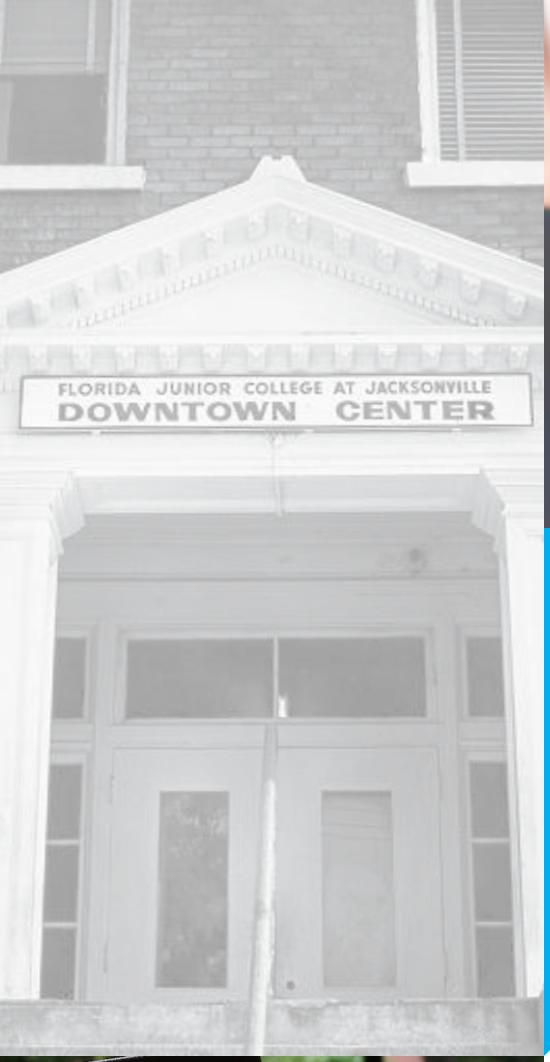

2014-15

FACT BOOK

Florida State College at Jacksonville™

2014-15

FACT BOOK

Acknowledgements: The FSCJ FACT BOOK is produced by the Office of Institutional Analytics and Research (IAR) as a component of Institutional Advancement in collaboration with the College community at large. Special thanks are extended to the President's Cabinet and all who supported and assisted in producing this year's volume.

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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1 Membership as of 10/18/2015. For additional information, see fscj.edu/discover-fscj/gov-admin/district-board-of-trustees/.

FLORIDA STATE COLLEGE AT JACKSONVILLE™

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College History

Founded in 1965, Florida State College at Jacksonville (FSCJ), then known as Florida Junior College (FJC), opened its doors 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 County.

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 at the Civic Auditorium.

Over the next 20 years, the College established the five campuses that are still occupied today and make up the current FSCJ. Beginning in August 1970, FJC

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.

Overview

opened North Campus, the first permanent campus of the College. One year later South Campus opened on Beach Boulevard as the second permanent campus. Four years after that 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 continued to grow exponentially, expanding the programs and courses it offered students. In 2007, 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 (FSCJ). From an initial enrollment of 2,610 students in Fall 1966 to the current enrollment of more than 50,000 students.

As we build upon our past and look forward to our future, FSCJ strives to provide high value, relevant life-long education that enhances the intellectual, social, cultural and economic development of our diverse community.

Strategic Goals

In December 2014, the District Board of Trustees approved Florida State College at Jacksonville's Strategic Plan Framework 2014-17[2] and associated measurable outcomes. After several months of dialogue and reflective input from faculty, staff, students and community and business leaders, five strategic goals were identified that will guide the College's priorities over the next several years.

1. **Promote access and equity**
2. **Enhance rigorous and relevant learning opportunities**
3. **Increase retention and completion**
4. **Contribute to workforce and economic development**
5. **Cultivate institutional efficiency and effectiveness**

2 *Available at fscj.s3.amazonaws.com/27521/strategic-plan-framework.pdf*

College Service Area

Service Area Description

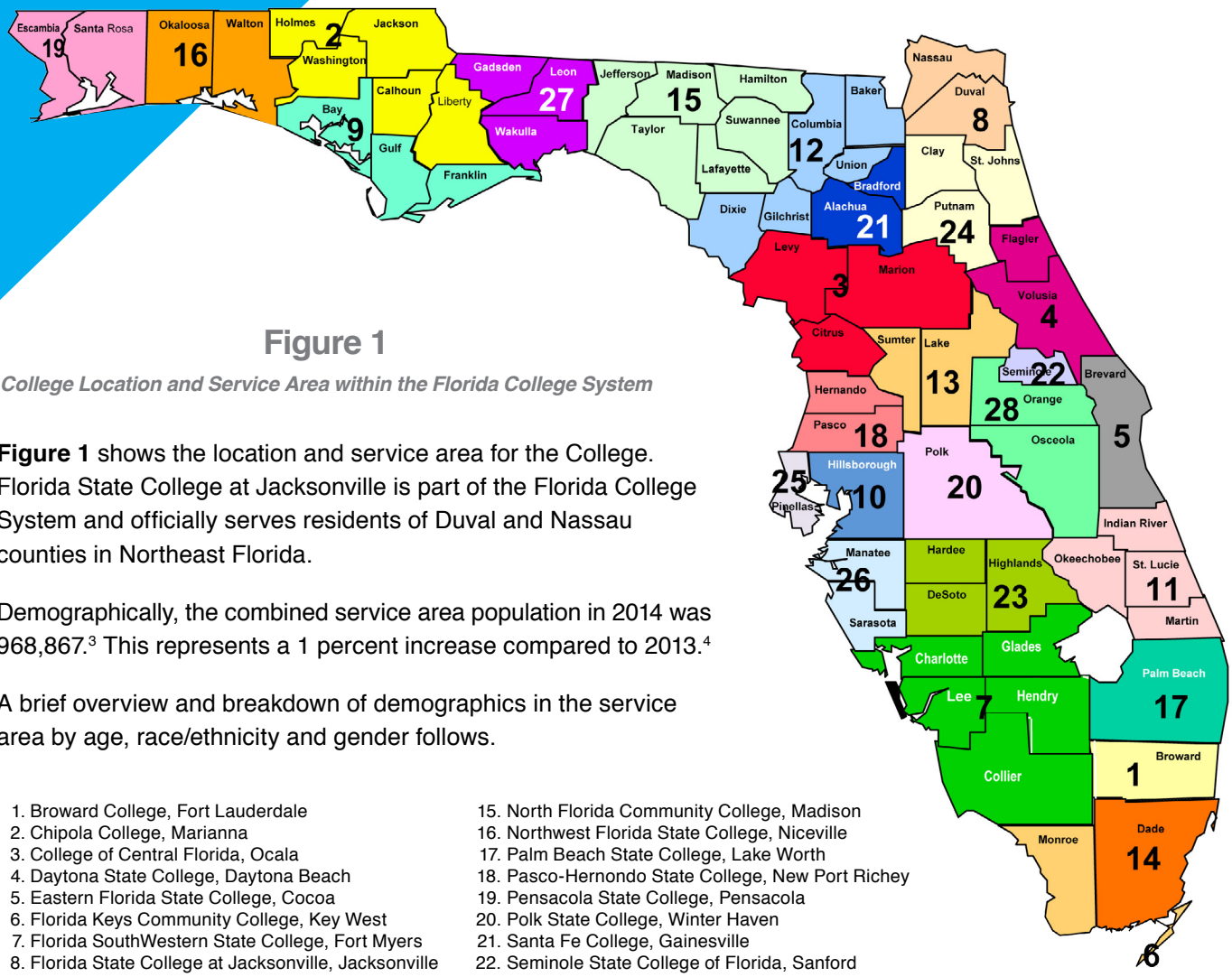


Figure 1

College Location and Service Area within the Florida College System

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

Demographically, the combined service area population in 2014 was 968,867.[3] This represents a 1 percent increase compared to 2013.[4]

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

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

3 *U.S. Census Bureau, birth and mortality rates from the US Health Department, Florida Department of Economic Opportunity EMSI Q2 2015 Data Set accessed 10/18/15.*

4 *The 2013 service area population was 960,553.*

College Service Area

Brief Demographic Overview of Service Area[5]

Age

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

Age Cohort	2013 Population	2014 Population	2014 % of Cohort
Under 15	183,671	184,994	19.09%
15 to 19 years	58,858	59,454	6.14%
20 to 24 years	71,357	69,815	7.21%
25 to 29 years	75,502	76,310	7.88%
30 to 34 years	69,639	71,093	7.34%
35 to 39 years	59,512	60,231	6.22%
40 to 44 years	63,018	61,699	6.37%
45 to 49 years	65,725	65,220	6.73%
50 to 54 years	69,353	68,617	7.08%
55 to 59 years	65,467	66,675	6.88%
60 and over	178,451	184,759	19.07%
Total	**960,553**	**968,867**	

Race & Ethnicity

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

Race/Ethnicity	2013 Population	2014 Population	2014 % of Cohort
White, Non-Hispanic	556,403	557,034	57.49%
Black, Non-Hispanic	261,506	264,039	27.25%
White, Hispanic	62,873	65,328	6.74%
Asian, Non-Hispanic	39,918	41,154	4.25%
Two or More Races, Non-Hispanic	21,382	22,216	2.29%
Black, Hispanic	8,583	8,877	0.92%
Two or More Races, Hispanic	3,417	3,604	0.37%
American Indian or Alaskan Native, Non-Hispanic	3,052	3,066	0.32%
American Indian or Alaskan Native, Hispanic	1,236	1,295	0.13%
Asian, Hispanic	1,096	1,134	0.12%
Native Hawaiian or Pacific Islander, Non-Hispanic	795	814	0.08%
Native Hawaiian or Pacific Islander, Hispanic	292	306	0.03%
Total	**960,553**	**968,867**	

Gender

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

Gender	2013 Population	2014 Population	Change	% Change	2014 % of Cohort
Female	494,215	498,592	4,377	1%	51.45%
Male	466,338	470,275	3,986	1%	48.55%
Total	**960,553**	**968,867**	**8,363**		

5 Source: U.S. Census Bureau, birth and mortality rates from the US Health Department, Florida Department of Economic Opportunity EMSI Q2 2015 Data Set accessed 10/18/15.

SECTION 3

Student Demographics

Demographic Overview

The student demographic characteristics presented in this section specifically reference Fall 2014 beginning-of-term (BT) enrollment data.[6] This data set includes an unduplicated count of 25,514 students of known gender[7] who were enrolled at the College during that period. The data are also used and reported by the Florida Department of Education (FLDOE) and U.S. Department of Education (DoED), Integrated Postsecondary Education Data System (IPEDS)[8] to report student demographic characteristics at participating American postsecondary institutions.

Collegewide by gender, 60% of students were female and 40% were male. The median age was 23.8 years and the mean or average (calculated as of September 1, 2014) was 27.3 years. Using the consolidated race and ethnicity categories specified by the FLDOE,[9] the Fall 2014 beginning-of-term enrollment disaggregates as 25% Black or African American, 49% White, 7% Hispanic or Latino, 2% two or more races, 4% other minority, 11.5% unreported/unknown and 1% non-resident alien.

Less than one third (31%) of students were enrolled as full time at the College, with most students (69%) enrolled as part time. Taken as a percentage of only full-time entering freshmen (n=3,373), 1,159 or 34% were counted as Full-time, First Time in College (FTFTIC).[10] Taken as a percentage of the total Fall 2014 beginning-of-term enrollment (n = 25,514) and including all First Time in College (FTIC) students (n = 2,569), the percentage FTIC is 10% based on Entering Class Type, which uses the categories of Dual Enrollment (DE), Former DE First Time After High School, First Time Transfer and Continuing, in addition to FTIC. Additional student demographic details based on the fall enrollment are provided later in this section.

6 *The data source in the FSCJ, IPEDS EF2 data file EF2IPFIL.T2B2015.*

7 *Only gender designations of male or female are counted as valid in the EF2 data set.*

8 *The Integrated Postsecondary Education Data System (IPEDS), surveys conducted by the NCES, began in 1986 and involves annual institution-level data collections.*

9 *These categories combine American Indian or 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.*

10 *This percentage is cited by various Federal sources including U.S. Department of Education, National Center for Education Statistics (NCES), CollegeNavigator among others.*

Student Demographics

Geographic Dispersion

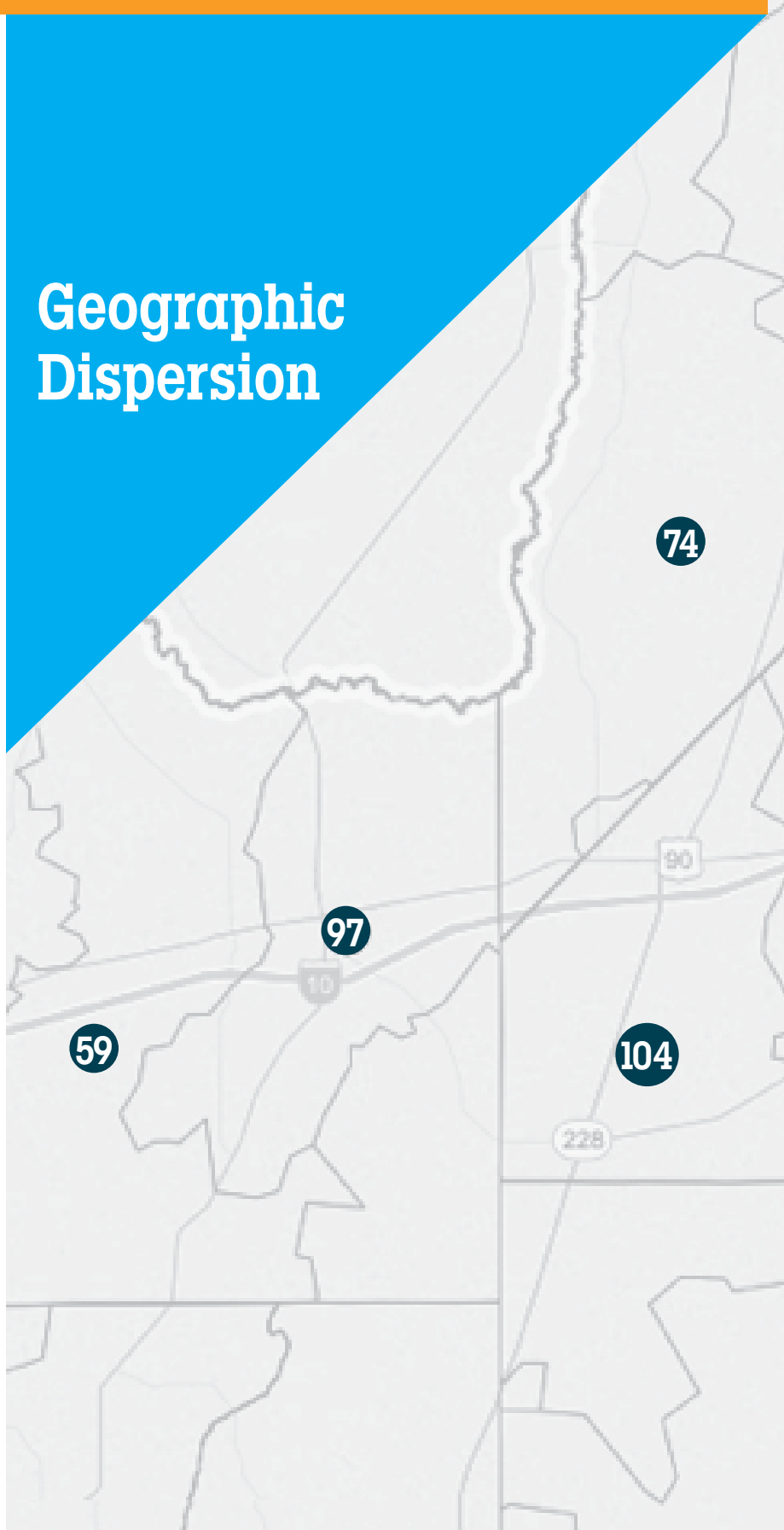
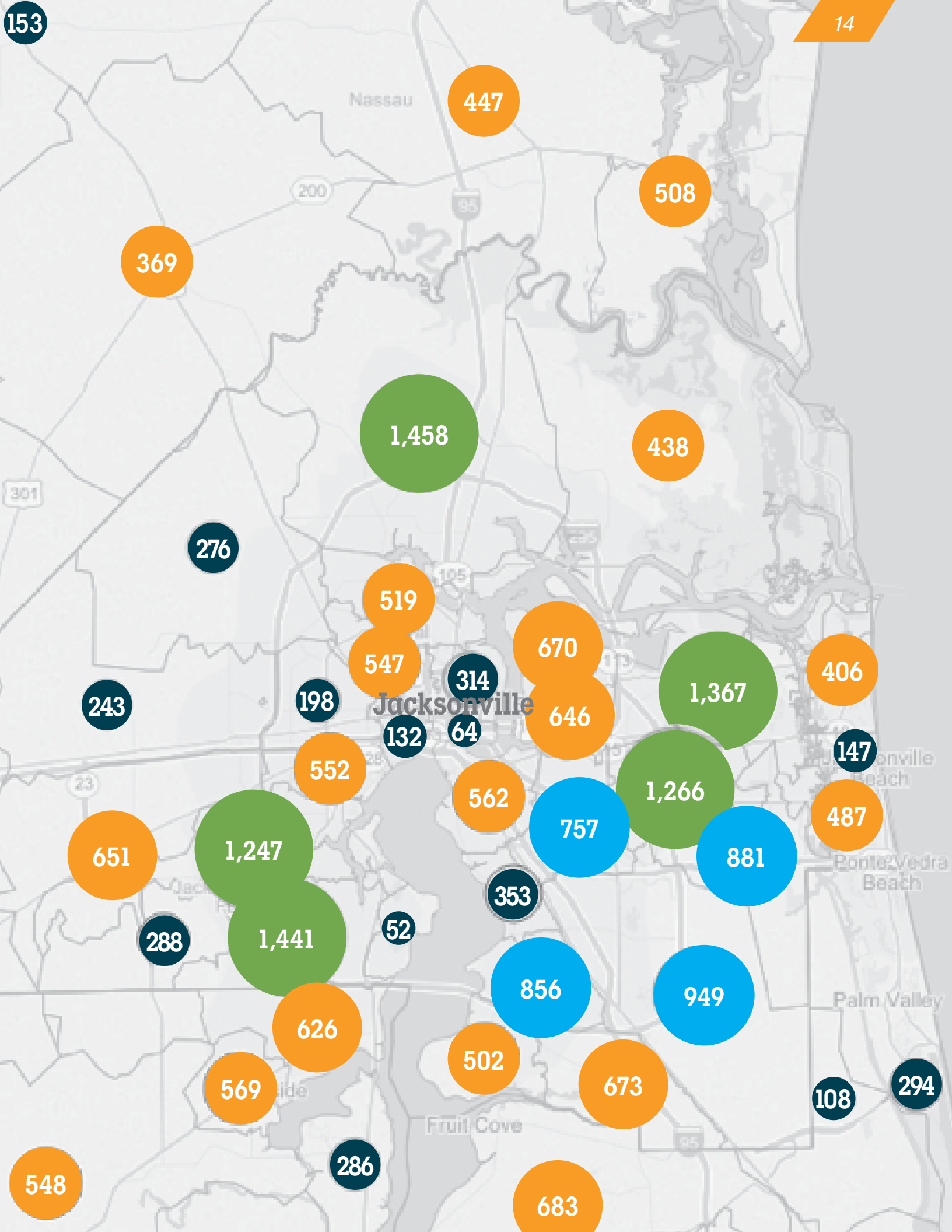


Figure 2

Fall 2014 Service Area Student Count by Zip Code Location[11]

11 Map based on Longitude (generated) and Latitude (generated). Pie size is proportional to student count in zip code. Details are shown for zip. The data are filtered on FSCJ Academic (Fall) Term and Duval-Nassau_MapSet1, which is a subset containing 48 zip codes that account for 95.14% (n = 24,275) in the Fall 2014 beginning-of-term EF2 (IPEDS) data set. The view is filtered on student count in zip code, which ranges from 50 to 1,458.


153
Nassau
447
508
200
369
1,458
438
301
276
519
547
670
314
406
1,367
243
198
Jacksonville
646
132
64
147
552
562
1,266
757
487
651
1,247
881
353
288
1,441
52
856
949
626
502
673
294
569
108
Fruit Cove
286
548
683

Student Demographics

Gender

As shown in **Figure 3**, student gender comparisons have remained consistent for the past five years at approximately **60% female** and **40% male**.

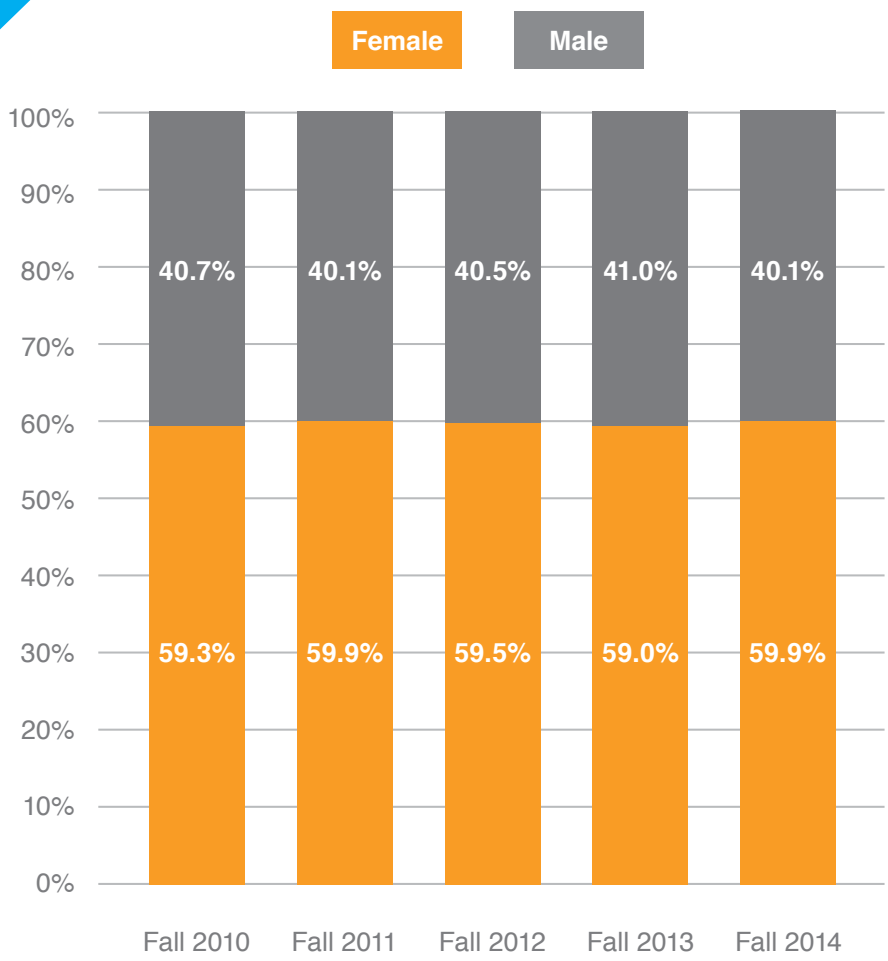


Figure 3

Five-Year Student Gender Percentage Comparisons by Fall Academic Term

Race & Ethnicity

Race/Ethnicity (FLDOE)
Black
White
Hispanic
Two or More
Other Minority
Not Reported
Non-resident Alien
Term Total

Student race and ethnicity can be represented in various ways using more or less specific categorical definitions.[12] Table 4 shows the categories used by the FLDOE. Using this system, corresponding counts and percentages are shown for the College over the past five years with totals and average percentages shown in the rightmost columns. Academic term totals (shown at the bottom of the table) reflect the official fall, beginning-of-term enrollment counts as reported by both the FLDOE and DoED.

Table 4

Five-Year Student Race/Ethnicity (FLDOE) Counts and Percentages by Fall Academic Term (2010–14)

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Five-Term Total	
	Student Count	% Term	Student Count	% Term	Student Count	% Term	Student Count	% Term	Student Count	% Term	Student Count	Average
	6,895	24.1%	8,356	27.1%	7,721	25.7%	7,291	25.9%	6,481	25.4%	36,744	25.7%
	14,585	50.9%	14,067	45.6%	14,015	46.6%	13,560	48.2%	12,470	48.9%	68,697	48.0%
	1,639	5.7%	1,789	5.8%	1,785	5.9%	1,769	6.3%	1,725	6.8%	8,707	6.1%
	314	1.1%	343	1.1%	410	1.4%	504	1.8%	563	2.2%	2,134	1.5%
	1,219	4.3%	1,308	4.2%	1,286	4.3%	1,236	4.4%	1,119	4.4%	6,168	4.3%
	3,673	12.8%	4,718	15.3%	4,577	15.2%	3,569	12.7%	2,943	11.5%	19,480	13.6%
	317	1.1%	282	0.9%	259	0.9%	205	0.7%	213	0.8%	1,276	0.9%
	28,642	100%	30,863	100%	30,053	100%	28,134	100%	25,514	100%	143,206	100.0%

% Term and Student Count broken down by FSCJ Term vs. Race/Ethnicity (FLDOE). The data are filtered on gender, which keeps female and male. The view is filtered on FSCJ Term, which includes Fall 2010, Fall 2011, Fall 2012, Fall 2013 and Fall 2014.

Age

Student age was calculated using date of birth (DOB) as of September 1 of each fall term. For Fall 2014, the **median student age was 23.8 years** and the **mean (average) was 27.3 years**.[13] **Figure 4** displays a percentage breakdown by student age category for Falll 2014.

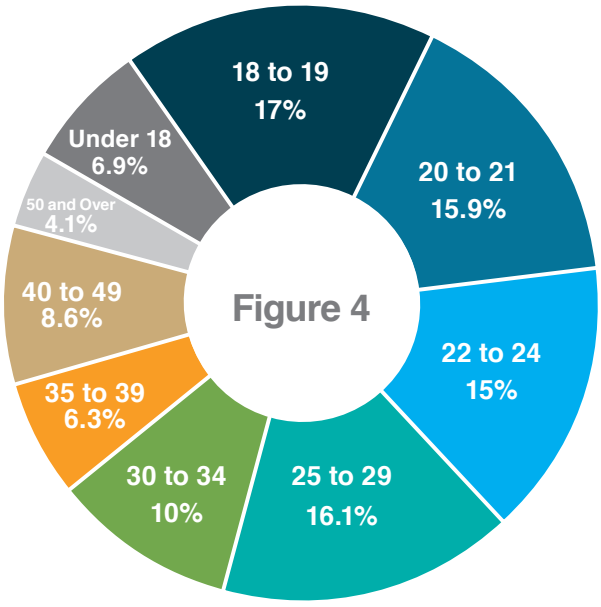


Figure 4

Student age percentages by category for Fall 2014

12 *See categories as defined by the U.S. Office of Management and Budget (OMB) and those used by the U.S. Census Bureau.*

13 *Based on 25,502 known DOBs for students of known gender.*

Student Demographics

Full-/Part-Time

Full-/Part-Time Enrollment (Credit Load)

The five-year average for the terms shown in **Figure 5** is **33.3% full-time** and **66.7% part time**.

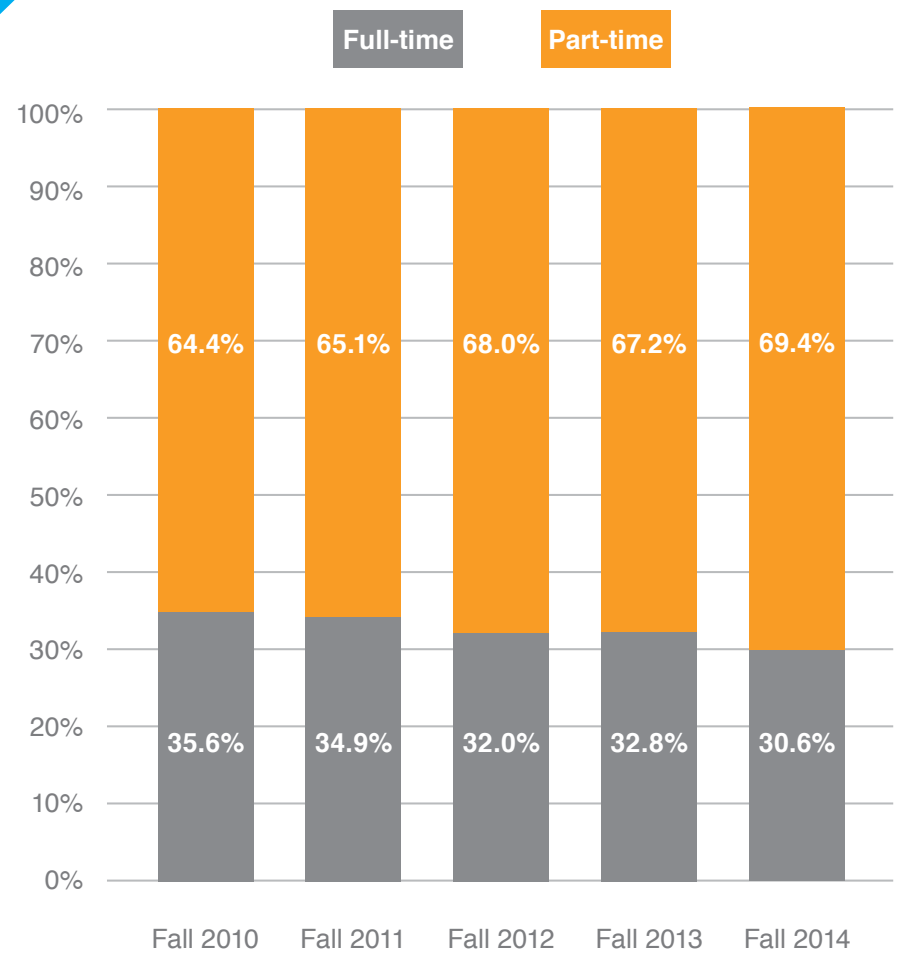


Figure 5

Five-Year, Full-Time and Part-Time Fall Enrollment Status[14]

First Time in College, Dual Enrollment, First Time Transfer & Continuing Student Enrollment

Entering Class Type	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Dual Enrollment (DE)	1,293	4.5%	1,273	4.1%	2,097	7.0%	1,813	6.4%	1,835	7.2%
Former DE First Time After HS	478	1.7%	665	2.2%	745	2.5%	655	2.3%	643	2.5%
First Time in College (FTIC)	2,859	10.0%	4,216	13.7%	3,299	11.0%	3,232	11.5%	2,569	10.1%
First Time Transfer	2,902	10.1%	2,176	7.1%	1,790	6.0%	1,562	5.6%	1,455	5.7%
Continuing	21,110	71.7%	22,533	73.0%	22,122	73.6%	20,872	74.2%	19,012	74.5%
Column Total	28,642		30,863		30,053		28,134		25,514	

Table 5

Five-Year Entering Class Count and Percentage by Year[14]

14 *The data source is in the FSCJ, IPEDS EF2 data file EF2IPFIL.T2B2015.*

SECTION 4

Enrollment & Completions

Annual Enrollment

Annual Unduplicated Enrollment

Figure 6 shows the three-year, unduplicated count for students enrolled in a course.

Figure 6

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

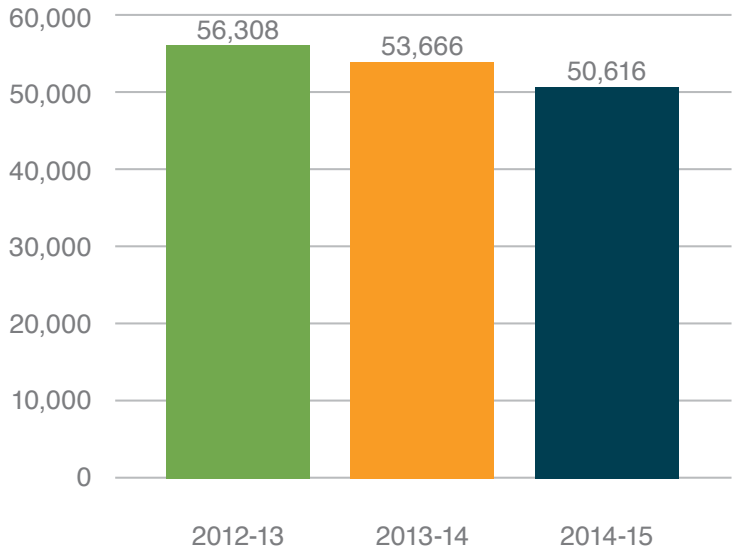


Table 6

Annual Enrollment by Program Area[15]

Table 6 shows program enrollment headcount by program area. As shown, the largest percentage of total enrollment is concentrated in the Associate in Arts program area.

Program	Count	Percent
Associate In Arts	20,226	30.4%
Other†	14,047	21.1%
Associate in Science	9,411	14.1%
College & Vocational Preparatory	7,546	11.4%
Continuing Workforce Education (CWE)	4,803	7.2%
Adult Education Basic & Secondary	4,407	6.6%
Postsecondary Adult Vocational (PSAV)	4,035	6.1%
Postsecondary Vocation (PSV)	1,529	2.3%
Community Instructional Services Rec. & Leisure	497	0.8%
Educator Preparation Institute (EPI)	*	0.0%
Certificate of Professional Preparation	*	0.0%
Life Long Learning	*	0.0%
Total (Duplicated)	66,509	100.0%

15 Source: FLDOE 2015 Fact Book, 4.6T Program Enrollment Headcount by College and Program Area (2013-14).

† 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. Baccalaureate programs included.

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

Enrollment & Completions

Workforce

Workforce Program Enrollment & Continuing Workforce Education (CWE) Enrollment

Table 7 shows Workforce Program Enrollment head count by program area and Continuing Workforce Education Enrollment by program area. The largest percentage of total enrollment is concentrated in the Business Program area.[16]

Table 7

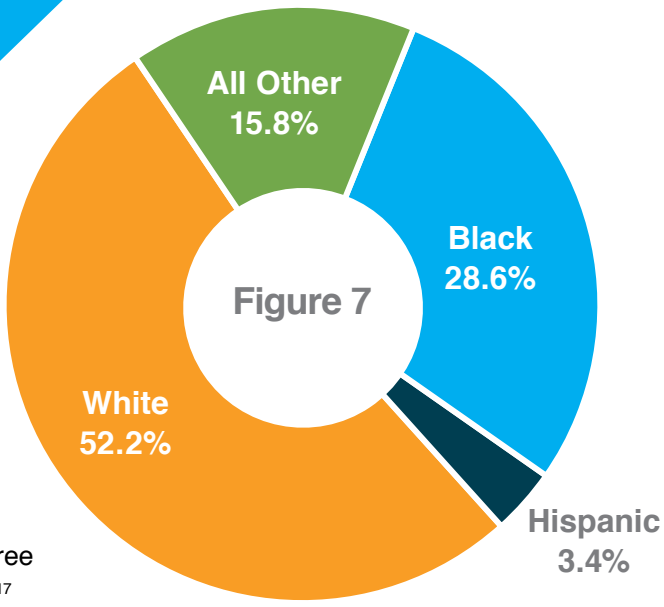
Credit Program Enrollment: Workforce Education & Continuing Workforce Education Enrollment by Program Area

Program	Credit Program Enrollment		CWE Enrollment	
	Count	Percent	Count	Percent
Marketing	1,299	8.7%	206	4.3%
Health	2,546	17.0%	448	9.3%
Family/Consumer	1,088	7.3%	80	1.7%
Business	4,146	27.7%	1,097	22.8%
Industrial	3,968	26.5%	578	12.1%
Public Service	1,755	11.7%	2,394	49.8%
Apprentice	173	1.1%		
Total	14,975		4,803	

Baccalaureate Enrollment

Baccalaureate Enrollment

Figure 7 shows Baccalaureate degree enrollments by race and ethnicity.[17]



Baccalaureate Degree Enrollments by Race and Ethnicity (n = 3,088 total)[18]

16 *The data source is in the FSCJ, IPEDS EF2 data file EF2IPFIL.T2B2015.*

17 *Compared to the prior year total baccalaureate enrollment (3,075), overall enrollment is relatively steady with a slight increase (3,088).*

18 *Source: FLDOE 2015 Fact Book, 4.10.4T, Credit Program Enrollment (All Bachelor's Degree Programs), Headcount by College and Ethnicity/Special Populations (2013-14).*

Developmental Education Enrollment

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.[19] Developmental Education may be delivered through a variety of accelerated and corequisite strategies. 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.[20]

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).

Enrollment & Completions

Table 8

Developmental Education Enrollment and Success by Course (2014-15)[21]

Course Name	Fall			Spring			2014-15		
	Enrollment (students)	Success (students)	Success (percent)	Enrollment (students)	Success (students)	Success (percent)	Enrollment (students)	Success (students)	Success (percent)
MAT0018-DEVELOPMENTAL MATHEMATICS I [1]	618	425	68.8%	584	396	67.8%	1,202	821	68.3%
MAT0028-DEVELOPMENTAL MATHEMATICS II [1]				1,222	721	59.0%	1,222	721	59.0%
MAT0028-INTRODUCTORY ALGEBRA[1]	1,364	865	63.4%				1,364	865	63.4%
Subtotal: Math	1,982	1,290	65.1%	1,806	1,117	61.8%	3,788	2,407	63.5%
REA0007-DEVELOPMENTAL READING I [1]	135	117	86.7%	72	58	80.6%	207	175	84.5%
REA0017-DEVELOPMENTAL READING II [1]	603	482	79.9%	460	343	74.6%	1,063	825	77.6%
Subtotal: Reading	738	599	81.2%	532	401	75.4%	1,270	1,000	78.7%
ENC0015-DEVELOPMENTAL WRITING I [1]	149	137	91.9%	127	112	88.2%	276	249	90.2%
ENC0025-DEVELOPMENTAL WRITING II [1]	435	343	78.9%	360	291	80.8%	795	634	79.7%
Subtotal: Writing	584	480	82.2%	487	403	82.8%	1,071	883	82.4%
Subtotal: Compression	3,304	2,369	71.7%	2,825	1,921	68.0%	6,129	4,290	70.0%
MAT0056-DEVELOPMENTAL MATHEMATICS [2]	10	*	70.0%	*			10	*	70.0%
MAT0056-INTRODUCTION TO COLLEGE MATH [2]	*			17	12	70.6%	17	12	70.6%
Subtotal: Math	10	*	70.0%	17	12	70.6%	27	19	70.4%
Subtotal: Modularized	13	*	69.2%	19	14	73.7%	32	23	71.9%
Total	3,317	2,378	71.7%	2,844	1,935	68.0%	6,161	4,313	70.0%

Strategy—Compression[1], Modularized[2]

19 *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).*

20 *Section (S.) 1008.02, Florida Statutes (F.S.).*

21 *Source: Florida Department of Education (FLDOE), Florida College System (FCS), Business Intelligence Portal (refreshed 9/21/15) based on Community College and Technical Center Management Information Systems (CTCMIS) data.*

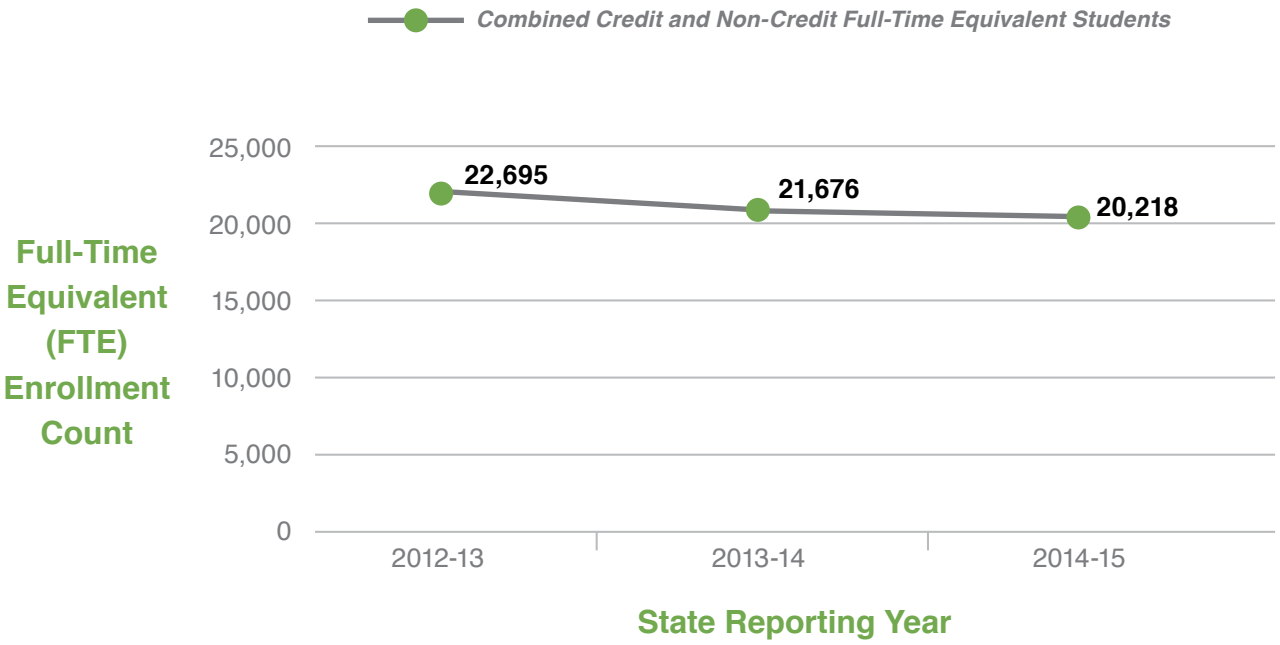
* *Note: an asterisk indicates a count less than 10.*

Full-Time Equivalent (FTE)

Full-Time Equivalent (FTE) Enrollment

The Full-Time Equivalent of students is a single value providing a meaningful combination of full-time and part-time students.[22] The number of FTE students is calculated based on instructional credit and/or contact hours (referencing a 30-credit hour basis) (e.g., 30 semester hours of enrollment in an academic year = 1 FTE).[23] These hours count toward what is commonly referred to as funded FTE. The following figure is a longitudinal comparison of all funded FTE by reporting year.[24]

Figure 8 *Combined (all credit types) FTE Enrollment (2013-15)*



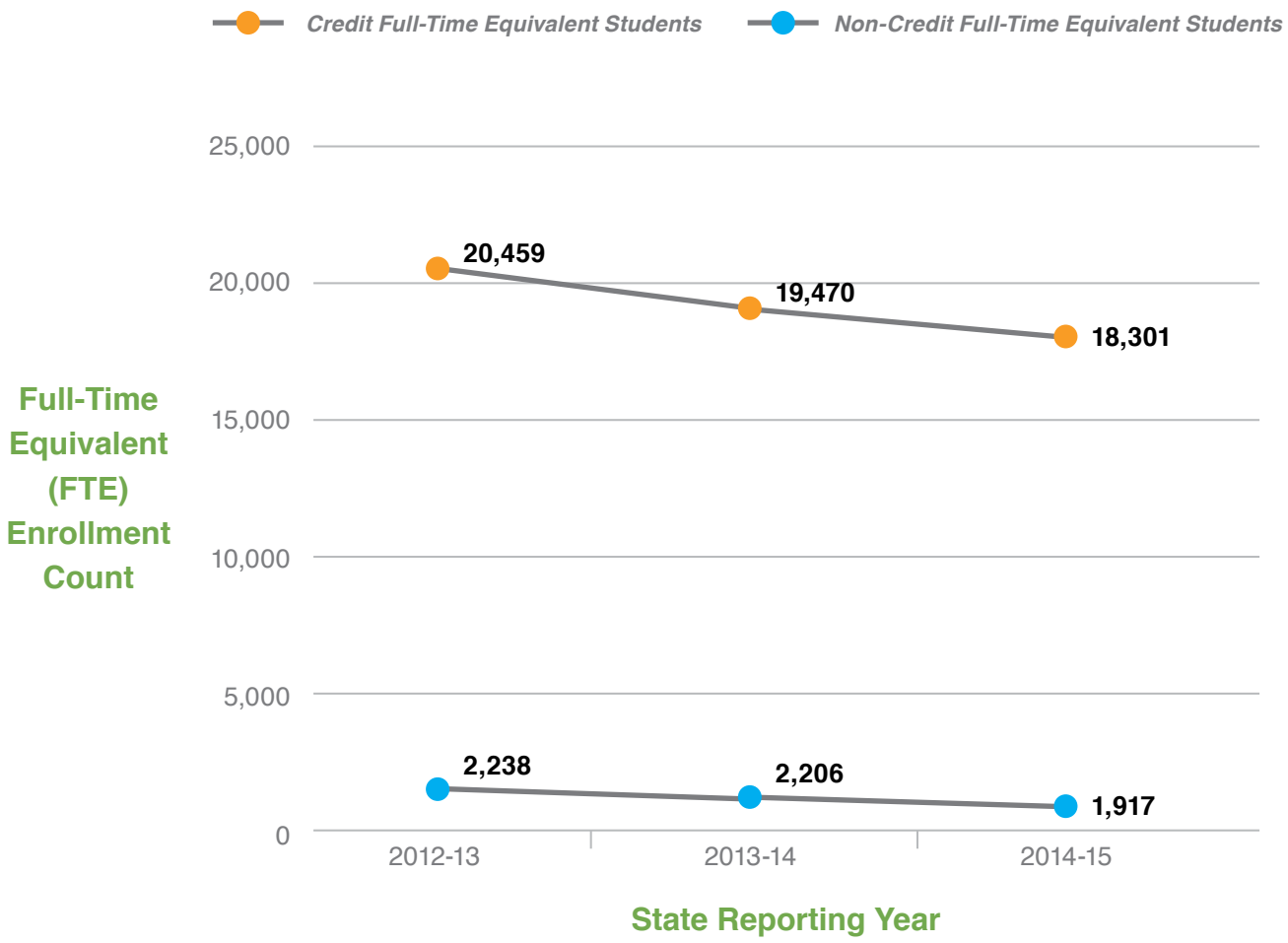
22 *FTE = Full-Time Equivalent: IPEDS data products currently have two calculations of FTE students, one using fall student headcounts and the other using 12-month instructional activity. The following credit type abbreviations are used throughout: A&P = Advanced and Professional [includes liberal arts courses leading to the completion of an A.A. degree]; PSV = Postsecondary Vocational [includes college credit workforce courses leading to completion of an A.S. degree or Technical Certificate (TC)]; PSAV = Postsecondary Adult Vocational (includes non-credit vocational workforce courses leading to the completion of a Vocational Certificate (VC)]; CP = College Preparatory; EPI= Educator Preparation Institute (now inactive). Source: National Center for Education Statistics, IPEDS Glossary.*

23 *Funded FTE does not include Life Long Learning and CWE after 09-10.*

24 *Source: Historical Enrollment Data (July 2015 Release).*

Enrollment & Completions

Figure 9 *FTE Enrollment Disaggregated by Credit and Non-Credit Types*



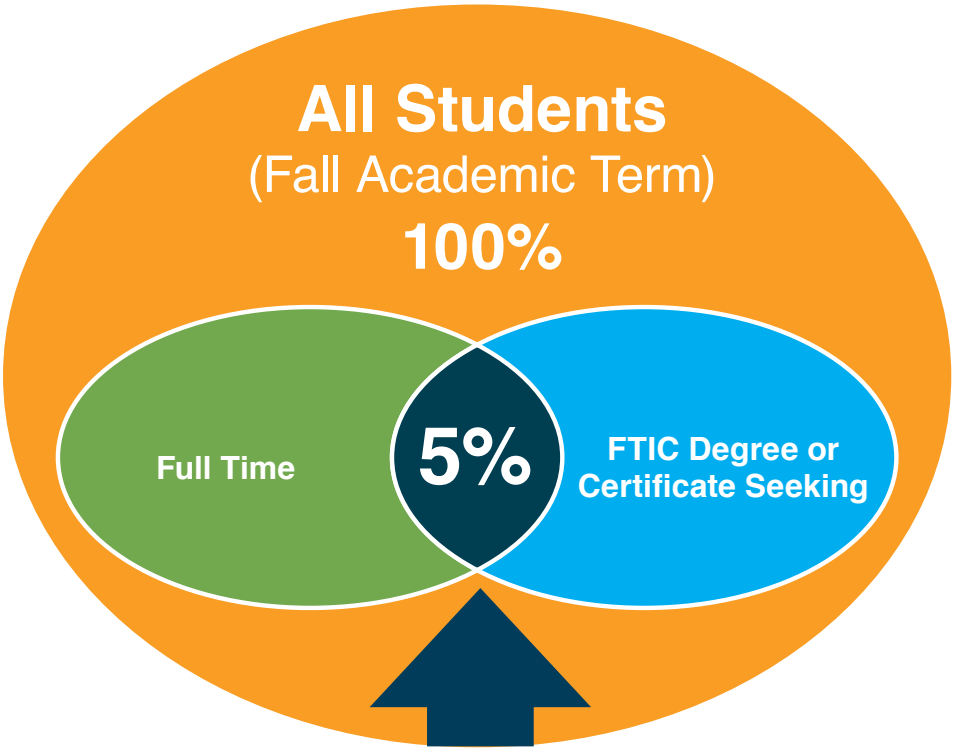
Enrollment & Completions

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. This subset 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 may represent a relatively small fraction of the total at any given institution. As shown in **Figure 10**, of 100% of students registering at FSCJ in any given fall term, only about 5% are considered full-time, first-time, degree/certificate seeking. It is this relatively small subset of entering fall term students that comprise the IPEDS GRS student cohort at FSCJ. For each cohort year, students are removed (i.e., subtracted) from the original cohort count to arrive at an "adjusted" count (which will always be less than the original cohort count).

Figure 10

Graduation and Transfer Rates

Annual GRS Cohort Student Selection Used to Calculate IPEDS Graduation Rate



IPEDS GRS Cohort Students

Award/Degree	Count	Percent
Associate in Arts (A.A)	3,593	48.7%
Educator Preparation Institute	*	0.1%
Associate in Science (A.S.)	1,171	15.9%
Certificates†	2,604	35.3%
Non-Bachelor's Sub-total	**7,377**	
Education	105	17.9%
Nursing	34	5.8%
Other	449	76.4%
Bachelor's Sub-total	**588**	
Grand Total	**7,965**	

† Includes Advanced Technical Certificates, PSAV, PSV.
** Note: an asterisk indicates a count less than 10.*

Table 9

Program Completions

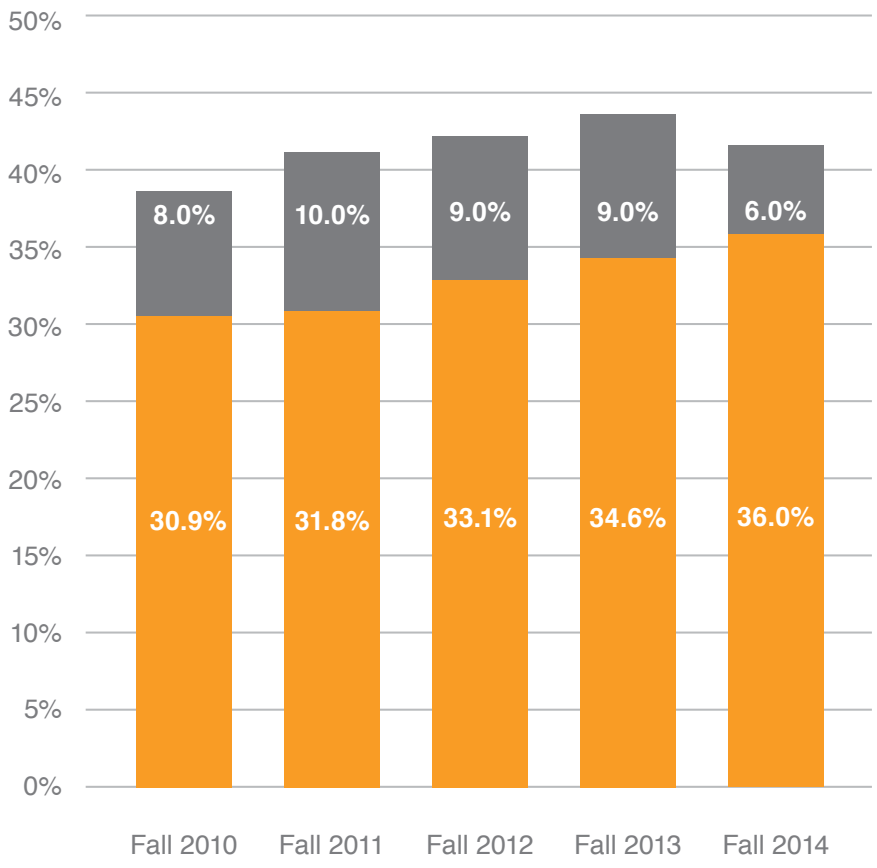
Combined Credit Program Award Completions[25]

A total of 7,965 award completions included both lower division (associate) and upper division (baccalaureate) degrees.[26] As shown in **Table 9**, the majority of lower division completions were A.A. degrees.

Figure 11

FSCJ IPEDS Combined Five-Year Graduation & Transfer Rates

Figure 11 shows the combined graduation and transfer rates for FSCJ from Fall 2010 through Fall 2014.



25 *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.*

26 *Source: FLDOE, FCS 2015 Fact Book Credit Program Completers (2013-14) 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, 5.5.3T.*

SECTION 5

Personnel

Employee Demographics

Table 10 presents a five-year annual "snapshot" of employees by gender.[27] For 2014-15 there were 2,832 employees working at the College as of October 2014. Of these, 58% were female and 42% were male. The five-year average employment count 2011 to 2015 is 2,863. **Tables 11** and **12** present additional employee breakdowns by race, ethnicity and temporary status. **Table 13** shows five-year employee counts and percentages for full-time and part-time employee status.

Gender

Table 10. Employee Gender (Five-Year) Counts and Percentages

Employee Gender	2011		2012		2013		2014		2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Male	1,012	39.7%	1,296	42.1%	1,291	42.2%	1,196	42.7%	1,189	42.0%
Female	1,536	60.3%	1,780	57.9%	1,768	57.8%	1,604	57.3%	1,643	58.0%
Total	**2,548**		**3,076**		**3,059**		**2,800**		**2,832**	

Race & Ethnicity †

Table 11. Employee Race and Ethnicity (Five-Year) Counts and Percentages

Employee Race/ Ethnicity	2011		2012		2013		2014		2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
White	1,576	61.9%	1,996	64.9%	2,024	66.2%	1,845	65.9%	1,840	65.0%
Black	604	23.7%	734	23.9%	737	24.1%	675	24.1%	701	24.8%
Hispanic	106	4.2%	94	3.1%	100	3.3%	106	3.8%	110	3.9%
Asian	71	2.8%	84	2.7%	81	2.6%	76	2.7%	83	2.9%
American Indian	*	0.2%	*	0.2%	*	0.3%	*	0.2%	*	0.3%
Unknown	94	3.7%	75	2.4%	22	0.7%	15	0.5%	14	0.5%
Total	**2,548**		**3,076**		**3,059**		**2,800**		**2,832**	

Temporary Status

Table 12. Employee Temporary Status (Five-Year) Counts and Percentages

Employee Status	2011		2012		2013		2014		2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Temporary	899	35.3%	1,327	43.1%	1,305	42.7%	1,159	41.4%	1,173	41.4%
Not Temporary	1,649	64.7%	1,749	56.9%	1,754	57.3%	1,641	58.6%	1,659	58.6%
Total	**2,548**		**3,076**		**3,059**		**2,800**		**2,832**	

Full/Part-Time

Table 13. Employee Full/Part-Time Status (Five-Year) Counts and Percentages

Employee Status	2011		2012		2013		2014		2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full Time	1,384	54.3%	1,544	50.2%	1,531	50.0%	1,452	51.9%	1,401	49.5%
Part Time	1,164	45.7%	1,532	49.8%	1,528	50.0%	1,348	48.1%	1,431	50.5%
Total	**2,548**		**3,076**		**3,059**		**2,800**		**2,832**	

27 Source: APR2011–APR2015 Annual APR Submission (2011–2015), Florida College System, Comparative Frequencies, CCTCMIS–COMPFREQ 10/29/2014 12:58:58.

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

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

Personnel

Occupation

Table 14. Occupation Activity Classifications (Three-Year) Counts and Percentages

Occupational Activity	2013		2014		2015	
	Count	Percent	Count	Percent	Count	Percent
Management	105	3.4%	101	3.6%	91	3.2%
Business/Financial	56	1.8%	56	2.0%	59	2.1%
Computer Engineering and Science	100	3.3%	101	3.6%	90	3.2%
Community Service, Legal, Arts, Media	136	4.4%	112	4.0%	114	4.0%
Instruction	1,220	39.9%	1,194	42.6%	1,180	41.7%
Archivists, Curators, Museum Technicians	*	0.1%	*	0.1%	*	0.1%
Librarians	31	1.0%	26	0.9%	37	1.3%
Library Technicians	24	0.8%	22	0.8%	18	0.6%
Other Teaching/Instructional Support	215	7.0%	197	7.0%	192	6.8%
Service Occupations	106	3.5%	112	4.0%	112	4.0%
Sales and Related	*	0.0%	*	0.0%	*	0.0%
Office Administrative Support	649	21.2%	590	21.1%	559	19.7%
Natural Resources, Construction, Maintenance	145	4.7%	129	4.6%	139	4.9%
Production, Transportation, Material	*	0.2%	*	0.2%	*	0.2%
Student Assistants	264	8.6%	152	5.4%	234	8.3%
Total	**3,059**		**2,800**		**2,832**	

28 Source: APR2011-APR2015 Annual APR Submission (2011—2015), Florida College System, Comparative Frequencies, CCTCMIS - COMPFREQ 10/29/2014 12:58:58.

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

Employee Academic Degrees

Table 15. Five-year data on the types, counts and percentages of academic degrees held by employees at the College[28]

Academic Degree Types	2011		2012		2013		2014		2015	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Doctorate	258	10.1%	312	10.1%	344	11.2%	338	12.1%	345	12.2%
Specialist/Advanced Master's	68	2.7%	65	2.1%	*	0.0%	21	0.8%	19	0.7%
Master's	700	27.5%	886	28.8%	962	31.4%	907	32.4%	899	31.7%
Bachelor's	429	16.8%	531	17.3%	535	17.5%	483	17.3%	455	16.1%
Associate	197	7.7%	270	8.8%	281	9.2%	258	9.2%	261	9.2%
Less than Associate	673	26.4%	772	25.1%	707	23.1%	579	20.7%	634	22.4%
Other	223	8.8%	240	7.8%	230	7.5%	214	7.6%	219	7.7%
Total	**2,548**		**3,076**		**3,059**		**2,800**		**2,832**	

SECTION 6

Facilities

Facilities Utilization, Descriptions & Valuation

Table 16 contains a summary of College facilities measures and values. FSCJ exceeded the state standard for minimum space utilization for both classrooms and labs for 2012-13. The College had 62% utilization for classrooms and 68% utilization for labs in Spring 2014-15. 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 which already have some FSCJ Foundation matching funds available for the projects.

Table 16

Facilities Statistics

(Sites, Acreage, Buildings, Valuation)[29]

Measure	Value
Number of Sites	7
Total Operating Campuses	4
Total Acres*	844
Total Owned Buildings**	99
Owned Total Gross Sq. Ft. **	3,086,962
Building Values ***	$765,884,936
Content Values ***	$66,434,461
Combined Values***	$832,319,397

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

29 *Source: Florida State College at Jacksonville Facilities (received 10/23/15).*

Campus and Center Location Description

Administrative Offices,[30]

District Administrative Offices and Support Services facilities are interrelated and relatively contiguous. The combined area of the complex consists of 10 buildings, including Downtown Campus with 683,282 gross square feet (GSF) on about 33 acres.

Administrative Offices—As an ancillary center, the Administrative Offices provide centralized administrative support to the College. The building houses the College president's office, senior College staff, centralized administrative support staff, FSCJ Foundation, FSCJ Artist Series operations and the boardroom for the District Board of Trustees.

Main Street Center—A historic three story building that houses Security and Institutional Advancement.

Urban Resource Center—An academic facility includes classrooms, testing center, offices that house staff for Continuing Education, Enrollment, Student Services, Pre-Collegiate Studies, Workforce Development and Financial Aid Services.

1 Downtown Campus opened in 1977,

Downtown Campus is home for students in 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.

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

2 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. It faces a major thoroughfare, Roosevelt Boulevard, connecting the town of Orange Park with downtown Jacksonville. Kent Campus' administration proposes remodeling portions of Buildings A, C and F to house upgraded science labs. Buildings F and C will convert outdated lab space into much needed general classroom space, accommodating the new Bachelor of Science programs in Business Administration, Supervision and Management.

3 North Campus, the oldest campus, opened in late 1970. It has 23 buildings with 464,033 GSF on 160 acres. This Campus serves northern and northwestern Duval County and much of Nassau County. Except for a few areas in the western end of the 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. The Criminal Justice Center program's need for instructional space exceeds available space in Building P. Due to their age, the existing North Campus buildings require remodeling and renovation to adequately serve the students, accommodate changing academic programs and create more effective classrooms. Proposed renovation projects are part of ongoing efforts to modernize facilities in addition to improving building energy efficiency.

Facilities

4 Open Campus/Deerwood Center

was acquired in April 1994. The campus consists of an instructional and student support service building with 280,000 GSF of academic space and a parking garage on 14 acres. It provides a full range of academic programs in an important business district of the city and houses the College's Open Campus and network operations center. 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. This newly acquired retail space was remodeled in 2009, providing additional instruction space along with an Information Learning Commons. The final phase of the project remodeled the vacated backfill areas that were completed in August 2010. The campus also contains a multi-level 500-space parking garage for student and employee use.

5 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 35 buildings with 618,097 GSF on nearly 338 acres. South Campus is divided almost in half by a major utility and storm drainage easement. A portion of the campus is wetlands and conservation areas protected from development. The southern half of the campus facing Beach Boulevard contains the majority of the academic buildings. The northern half is used by the Fire Academy of the South (FAS). The program originally opened in the early 1980s. 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 includes an Aircraft Rescue Fire Fighting training facility, or ARFF. It was completed in December 2014 and was partially funded by the Federal Aviation Administration.

6 Cecil Center After the Navy vacated Cecil Field in August of 1999, the Aviation Center of Excellence was established and is now called Cecil Center South. The College leases two buildings from the City of Jacksonville and one from the Jacksonville Aviation Authority. All three of the buildings were extensively remodeled and now house the College's aviation-related programs. Building J houses the avionics instructional programs. Remodeling these three buildings was 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. Additionally, a 6,000 SF Commercial Vehicle Driving facility was constructed along with a three-quarter mile track and large maneuvering area. Most recently, a new 134,889 GSF Hangar, the Aircraft Service Educational facility was constructed at Cecil Center South adjacent to the runway in partnership with the Jacksonville Aviation Authority to teach maintenance, repair, overhaul and aircraft painting. 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 to be built as the student enrollment grows.

7 Nassau Center The College constructed this center 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 center supplemented by course offerings at North Campus. It still provides conference and outdoors "team building" training facilities for local organizations and corporations on the initial 20-acre parcel. Currently the center has 19 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 44,984 GSF facility provides for the 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.

Facilities

Aerial Location Map

Campus and Center Site Overview

Florida State College at Jacksonville

- 811 Acres Total Land Area
- 3,064,356 Total Sq. Ft. Building Area

SITE LOCATION

31 Note—acreage and square footage stated are as of date and may not exactly match other sources.

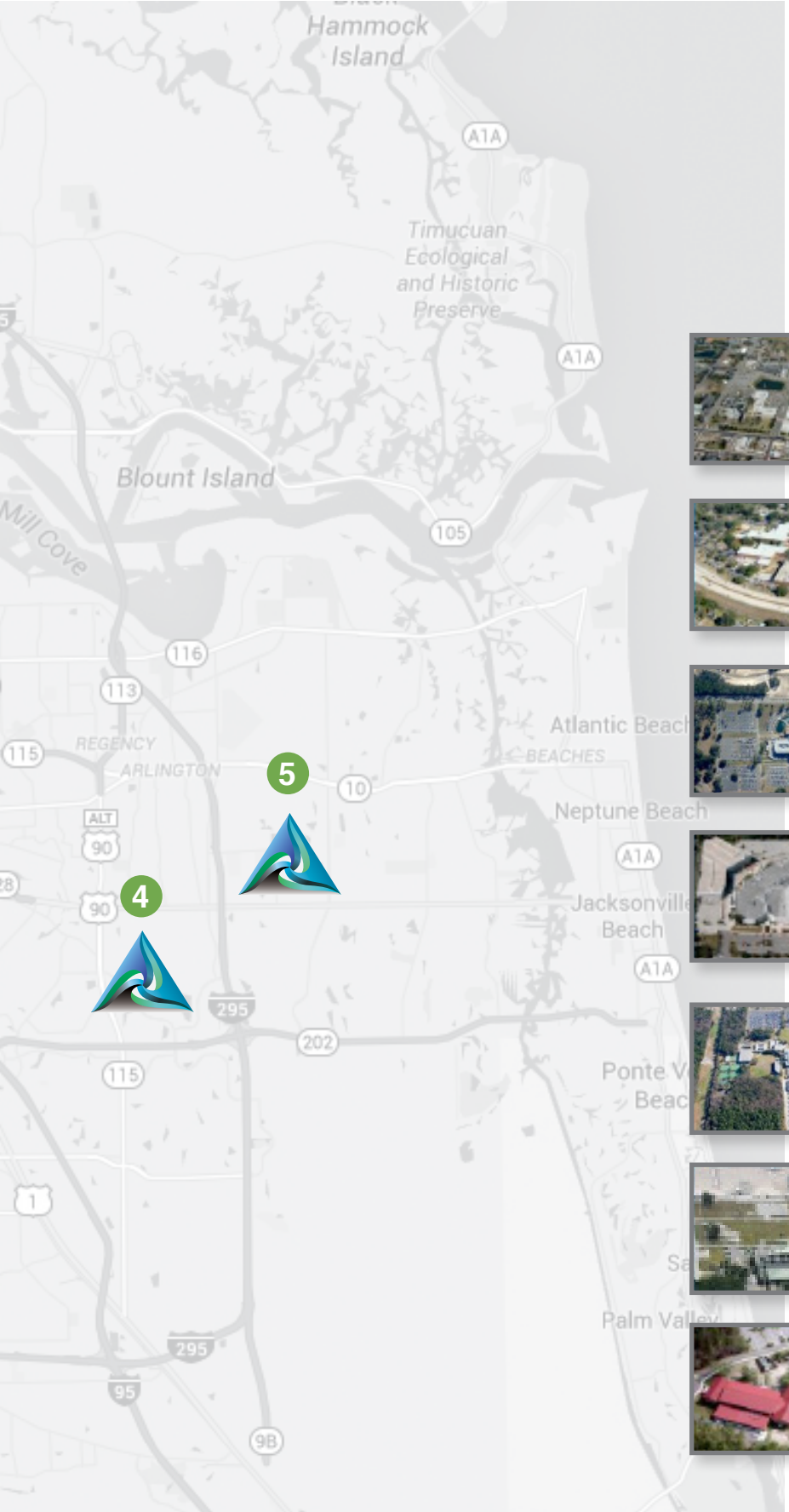


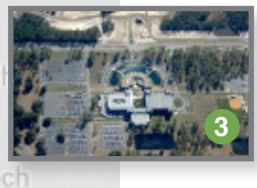
Figure 12

Facilities Campus and Center Site Overview

(Location Map and Aerial Photos)[31]

Downtown Campus / Administrative Offices

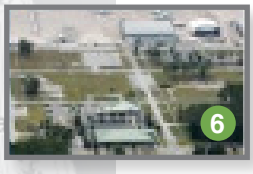
Kent Campus



North Campus

Open Campus / Deerwood Center

South Campus



Cecil Center

Nassau Center

Facilities

SECTION 6

Finance

Revenues & Expenses

Table 17
Statement of Revenues, Expenses and Changes the fiscal year ended June 30, 2014

(Audited Financials)[32]

	College	Component Unit
Revenues		
Operating Revenues:		
Student Tuition and Fees, Net of Scholarship Allowances of $26,923,356	$ 38,704,846	$
Federal Grants and Contracts	13,586,544	
State and Local Grants and Contracts	3,312,130	
Nongovernmental Grants and Contracts	1,090,017	
Sales and Services of Educational Departments	688,442	
Auxiliary Enterprises	2,340,551	4,444,846
Other Operating Revenues	1,004,507	1,769,742
Total Operating Revenues	60,727,037	6,214,588
Expenses		
Operating Expenses:		
Personnel Services	116,149,961	890,830
Scholarships and Waivers	29,180,412	1,442,144
Utilities and Communications	5,842,676	
Contractual Services	12,875,994	4,423,707
Other Services and Expenses	8,906,677	834,140
Materials and Supplies	13,500,192	432,952
Depreciation	10,245,841	
Total Operating Expenses	196,701,753	8,023,773
Operating Loss	(135,974,716)	(1,809,185)
Nonoperation Revenue (Expenses)		
State Noncapital Appropriations	76,641,601	
Federal and State Student Financial Aid	52,200,152	
Gifts and Grants	227,306	
Investment Income	1,575,732	5,341,494
Gain on Disposal of Capital Assets	18,642	
Interest on Capital Asset-Related Debt	(185,750)	
Net Nonoperation Revenues	130,477,503	5,341,494
Income (Loss) Before Other Revenues, Expenses, Gains, or Losses	(5,497,213)	3,532,309
State Capital Appropriations	4,241,015	
Capital Grants, Contracts, Gifts, and Fees	4,629,024	
Additions to Permanent Endowments		902,457
Total Other Revenues	8,870,039	902,457
Increase in Net Position	3,372,826	4,434,766
Net Position, Beginning of Year	268,313,866	42,085,117
Adjustment to Beginning Net Position		(52,747)
Net Position, Beginning of Year, as Restated	268,313,866	42,032,370
Net Position, End of Year	$ 271,686,692	$ 46,467,136

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

32 *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, 2014.*

Finance

Annual Expenditures

Table 18

Functional Distribution of Operating Expenses

Functional Classification	Amount
Direct Instruction	$55,400,472
Academic Support	$21,458,338
Student Services	$17,869,861
Institutional Support	$24,559,743
Plant Operations/Maintenance	$17,896,058
Unallocated Costs	$342,876
Total Costs	**$137,527,348**

Table 18. College costs and expenditures are presented categorically. Total annual costs for the College's current fund (Unrestricted) were $137,527,348 for the 2013-14 academic year. As shown, the main cost categories include (1) Direct Instruction, (2) Academic Support, (3) Student Services, (4) Institutional Support, (5) Plant Operations and Maintenance and (6) Unallocated Costs.

Resource Development (Grants)

In 2014-15, the Grant Resource Development team secured $10,922,335 in grant awards in collaboration with campus and department design team members.[33]

In 2014, the U.S. Department of Labor awarded an Information Technology Rapid Reemployment (I-Tech) grant in the amount of $3,053,461. The project's objective is to develop accelerated certification programs for the unemployed, particularly the long-term unemployed, that will allow them to be credentialed in ASP.NET with C#, HTML5, Java, SQL, Network Plus Security and the Microsoft Technology Associate Certification. This award was under the H-1B Ready to Work Partnership Grants Program. The College is working with CareerSource of Northeast Florida, the Jacksonville Regional Chamber of Commerce, the Chamber's Jacksonville Information Technology Council and industry representatives on this project.

Figure 13

Average Cost per Student Served (Descending Order) Rankings

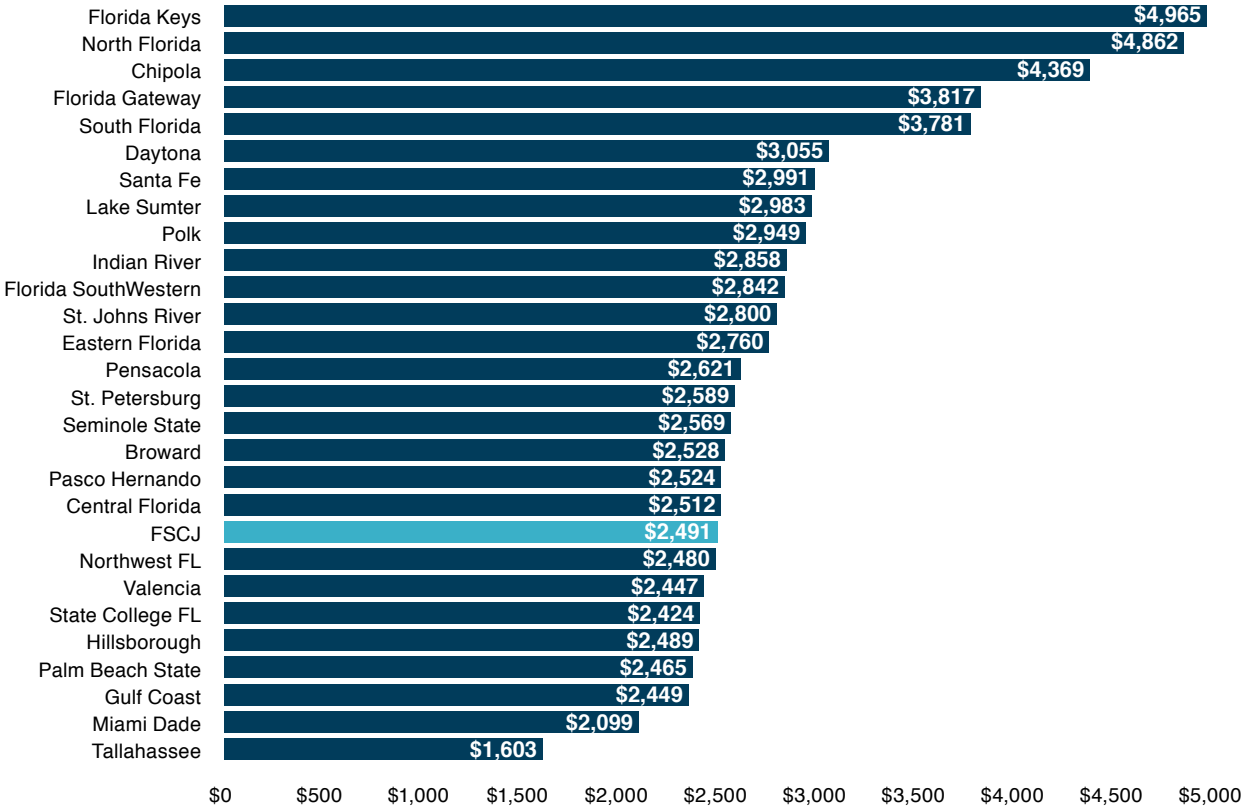


Figure 13 is a comparison of all Florida College System institutions. Of the 28 colleges in the Florida system, Florida State College at Jacksonville ranks ninth in terms of most cost effective institutions with an average cost per student served of $2,491.[34]

The College received $3,143,023 in grant awards in 2014-15 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 CareerSource. The customizable training is offered to new or expanding businesses and must be for high skill/high wage jobs in Florida targeted industries. Florida State College at Jacksonville serves as the fiscal agent for QRTs. In the 2014-15 fiscal year, FSCJ's QRT grant awards totaled $1,048,215. As the fiscal agent, the College receives a 5% indirect cost rate, which covers operational costs associated with contract development and grant management.

33 For comparison purposes, in 2013-14 the Grant Resource Development team secured $10,549,792 in grant awards.

34 Source/Methodology: 2015 FLDOE College Fact Book. For each institution, divide total cost from Fact Book 7.3T (Annual Cost Analysis Expenditures by College and Function) by total students served as shown in 2.2T (Annual Unduplicated Headcount Enrollment) and then rank order by quotient (descending).

SECTION 8

FSCJ Foundation

FSCJ Foundation Mission

Secure financial resources for Florida State College at Jacksonville to provide students in need access to an affordable, quality education and to enhance the lives and the economic development of Northeast Florida.[35]

Net Assets

Table 19

FSCJ Foundation Net Assets End of Fiscal Year

(In thousands)

	June 30	
	2014	2015
Current assets	$ 1,753	$ 2,750
Non-current assets	44,645	44,261
Capital assets	-	-
Total assets	**$46,398**	**$47,011**
Current liabilities		$474
Non-current liabilities	$75	$70
Total liabilities	**$75**	**$544**
Net assets:		
Restricted permanent endowments	$38,775	$38,857
Restricted by donor–expendable	$3,285	$7,019
Unrestriced	4,263	591
Total net assets	**46,323**	**46,467**
Total liabilities and net assets	**$46,398**	**$47,011**

2014-15 Foundation Board of Directors

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FSCJ Foundation

Net Assets

Cash Revenue

Cash contributions, inclusive of FSCJ Artist Series patron donations of $187,487, totaled $536,159, a decrease of 69% from the prior year. In addition, other revenues from the FSCJ Artist Series totaled $154,005 and $181,108 for the years ended June 30, 2015, and 2014, respectively. The College elected not to bill the Foundation for certain in-kind staff and support expenditures of $354,848 in 2015 and $645,212 in 2014.

Overall, the FSCJ Artist Series had net operating income of $112,948 in fiscal 2015, compared to a loss from operations of $133,837 during the prior fiscal year. Included in the FSCJ Artist Series operating income (loss) are staff personnel costs totaling $854,488 and $845,225 for the years ended June 30, 2015, and 2014, respectively. There were no FSCJ Artist Series staff and support expenses provided in-kind by the College during the year ended June 30, 2015, or June 30, 2014.

Investment Income

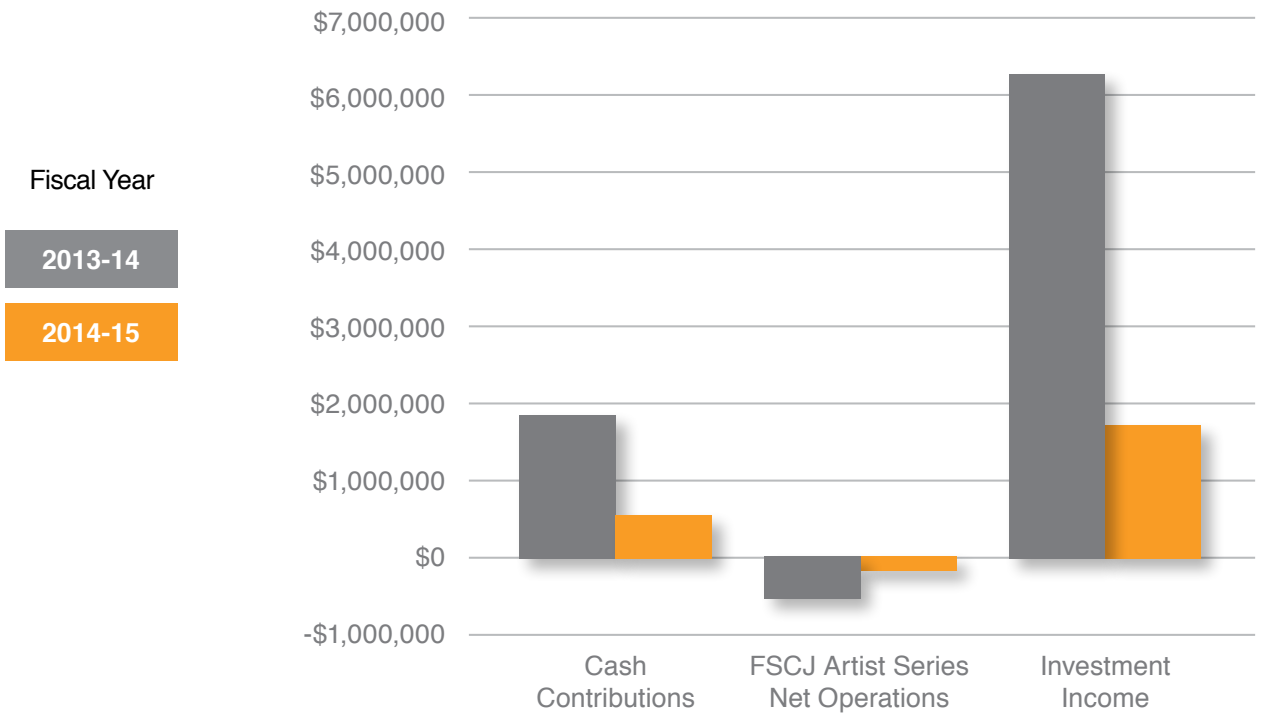
Investment income, including interest and dividends, for the fiscal year ended June 30, 2015, was $1.6 million, a decrease of 75% from the prior year. The Foundation's invested assets totaled $44.6 million, an increase of $0.3 million from $44.3 million in the previous year. Foundation assets generated an approximate 3.3% return on average net assets for the year.

Support to College

Total support to the College was $2.3 million for the fiscal year ended June 30, 2015, a decrease of 15% from the previous year. Scholarship support of $957,000 was approximately 34% less than the prior year. Institutional and program support totaled $1.3 million, an increase of 7% from the previous fiscal year. **Figure 14** contains additional details.

During the year ended June 30, 2015, the Foundation returned $42,900 of grant funds previously received from the Jacksonville Sheriff's Office, as the funds were not utilized prior to the end of the grant period. During the year ended June 30, 2014, the Foundation returned $947,000 to donors who had previously provided funding for The Mary and Jim Winston Academic Health Center project, primarily due to lack of funding considered necessary for the project. The Foundation had received $1,284,100 in contributions prior to the cancellation of the project.

Figure 14
FSCJ Foundation Revenues



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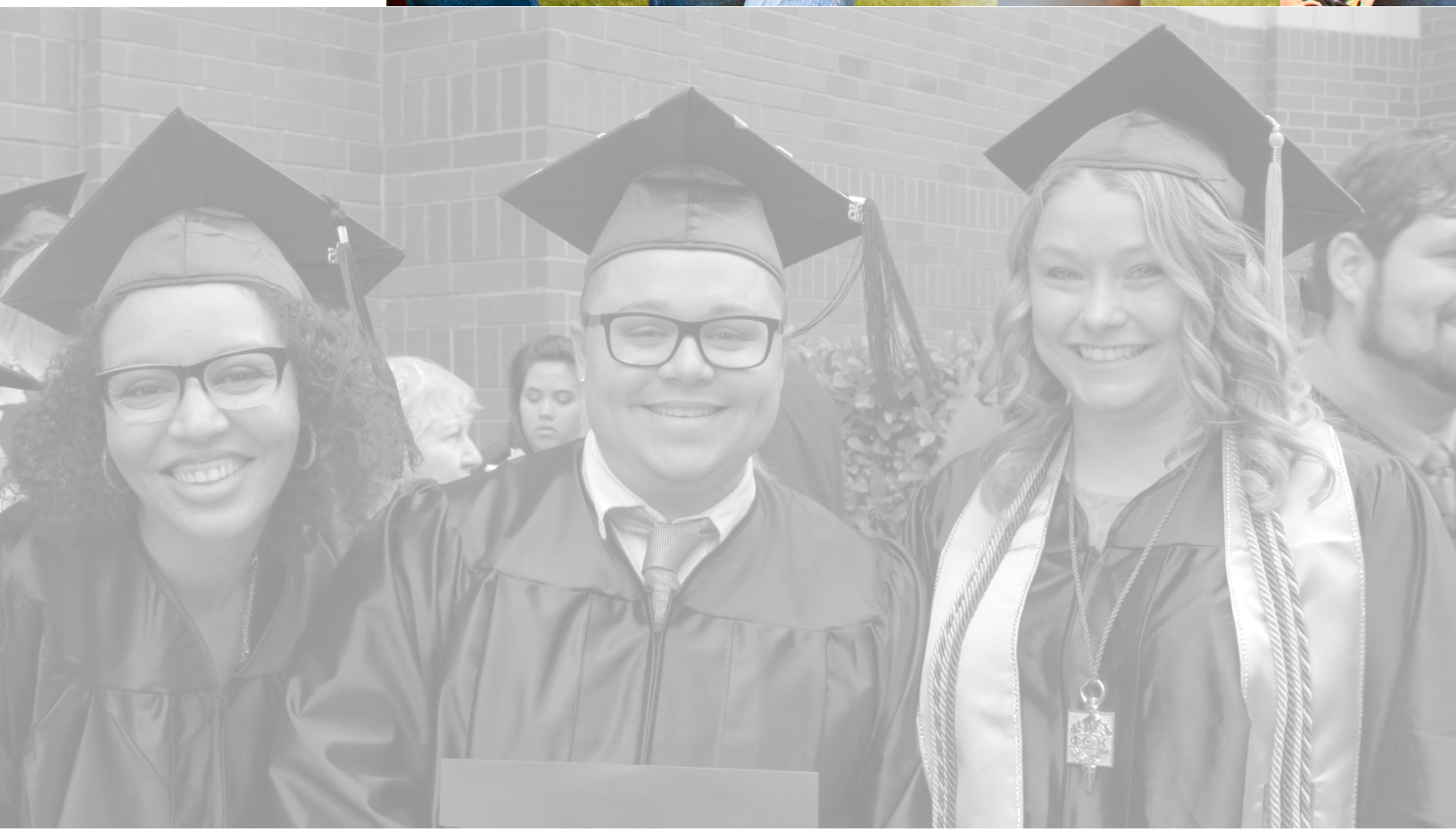
FACT BOOK

FSCJ FACT BOOK 2014-15



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