	4,228	100.0%

Table 10
Baccalaureate Enrollment by Program of Study (n=4,228 total)¹⁶⁺

¹⁶ Source: Florida College System AA1A Verification Report Year: 2016-17: Term 1E-3E.
⁺ Compared to the prior year (2015-16), total baccalaureate enrollment of 3,799. The current total represents an 11.3% increase.



SECTION 4: ENROLLMENT AND COMPLETIONS

Developmental Education

Developmental Education means instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction. Developmental Education may be delivered through a variety of accelerated and corequisite strategies.¹⁷ Applicable definitions follow.

Strategy — One of four instructional delivery methods: **1.** Modularized instruction that is customized and targeted to address specific skill gaps; **2.** Compression course structures that accelerate student progression from developmental instruction to college-level coursework; **3.** Contextualized-developmental instruction that is related to meta-majors (a collection of programs of study or academic discipline groupings that share common foundational skills); **4.** Corequisite developmental instruction or tutoring that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course.¹⁸

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

¹⁷ Section (S.) 1008.02, Florida Statutes (F.S.), as cited in Florida Department of Education (FLDOE), Florida College System (FCS) Definitions document (C. Allen, 2015, p.3).

¹⁸ Section (S.) 1008.02, Florida Statutes (F.S.).



Table 11
**Developmental Education
 Enrollment and Success by Course (2016-17)**¹⁹⁺

Developmental Courses	Fall			Spring			Summer			Total 2016-17		
	Enrollment (Students)	Success (Students)	Success (Percent)	Enrollment (Students)	Success (Students)	Success (Percent)	Enrollment (Students)	Success (Students)	Success (Percent)	Enrollment (Students)	Success (Students)	Success (Percent)
MAT0018 - MATHEMATICS I	407	309	75.9%	344	239	69.5%	282	201	71.3%	1,033	749	72.5%
MAT0028 - MATHEMATICS II	948	603	63.6%	825	489	59.3%	504	300	59.5%	2,654	1,686	63.5%
Mathematics Subtotal:	1,355	912	67.3%	1,169	728	62.3%	786	501	63.7%	3,687	2,435	66.0%
REA0007 - READING I	88	70	79.5%	68	55	80.9%	39	35	89.7%	195	160	82.1%
REA0017 - READING II	381	308	80.8%	268	215	80.2%	198	145	73.2%	2,654	1,686	63.5%
Reading Subtotal:	469	378	80.6%	336	270	80.4%	237	180	75.9%	2,849	1,846	64.8%
ENC0015 - WRITING I	78	64	82.1%	79	70	88.6%	38	33	86.8%	169	151	89.3%
ENC0025 - WRITING II	280	209	74.6%	226	183	81.0%	124	94	75.8%	656	493	75.2%
Writing Subtotal:	358	273	76.3%	305	253	83.0%	162	127	78.4%	825	644	78.1%
Total	2,182	1,563	71.6%	1,810	1,251	69.1%	1,185	808	68.2%	7,361	4,925	66.9%

¹⁹ Source: Florida Department of Education (FLDOE), Florida College System (FCS), Business Intelligence Portal (accessed 12/4/17) based on Community College and Technical Center Management Information Systems (CCTCMIS) data.

* Note: An asterisk indicates a count less than 10. Compression is the only strategy used for 2016-17.

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

Full-Time Equivalent (FTE)

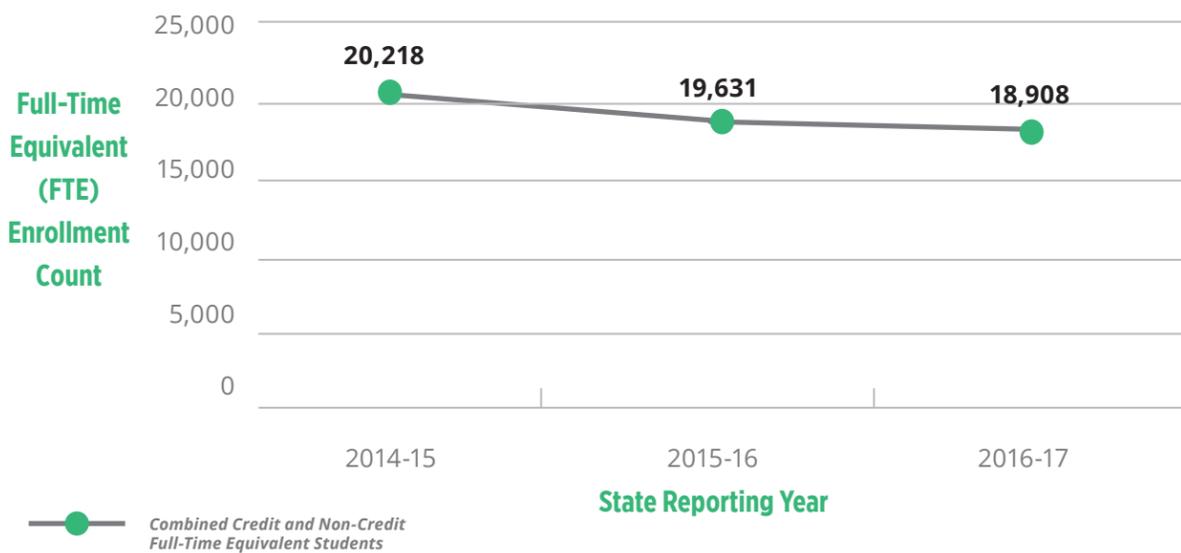
FTE Credit and Non-Credit Enrollment

The FTE of students is a single value providing a meaningful combination of full-time and part-time students. The number of FTE students is calculated based on instructional credit and/or clock hours (e.g. 30 credit hours of enrollment in an academic year = 1 FTE.)²⁰ These hours may count toward what is commonly referred to as funded FTE. The following figure is a longitudinal comparison of all funded FTE by reporting year.²¹



Figure 9

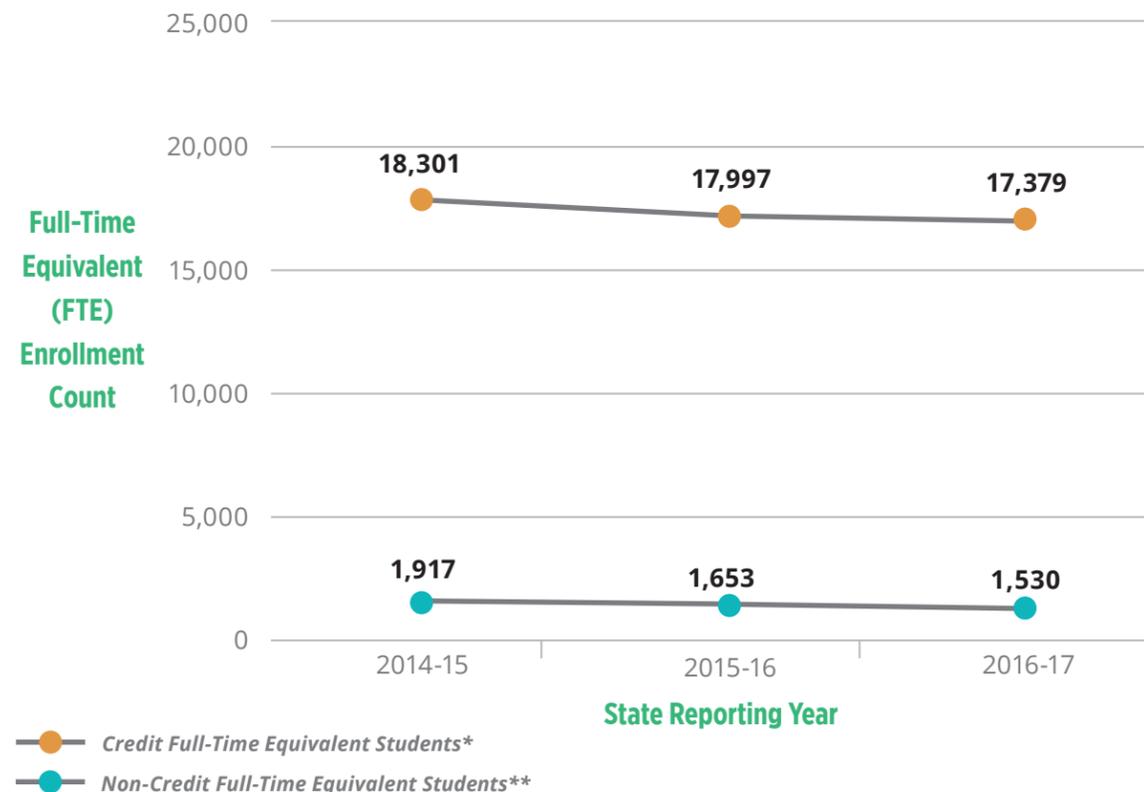
Combined (all credit types) FTE Student Enrollment (2014-15 to 2016-17)



FTE Funded

Figure 10

Disaggregated by Credit and Non-Credit Types²²



²⁰ Funded FTE does not include Life Long Learning and Continuing Workforce Education after 2009-10.

²¹ Source: The Florida College System Enrollment Estimating Conference August 2, 2016 Historical Enrollment Data (July 2016 Release). Florida College System, FTE Enrollment by ICS by Term: Funded, 2016-17 FTE-3.

²² Source: Florida College System, FTE Enrollment by ICS by Term: Funded, 2016-17 FTE-3.

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

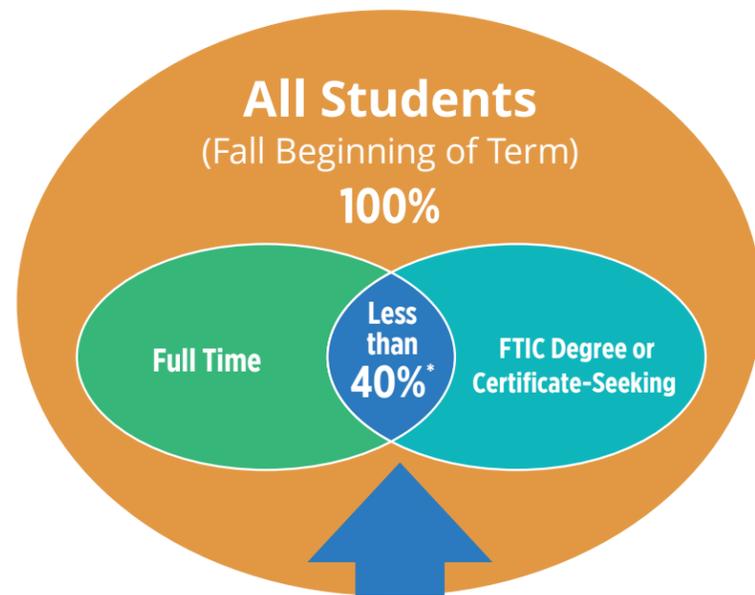
** Non-credit includes Post-Secondary Adult Vocational, Adult Basic Education (ABD), Adult High School, GED® Preparation, Citizenship, Applied Academics for Adult Education (formerly VPI) and English for Academic Purposes (EAP).

Integrated Postsecondary Educational Data System (IPEDS)

FSCJ IPEDS Tracking Cohort Composition

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

seeking students. Of all students registered in any particular Fall Term, those comprising the IPEDS cohort generally represent a relatively small fraction of the total at any given institution. **Figure 11** shows that of 100% of students registered at the beginning term, in any given Fall Term less than 40% are considered full-time, first-time, degree/certificate-seeking.



IPEDS GRS Cohort Students

Figure 11

Annual GRS Cohort Student Selection Used to Calculate IPEDS Graduate Rate

*For fall 2016, 34% of entering students were counted as full-time, first-time. Source: IPEDS, College Navigator, January 2018.

FSCJ IPEDS Graduation Rates

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

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

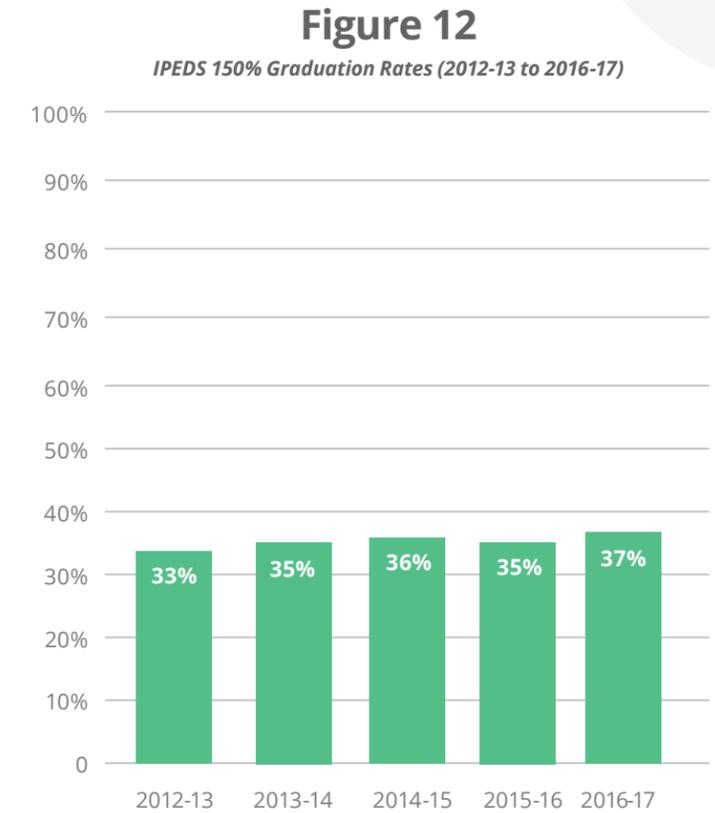
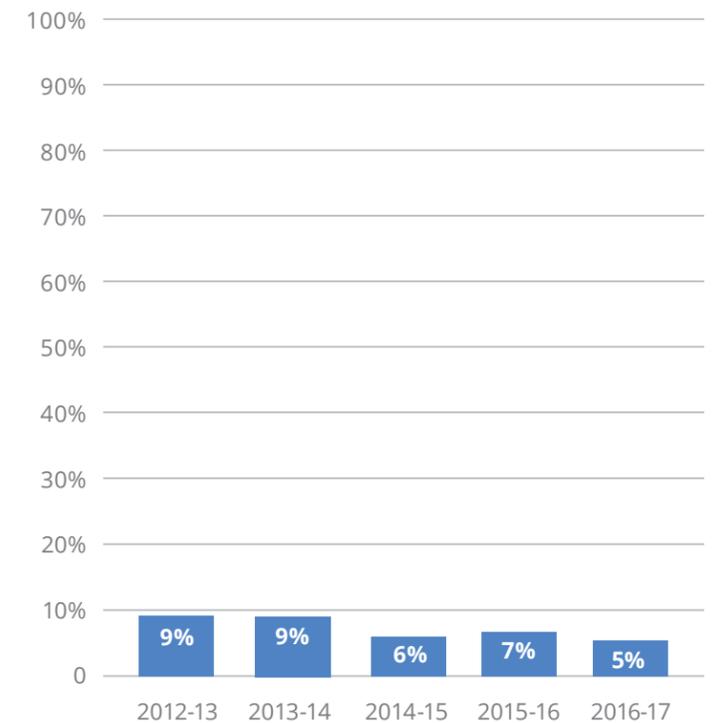


Figure 13

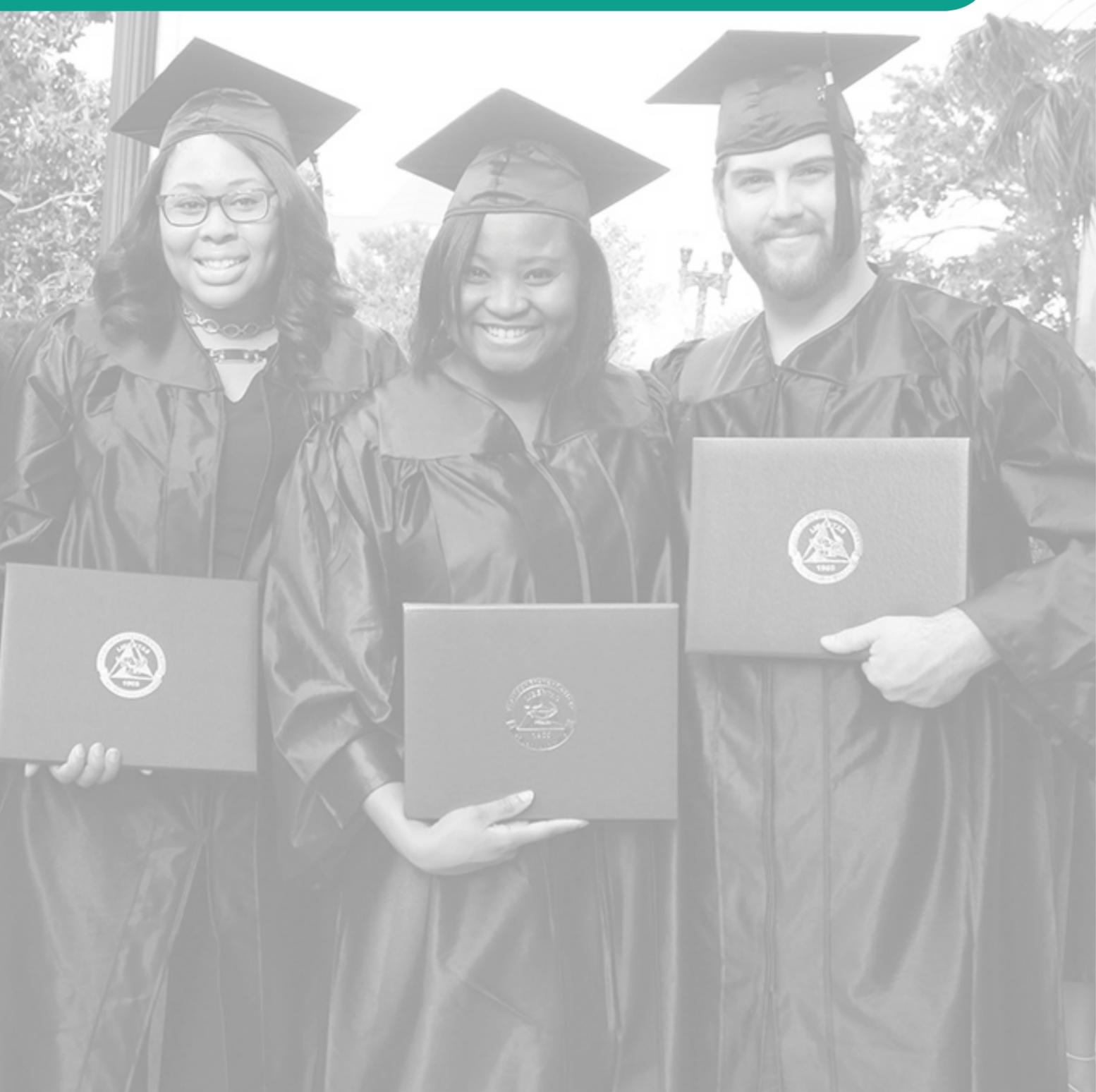
FSCJ IPEDS Transfer-Out Rates (2012-13 to 2016-17)

FSCJ IPEDS Transfer-Out Rates

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



Program Completions



Program Completions²³

Award/Degree	Count
Associate in Arts (A.A.)	3,011
Educator Preparation Institute	*
Associate in Science (A.S.) (A.A.S.)	1,025
Certificates [†]	3,009
Non-Bachelor's Subtotal:	7,045
Education	47
Nursing	127
Other	604
Bachelor's Subtotal:	778
Grand Total	7,823

Table 12

Combined Credit Program Award Completions 2016-17

A total of 7,823 award completions included in both lower division and upper division. As shown in **Table 12**, the majority of lower division completions were Associate in Arts degrees.

²³ Source: Florida College System AA1A Verification Report Year: 2016-17 Term: 1E-3E.

* Indicates a count less than 10.

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

Economic Success of FSCJ Graduates

Table 13

Fifth Year After Graduation Outcomes²⁴

Degree Level	Disclosable Program	Number of Completers	Total Employed Percent	Full Quarter Employment Percent	Average Starting Wage-Median	Continuing Education Percent	Public Assistance Percent
Bachelor's	4	93	77%	71%	\$58,032	10%	*
Associate in Arts	1	3,020	75%	65%	\$40,312	15%	6%
Associate in Applied Science	31	241	77%	72%	\$46,800	11%	5%
Associate in Science	45	845	81%	75%	\$53,292	13%	3%
Workforce Certificates	33	1,068	75%	65%	\$41,812	11%	12%
Applied Technology Diploma	2	29	83%	79%	\$39,840	10%	*
Technical Certificates	27	590	77%	68%	\$40,768	20%	10%
Educator Preparation Institute Certificate	1	134	73%	66%	\$43,160	2%	*

Note: Number of completers is the total number of students who graduated from the program in the cohort. Total employed is the number of completers in the cohort with earnings divided by the total number of completers in the cohort. Full Quarter Employment Percent is the number of completers in the cohort with earnings at/or exceeding the minimum wage divided by the total number of completers in the cohort. Continuing Education is the number of completers in the cohort found continuing their postsecondary education in Florida divided by the total number of completers in the cohort. Public Assistance Percent is the number of students who received food stamps or TANF divided by the total number of completers in the cohort. For a list of disclosable programs and further details, visit: esm.beyondeducation.org/esm/florida/.

²⁴ Source: collegemeasures.org ([esm.beyondeducation.org/esm/florida/school/profile/6/Florida-State-College-at-Jacksonville-\(FL\)](http://esm.beyondeducation.org/esm/florida/school/profile/6/Florida-State-College-at-Jacksonville-(FL)))

Employee Demographics



Table 14 presents a five-year annual “snapshot” of employees by gender.²⁵ For 2017, there were 2,440 employees working at the College as of October 2017. Of these, 1,404 were female and 1,036 were male. **Tables 15 and 16** present additional employee breakdowns by race, ethnicity and temporary status. **Table 17** shows five-year employee counts and percentage for full-time and part-time employee status.

Gender

Table 14. Employee Gender (Five-Year) Counts and Percentages

Employee Gender	2013		2014		2015		2016		2017	
	Count	Percent								
Male	1,291	42.2%	1,196	42.7%	1,189	42.0%	1,157	43.4%	1,036	42.5%
Female	1,768	57.8%	1,604	57.3%	1,643	58.0%	1,510	56.6%	1,404	57.5%
Total	3,059	100.0%	2,800	100.0%	2,832	100.0%	2,667	100.0%	2,440	100.0%

Race and Ethnicity⁺

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

Employee Race and Ethnicity	2013		2014		2015		2016		2017	
	Count	Percent								
White	2,024	66.2%	1,845	65.9%	1,840	65.0%	1,720	64.5%	1,585	65.0%
Black	737	24.1%	675	24.1%	701	24.8%	656	24.6%	589	24.1%
Hispanic	100	3.3%	106	3.8%	110	3.9%	126	4.7%	112	4.6%
Asian	81	2.6%	76	2.7%	83	2.9%	79	3.0%	76	3.1%
American Indian/ Alaska Native	*	*	*	*	*	*	*	*	*	*
Unknown	22	0.7%	15	0.5%	14	0.5%	13	0.5%	*	*
Multi-Racial	83	2.7%	75	2.7%	74	2.6%	65	2.4%	64	2.6%
Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*
Total	3,059	100.0%	2,800	100.0%	2,832	100.0%	2,667	100.0%	2,440	100.0%

Temporary Status

Table 16. Employee Temporary Status (Five-Year) Counts and Percentages

Employee Status	2013		2014		2015		2016		2017	
	Count	Percent								
Temporary	1,305	42.7%	1,159	41.4%	1,173	41.4%	1,089	40.8%	895	36.7%
Not Temporary	1,754	57.3%	1,641	58.6%	1,659	58.6%	1,578	59.2%	1,545	63.3%
Total	3,059	100.0%	2,800	100.0%	2,832	100.0%	2,667	100.0%	2,440	100.0%

Full-/Part-Time Status

Table 17. Employee Full-/Part-Time Status (Five-Year) Counts and Percentages

Employee Status	2013		2014		2015		2016		2017	
	Count	Percent								
Full-Time	1,531	50.0%	1,452	51.9%	1,401	49.5%	1,349	50.6%	1,340	54.9%
Part-Time	1,528	50.0%	1,348	48.1%	1,431	50.5%	1,318	49.4%	1,100	45.1%
Total	3,059	100.0%	2,800	100.0%	2,832	100.0%	2,667	100.0%	2,440	100.0%

²⁵ Source: APR2013-APR2017 Annual APR Submission (2013-2017), Florida College System, Comparative Frequencies, CCTCMS-COMFREQ.

* Indicates a count less than 10.

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

Occupation and Academic Degrees

Employee Occupations²⁶

Table 18. Occupation Activity Classifications (Five-Year) Counts and Percentages

Occupation Activity Classification	2013*		2014		2015		2016		2017	
	Count	Percent								
Management	105	3.4%	101	3.6%	91	3.2%	94	3.5%	102	4.2%
Business and Financial Operations	56	1.8%	56	2.0%	59	2.1%	65	2.4%	67	2.7%
Computer Engineering and Science	100	3.3%	101	3.6%	90	3.2%	83	3.1%	74	3.0%
Community Service, Legal, Arts and Media	136	4.4%	112	4.0%	114	4.0%	146	5.5%	135	5.5%
Instruction	1,220	39.9%	1,194	42.6%	1,180	41.7%	1,151	43.2%	1,115	45.7%
Archivists, Curators and Museum Technicians	*	*	*	*	*	*	*	*	*	*
Librarians	31	1.0%	26	0.9%	37	1.3%	35	1.3%	29	1.2%
Library Technicians	24	0.8%	22	0.8%	18	0.6%	22	0.8%	17	0.7%
Other Teaching and Instructional Support	215	7.0%	197	7.0%	192	6.8%	180	6.7%	174	7.1%
Service	106	3.5%	112	4.0%	112	4.0%	108	4.0%	96	3.9%
Sales and Related	*	*	*	*	*	*	*	*	*	*
Office and Administrative Support	649	21.2%	590	21.1%	559	19.7%	430	16.1%	392	16.1%
Natural Resources, Construction and Maintenance	145	4.7%	129	4.6%	139	4.9%	147	5.5%	141	5.8%
Production, Transportation and Material	*	*	*	*	*	*	*	*	*	*
Student Assistants	264	8.6%	152	5.4%	234	8.3%	198	7.4%	95	3.9%
Total	3,059	100.0%	2,800	100.0%	2,832	100.0%	2,667	100.0%	2,440	100.0%

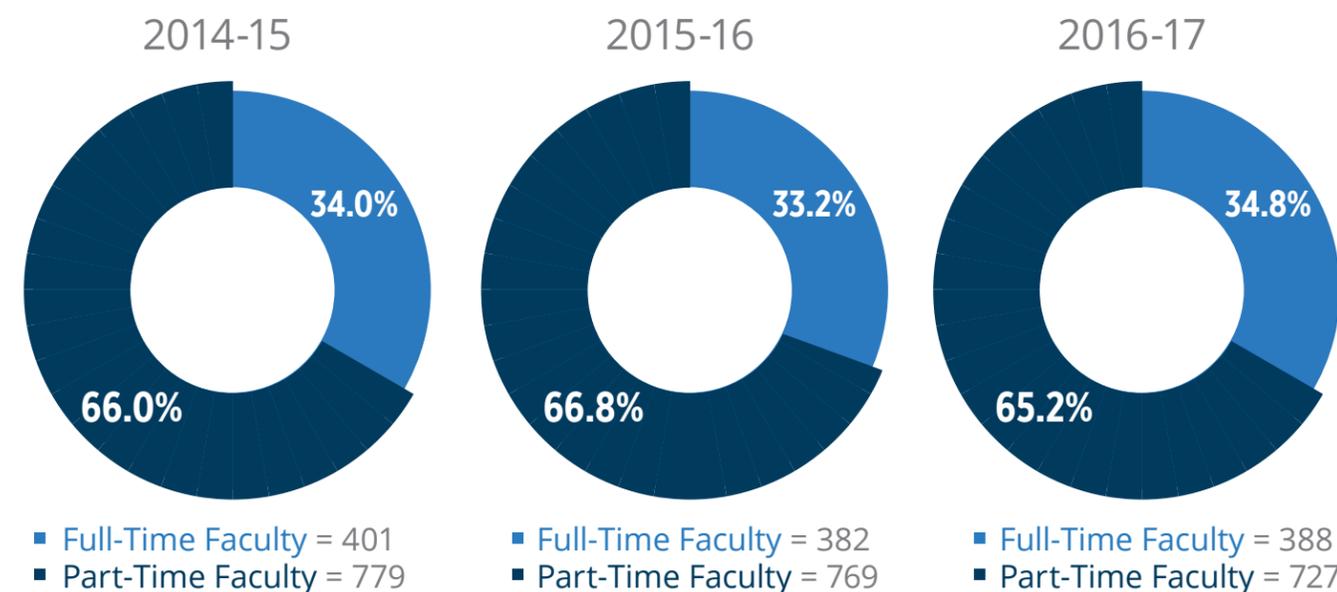
²⁶ Source: APR2013-APR2017 Annual APR Submission (2013-2017), Florida College System, Comparative Frequencies, CCTCMIS - COMPREQgrab
 +Note: Prior to 2013 Occupational Activity was categorized using different groupings.
 * Note: an asterisk indicates a count less than 10.

Employee Academic Degrees

Table 19
Employee Degree Types (Five-Year) Counts and Percentages

Academic Degree Type	2013		2014		2015		2016		2017	
	Count	Percent								
Doctorate	344	11.2%	338	12.1%	345	12.2%	352	13.2%	318	13.0%
Specialist and Advanced Master's	*	*	21	0.8%	19	0.7%	13	0.5%	12	0.5%
Master's	962	31.4%	907	32.4%	899	31.7%	852	31.9%	768	31.5%
Bachelor's	535	17.5%	483	17.3%	455	16.1%	411	15.4%	385	15.8%
Associate	281	9.2%	258	9.2%	261	9.2%	239	9.0%	232	9.5%
Less than Associate	707	23.1%	579	20.7%	634	22.4%	610	22.9%	342	14.0%
Other	230	7.5%	214	7.6%	219	7.7%	190	7.1%	147	6.0%
Unknown/ Not Applicable	*	*	*	*	*	*	*	*	236	9.7%
Total	3,059	100.0%	2,800	100.0%	2,832	100.0%	2,667	100.0%	2,440	100.0%

Figure 14
Instructional Staff Composition²⁷



²⁷ Source: IPEDS Human Resource Survey, Annual Personnel Report, reported as of October of the reporting year.

Facilities Utilization, Descriptions and Valuation

Table 20 contains a summary of College facilities measures and values. The College had 55% utilization for classrooms and 70% utilization for labs in Spring 2016. The state standard is 60% for classrooms and 80% for labs. The College took utilization into account on a campus level to determine appropriateness of proposed remodeling and to establish priorities. Renovation/Remodel project funding

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

Table 20

Facilities Statistics

(Sites, Acreage, Buildings, Valuation 2016-17)²⁸

Measure	Value
Number of Sites	7
Total Operating Campuses	4
Total Acres*	844
Total Owned Buildings**	102
Owned Total Gross Square Feet**	2,435,028
Building Values***	\$829,287,551
Content Values***	\$65,125,213
Combined Values***	\$894,412,764

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

²⁸ Source: Florida State College at Jacksonville Facilities (received January 31, 2018).



Campus and Center Location and Description

FSCJ facilities consist of four campuses and three centers, encompassing 113 buildings with approximately 3 million gross square feet (GSF) on over 830 acres in northeast Florida.

1 Downtown Campus and Administrative Offices²⁹

Downtown Campus opened in 1977 and is home to the College's advanced technology programs, including computer networking and cyber security, advanced manufacturing, biomedical technology and biotechnology. Degree programs in other high-demand fields, such as logistics and supply chain management, office administration, business management and early childhood education are fully offered on this campus. Pathways to high-wage, high-skill technical fields such as automotive technician, diesel technician, construction management, building trades and welding round out the diverse program offerings of this campus. Adults who need to learn English as a Second Language or complete a high school credential for entry into a college or career program can accomplish those goals as well.

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

The **Urban Resource Center**, adjacent to the Administrative Offices, is an academic facility that includes classrooms, a test center and offices.

The historic **Main Street Center** is adjacent to Downtown Campus and houses Security and Financial Aid.

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



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



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



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



²⁹All information and text in this section provided by the FSCJ Facilities Department.

Campus and Center Location and Description

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



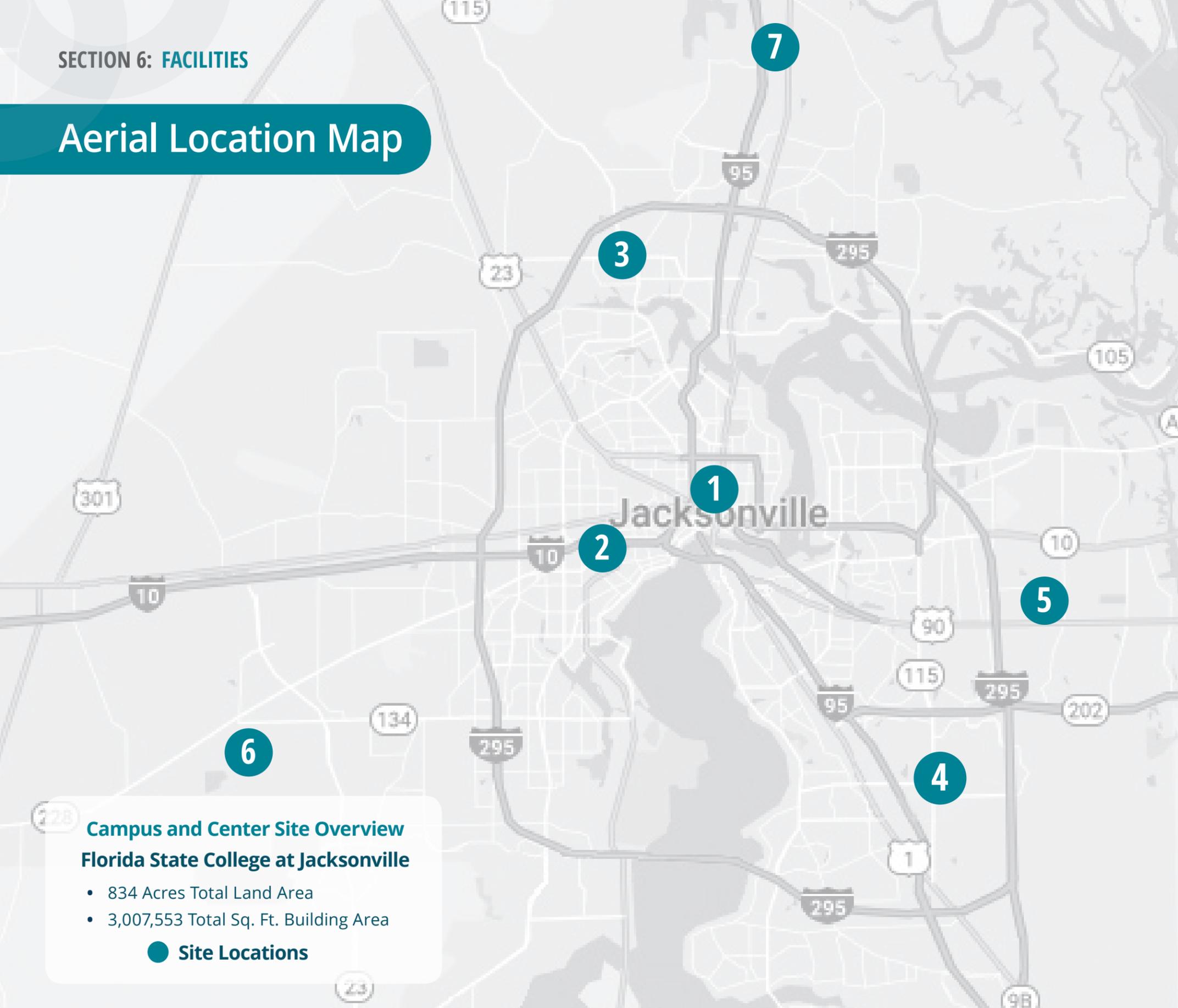
- 6 Cecil Center** was established after the Navy vacated Cecil Field in August of 1999. Currently, Cecil Center is divided in two. Cecil Center South is located adjacent to Cecil Airport. Cecil Center North is located along New World Avenue, adjacent to Normandy Boulevard. The Aviation Center of Excellence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



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



Aerial Location Map



228 **Campus and Center Site Overview**
Florida State College at Jacksonville

- 834 Acres Total Land Area
- 3,007,553 Total Sq. Ft. Building Area

● **Site Locations**

Figure 15
 Facilities Campus and Center Site Overview
 (Location Map and Aerial Photos)³⁰

-  **1** Downtown Campus/
Administrative Offices
-  **2** Kent Campus
-  **3** North Campus
-  **4** Deerwood Center
-  **5** South Campus
-  **6** Cecil Center
-  **7** Nassau Center

Revenue and Expenses

Table 21
Statement of Revenues, Expenses and Changes
(Audited Financials)³¹

Revenues

Operating Revenues:

	COLLEGE	COMPONENT UNIT
Student Tuition and Fees, Net of Scholarship Allowances of \$21,995,141	\$39,436,748	
Federal Grants and Contracts	\$6,962,492	
State and Local Grants and Contracts	\$2,443,518	
Nongovernmental Grants and Contracts	\$1,238,785	
Sales and Services of Educational Departments	\$557,757	
Auxiliary Enterprises	\$1,435,450	\$7,363,866
Other Operating Revenues	\$1,945,600	\$932,029
Total Operating Revenues	\$54,020,350	\$8,295,895

Expenses

Operating Expenses:

Personnel Services	\$111,225,375	\$546,142
Scholarships and Waivers	\$26,624,030	\$832,228
Utilities and Communications	\$4,767,944	
Contractual Services	\$10,614,748	\$7,025,728
Other Services and Expenses	\$6,060,154	\$1,227,282
Materials and Supplies	\$17,826,715	\$213,429
Depreciation	\$10,061,557	
Total Operating Expenses	\$187,180,523	\$9,844,809
Operating Loss	(\$133,160,173)	(\$1,548,914)

Nonoperating Revenues (Expenses)

State Noncapital Appropriations	\$78,590,659	
Federal and State Student Financial Aid	\$45,701,975	
Gifts and Grants	\$331,307	
Investment Income (Loss)	\$1,339,036	(\$73,975)
Other Nonoperating Revenues	\$16,534	
Loss on Disposal of Capital Assets	(\$16,616)	
Interest on Capital Asset-Related Debt	(\$115,721)	
Net Nonoperating Revenues (Expenses)	\$125,847,174	(\$73,975)

Loss Before Other Revenues

	(\$7,312,999)	(\$1,662,889)
State Capital Appropriations	\$2,629,449	
Capital Grants, Contracts, Gifts and Fees	\$4,835,540	
Additions to Permanent Endowments		\$192,797

Total Other Revenues

Total Other Revenues	\$7,464,989	\$192,797
Increase (Decrease) in Net Position	\$151,990	(\$1,430,092)
Net Position, Beginning of Year	\$221,495,639	\$46,332,941
Net Position, End of Year	\$221,647,629	\$44,892,849

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

³¹ Florida State College at Jacksonville, a component unit of the state of Florida statement of revenues, expenses and charges in net position for the fiscal year ending June 30, 2016.

Table 22

Functional Distribution of Operating Expenses

Functional Classification	Amount
Instruction	\$59,790,155
Public Services	\$120,490
Academic Support	\$24,835,483
Student Services	\$13,857,269
Institutional Support	\$24,591,770
Operation and Maintenance of Plant	\$26,703,501
Scholarships and Waivers	\$26,624,030
Depreciation	\$10,061,557
Auxiliary Enterprises	\$596,268
Total Operating Expenses	\$187,180,523

Table 22. College operating expenditures are presented categorically. Total annual operating cost for the College is \$187,180,523. For the fiscal year ending June 30, 2016, as shown, the main cost categories include: (1) Personnel Services, (2) Scholarship and Waivers, (3) Utilities and Communications, (4) Contractual Services, (5) Other Services and Expenses and (6) Materials and Supplies.

Resource Development (Grants)

In 2016-17, the Resource Development team secured \$10,699,457 in grant awards in collaboration with campus and department design team members. Information on some of the most noteworthy grants of 2016-17 are listed below.

FSCJ received the Advanced Manufacturing: Northeast Florida America’s Promise Grant from the U.S. Department of Labor to strengthen and expand job training partnerships for the community. As the only college in Florida to receive this grant, FSCJ is using the \$1,804,656 award to support advanced manufacturing training opportunities.

The College received \$3,037,551 in grant awards in 2016-17 from the Florida Department of Education for the Carl D. Perkins Postsecondary Section 132, Carl D. Perkins Rural and Sparsely Populated, Adult General Education, English Literacy and Civics

Education and College Reach Out programs.

In 2017, the National Science Foundation awarded FSCJ \$299,363 for year one of a three-year Building Opportunities for STEM (Science, Technology, Engineering and Mathematics) Success (BOSS) grant from the Improving Undergraduate STEM Education (IUSE) program. This grant will help FSCJ evaluate the impact of strategically embedding key study skills into six cross-sector STEM courses. A group of FSCJ interdisciplinary STEM faculty members will create and embed new study skills learning strategies to improve interest and learning gains for 360 students in the following courses: College Algebra, Earth and Space Science, Life in its Biological Environment, Introduction to General Chemistry, Hardware Configuration (I.T.) and Introduction to Engineering.

Financial Aid

Table 23

Types of Financial Aid Awarded 2016-17³²

In 2016-17, FSCJ distributed over \$94 million dollars in financial assistance. Typically, a student receives multiple types of financial aid. Grants and scholarships are funds that do not have to be repaid.

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

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

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

Scholarship money is based upon the nature of the scholarship (merit-based, need-based, athletic, etc.). FSCJ awarded over \$2.4 million dollars in scholarships. The state of Florida’s Bright Futures Scholarship that provides money to students with meritorious high school academic achievement awarded over \$400,000 in awards to FSCJ.

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

Award Type	Amount	Percentage of Total Award Amount	Award Count
Grants	\$46,568,227	49.5%	34,898
Loans	\$44,654,058	47.4%	12,626
Scholarships	\$2,448,851	2.6%	2,528
Student Employment	\$443,732	0.5%	387
Total Financial Aid Awarded	\$94,114,867	100.0%	50,439

³²Source: Florida College System Awarded Aid Counts for Financial Aid, 2016-17.

FSCJ Foundation Overview

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

FSCJ Foundation Spending and Investment Policy

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

Endowment Investment Policy Objectives

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

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

What is an Endowment?

The Foundation maintains three types of endowment funds:

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

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

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

Figure 16
FSCJ Endowed and Quasi-Endowed Balance Trends (2012-16)³³

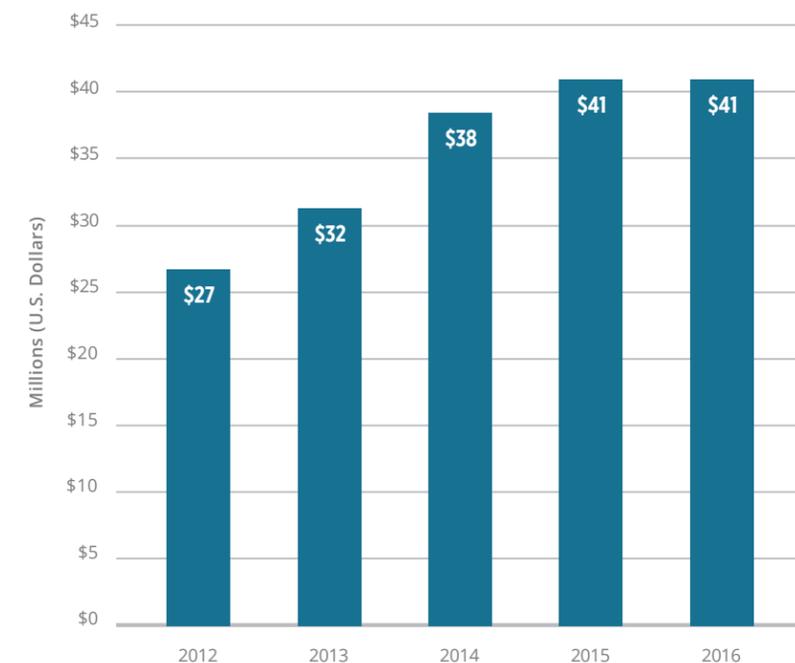
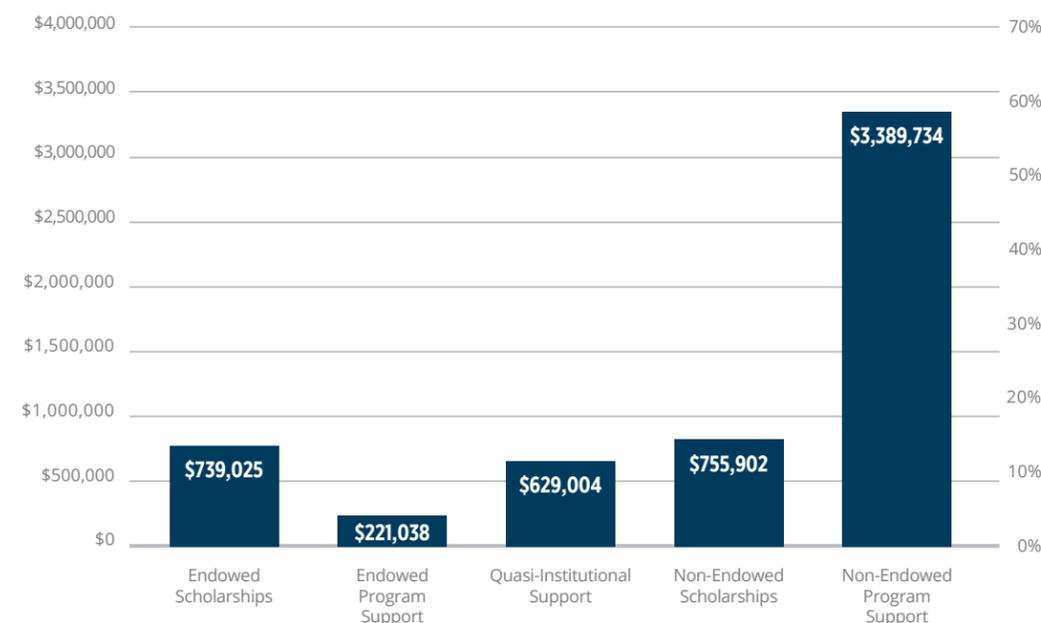


Figure 17
FSCJ Endowed and Quasi-Endowed Balances



³³ Source: Florida State College at Jacksonville Foundation Annual Report. June 30, 2016 and 2017, pages 8-9.

SECTION 8: FSCJ FOUNDATION

Figure 18

FSCJ Endowed and Quasi-Endowed Spending Allocations

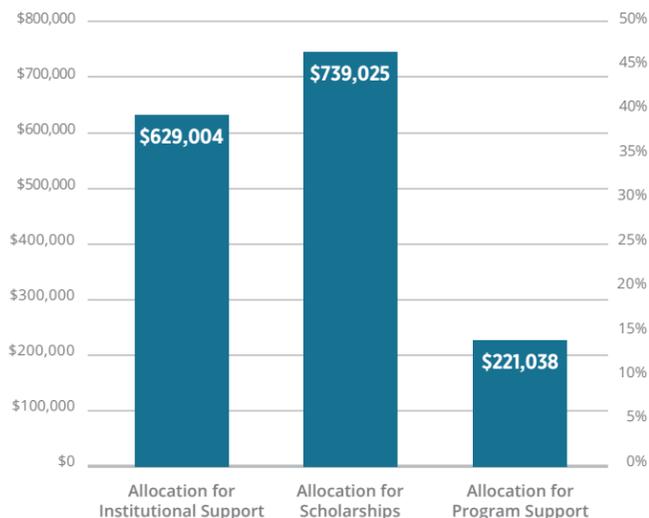
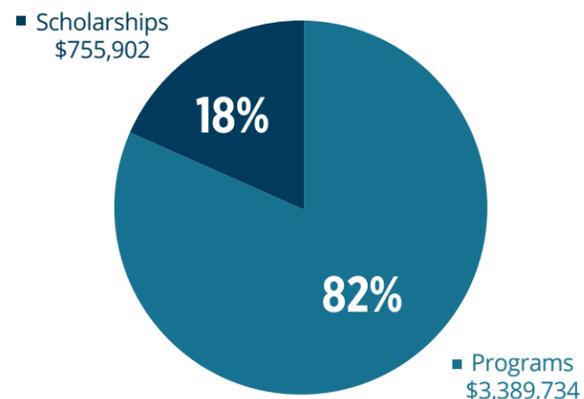


Figure 19

FSCJ Non-Endowed Scholarships and Program Support

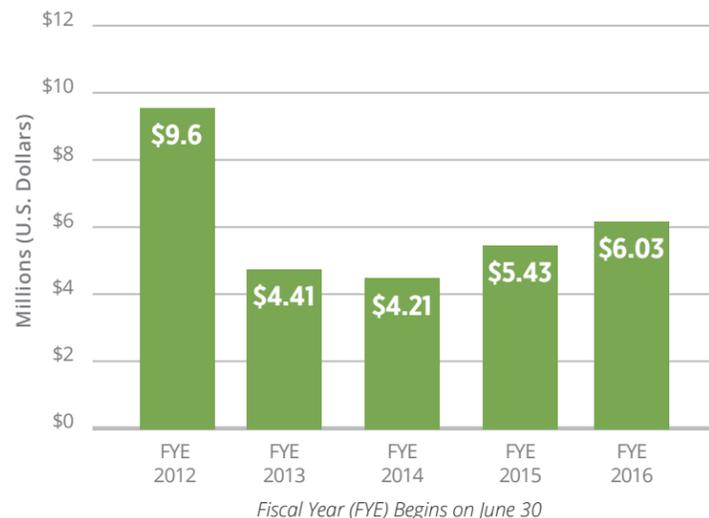


Non-Endowed Scholarships and Program Support
\$4,145,636

Figure 20

FSCJ Artist Series Operating Revenue From Performing Arts Events

(Not Including Contributions and Other Revenues – Per Audited Financial Statements)



Non-Endowed Total Support to College
\$5,734,703

Foundation Board of Directors³⁴

- | | | |
|--------------------------------|--|---|
| Chairperson | Ms. Martha E. Barrett
<i>Bank of America
Senior Vice President, Enterprise Business and Community Engagement</i> | Dr. Cynthia A. Bioteau
<i>College President</i> |
| First Vice Chairperson | Ms. Velma Monteiro-Tribble
<i>Florida Blue Foundation
Director, Grants and Programs</i> | Ms. Candace Holloway
<i>District Board of Trustees Liaison</i> |
| Second Vice Chairperson | Mr. Wayne Young
<i>JEA
Director, Response and Environmental Programs</i> | Mr. Danny Berenberg
<i>Giftcounsel.com</i> |
| Treasurer | Mr. Wilson S. Studstill
<i>Raymond James & Associates
Senior Vice President, Investments</i> | Mr. Ronald W. Calloway
<i>C & S Wholesale Grocers
Senior Vice President, Operations</i> |
| Secretary | Mr. Robert P. Cook
<i>Great South Timber & Lumber, Inc.
General Partner & Executive Vice President</i> | Ms. Nancy Chartrand
<i>The Chartrand Foundation</i> |
| Immediate Past Chair | Mr. Jeff Edwards
<i>Beaver Street Fisheries, Inc.
Chief Financial Officer</i> | Mr. Husein Cumber
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Executive Vice President</i> |
| | | Dr. Allison DeFoor
<i>The Episcopal Diocese of Florida</i> |
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<i>Hazel Partners, LLC
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| | | Dr. H. Wade Barnes Jr.
<i>Director Emeritus</i> |
| | | Mr. James H. Winston
<i>Directors Emeritus</i> |
| | | Mr. Edward A. Nimnicht, II
<i>Director Emeritus</i> |
| | | Dr. Stephen R. Wise
<i>Directors Emeritus</i> |

³⁴ Membership as of December 22, 2017. For additional information, visit fscj.edu/fscj-foundation/about/foundation-board-of-directors.

List of Figures

Figure 1. College Location and Service Area within the Florida College System	3
Figure 2. Student Geographic Dispersion Across FSCJ Service Area by Zip Code Location (Map)	10
Figure 3. Five-Year Student Gender Percentage Comparisons of Annual Enrollment by Academic Year	11
Figure 4. Student Age Percentages by Category for Enrollment 2016-17	12
Figure 5. Five-Year, Full-Time and Part-Time Annual Enrollment Status	13
Figure 6. IPEDS Non-Resident Alien Enrollment (2012-16)	15
Figure 7. Total Pell Grant Dollars Awarded to FSCJ and Total Pell Grant Award Count	16
Figure 8. Four-Year Annual, Unduplicated Enrollment for Students Enrolled in a Course	17
Figure 9. Combined (All Credit Types) FTE Student Enrollment (2014-15 to 2016-17)	21
Figure 10. FTE Equivalent Funded Disaggregated by Credit and Non-Credit Types	22
Figure 11. FSCJ IPEDS Tracking Cohort Composition	23
Figure 12. FSCJ IPEDS Graduation Rates	24
Figure 13. FSCJ IPEDS Transfer-Out Rates	24
Figure 14. Composition of Instructional Staff	30
Figure 15. Facilities Campus and Center Site Overview (Location Map and Aerial Photos)	38
Figure 16. FSCJ Endowed and Quasi-Endowed Balance Trends	44
Figure 17. FSCJ Endowed and Quasi-Endowed Balances	44
Figure 18. FSCJ Endowed and Quasi-Endowed Spending Allocations	45
Figure 19. FSCJ Non-Endowed Scholarships and Program Support	45
Figure 20. FSCJ Artist Series Operating Revenue from Performing Arts Events (2012-16)	45

List of Tables

Table 1. Duval and Nassau Counties (College Service Area) Age Demographics	6
Table 2. Duval and Nassau Counties (College Service Area) Race and Ethnicity Demographics	6
Table 3. Duval and Nassau Counties (College Service Area) Gender Demographics	6
Table 4. Student Enrollment Count and Percentage Across FSCJ Service Area by Zip Code Location (2016-17)	9
Table 5. Five-Year Student Race/Ethnicity Counts and Percentages by Annual Enrollment	12
Table 6. Five-Year Annual Enrollment Trends by Category of Enrollment	14
Table 7. Limited English Proficiency by Program Enrollment (2016-17)	15
Table 8. Six-Year Federal Work Study Awards	16
Table 9. Annual Enrollment by Program Area (2016-17)	17
Table 10. Baccalaureate Enrollment by Program of Study	18
Table 11. Developmental Education Enrollment and Success by Course (2016-17)	20
Table 12. Combined Credit Program Award Completions (2016-17)	26
Table 13. Economic Success of FSCJ Graduates (Fifth Year After Graduation Outcomes)	26
Table 14. Employee Gender (Five-Year) Counts and Percentages	28
Table 15. Employee Race and Ethnicity (Five-Year) Counts and Percentages	28
Table 16. Employee Temporary Status (Five-Year) Counts and Percentages	28
Table 17. Employee Full- and Part-Time Status (Five-Year) Counts and Percentages	28
Table 18. Occupation Activity Classifications (Five-Year) Counts and Percentages	29
Table 19. Employee Degree Types (Five-Year) Counts and Percentages	30
Table 20. Facilities Statistics (Sites, Acreage, Buildings, Valuation) (2016-17)	31
Table 21. Statement of Revenues, Expenses and Changes (Audited Financials)	40
Table 22. Functional Distribution of Operating Expenses	41
Table 23. Financial Aid Awards by Type (2016-17)	42