

2024-2025

Fact Book



Department of Institutional Effectiveness and Student Affairs

5230 West U.S. Highway 98
Panama City, Florida 32401
www.gulfcoast.edu

October 2025



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Introduction

The purpose of this publication is to provide the public, and the students, faculty, administration, and staff of Gulf Coast State College with a common set of basic data and statistics from which to develop their perceptions of the college environment. The data and statistics are accurate and precise; however, the college and the environment in which it exists are continually changing and the information presented may change in response.

About Gulf Coast State College

Serving the community since 1957, Gulf Coast State College was the first public two-year institution to open after the 1957 Florida Legislature established a statewide network of community colleges. Located in Panama City on Florida's Emerald Coast, Gulf Coast is one of 28 public colleges in the state, all located within commuting distance of 96 percent of the population. Dr. Ted W. Booker was named the first president (1957-1960), followed by Dr. Richard E. Morley (1960-1976), Dr. Lawrence W. Tyree (1976-1988), Dr. Robert L. McSpadden (1988-2007), Dr. A. James Kerley (2007-2014), Dr. John R. Holdnak (2014-2022), Dr. Cheryl Flax-Hyman (2022-2023), and Mr. Glen McDonald (2023- present).

The College has gone through several name changes over the decades beginning with Gulf Coast Community College in 1957. In 1958, the name changed to Gulf Coast Junior College, prompted by a change in mission to restrict offerings to academic programs. In 1970, the College changed its name again back to Gulf Coast Community College as its mission expanded to include service to the community. In 2011, the name changed to Gulf Coast State College after receiving accreditation to award four-year degrees, better reflecting the expanding mission within the defined service district.

To serve the higher education needs of African-Americans in the community, Rosenwald Junior College opened in 1958 on the campus of Rosenwald High School, and Calvin Washington was named president. On May 18, 1966, Rosenwald Junior College merged into Gulf Coast Junior College.

The Panama City Campus opened on September 17, 1957, with 181 students, and through the spring of 1960, the College operated in temporary facilities at the Wainwright Shipyard (located across the street from the present location at 5230 West Highway 98). The City of Panama City provided 40 acres for the permanent campus overlooking St. Andrew Bay; the College purchased the remaining 40 acres. Construction of new buildings on the campus began in 1959, with the actual move to the new campus completed the next year.

Accreditation

Gulf Coast State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Gulf Coast State College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Gulf Coast State College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Statement of Values

Holding true to its vision and working continuously on mission, Gulf Coast State College affirms these values as essential to all the college is and does:

- Boldness of vision
- Responsiveness to the community
- Culture of honesty and trust
- Open expression of ideas
- Diversity of thought and culture
- Flexibility and agility
- Ease of access and affordability
- Outstanding teaching and service
- Creativity and innovation
- Purposeful work

Vision Statement

Gulf Coast State College will deliver life-changing learning opportunities and will join as a full partner in dynamic cultural and economic development of the region.

Mission Statement

Gulf Coast State College holds students and community of central importance. The college provides many opportunities for learning and offers a range of programs and services to help students become well-educated, productive citizens. The college is equally dedicated to collaborating with the community to help create or improve economic well-being and to offer the space of the college for social dialog, events of art and culture, and other moments that enhance our quality of life.

Gulf Coast State College Foundation

History, Vision, and Mission

The Gulf Coast State College Foundation, Inc. was incorporated on October 16, 1967 by the State of Florida as a 501(c)(3) non-profit corporation. The original charter was signed by Dr. Richard Morley, president of Gulf Coast Community College at the time of incorporation, Captain Mark Starkweather, Mrs. Mark Starkweather, Mrs. M.F. Parker, Mr. Amos Howard, Mr. John Moseley, and Mr. Roland Vines. Since that time, the Foundation has grown considerably in membership and assets while remaining faithful to its original philosophy and purpose.

Vision Statement

Based on the principles of trust and integrity, the vision of the Gulf Coast State College Foundation is to advance the causes of Gulf Coast State College.

Mission Statement

The Gulf Coast State College Foundation's mission is to create a scholarship program providing educational opportunities to deserving students. Further, the mission of the Foundation is to enhance the educational programs and student services available at Gulf Coast State College. Through the active involvement and leadership of citizens united by these purposes, the Foundation serves as an effective liaison between the College and the community. The Foundation assists the College in enriching the community through cultural opportunities and in enhancing the economic development of the community with educational programs.

2022-2027 Strategic Plan

Direction One: Learning First

Create a culture that focuses on student success by promoting academic excellence and continued improvement in the teaching and learning process.

Strategic Goals:

- Provide rigorous, engaging, and evidence-based instructional methods and innovative curricular designs
- Increase methods to incorporate technology into pedagogical practice to optimize student learning
- Provide ongoing and timely professional development on best practices and cross-curricular collaboration
- Increase active and contextualized learning and experiential learning opportunities
- Develop flexible programs and delivery options that allow students and graduates to compete successfully in the local, state, and regional economy

Key Performance Indicators:

- Increase the number of students experiencing active and collaborative learning on Community College Survey of Student Engagement (CCSSE) by 4 points over 2022 baseline
- Increase fall-to-fall retention by 10% (2022-2027) disaggregated by student characteristics
- Increase the number of degree-seeking students completing an associate degree within three years (full-time students) and six years (part-time students), disaggregated by student characteristics, by 10% (2022-2027)

Direction Two: Student Success

Continuously develop new and innovative approaches to recruit, retain and graduate students.

Strategic Goals:

- Develop strategic interventions for first-generation students and underrepresented communities
- Provide increased access to robust tutorial support at critical points along student progression
- Embed support services, with a focus on academic advising and mental health services, across clearly defined academic pathways
- Expand opportunities for students to be involved with the community via applied learning such as service learning, civic engagement, experiential learning, and volunteer experiences
- Engage students in extra and co-curricular activities that promote learning outside of the classroom

Key Performance Indicators:

- Increase enrollment (FTE) by 10% (2022-2027) disaggregated by student characteristics
- Increase the number of students experiencing support for learning on CCSSE by 4 points over 2022 baseline
- Increase the number of students participating in high-impact practices to include academic advising, service learning, tutorial support and extra/co-curricular activities (establish baseline in 2022-23)
- Increase the number of students completing English and math courses within the first 24 credits by 10% (2022-2027)

Direction Three: Accessibility and Student Engagement

Promote a culture of civility to include openness, trust, collaboration and mutual respect that is built upon a range of diverse backgrounds, ideas, and perspectives that enhance student learning and institutional improvement.

Strategic Goals:

- Implement policies and practices that close achievement gaps in student success and increase retention and completion rates of all students
- Increase accessibility for all students to support the open-door mission of the college
- Develop and implement accessibility and student engagement practices that enhance the campus climate and student success

Key Performance Indicators:

- Increase the percentage of students to attend GCSC in the year following high school disaggregated by demographics by 10% (2022-2027)
- Increase enrollment of non-traditional students (age 25 and older) by 4% (2022-2027)
- Develop new programs/initiatives to support student engagement for all student populations

Direction Four: Community Connections

Partner with constituents to align programs to strengthen the educational, social and economic vitality of community.

Strategic Goals:

- Promote college engagement with community organization and businesses to increase the region's awareness of the College's mission and services
- Promote lifelong learning opportunities for all while encouraging creativity, curiosity, and collaboration
- Support the economic and cultural vitality of the communities we serve by training qualified workers
- Initiate, direct, and support leadership in community, cultural, artistic, and intellectual development

Key Performance Indicators:

- Increase the number of strategic community and industry partnership (baseline established in 2022)
- Increase the licensure/certification pass rate by 5% (2022-2027)
- Increase the number of community events hosted by the College (baseline established in 2022)

Direction Five: Organizational Culture

Support the College's vision and mission and invest in its employees to create a dynamic workplace

Strategic Goals:

- Ensure financial resiliency and long-term sustainability of the institution
- Regularly review institutional structures and processes for relevancy and efficiency

- Increase opportunities for the College to engage with the community
- Identify, attract, and retain talented faculty and staff with competitive compensation and professional development opportunities
- Celebrate the success of our students and employees

Key Performance Indicators:

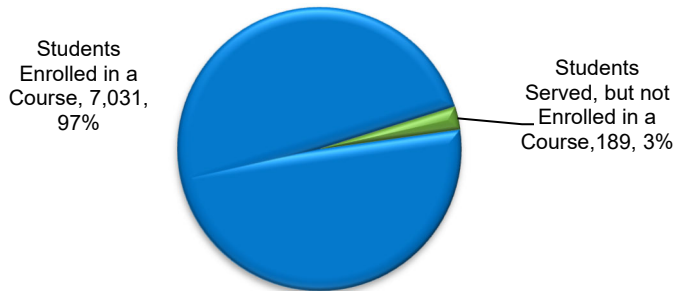
- Pursue additional resources to support college programs and scholarships
- Increase the number of employees participating in professional development activities (baseline established in 2022)
- Increase the number of faculty, staff, and students engaging in community service (baseline established in 2022)

Student Profiles

Student Enrollment

Annual Unduplicated Headcount Detail 2023-24

Source: FCS Annual Fact Book 2.2T
2023-24 SDB HDCNT



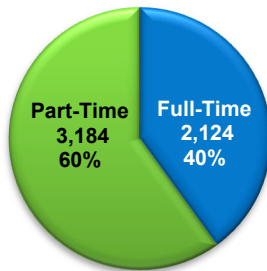
Note: Data includes upper division, lower division and non-credit.

Students Enrolled in a Course - Student reported on the Student Database that was enrolled in any course.

Students Served - Any student reported on the Student Database. May not be enrolled in a course, but was granted an award or acceleration credit or other service.

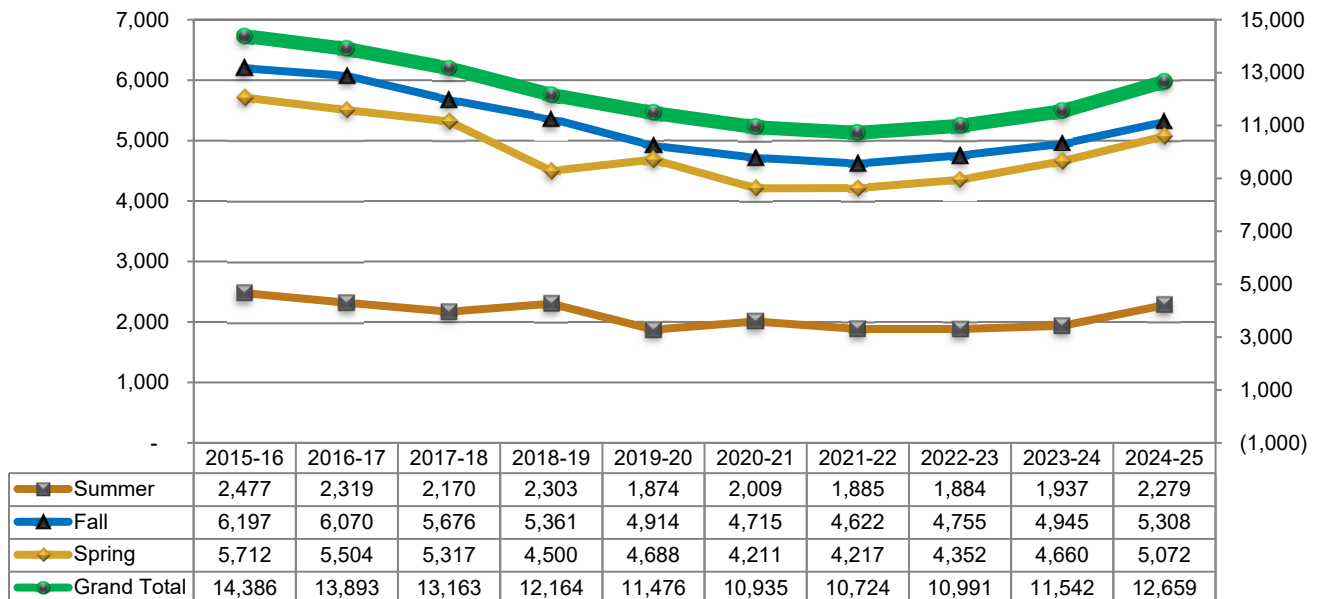
Fall 2024 Enrollment by Student Status

Source: Fall 2024 EOT Postsecondary_Headcount



GCSC Enrollment Trend Summer 2015 - Spring 2025

Source: Summer, Fall & Spring EOT EF2REPT Reports



FTE Enrollment

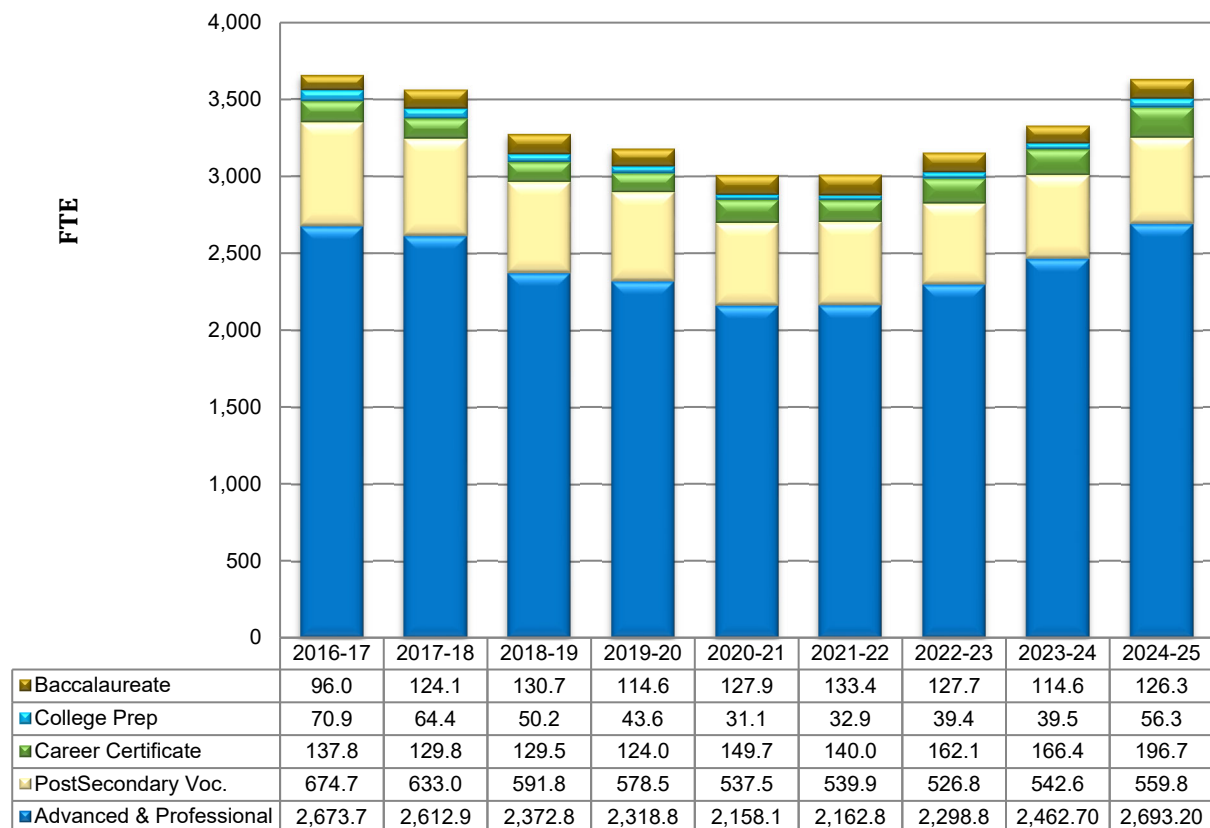
GCSC Full-Time Equivalent (FTE) Enrollment (Funded) by Discipline – 2024-25

Program Area	Summer	Fall	Spring	Total
Advanced & Professional (A&P)	360.3	1,212.8	1,120.1	2,693.2
Postsecondary Vocational (PSV)	54.6	257.4	247.8	559.8
Career Certificate	44.0	77.5	75.2	196.7
Developmental Education (PREP)	8.3	27.7	20.3	56.3
Total LOWER DIVISION	467.2	1,575.4	1,463.4	3,506.0
Upper Division (A&P)	28.3	49.5	48.5	126.3
TOTAL College	475.5	1,624.9	1,511.9	3,632.3

Source: CCTMIS—Spring Ending FTE-3 Enrollment Reports – Funded_FTE_ICS.PDF

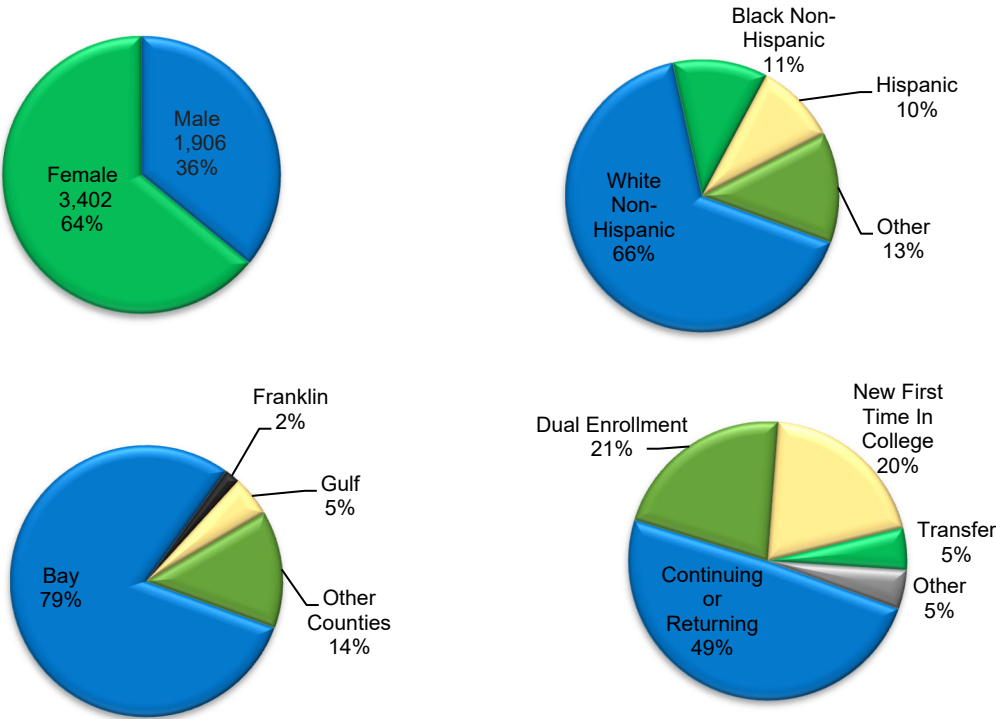
FTE Enrollment Trend by Discipline (Funded) 2016-17 through 2024-25

Source: CCTMIS—Spring Ending FTE-3 Funded_FTE_by_Program_Area

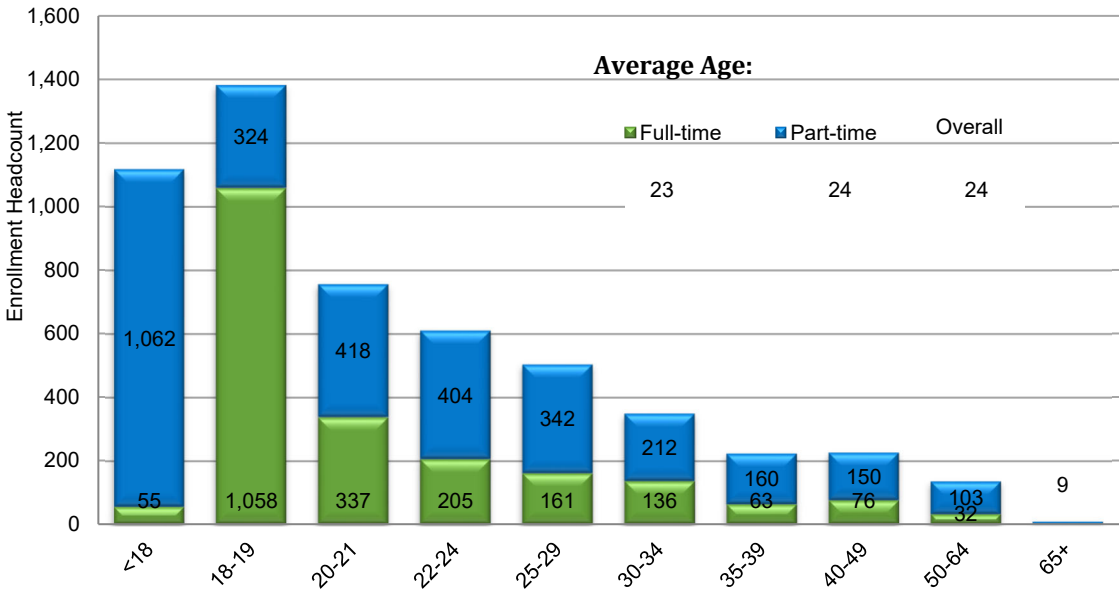


Student Enrollment Demographics

Fall 2024 Enrollment Headcount
by Gender, by Ethnicity, by County, by Student Type
Sources: Fall 2024 Postsecondary_headcount; extract from Banner

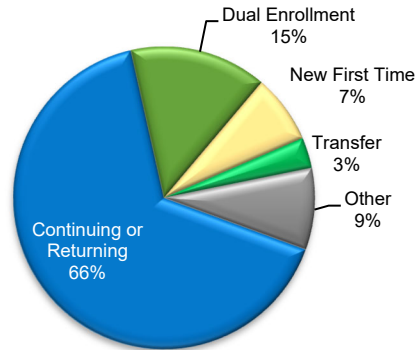


GCSC Fall 2024 Enrollment Headcount by Age Range
Source: Fall 2024 EOT Postsecondary_Headcount



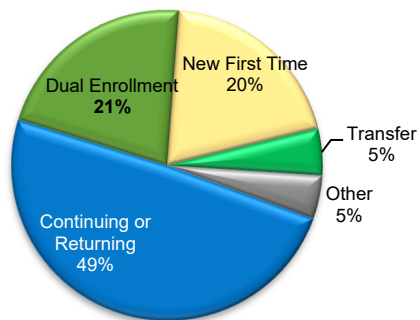
Summer 2024 Enrollment by Student Type

Souce: Banner Extract



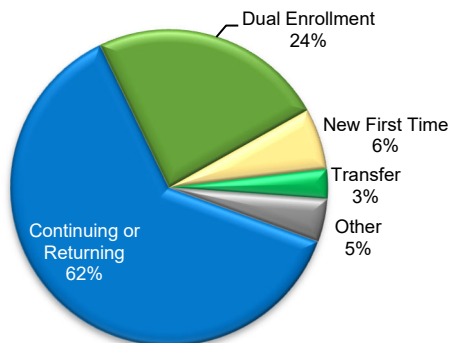
Fall 2024 Enrollment by Student Type

Souce: Banner Extract



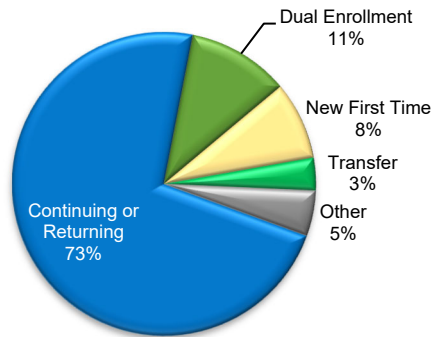
Spring 2025 Enrollment by Student Type

Souce: Banner Extract



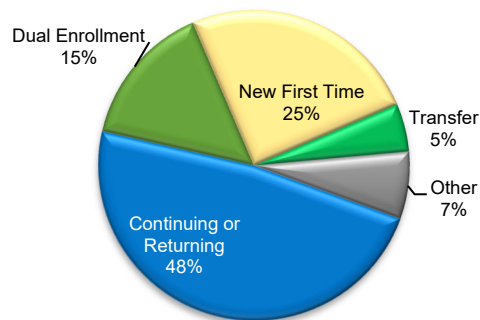
Summer 2024 FTE by Student Type

Souce: Banner Extract



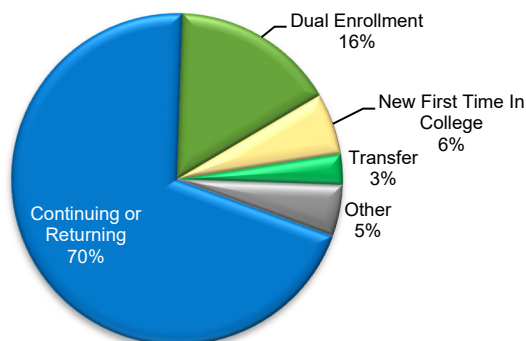
Fall 2024 FTE by Student Type

Souce: Banner Extract

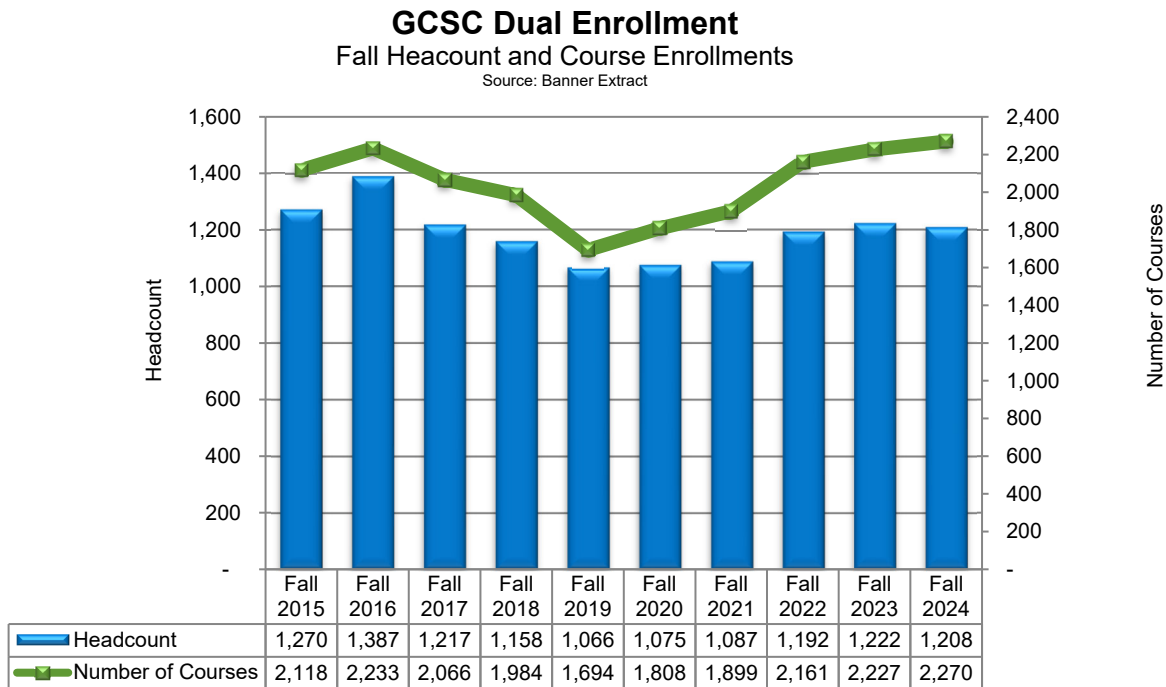


Spring 2025 FTE by Student Type

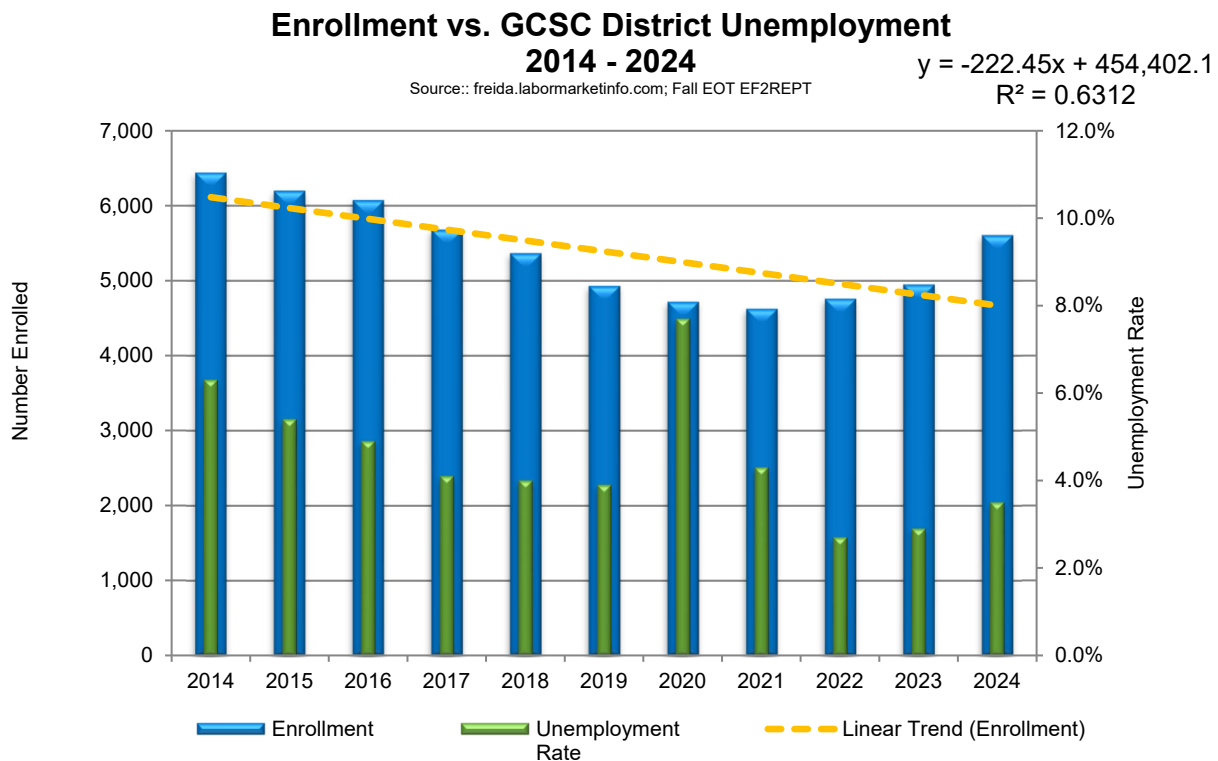
Souce: Banner Extract



Dual Enrollment



Economics and Enrollment



Programs

Program Enrollment 2024-2025

DEGREE	CIP	PROGRAM	ENROLLMENT	TOTAL
AA	119240101 00	Associate in Arts	3,594	
		Total A.A.		3,594
AS	013513801 00	Nursing R.N.	334	
	015111003 08	Cybersecurity	113	
	015520201 02	Business Administration	113	
	016110801 03	Digital Media/Multimedia Technology	62	
	016120504 00	Culinary Management	60	
	013510910 04	Diagnostic Medical Sonography	48	
	016150000 01	Engineering Technology	42	
	013510907 00	Radiography	38	
	015110201 00	Computer Programming and Analysis	36	
	013510602 00	Dental Hygiene	35	
	013510908 00	Respiratory Care	33	
	013510806 01	Physical Therapist Assistant	32	
	013510904 02	Emergency Medical Services	31	
	017430103 00	Criminal Justice Technology	30	
	016040901 00	Architectural Design & Constr. Tech	28	
	015520302 01	Accounting Technology	26	
	012520901 00	Hospitality & Tourism Management	25	
	016150801 02	Unmanned Vehicle Systems Operation	23	
	014131210 03	Early Childhood Education	23	
	013510909 00	Surgical First Assisting	22	
	015111001 11	Network Systems Technology	16	
	013510000 02	Surgical Services	15	
	016500502 02	Theater and Entertainment Technology	10	
	017430201 00	Fire Science Technology	5	
		Total A.S.		1,200
BACHELOR	110513801 02	BSN Nursing	122	
	110520299 01	BAS Organizational Management	99	
	110111099 01	BAS Technology Management	45	
	110100304 01	BAS Digital Media	42	
		BACHELOR Total		308
CAREER CERT	003513901 00	Practical Nursing	113	
	007430107 00	Florida Law Enforcement Academy	100	
	007430203 00	Fire Fighter	74	
	007430102 00	Correctional Officer (Traditional)	48	
	003510601 07	Dental Assisting	18	
	00351390203	Nursing Assistant	12	
	007430107 02	Crossover from Correctional Officer to Law Enforcement Officer	4	
		CAREER CERT Total		369

DEGREE	CIP	PROGRAM	ENROLLMENT	TOTAL
A.S. PSV CERT	003510909 08	Surgical First Assistant CCC	35	89
	003510904 05	Paramedic CCC	19	
	006120503 01	Culinary Arts CCC	16	
	005520302 05	Accounting Technology Management	5	
	006100105 07	Digital Media/Multimedia Production	4	
	00419070904	Early Childhood Development Specialization	4	
	00609070210	Digital Media/Multimedia Video Production	2	
	006480510 02	CNC Machinist/Fabricator	2	
	005111001 12	Network Server Administration	1	
	005520201 03	Business Specialist	1	
	006150000 07	Engineering Technology Support Specialist	0	
		A.S. PSV CERT Total		
ATD	003510904 03	Emergency Medical Technician	72	72
		ATD Total		
ATC	003513801 66	Nursing R.N.	4	4
		ATC Total		
TOTAL				5,636

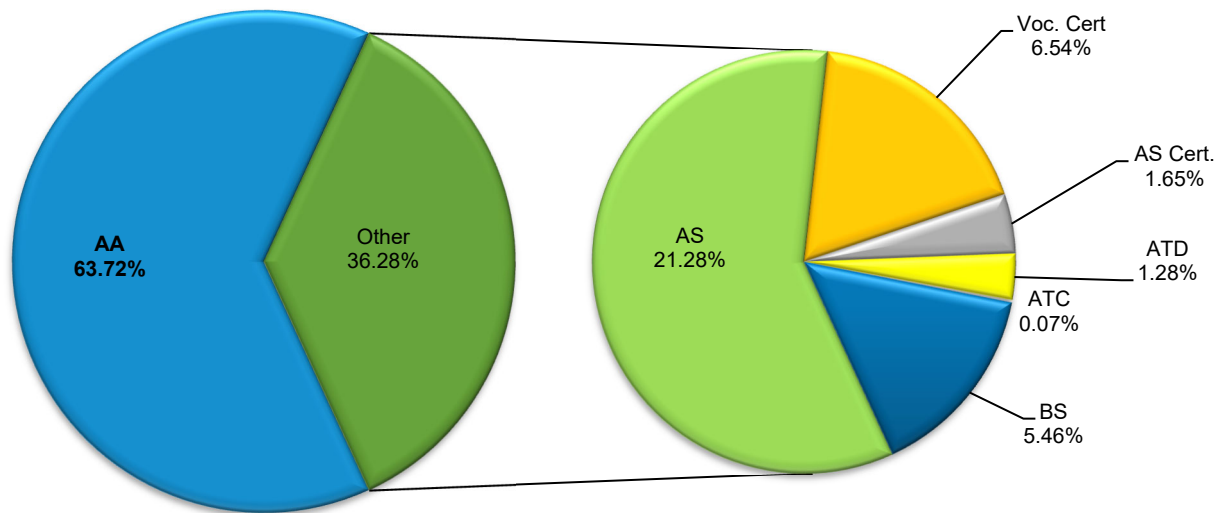
Source: Florida College System CCTCMIS—Spring Ending AA1A Report 06/13/2025 14:20:20

Notes: Enrollment figures above are duplicated across programs. Students may be enrolled in more than one program at a time. Program names are as reported by the state—names may have been changed by the time this Fact Book was published.

*Programs discontinued, teach-out provisions in place.

GCSC 2024-25 Program Enrollment Percent by Program Type

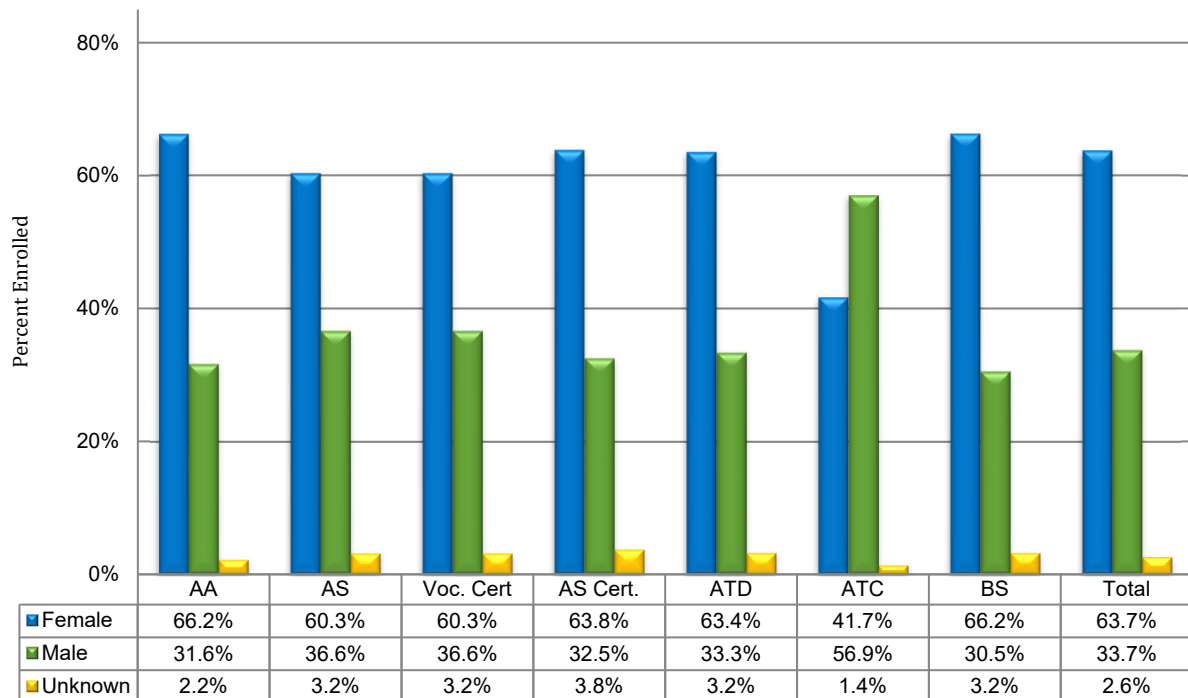
Source: Spring Ending AA1A Report



Note: Numbers may not add up to totals due to rounding.

GCSC 2024-25 Enrollment Gender Percent by Program Type

Source: Spring Ending AA1A Report



Note: *Program enrollments are unduplicated by program, but may be duplicated across programs.

Student Performance

Course Enrollment

Top 10 Credit Classes for Fall 2024 by Enrollment

(includes college preparatory courses)

Source: Banner Extract Fall 2024

Course	Description	Enrollment
ENC1101	English Composition I	884
POS2041	American National Government	751
MUL2010	Understanding Music	447
BSC2085	Human Anat/Phy I	420
ENC1102	English Composition II	369
MAC1105	College Algebra	360
MGF1106	Math for Liberal Arts	329
AMH2020	United States History II	328
PSY2012	General Psychology	320
STA2023	Statistics	283

Fall 2024 Developmental Education Course Enrollment

Source: Banner Extract Fall 2024

Course	Description	Enrollment
MAT0012	Developmental Arithmetic with Algebra	238
ENC0022	Developmental Writing I and II Combined	23
REA0019	Developmental Reading I and II Combined	18

Top 10 Classes Taken by Dual Enrollment Students at High Schools in Fall 2024

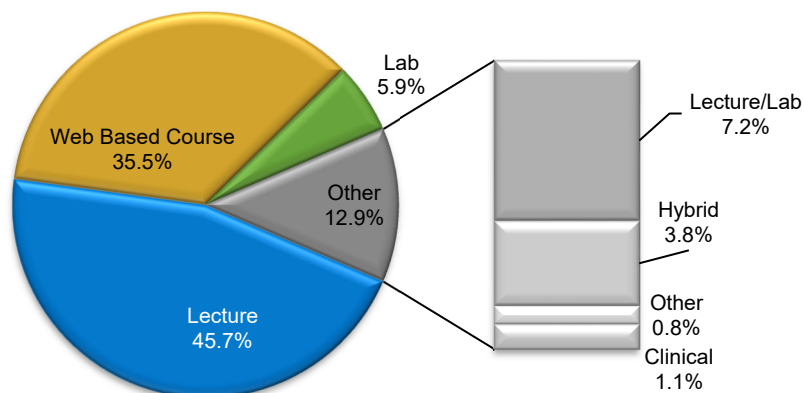
Source: Banner Extract Fall 2024

Course	Description	Enrollment
ENC1101	English Composition I	270
MAC1105	College Algebra	211
EUH1000	Western Civilization I	161
MAC1114	Plane Trigonometry	91
MAC1140	Precalculus Algebra	77
ENC1102	English Composition II	76
MUL2010	Understanding Music	75
STA2023	Statistics	65
MAC2311	Calculus/Ana Geometry I	39
EDG2949	COOP Education	32

Course Instructional Delivery Methods

Percent Enrollment by Delivery Method Fall 2024

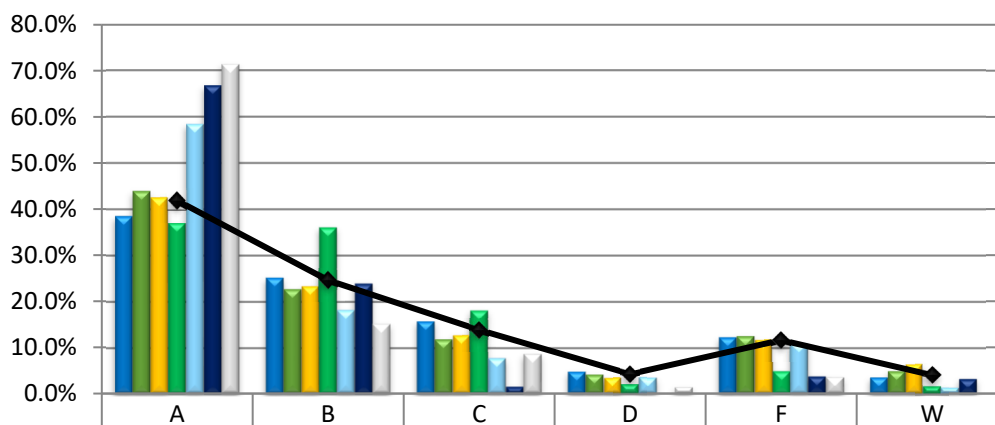
Source: Banner Extract



Note: Other includes Instructional Method Unknown, Cooperative Education, Independent Study and Clinical. Grades: P (Passed), NS (Not Show) and X (Audit) were removed.

GCSC Fall 2024 Grade Distribution for College Credit Course by Delivery Method

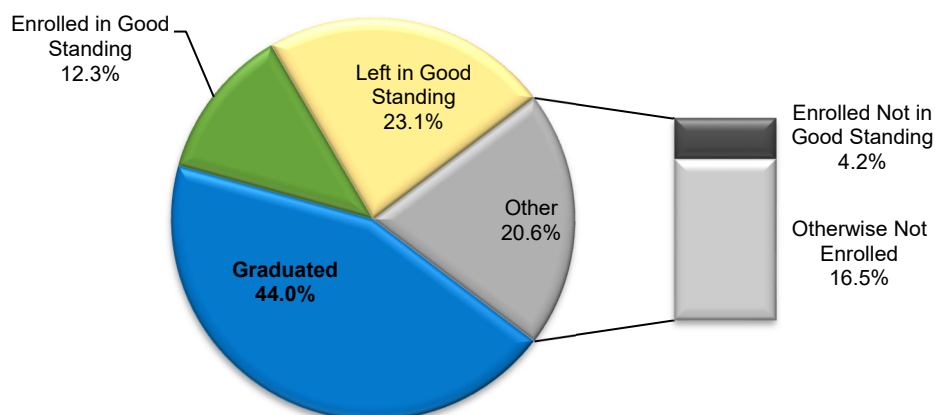
Source: Banner Extract



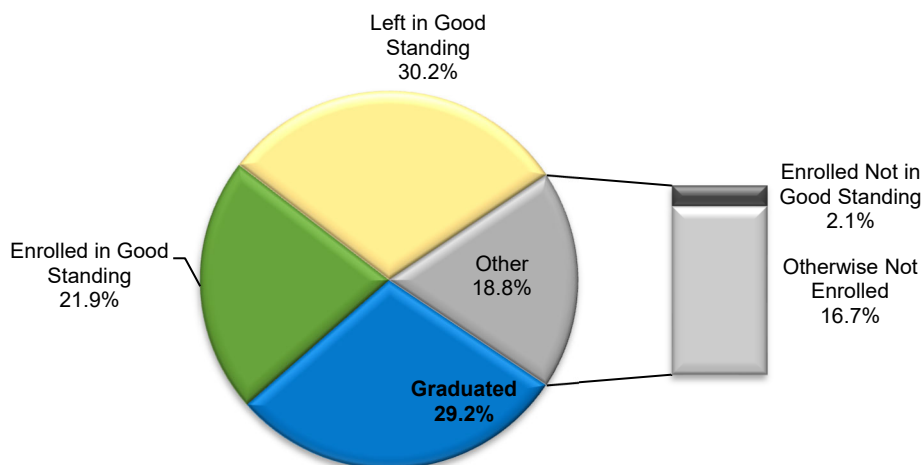
	A	B	C	D	F	W
Lecture	38.5%	25.1%	15.7%	4.8%	12.3%	3.6%
Web Based Course	43.8%	22.6%	11.8%	4.2%	12.5%	5.0%
Lab	42.5%	23.3%	12.7%	3.5%	11.7%	6.4%
Lecture/Lab	37.0%	36.0%	18.1%	2.1%	5.0%	1.7%
Hybrid	58.3%	18.2%	7.7%	3.5%	10.9%	1.3%
Clinical	66.7%	23.9%	1.7%	0.0%	3.9%	3.3%
Other	71.2%	15.1%	8.6%	1.4%	3.6%	0.0%
Grand Total	41.8%	24.6%	13.8%	4.2%	11.6%	4.0%

Retention & Success by Degree Sought

Retention and Success - AA
Fall 2020 FTIC Followed through Spring 2024
Source: Accountability Measure 1 Part 2 - 03/24/2025



Retention and Success - AS, AAS
Fall 2020 FTIC Followed through Spring 2024
Source: Accountability Measure 1 Part 2 - 03/24/2025

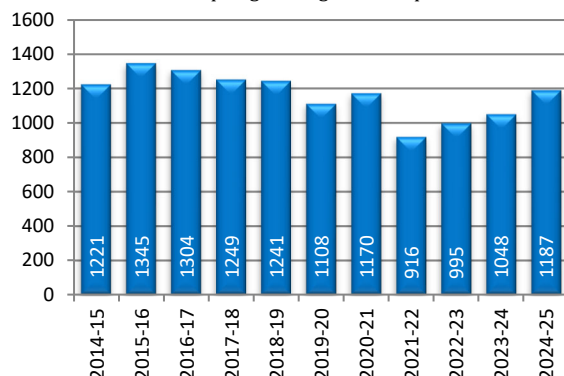


Note: Percentages may not add up to 100% due to rounding.
Note: Retention Rate = ((Graduated + Enrolled in Good Standing + Enrolled not in Good Standing) / Total Cohort) * 100;
Success Rate = ((Graduated + Enrolled in Good Standing + Left in Good Standing) / Total Cohort) * 100

Graduates

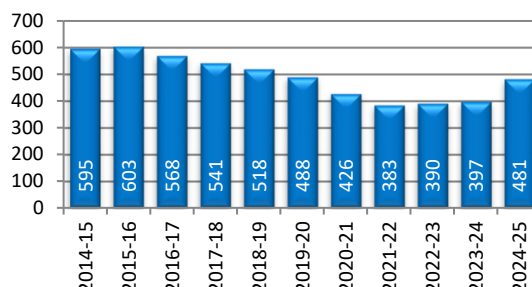
GCSC Total Graduates by Year

Source: Spring Ending AA1A Reports



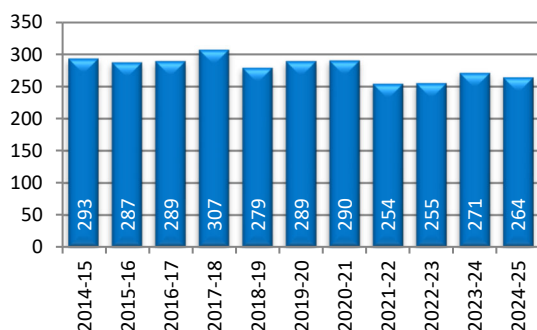
GCSC Associate in Arts (AA) Degrees Awarded by Year

Source: Spring Ending AA1A Reports



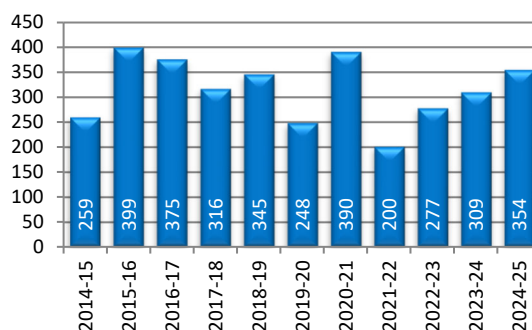
GCSC AS Degrees Awarded by Year

Source: Spring Ending AA1A Reports



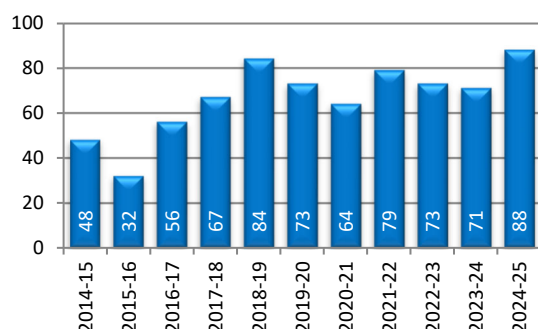
GCSC Certificates Awarded by Year

Source: Spring Ending AA1A Reports



GCSC Baccalaureate Degrees Awarded by Year

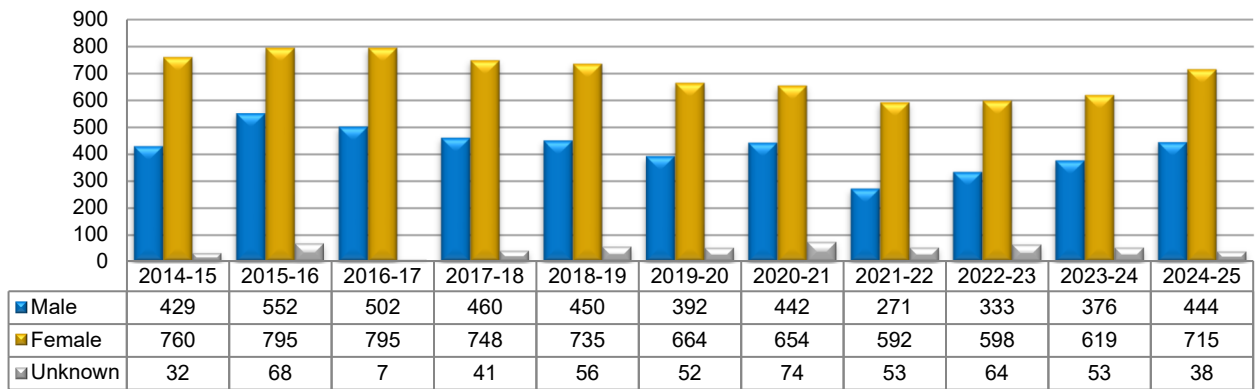
Source: Spring Ending AA1A Reports



*Certificates include: PSAV/Vocation Certificates, PSVC/AS Certificates, Applied Technical Diploma, Apprenticeship and Applied Technical Certificates.

GCSC Graduates by Gender and Year

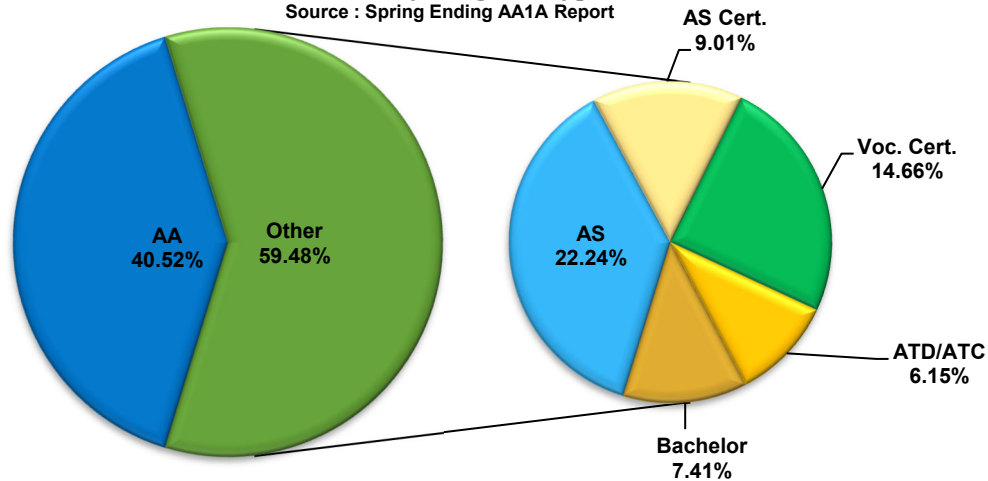
Source : Spring Ending AA1A Report



GCSC 2024-25 Awards

Percent by Program Type

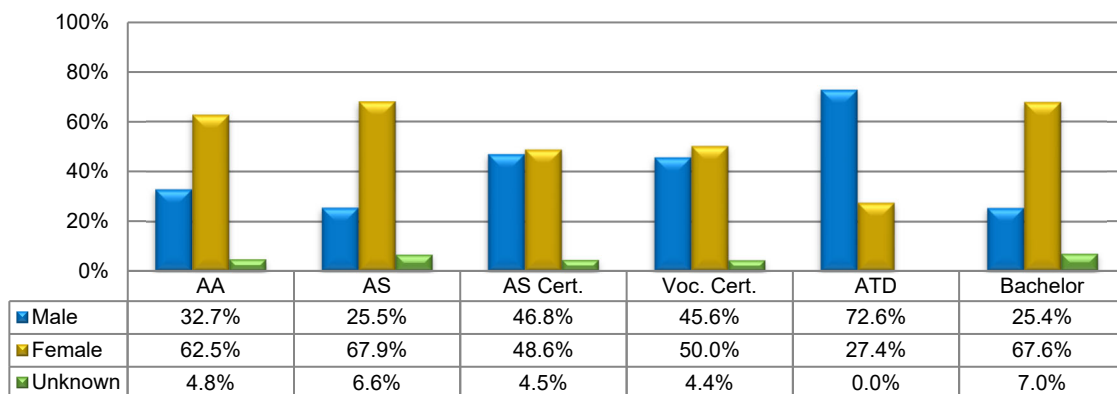
Source : Spring Ending AA1A Report



GSCS 2024-25 Awards

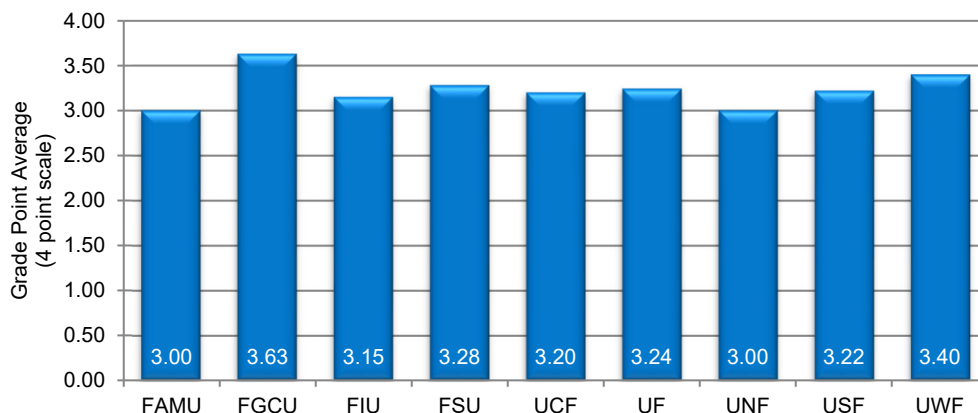
Gender Percent by Program Type

Source: Spring Ending AA1A Report



Grade Point Averages of GCSC AA Degree Students Enrolled in the State University System in 2021-22

Source: Florida College System-- Level I Data Display



Cumulative Grade Point Averages of GCSC A.A. Transfer Students Enrolled in the State University System (SUS) in 2021-22

Comparison to Performance of All Florida College and Native SUS Students in SUS

GPA	
Mean GPA of GCSC Students	3.28
Mean GPA All FL College A.A. Transfer Students	3.18

Source: Florida College System – Level I Data Display

Note: GPAs are based only on grades received at the university. AA transfer students are students in a SUS institution who graduated with an Associate in Arts degree from a Florida state college, entered the SUS institution and remained in the same SUS institution.

Financial Aid



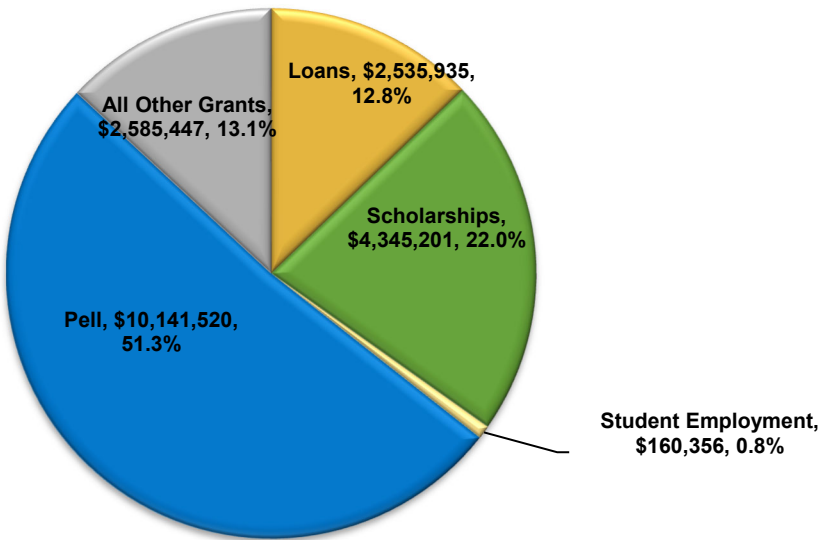
Faculty & Staff



Library

Annual Financial Aid Awards
by Amount Awarded
2024-2025

Source: CCTCMIS - Financial_Aid_Awarded_aidAmount.PDF 10/23/2025



Award Type	Number of Awards	Average Award	Student Headcount	Average Annual Award/Student
Pell Grants	4,180	\$2,426	2,269	\$4,470
All Other Grants	2,650	\$976	1,747	\$1,480
Loans	714	\$3,552	442	\$5,737
Scholarships	5,378	\$808	3,311	\$1,312
Student Employment	73	\$2,197	46	\$3,486

Source: CCTCMIS – Financial_Aid_Awarded_AidAount.PDF 10/23/2025 14:10:03
Note: Student headcount is unduplicated by award type; however, a student may receive multiple award types.

Faculty & Staff

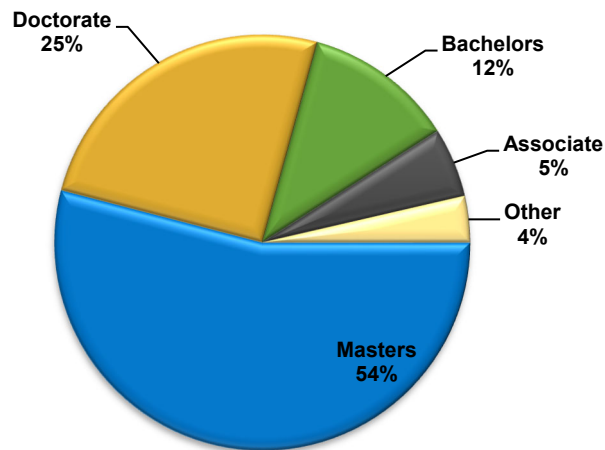
Fall 2024 Instructional Personnel Headcount

Full-Time	Part-Time	Total
111	127	238

Source: Institutional Effectiveness - Banner Extract.

Fall 2024 Full-Time Faculty by Degree

Source: Banner Extract



Fall 2024 Full-Time Employee Headcounts & Percentage by Gender and by Occupational Activity

Occupational Activity	No.	% Male	% Female
Management Occupations	50	44%	56%
Business & Financial Operations	28	18%	82%
Computer Engineering & Science	25	80%	20%
Community, Social Service, Legal Arts, Design, Ent, Sports & Media	7	57%	43%
Instruction	141	39%	61%
Librarians	2	50%	50%
Library Technicians	1	0%	100%
Service Occupations	33	70%	30%
Sales and Related Occupations	6	16%	84%
Office & Administrative Support Occupations	71	24%	76%
Total Full-Time Employees	364	41%	59%

Source: Florida College System CCTCMIS-Employee_Race_Gender_Counts.pdf Report 04/25/2025 18:10:07

Library

The Library opened to the public in 1976 and was originally named the Learning Resource Center. The 56,644 square foot building includes 117 computers available for student use, including two iMacs, two group presentation areas, and six study rooms.

2024-25 GCSC Library Statistics

Source: IPEDS 2024-25 Academic Libraries Survey

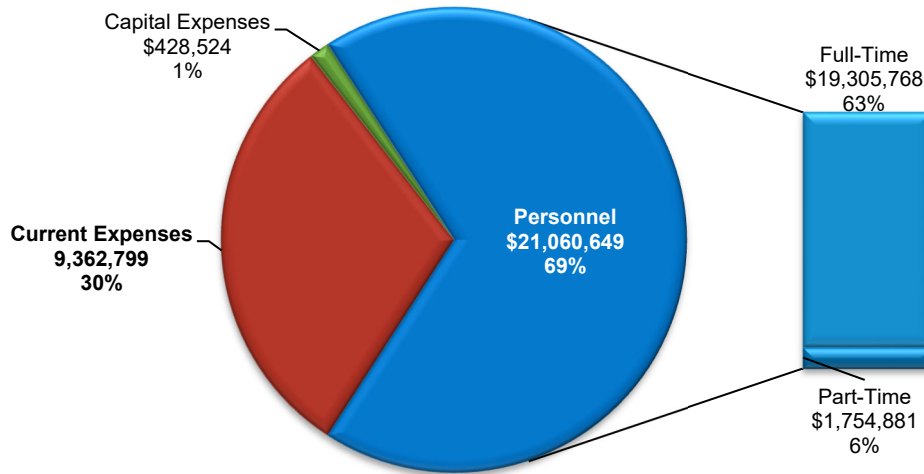
Library Staff FTE (excluding student assistants)		4
Student Assistants (FTE)		4
Collections	Physical	Digital
Books	31,241	439,384
Databases		129
Media	1,079	48,945
Serials	9	165,196
Total	32,329	653,654
Library Circulation	1,027	43,501

Finance & Budget

GCSC 2023-24 Annual Cost Analysis

Expenditures by Category

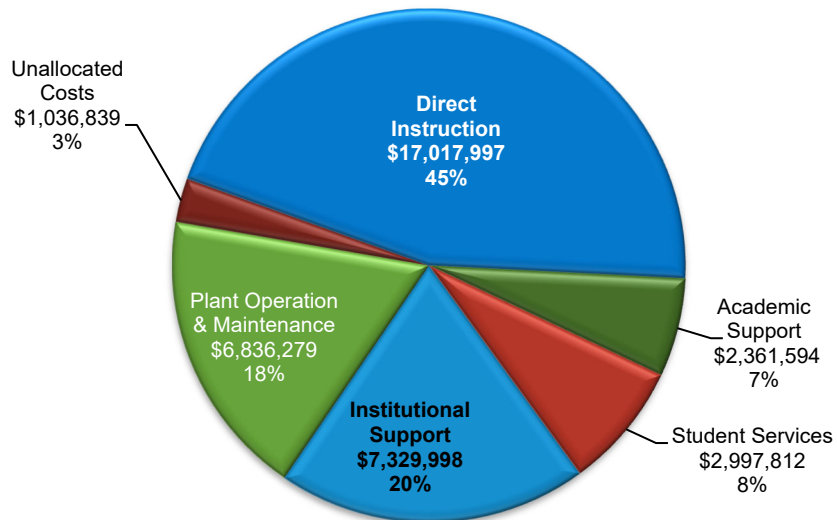
Source: Florida College System Fact Book 2025 Table 7.5



GCSC 2023-24 Annual Cost Analysis

Expenditures by Function

Source: Florida College System Fact Book 2025 Table 7.3



Program Costs & Student Fees

GCSC Credit Hour Fees for Lower Level College Credit Programs Compared to State Means for Residents and Non-Residents Academic Year 2024-25

Fees	Resident		Non-Resident	
	GCSC	State Weighted Mean	GCSC	State Weighted Mean
Tuition	\$72.92	\$80.69	\$72.92	\$80.69
Out-of-State Tuition	0.00	0.00	221.42	240.07
Student Financial Aid	3.65	3.97	14.72	15.49
Student Activity	7.29	7.21	7.29	7.19
Capital Improvement	7.29	10.98	24.69	29.58
Technology	3.65	3.96	14.72	15.61
TOTAL	\$94.80	\$106.81	\$355.76	\$388.85
Total Fees for Academic Year (30 Hours)	\$2,844.00	\$3,204.27	\$10,672.80	\$11,665.37

Source: Florida College System (FCS) Fact Book 2025 Tables (Lower Level) 7.8 and 7.9; Weighted mean is for 28 colleges in FCS. Due to rounding, weighted mean total may not equal.

Total Per Credit Hour (do not include access fee) for GCSC Programs – Fall 2025

Fees	Resident	Non-Resident
Per A & P, PSV, and College Prep Credit Hour	\$98.75	\$359.71
Per Career Certificate Credit Hour	\$87.87	\$339.62
Per Baccalaureate Level A & P Credit Hour	\$117.59	\$624.34
Source: GCSC 2025-2026 General Catalog		

District Profiles



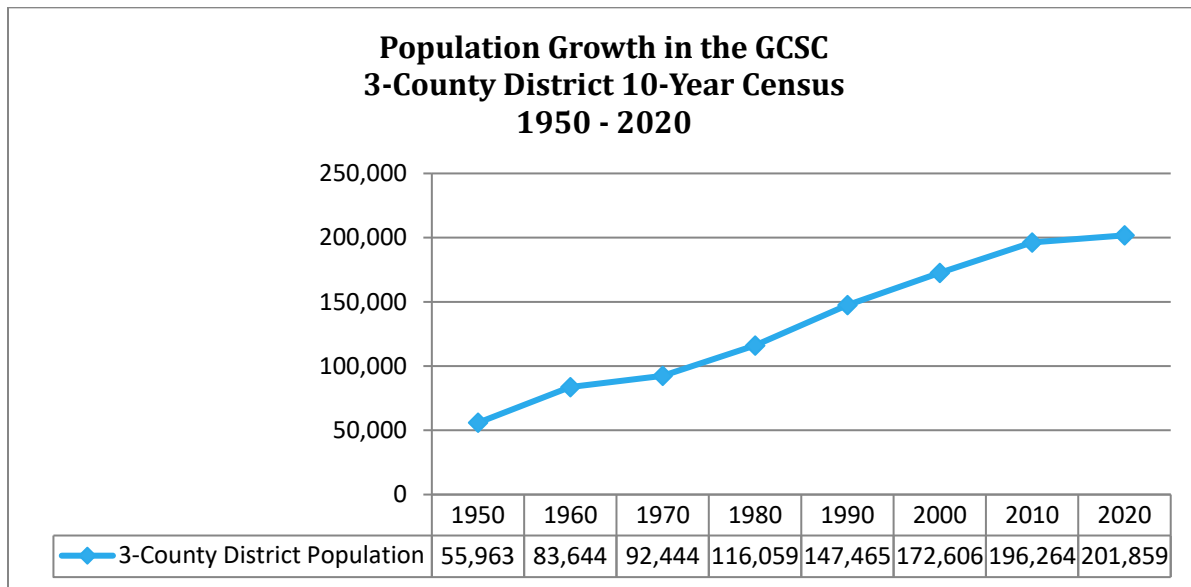
The Gulf Coast State College district is comprised of three counties: Bay, Franklin, and Gulf. The district stretches over a distance of 73 miles along the Gulf Coast, covering 1,857 square miles.

Population Demographics

Population Estimates, Land Area, and Density of GCSC District Counties

County	Population	Land Area in Square Mileage (2020)	Person per Square Mile
Bay	199,718	758	263
Franklin	12,979	545	24
Gulf	15,876	553	29
Total 3-County District	228,573	1,857	123

Source: www.census.gov, 2024 American Community Survey 1-Year Estimates



Source: www.census.gov

Percent Population Change in GCSC Counties Between 2010 – 2020	
County	% Population Growth
Bay	3.77%
Franklin	7.81%
Gulf	-10.53%
Total 3-County District	2.85%
Florida	14.54%

Source: www.floridajobs.org/

GCSC District Population Percent by Age Range						
County	19 & Under	20 to 24	25 to 44	45 to 64	65 & Over	Median Age
Bay	23.30%	5.90%	26.66%	25.63%	18.51%	40
Franklin	16.33%	4.66%	23.24%	27.37%	28.41%	50
Gulf	17.28%	4.89%	18.18%	29.78%	23.72%	48
Total 3-County District	22.48%	5.76%	26.30%	26.02%	19.43%	42
Florida	22.13%	5.96%	25.15%	26.30%	20.46%	43

Source: US Census Bureau American Community Survey 5-year Estimate, July 2024

Local Education

Educational Attainment Levels by Percent of County Population 25 Years and Over - 2021

	Bay	Franklin	Gulf	Florida
Less than HS Diploma	8.2%	19.7%	14.3%	10.1%
High School Diploma/Equiv.	27.5%	32.2%	34.1%	27.1%
Some College, no degree	23.2%	19.6%	21.0%	18.4%
Bachelor Degree	18.0%	11.5%	12.8%	21.4%
Graduate or Professional Degree	10.3%	9.4%	8.6%	12.9%

Educational Attainment Levels by Percent of County Population 25 Years and Over - 2022

	Bay	Franklin	Gulf	Florida
Less than HS Diploma	9.8%	19.7%	14.3%	9.7%
High School Diploma/Equiv.	28.1%	32.2%	34.1%	26.8%
Some College, no degree	23.9%	19.6%	21.0%	18.4%
Bachelor Degree	17.2%	11.5%	12.8%	21.6%
Graduate or Professional Degree	9.5%	9.4%	8.6%	13.3%

Educational Attainment Levels by Percent of County Population 25 Years and Over - 2023

	Bay	Franklin	Gulf	Florida
Less than HS Diploma	7.4%	16.9%	13.3%	9.8%
High School Diploma/Equiv.	29.9%	31.1%	30.9%	26.8%
Some College, no degree	31.7%	26.7%	31.4%	28.5%
Bachelor Degree	19.6%	14.0%	15.4%	21.6%
Graduate or Professional Degree	11.5%	11.3%	9.1%	13.3%

Source: US Census Bureau, American Community Survey 5-year Estimate 2021, 2022, 2023

Public High Schools in GCSC District

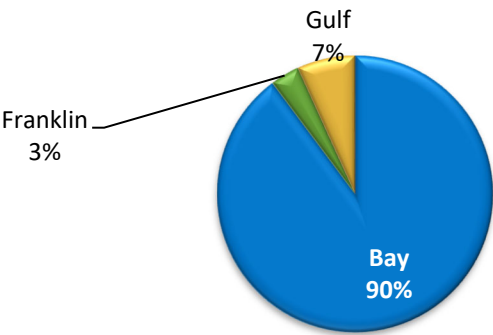
A. Crawford Mosley High School
 Bay High School
 Bay Virtual
 Central High School
 Chautauqua Charter School
 Deane Bozeman School
 J.R. Arnold High School
 New Horizons Learning Center
 North Bay Haven Charter Academy
 Palm Bay Preparatory Academy
 Panama City Marine Institute
 Rosenwald High School
 Rutherford High School
 Gulf Virtual
 Port St. Joe High School
 Wewahitchka High School
 Franklin County High School

Private High Schools in GCSC District

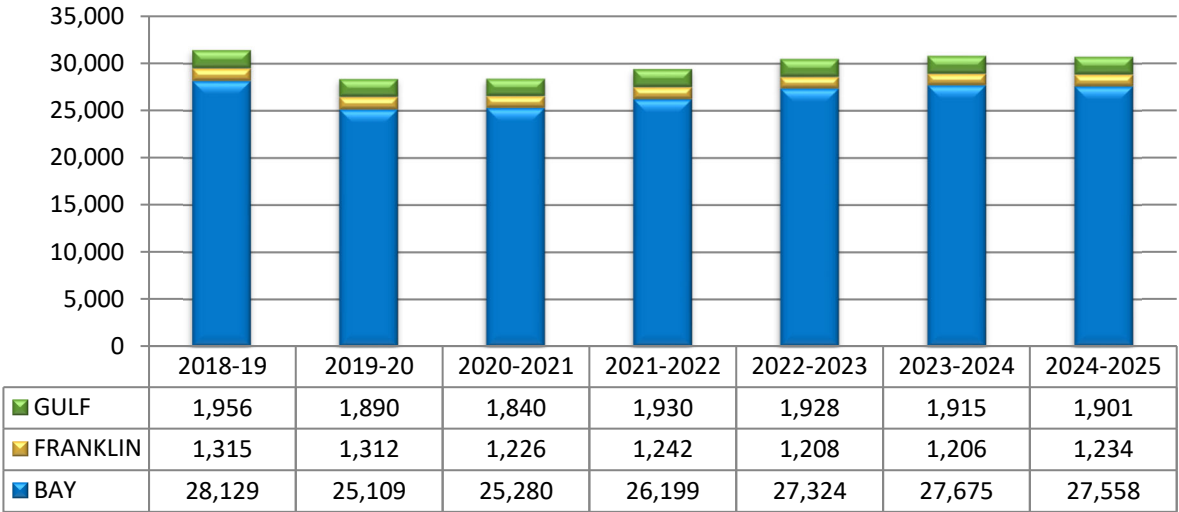
Covenant Christian School
 Eagle Nest Christian Academy
 Kaleidoscope School of Discovery
 Panama City Advanced School

Source: <http://www.fldoe.org/schools/>; <https://edstats.fldoe.org/>

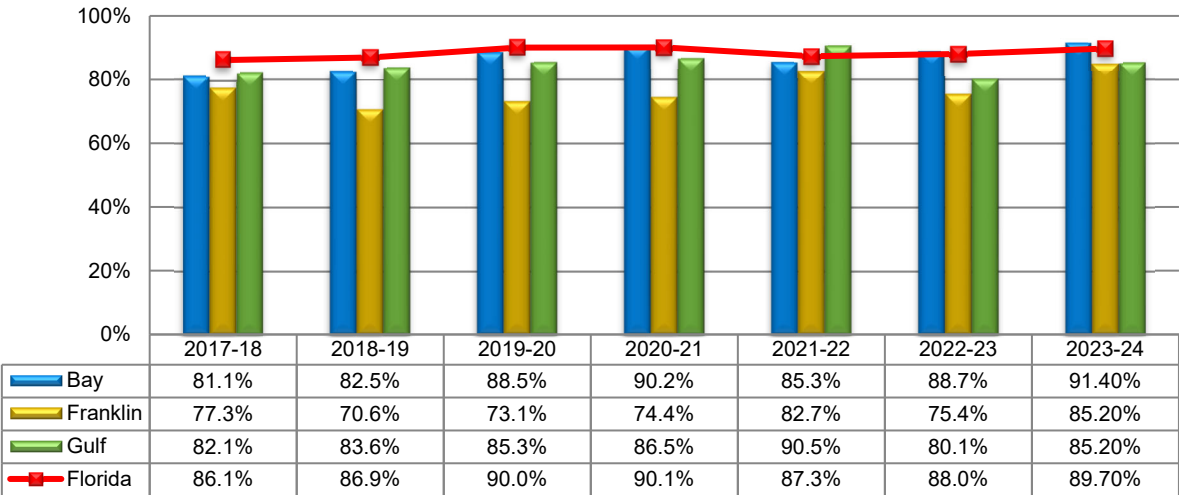
**GCSC District School Membership
Grades 9-12, 2024-25**



GCSC District Counties PK-12 Enrollment by Year



**High School Graduation Rates in the GCSC District
2017-18 through 2023-24**



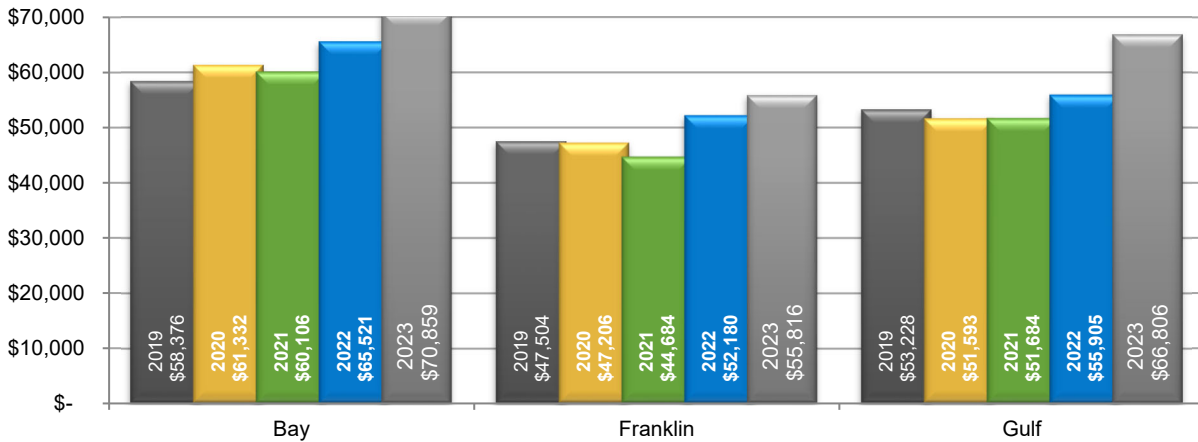
Source: <https://edstats.fldoe.org/>

Area Economics and Labor Force

GCSC District Income Profile - Median Household Income

2019, 2020, 2021, 2022, 2023

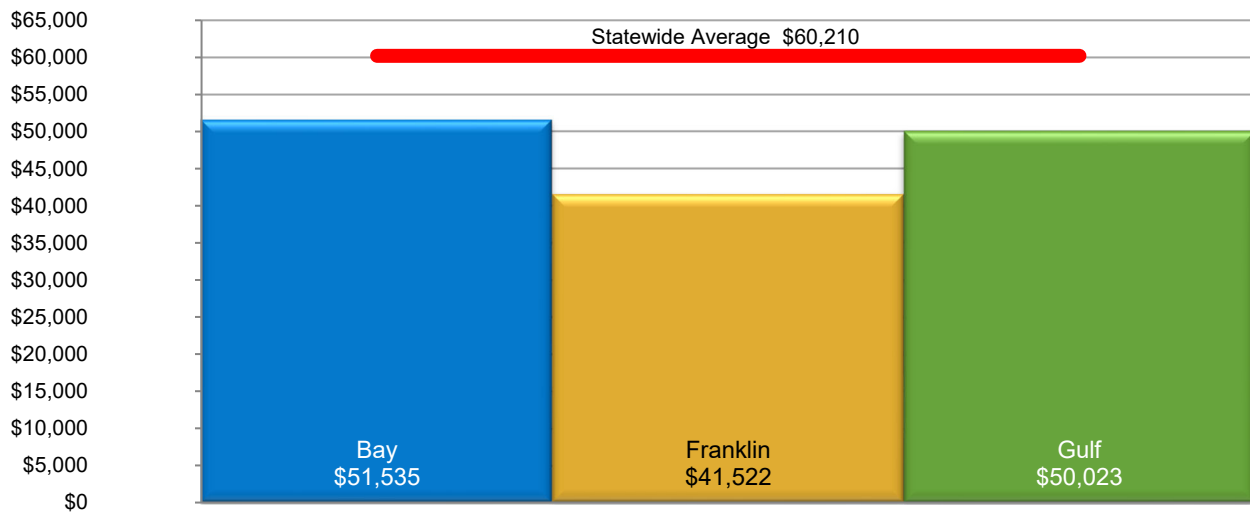
Source: U.S. Census Bureau Small Area Income and Poverty Estimates (SAIPE); <http://www.census.gov>



GCSC District Income Profile

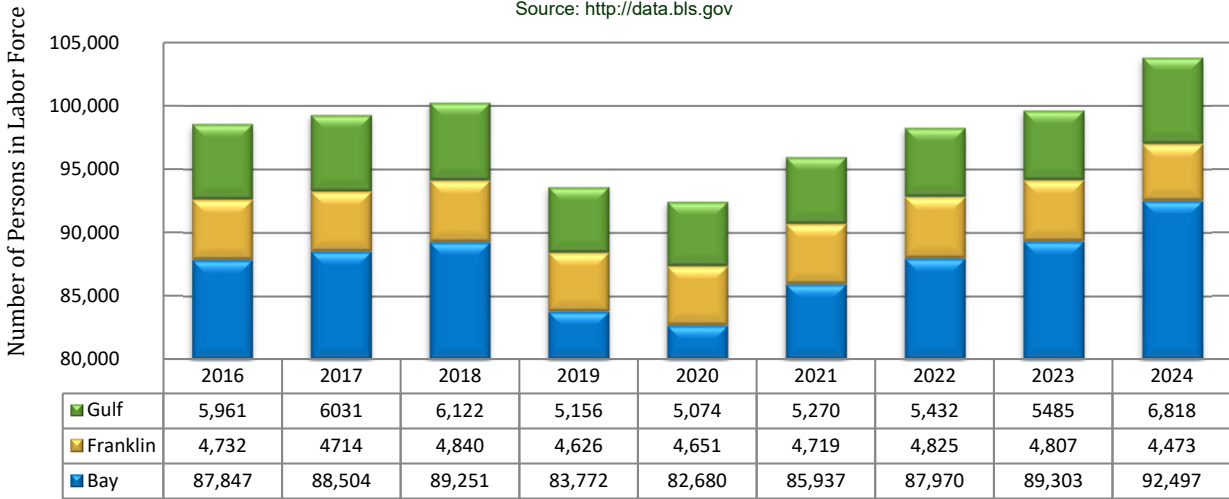
Average Annual Wages by County- 2023

Source: www.floridajobs.org/labor-market-information/data-center/statistical-programs/quarterly-census-of-employment-and-wages; Average Annual Wages 2022, Total Average All Industries



GCSC District Labor Force by Year by County Annual Averages 2016 - 2024

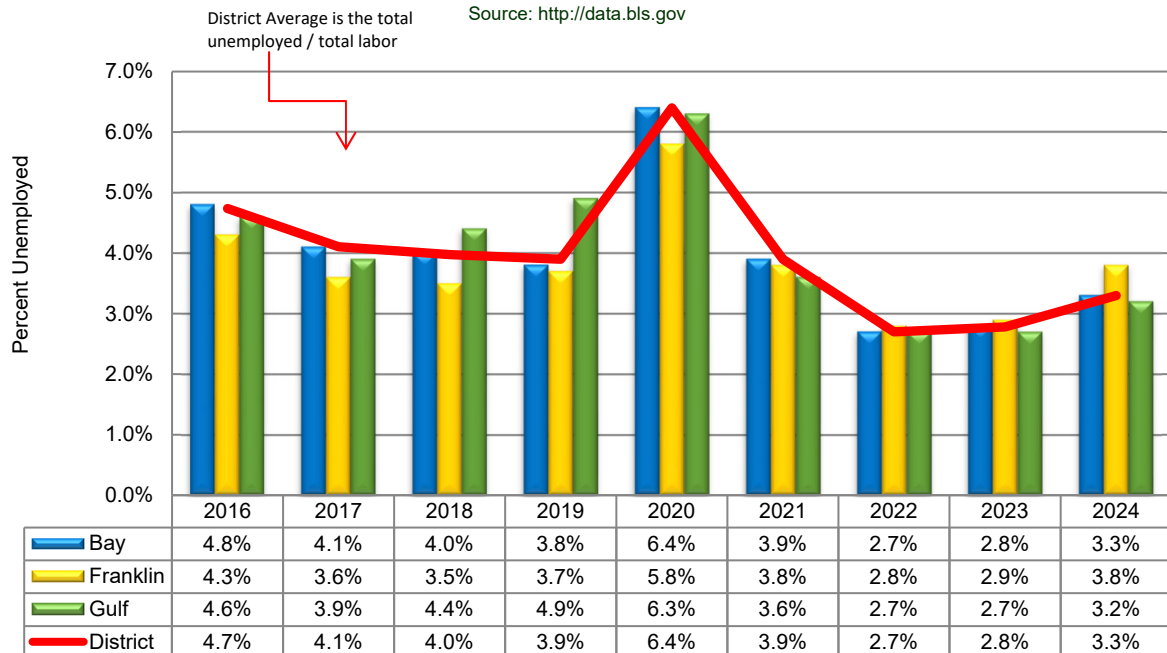
Source: <http://data.bls.gov>



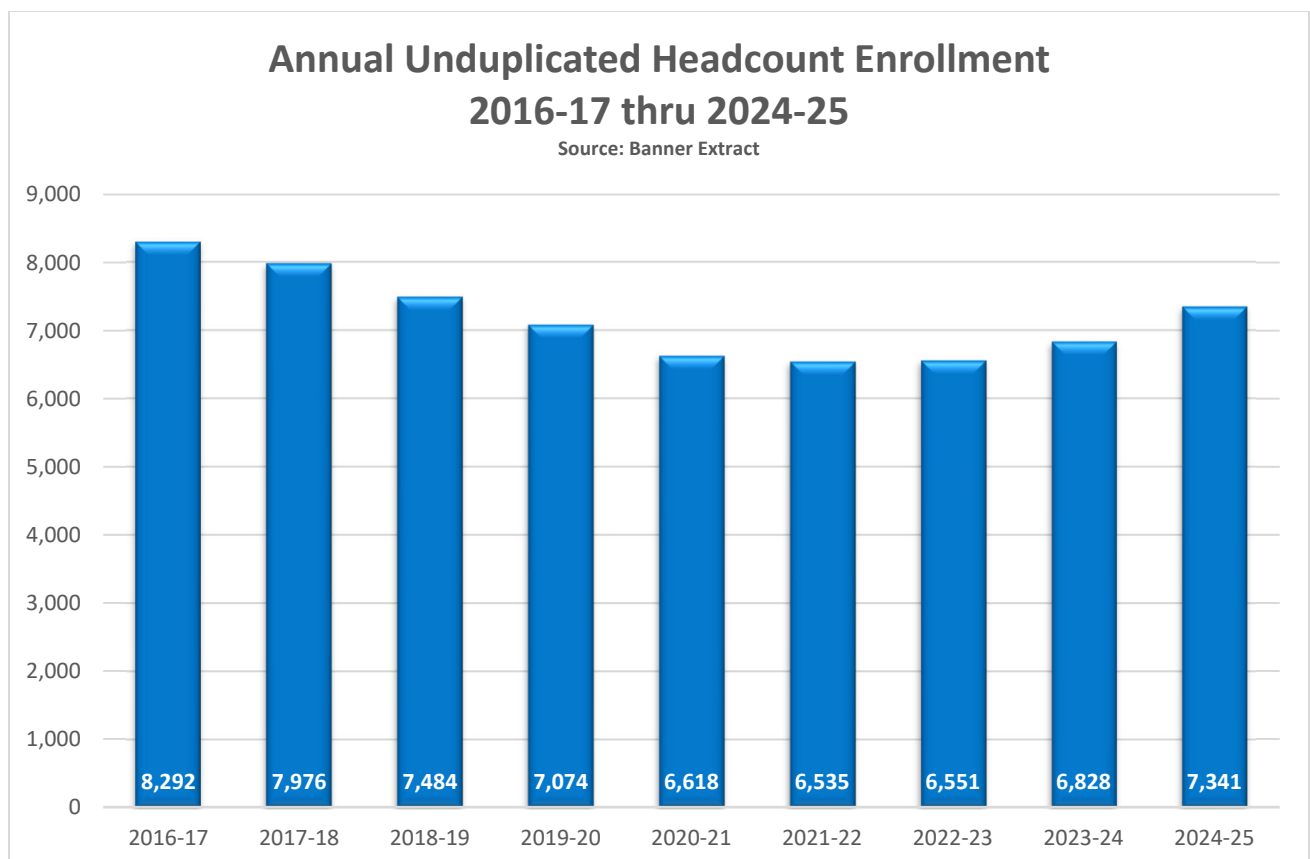
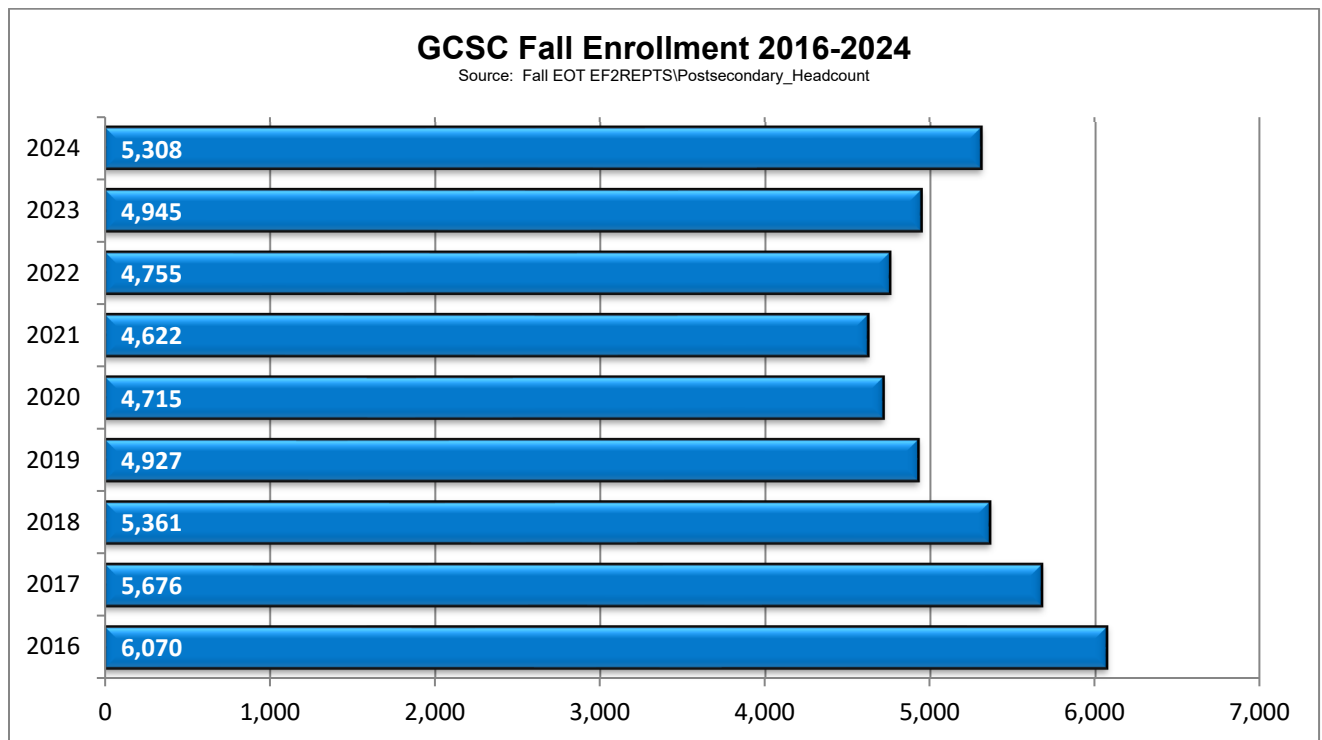
The labor force in the GCSC 3-county district has fluctuated through the years. Hurricane Michael caused the decrease in labor force in 2019. The global COVID-19 pandemic caused the spike in unemployment rate in 2020.

GCSC District Unemployment Rates by County 2016 - 2024

Source: <http://data.bls.gov>



Trend Analysis



Terms and Definitions

Some of the terms used in this Fact Book are defined in this section. Unless otherwise noted, the definitions are taken from the Glossary of the Florida College System Fact Book or from 2013 Florida Statutes.

Academic Year (AY)

Statistics in this Fact Book follow the Florida Department of Education definition of the academic year—beginning with the Summer term and ending with the Spring term. (e.g. AY 2024-25 would be Summer 2024, Fall 2024, and Spring 2025.)

Advanced and Professional (A&P)

A program area with courses designed to provide the first two years of course work leading to an advanced or professional degree, including general education and specialized lower division courses to complete a transfer degree. It does not include college preparatory or non-college credit courses.

Advanced Technical Certificate

A program of instruction consisting of at least nine hours and less than 45 credit hours of college level courses. Students in these programs must have already received an associate in science degree and are seeking an advanced specialized program of study to supplement their associate degree.

Associate in Arts Degree (A.A.)

Two-year degree program designed to transfer to a four-year institution. Florida has a statewide articulation agreement between the Florida College System and the State University System.

Associate in Science Degree (A.S.)

Programs of instruction consisting of college-level courses to prepare students for entry into employment or transfer to a four-year institution. Two year technical degree that contains 15-18 credit hours of transferable general education.

Applied Technology Diploma (A.T.D.)

Courses that are part of an A.S. or A.A.S. degree and lead to employment in a specific occupation. An A.T.D. may consist of either vocational or college credit.

Career Certificate

Career certificates (non-college credit), vary in length, and prepare students for immediate employment.

College Credit

The type of credit assigned to courses or course-equivalent learning that is part of an organized and specified college degree or college credit certificate program.

College Credit Certificate

Short-term career education program which is part of an A.S. degree.

College Preparatory Instruction (CP or College Prep)

See Developmental Education.

Completer

A student who finishes a planned sequence of courses or competencies designed to meet an academic or vocational occupational objective and has met all of the requirements of the institution for program completion.

Continuing Workforce Education (CWE)

The classification of instruction designed to improve job skills of employed persons. It may be tailored to a given employer and job (customized) or it may have broader applicability. CWE programs are not funded.

Developmental Education

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.

Dual Enrollment

Enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. *Note: By IPEDS definition,*

dual enrollment students are not considered degree-seeking.

First Time in College (FTIC)

A student attending a college for the first time who has no credit toward a degree or formal award from any other institution who is enrolled in a course in an instructional area leading to a degree or certificate.

Full-Time Credit Student

Any student enrolled for 12 semester credits or 24 or more contact hours during the fall or spring terms.

Full-Time Equivalent (FTE) Enrollment

Student semester hours divided by 30 for advanced and professional, postsecondary vocational instruction, and developmental education. For all other instruction, instructional clock hours divided by 900 hours.

Non-degree Seeking Student

A student enrolled in courses for credit who has not declared that he/she is seeking a degree or formal award.

Nonresident

A student who is not a Florida resident and must pay the full tuition fees.

Part-Time Student

A student who is enrolled in less than 12 semester credits or less than 24 contact hours during the fall or spring terms.

Postsecondary Vocational (PSV)

College credit job preparatory programs, through which a student receives an A.S. degree, college credit certificate, or A.T.D. upon completion of instruction.

Resident for Tuition Purposes

A student who is a Florida resident and has maintained that residency for at least one year, and therefore not responsible for the payment of nonresident tuition fees.

Unduplicated Headcount

A count of the number of students enrolled in a specific period (i.e., semester, academic year) with each individual student counted once. Enrollment figures for a single term are unduplicated unless otherwise noted (as in the case of program enrollments—students may be enrolled in multiple programs in a single term). Annual (3-term aggregate) enrollment figures are typically duplicated unless otherwise noted.

Vocational Credit (also referred to as Occupational Credit)

The type of credit assigned to courses or course equivalent learning that is part of an organized and specified vocational certificate program.