

2025-2026

Fact Book



Compiled by GCSC's Office of Institutional Effectiveness

5230 West U.S. Highway 98
Panama City, Florida 32401
<https://www.gulfcoast.edu/ie>

September 2026

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I. INTRODUCTION

The purpose of this publication is to provide the public, students, faculty, administration, and staff of Gulf Coast State College (GCSC) with a common set of basic data and statistics from which to develop their perceptions of our institution. While these data and statistics are accurate and precise as of the date of publication, presented information may change in response to the ever-changing nature of GCSC and its environment.

About Gulf Coast State College

Serving the community since 1957, GCSC 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 to Gulf Coast Community College again 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 its present location of 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](#).

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 partnerships (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

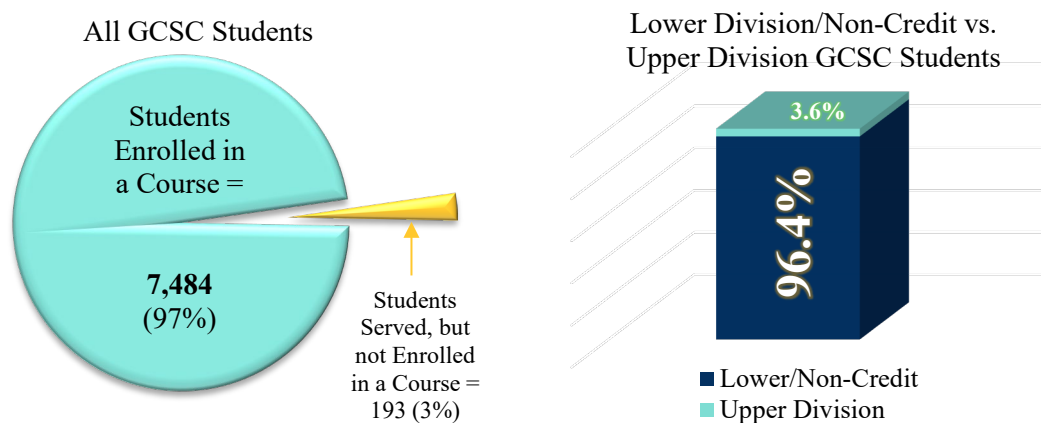
Key Performance Indicators:

- 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)

II. STUDENT PROFILES

A. Enrollment

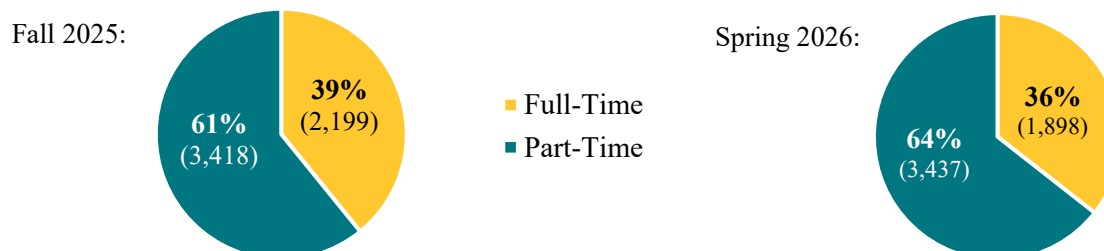
Figure 1. Enrollment by Headcount & Division Proportion



Source: "FB 2.2T ANNUAL UNDUP HDCT" tab of the Florida Department of Education's (FLDOE) 2026 Report for the Florida College System (i.e., "[the Florida College Fact Book](#)").

Notes: Each chart represents 2024-25 data, which is the most recent academic year published by the FCS. Upper Division includes any student enrolled in an upper division course or granted a baccalaureate degree. Lower Division/Non-Credit includes any student enrolled in a lower division or non-credit course, granted an award other than a baccalaureate degree, or who was reported with no course enrollment. "Students Enrolled in a Course" = Students reported on FLDOE's Student Database who were enrolled in any course. "Students Served" = Any student reported on FLDOE's Student Database or someone who was not enrolled in a course but granted an award, acceleration credit, or other service.

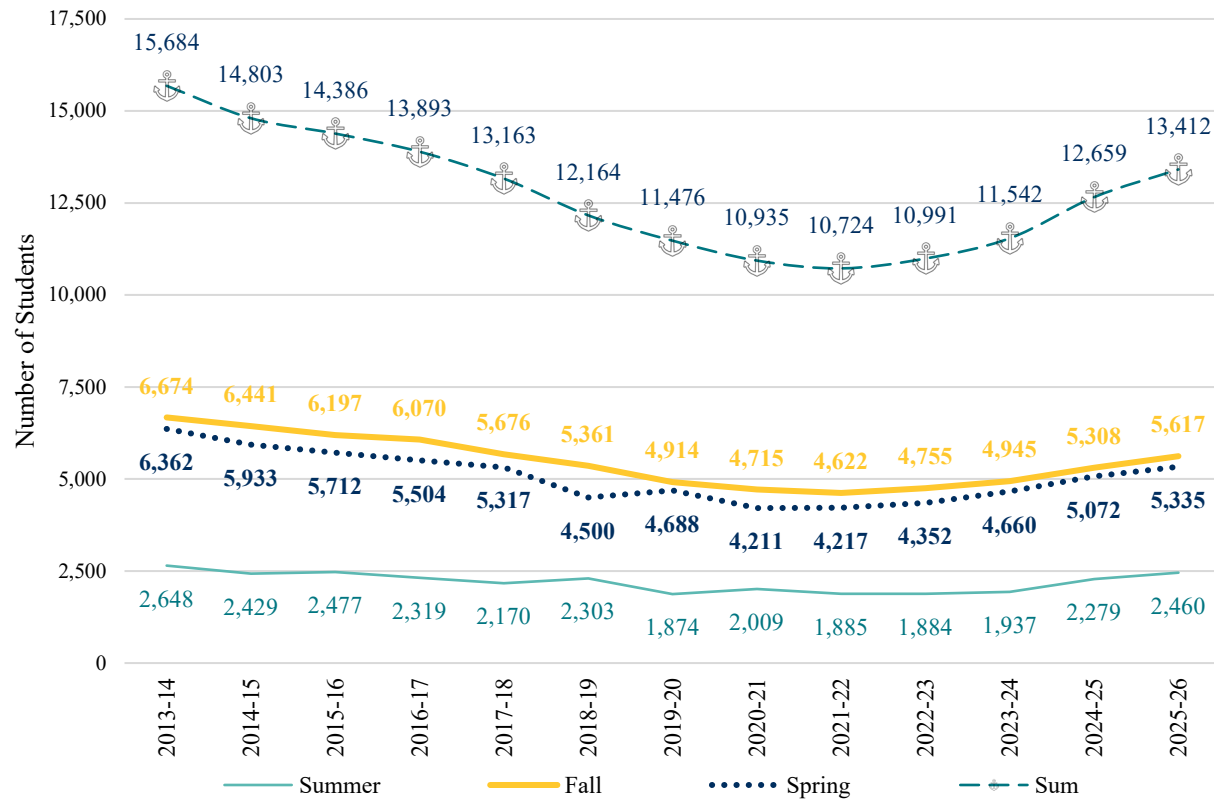
Figure 2. Enrollment by Full-Time or Part-Time Enrollment Status (%)



Source: Florida College System's (FCS) [Community College & Technical Center Management Information Systems](#) (CCTCMIS) 2025-26 Term 2E & 3E SDPETENS, *Postsecondary Headcount* reports.

Notes: A full-time student is defined by the FCS as one enrolled in ≥ 12 credit hours per term or ≥ 24 clock hours per week during a fall (2E) or spring (3E) semester. Students with unknown sex are not included in these pie charts. Full-time and part-time enrollment statuses are not collected by the FCS for summer terms (1E).

Figure 3. Enrollment Headcount, Summer 2013 – Spring 2026



Source: FCS CCTCMIS 2025-26 Terms 1E, 2E, & 3E *SDPETENS, Postsecondary Headcount* reports.

Note: The FCS considers summer terms as a “header” to each academic year and excludes students from these reports due to unknown sex. “Sum” = Fall + Spring + Summer headcounts and is, therefore, a duplicated data point.

B. Full-Time Equivalency (FTE)

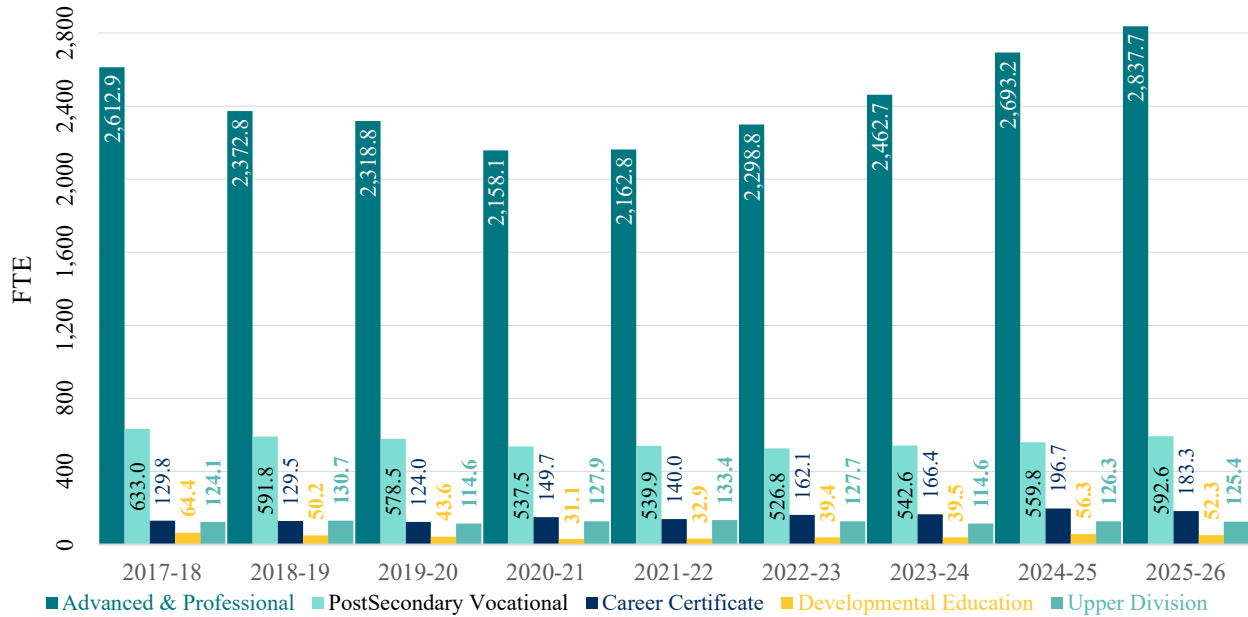
Table 1. “Funded” FTE by Instructional Discipline, 2025-26

Program Area	Summer	Fall	Spring	ICS Sum
Advanced & Professional (A&P)	384.7	1,287.4	1,168.7	2,840.8
Postsecondary Vocational (PSV)	55.7	267.2	269.7	592.6
Career Certificate	42.2	71.9	70.8	184.9
Developmental Education (PREP)	6.9	25.5	19.7	52.1
<i>Total Lower Division</i>	<i>489.5</i>	<i>1,652.0</i>	<i>1,528.9</i>	<i>3,670.4</i>
Upper Division (Entirely A&P)	25.3	50.6	49.5	125.4
TOTAL	514.8	1,702.6	1,578.4	3,795.8

Source: FCS CCTCMIS 2025-26 Term 3E *SDFTEICS, Funded FTE ICS* report.

Notes: FTE = Total Student Semester (i.e., credit) Hours ÷ 30. “Funded” means the portion of reported FTE eligible to be counted for state funding/budget purposes after FLDOE/CCTCMIS applies statutory and procedural exclusions. “Instructional Disciplines” are determined by FLDOE’s Information Classification Structure (ICS), which is Florida’s standardized coding framework for grouping instructional and non-instructional activity by function, discipline, and category so that FTE, facilities, financial, and other institutional data can be reported consistently across colleges. Some ICS codes were excluded due to lack of FTE. Please see FLDOE’s [Data Dictionaries & Procedures webpage](#) for more information. FTE detailed in this table may slightly differ from Figure 4 due to CCTMIS data submission timing nuances.

Figure 4. “Funded” FTE by Program Area, 2017-18 – 2025-26

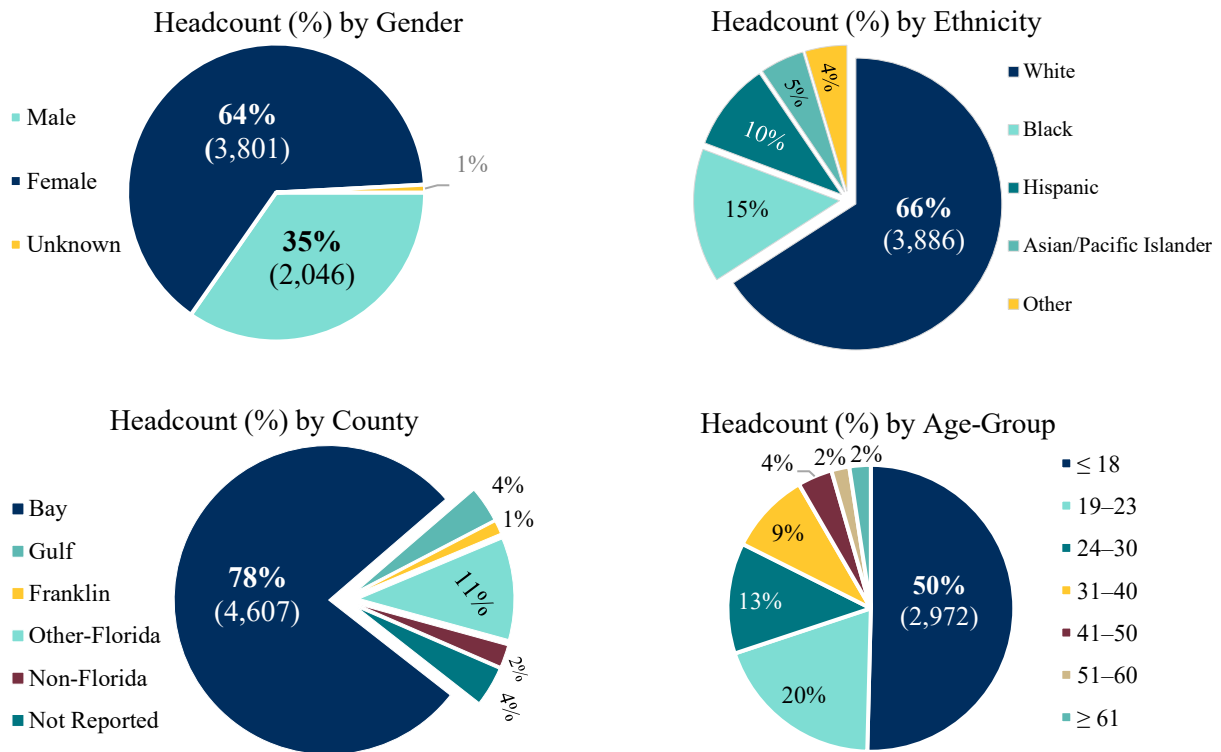


Source: FCS CCTCMIS 2025-26 Term 3E SDFTECOL, *Funded_FTE_by_Program_Area* report.

Note: FTE detailed in this figure may slightly differ from Table 1 due to CCTCMIS data submission timing nuances.

C. Student Demographics

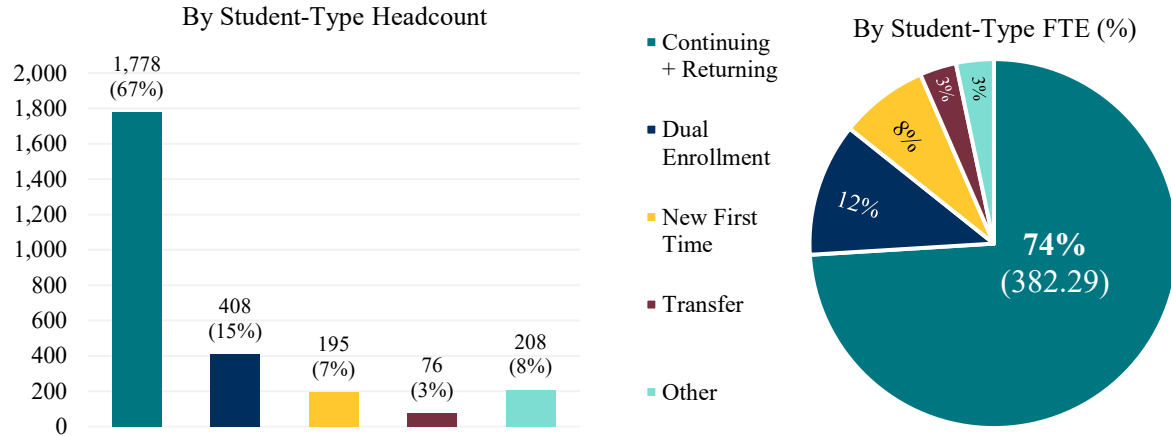
Figure 5. Fall 2025 Students by Gender, Ethnicity, County, & Age-Group



Source: Ellucian Banner SaaS Structured Query Language (SQL) extracts (08/30/2026).

Note: Institutional Effectiveness database querying methodologies may utilize selection criteria that are distinct from FLDOE state reporting stipulations.

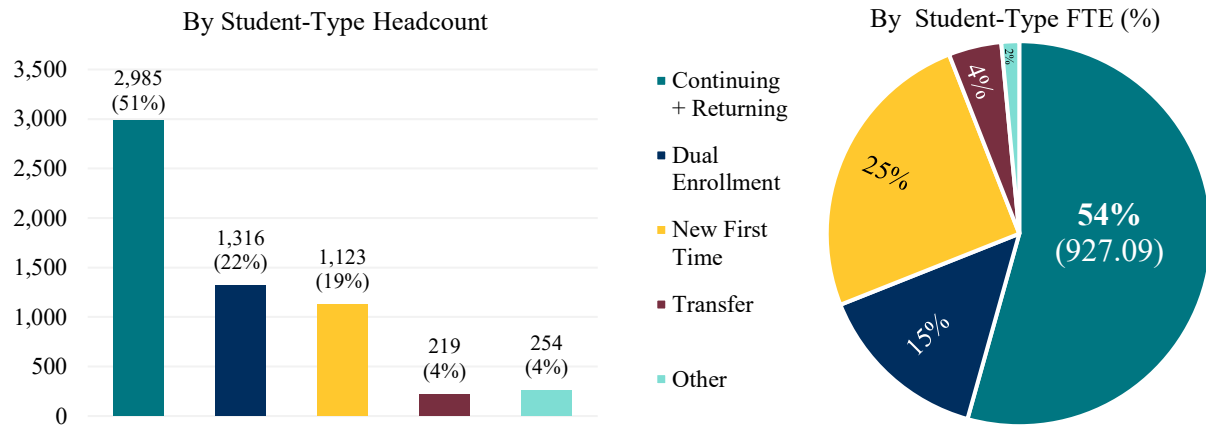
Figure 6. Summer 2025 Enrollment



Source: Ellucian Banner SaaS SQL extracts (08/31/2026).

Notes: "Other" = Continuing Education + Recreation & Leisure + Special + Transient student types. FTE = Total Student Semester (i.e., credit) Hours ÷ 30.

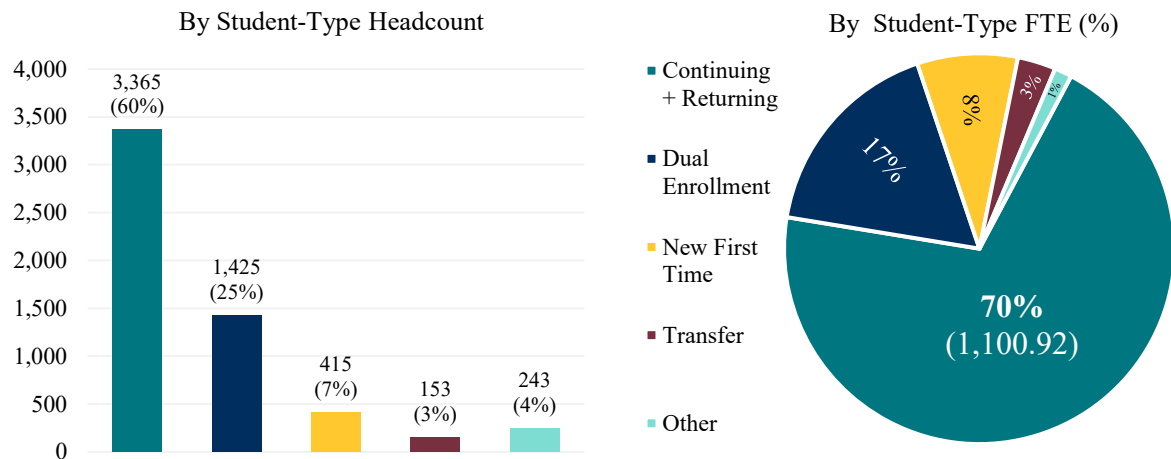
Figure 7. Fall 2025 Enrollment



Source: Ellucian Banner SaaS SQL extracts (08/30/2026).

Notes: "Other" = Continuing Education + Postbaccalaureate + Recreation & Leisure + Special + Transient student types.

Figure 8. Spring 2026 Enrollment

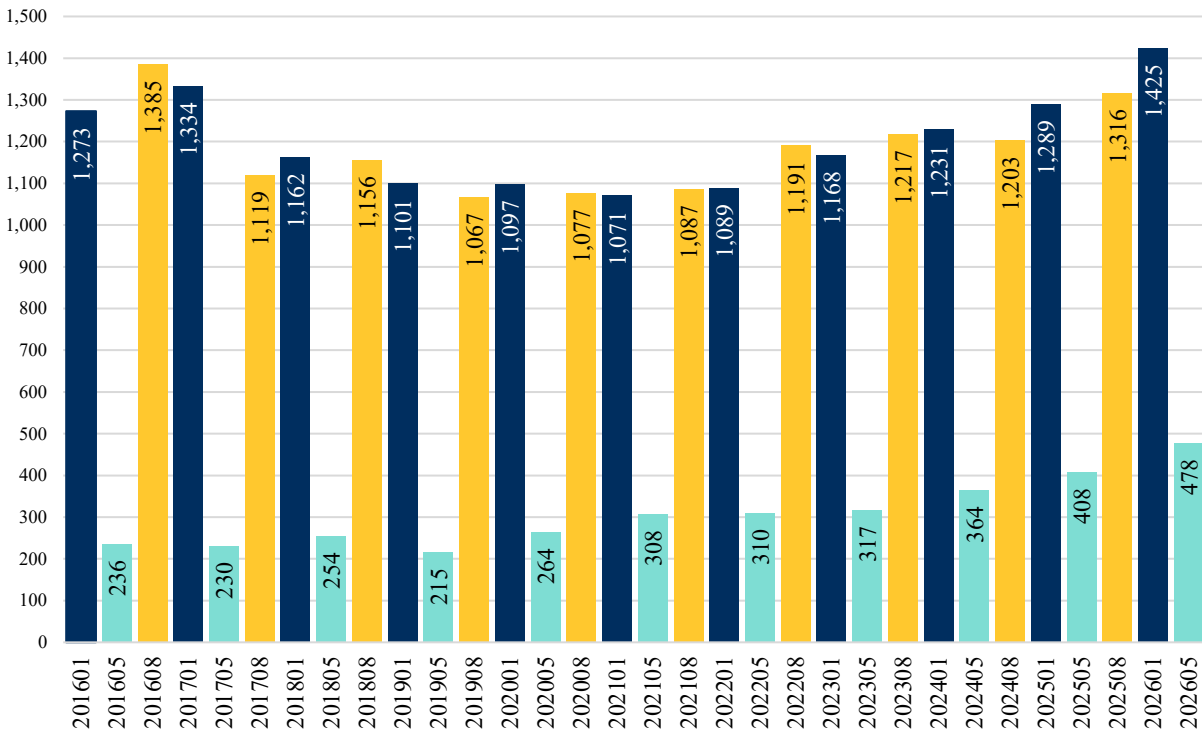


Source: Ellucian Banner SaaS SQL extracts (08/31/2026).

Notes: "Other" = Continuing Education + Postbaccalaureate + Recreation & Leisure + Special + Transient student types.

D. Dual Enrollment

Figure 9. Dual Enrollment Headcount Since 2016

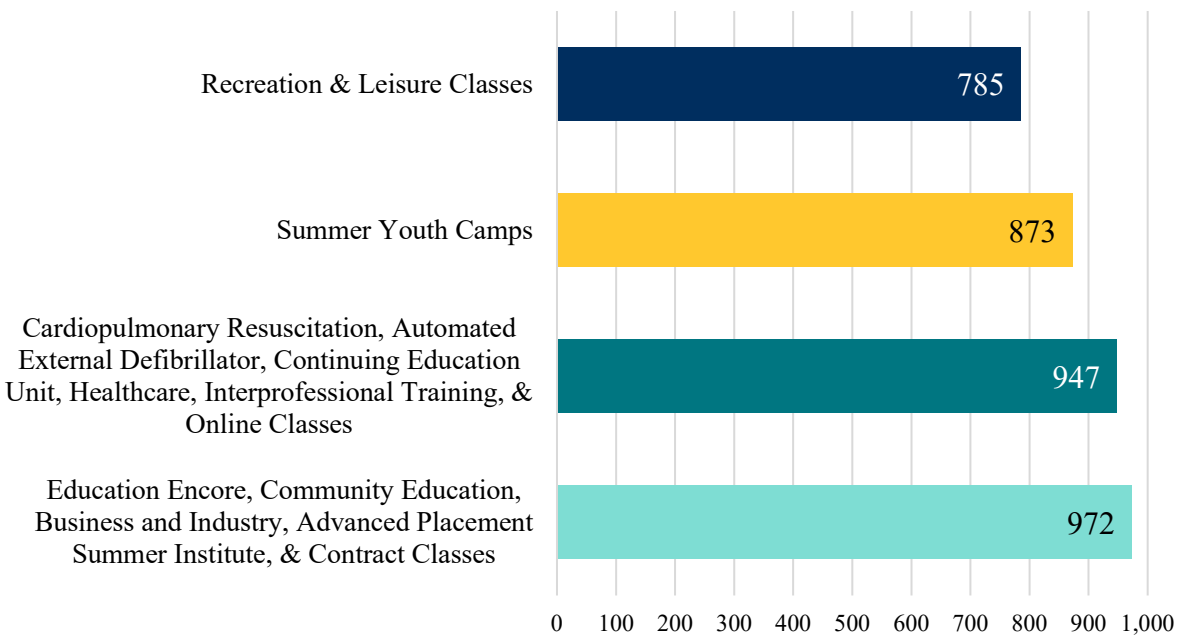


Source: Ellucian Banner SaaS SQL extract (09/27/2026).

Note: "D/E" = Dual Enrollment.

E. Non-Credit Classes

Figure 10. 2025-26 Continuing Education Headcount



Sources: GCSC's Office of Community Engagement & Ellucian Banner SaaS SQL extract (05/11/2026).

Note: Enrollment is unduplicated, except for Recreation & Leisure Classes. "Youth Camps" data are for Summer 2026.

III. PROGRAMS

Table 2. 2025-26 Credentials, CIPs, Programs, Hours, Enrollment, & Completers

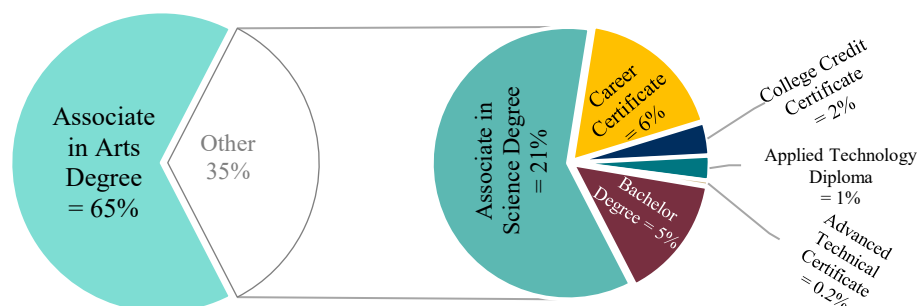
Credential	FLDOE Classification of Instructional Programs (CIP) Code	Program's Title	Program's Total Credit or Clock Hours	Program's Enrollment	Program's Completers
Associate in Arts Degree	11924010100	Associate in Arts	60	3,800	501
Associate in Science (AS) Degrees	01552030201	Accounting Technology	60	30	5
	01604090100	Architectural Design & Construction Technology	66	18	3
	01552020102	Business Administration	60	112	9
	01511020101	Computer Programming and Analysis	60	35	4
	01743010302	Criminal Justice Technology	60	15	1
	01612050401	Culinary Management	60	68	6
	01511100308	Cybersecurity	60	85	7
	01351060200	Dental Hygiene ^{LA MBG}	88	31	15
	01351091004	Diagnostic Medical Sonography Technology ^{LA}	77	44	11
	01611080103	Digital Media/Multimedia Technology	60	75	9
	01413121004	Early Childhood Education	60	37	2
	01351090402	Emergency Medical Services	73	21	11
	01615000001	Engineering Technology	60	28	7
	01743020112	Fire Science Technology	60	5	2
	01252090101	Hospitality & Tourism Management	60	23	1
	01511100112	Network Systems Technology	60	22	3
	01351380100	Nursing R.N. ^{LA MBG}	72	385	124
	01351080601	Physical Therapist Assistant ^{LA}	74	32	13
	01351091100	Radiography ^{LA}	77	34	16
	01351090800	Respiratory Care ^{LA MBG}	76	39	13
	01351090900	Surgical First Assisting ^{LA}	74	36	10
	01351090901	Surgical Services ^{LA}	64	11	8
	01650050202	Theater and Entertainment Technology	64	7	0
	01615080102	Unmanned Vehicle Systems Operations	62	27	3
Career Certificates	00743010213	Basic Recruit Training Program for Florida Correctional Officers ^{LA}	445	8	3
	00743010200	Correctional Officer (Traditional Correctional B RTP) ^{LA}	420	17	11
	00743010702	Crossover from Correctional Officer to Law Enforcement Officer ^{LA}	518	3	2
	00351060112	Dental Assisting ^{LA TIV}	1,230	27	13
	00743020304	Firefighting ^{LA}	492	81	54
	00743010700	Florida Law Enforcement Academy ^{LA TIV}	770	100	18
	00351390203	Nursing Assistant (Articulated) ^{LA}	165	15	11
	00351390101	Practical Nursing ^{LA TIV}	1,350	109	25
College Credit Certificates (CCC)	00552030205	Accounting Technology Management ^{TIV}	27	10	5
	00610020303	Audio Technology	15	1	0
	00552020103	Business Specialist	12	3	10
	00351101202	Central Sterile Processing Technologist	30	0	7
	00612050302	Chefs Apprentice	12	0	10
	00648051002	CNC Machinist/Fabricator	12	0	4
	00615061700	Composite Fabrication and Testing	22	0	3
	00612050301	Culinary Arts	35	12	10
	00610010507	Digital Media/Multimedia Production	15	3	7
	00609070210	Digital Media/Multimedia Video Production	12	4	5
	00419070904	Early Childhood Development Specialization	36	3	3

CCC (Continued)	0061500007	Engineering Technology Support Specialist	18	0	3
	00511100112	Network Server Administration	24	1	5
	00351090405	Paramedic ^{LA TIV}	42	15	17
	00615130211	Rapid Prototyping Specialist	12	0	2
	00351090908	Surgical First Assistant ^{LA TIV}	59	26	24
	00650010218	Webcast Technology	24	1	0
Applied Technology Diploma	00351090408	Emergency Medical Technician - ATD ^{LA}	12	59	53
Advanced Technical Certificate	00351380166	Registered Nurse First Assistant ^{LA}	9-44	12	10
Bachelor / Baccalaureate Degrees	11009070203	Digital Media	120	36	5
	11051380102	Nursing ^{LA}	120-125	122	43
	11052020102	Organizational Management	120	97	19
	11011109901	Technology Management	120	44	9

Source: FCS CCTCMIS 2025-26 Term 3E SDPAA1A AA1A *Enrollment and Completions* report (06/10/26 14:11:57).

Notes: Enrollment figures may be duplicated across programs. FLDOE's program names may differ from institutional titles. GCSC's [Money-Back Guarantee](#) programs are designated by a "^{MBG}" notation. Title IV (i.e., federal financial aid) eligible non-degree programs are designated by a "^{TIV}" notation. Programs with limited-access admission application procedures are designated by a "^{LA}" notation. Enrollment and completer counts represent separate reporting measures—i.e., completers are not necessarily a subset of the reported enrollment population. Please visit [GCSC's Programs webpage](#) for additional information about each program.

Figure 11. 2025-26 Enrollment Percentages by Credential



Source: FCS CCTCMIS 2025-26 Term 3E SDPAA1A AA1A *Enrollment and Completions* report (06/10/26 14:11:57).

Note: Students enrolled in multiple programs may be counted in more than one credential category.

IV. STUDENT PERFORMANCE

A. Course Information

Table 3. Top 10 Credit Classes by Enrollment, Fall 2025

Course	Description	Enrollment
ENC 1101	English Composition	835
POS 2041	American National Government	744
PSY 2012	General Psychology	435
BSC 2085	Human Anatomy and Physiology I	433
MAC 1105	College Algebra	428
ENC 1102	English Composition II	404
STA 2023	Statistics	384
MUL 2010	Understanding Music	372
ARH 2000	Understanding Visual Arts	365
MGF 1130	Mathematical Thinking	349

Source: Ellucian Banner SaaS SQL extract (09/01/2026).

Notes: Enrollment was combined for ENC 1101 & ENC 1101C. BSC 2085L was excluded since it is a co-requisite of BSC 2085. Please see [Gulf Coast State College's Course Descriptions webpage](#) for additional information on each class.

Table 4. Developmental Education Course Enrollment, Fall 2025

Course	Description	Enrollment
MAT 0012	Developmental Arithmetic with Algebra	209
ENC 0022	Developmental Writing I & II Combined	25
REA 0019	Developmental Reading I & II Combined	25
Enrollment Total:		259

Source: Ellucian Banner SaaS SQL extract (09/01/2026).

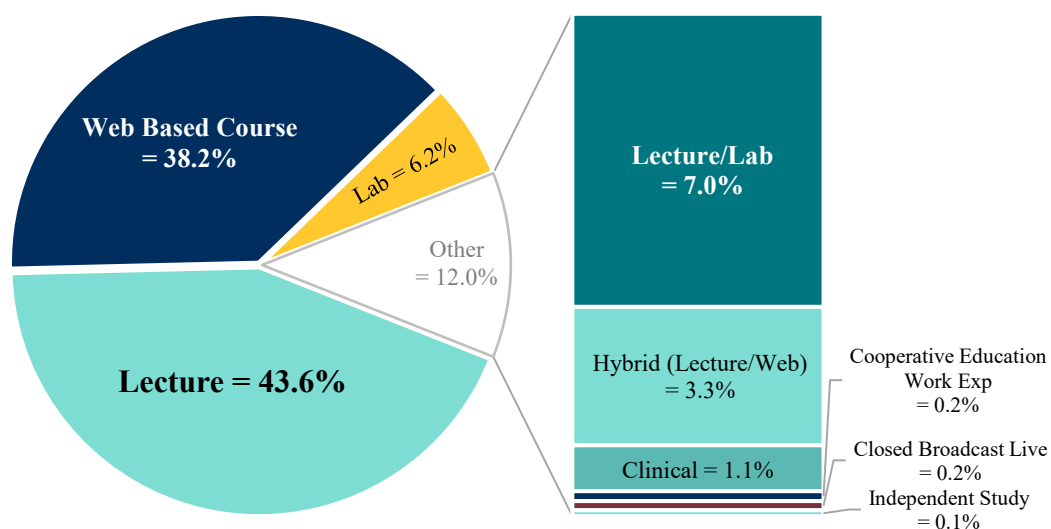
Table 5. Top 10 Classes Taken by Dual Enrollment Students at High Schools, Fall 2025

Course	Description	Enrollment
MAC 1105	College Algebra	207
EUH 1000	Western Civilization I	152
ENC 1101	English Composition I	114
ENC 1102	English Composition II	82
MAC 1114	Plane Trigonometry	62
STA 2023	Statistics	42
EDG 2949	COOP Education	38
MAT 1033	Intermediate Algebra	33
HFT 1210	Leadership Managerial Development	31
SLS 1301	College/Career Management	30
Enrollment Total:		791

Source: Ellucian Banner SaaS SQL extract (09/01/2026).

B. Instructional Delivery Methods

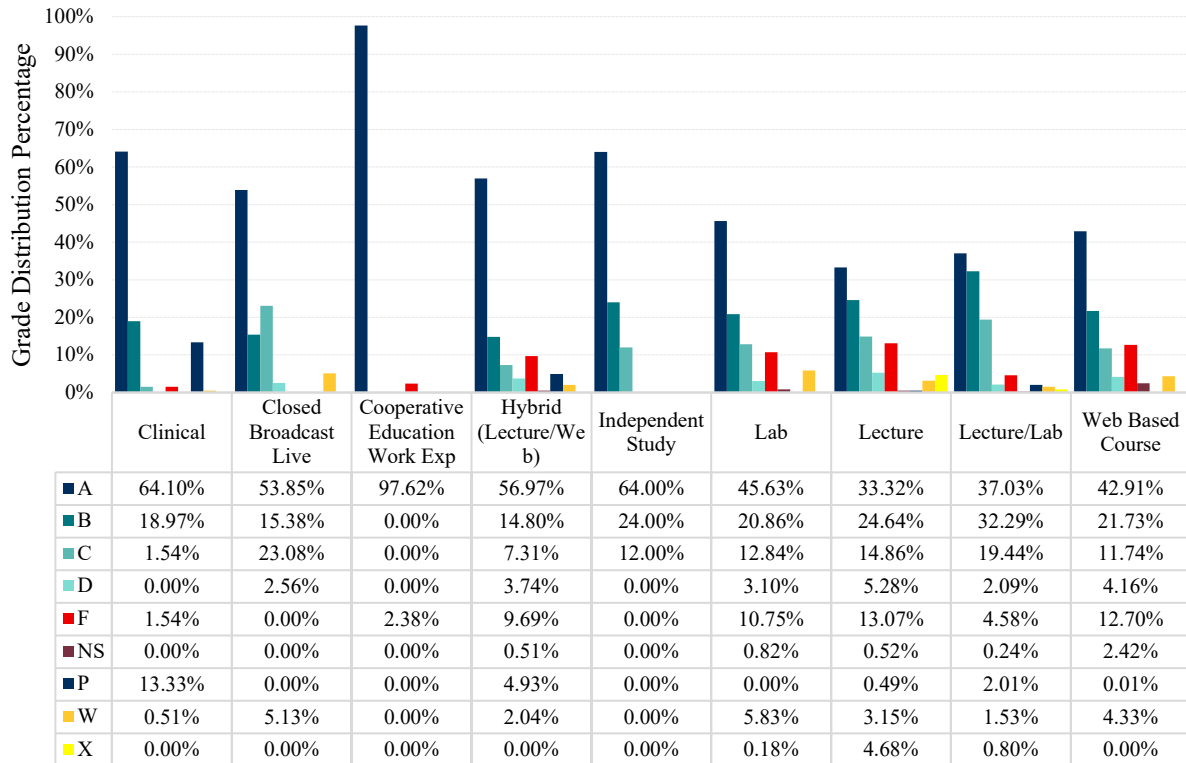
Figure 12. Percent of Course Enrollments/Registrations by Instructional Delivery Method



Source: Ellucian Banner SaaS SQL extract (09/01/2026).

Note: Students may be counted in more than one instructional delivery method if they were enrolled in courses offered via different formats.

Figure 13. Fall 2025 Grade Distribution by Delivery Method

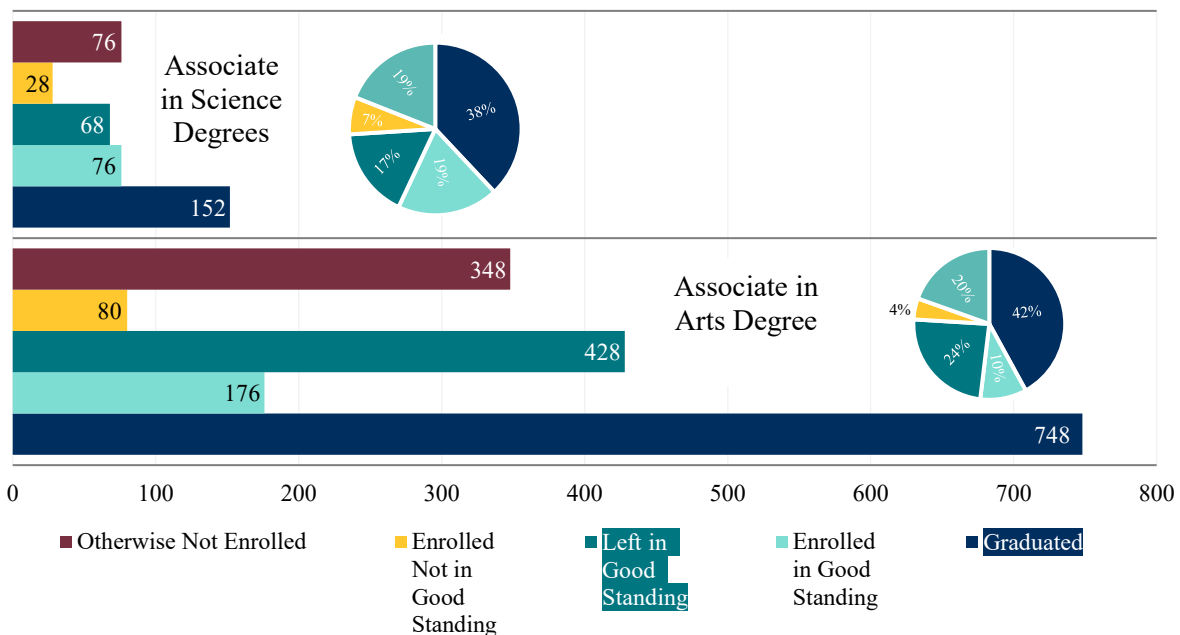


Source: Ellucian Banner SaaS SQL extract (09/01/2026).

Notes: Students are potentially represented more than once if they complete multiple courses. "NS" = No-Show, "P" = Pass, "W" = Withdrawal, & "X" = Audit grades. Overall grade percentages: A = 39%; B = 23%; C = 14%; D = 4%; F = 12%; NS = 1%; P = 1%; W = 4%; and X = 2%.

C. Outcomes, Retention, & Persistence

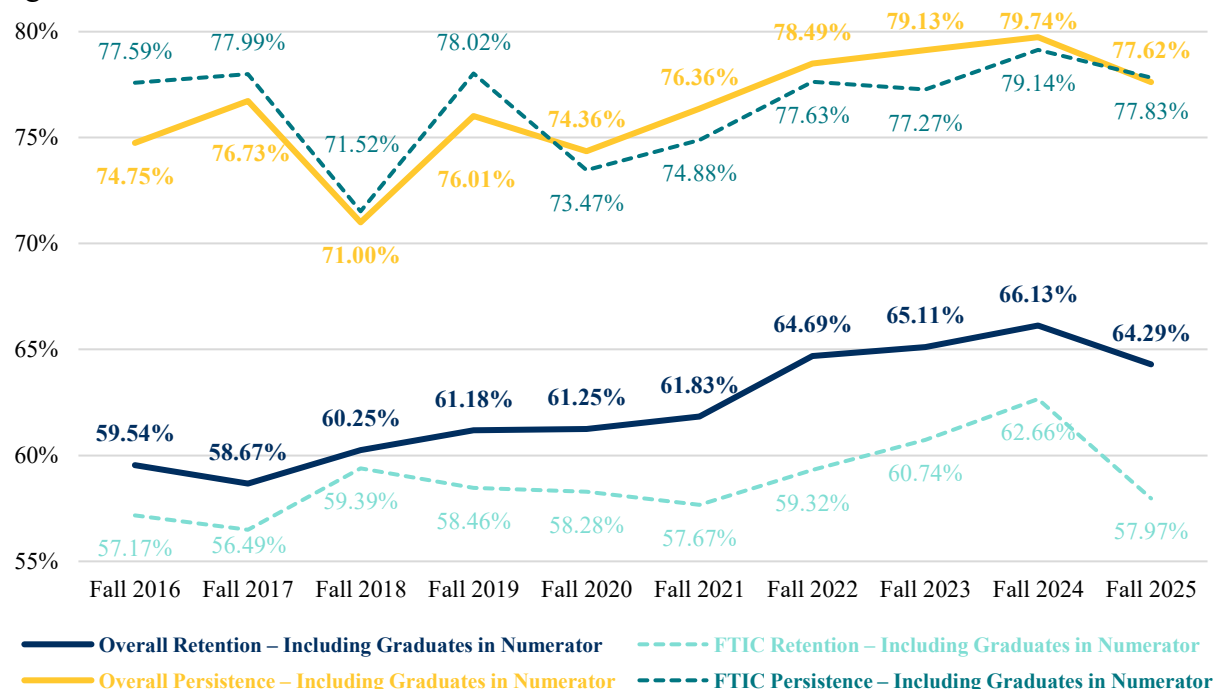
Figure 14. Outcomes for Fall 2021 FTIC AS & AA Degree-Seeking Students



Source: 2025 FCS Division of Accountability, Research & Measurement PERA3543c report—i.e., "Accountability Outcome Measure 1 Part 2" (M1P2).

Notes: Cohort population includes First-Time-In-College (FTIC) students from fall 2021 who achieved 18 credit hours by winter/spring 2025 and were seeking an AA or AS award, as reported on the SDB. Degree-seeking students were tracked through winter/spring 2025.

Figure 15. Retention & Persistence Rates



Source: Ellucian Banner *Insights* “Retention & Persistence” dashboard (09/24/2026).

Notes: “Retention” measures whether a student enrolled in a particular fall term was still enrolled the following fall semester (e.g., a fall 2025 cohort student enrolled in fall 2026). “Persistence” measures whether a student enrolled in a particular fall term was still enrolled in the following spring semester (e.g., a fall 2025 cohort student enrolled in spring 2026). Students who graduate from GCSC before the applicable measurement checkpoint are counted as successful outcomes alongside students who remain enrolled; students who both graduate and remain enrolled are counted only once in the numerator. “FTIC” = First-time-in-college students. The vertical axis minimum and maximum are scaled to accentuate each trend’s slope.

Table 6. 2025 Licensing Examination Pass Rates

Program	GCSC	State or National
Dental Hygiene	81.3%	N/A
Respiratory Care	90.9%	63.3%
Practical Nursing	85.7%	78.4%
Registered Nursing	86.7%	86.4%
Surgical Technology	83.3%	68.0%
Surgical First Assistant	71.4%	62.0%
Radiography	100%	85.8%
Sonography	77.7%	87.5%
Physical Therapist Asst.	93.3%	90.0%
Emergency Med. Tech.	70.0%	74.0%
Firefighter	93.0%	96.0%
Paramedic	88.2%	63.0%
Law Enforcement Officer	79.4%	86.6%
Correctional Officer	91.2%	75.0%

Source: GCSC Faculty.

Note: “N/A” means data are not available. Licensure examinations are required by various national and state boards or entities.

Table 7. 2023-24 Completer Outcomes

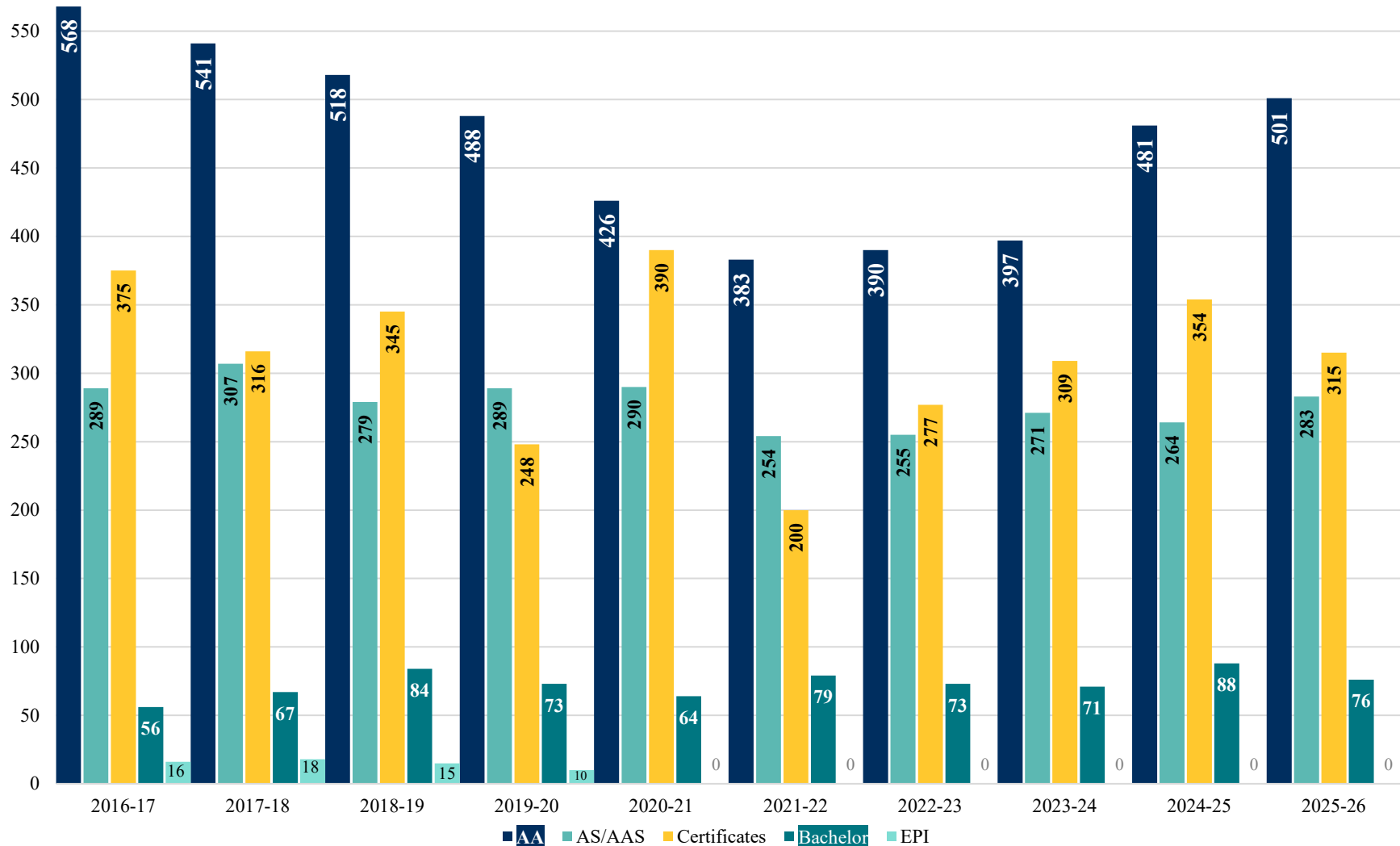
Credential	Continued Education or Found Employed
A.A. Degree	86.5%
A.S. Degree	83.3%
Bachelor’s Degree	78.9%
Advanced Technical Certificate	100%
Applied Technology Diploma	82.0%
Career Certificate	86.0%
College Credit Certificate	81.1%

Source: FCS [Completer Outcome](#) & [Vocational](#) reports.

Note: Percentages represent students who, after graduation, continued their education or were found employed in the fourth quarter of 2024.

D. Completion & Graduation

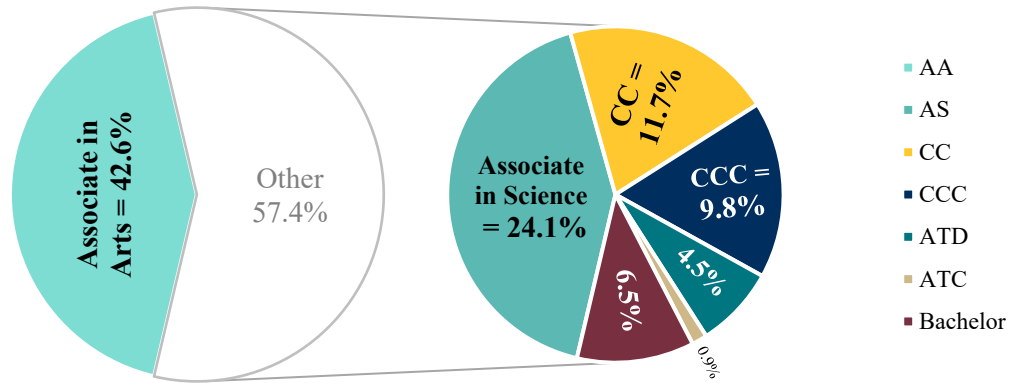
Figure 16. 10-Year Completion Trends by Credential



Source: FCS CCTCMIS Term 3E SDPA AIA AAIA Enrollment and Completions reports.

Note: "Certificates" is a consolidation of Career Certificate, College Credit Certificate, Applied Technology Diploma, and Advanced Technical Certificate totals. "EPI" = Educator Preparation Institute, which GCSC stopped offering in 2019. "AA" = Associate in Arts degree. "AAS" = Associate in Applied Science degree, which GCSC does not offer.

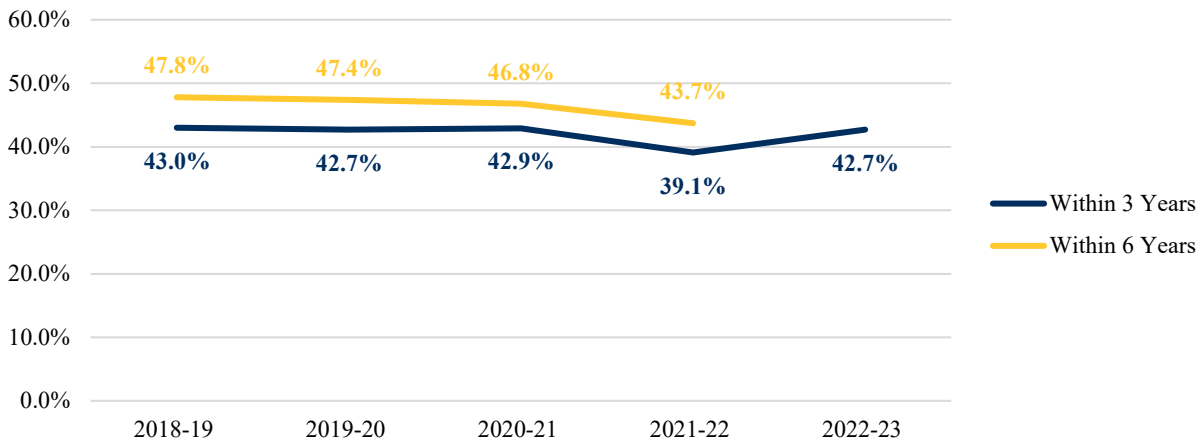
Figure 17. 2025-26 Completion Percentages by Credential



Source: 2025-26 FCS CCTCMIS Term 3E SDPAALIA AALIA Enrollment and Completions report (06/10/26 14:11:57).

Note: CC = Career Certificate, CCC = College Credit Certificate, ATD = Applied Technology Diploma, & ATC = Advanced Technical Certificate.

Figure 18. Graduation Rates

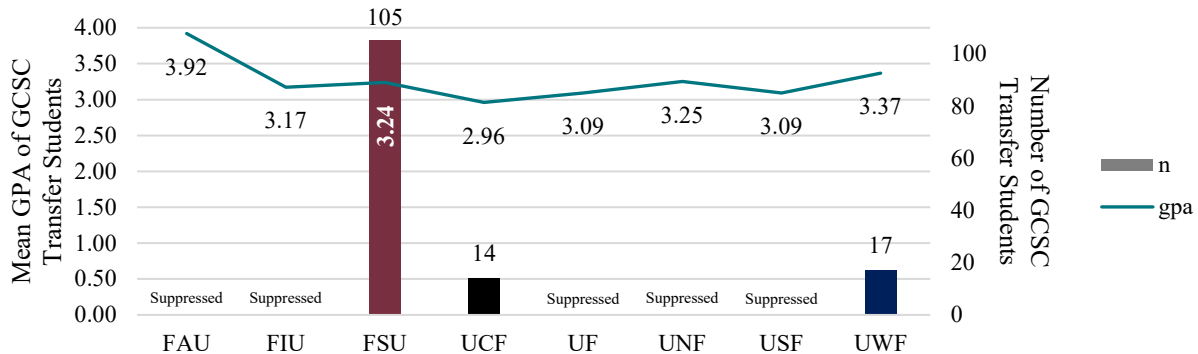


Source: FLDOE's [FCS Graduation Rates Demographics](#) webpage (09/09/2026).

Notes: The Florida College System (FCS) Graduation Rate Report provides information based on the number of graduates in FCS programs of two years or less. Graduation rates are calculated from the percentage of students who complete a program within 150% (e.g., 3 years for an A.A. degree) or 200% (i.e., 4 years for an A.A. degree) of the normal time for completion of that program of study. The vertical axis maximum is scaled to accentuate each trend's slope.

E. Articulation to Florida's State University System (SUS)

Figure 19. GCSC AA Degree Completers Who Transferred into the SUS (2022-23)



Source: 2025 FCS Division of Accountability, Research & Measurement PERA3541h report—i.e., “Accountability Outcome Measure 2” (M2).

Notes: GPA = Grade Point Average. Transfer students are GCSC AA graduates who later enrolled into a SUS institution. “FAU” = Florida Atlantic University, “FIU” = Florida International University, “FSU” = Florida State University, “UCF” = University of Central Florida, “UF” = University of Florida, “UNF” = University of North Florida, “USF” = University of South Florida, & “UWF” = University of West Florida. Florida Agricultural & Mechanical University, Florida Gulf Coast University, Florida Polytechnic University, & New College of Florida had no reported data. 2022-23 data are the latest available.

Table 8. GPA Data for GCSC vs. FCS AA Graduates Enrolled in the SUS (2022-23)

GPA Category	GCSC	FCS
Percent GPA < 2.00	5.06%	4.24%
Percent GPA ≥ 2.00 & < 2.50	6.96%	8.22%
Percent GPA ≥ 2.50 & < 3.00	20.26%	18.05%
Percent GPA ≥ 3.00	67.72%	69.49%
Mean GPA	3.21	3.21

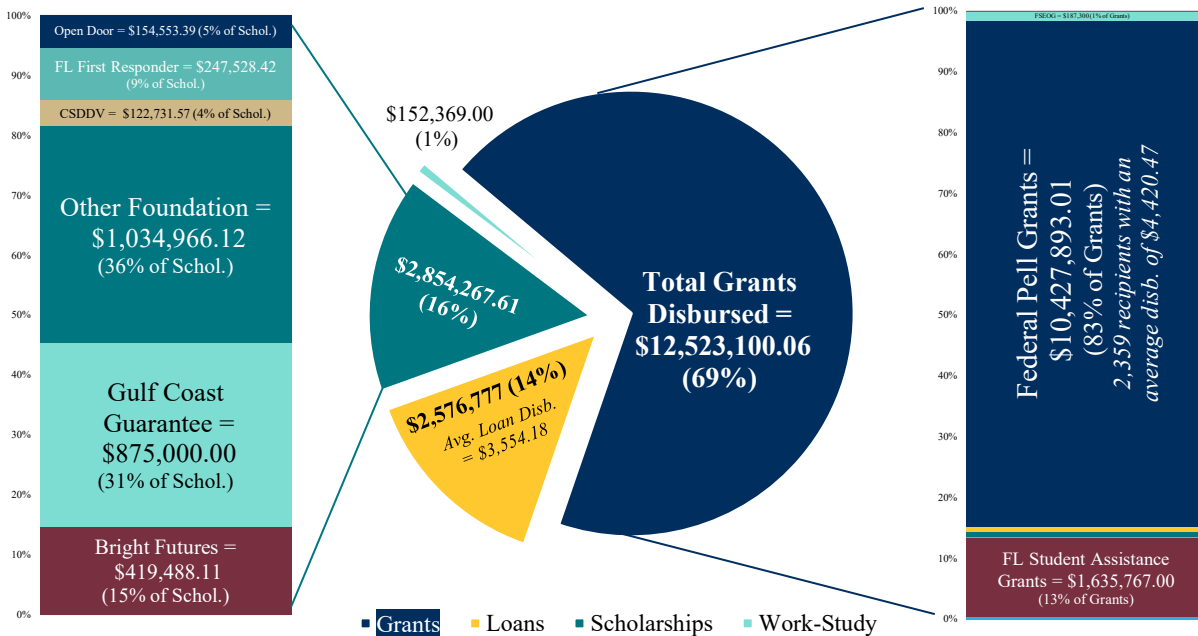
Source: 2025 FCS Division of Accountability, Research & Measurement PERA3541h report—i.e., “Accountability Outcome Measure 2” (M2).

Notes: GPA = Grade Point Average. Transfer students are GCSC AA graduates who later enrolled in a SUS institution.

V. FINANCIAL AID, FACULTY & STAFF, AND LIBRARY

A. Financial Aid

Figure 20. Financial Aid Office Disbursements by Fund-Type during 2025-2026



Source: Ellucian Banner SaaS SQL extract (09/01/2026).

Note: “CSDDV” = FLDOE’s [Scholarships for Children and Spouses of Deceased or Disabled Veterans](#) program. “Foundation” = The Gulf Coast State College Foundation. “FSEOG” = [Federal Supplemental Educational Opportunity Grant](#). Students may have received multiple fund-types. Financial aid treats summer semesters as “trailers.”

Table 9. Select Student-Account Payments Processed by the Business Office during 2025-26

Payment Type	Student-Account Payments	Total Amount Paid
Cash, Check, Credit Card, or EFT	4,212	\$4,301,776.69
Military/Veteran Benefits	428	\$720,188.57
Florida Pre-Paid College Funding	144	\$215,222.78
Institutional Scholarships	142	\$322,427.17

Source: Ellucian Banner SaaS SQL extract (10/02/2026).

Notes: “Institutional Scholarships” can include, among other things, [Financial Aid Fee-funded](#) payments. A student’s account may have received multiple payment types. Some benefits that are sent directly to students may not be represented in this table. Payments were compiled from students enrolled in GCSC’s Fall 2025, Spring 2026, & Summer 2026 semesters. “EFT” = Electronic Funds Transfer.

B. Faculty & Staff

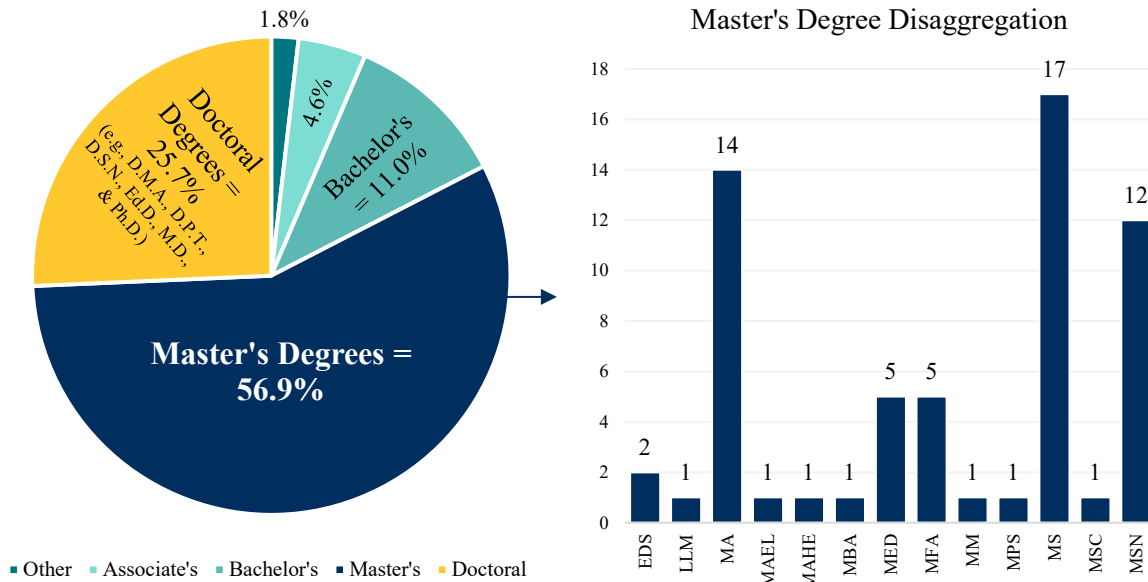
Table 10. Fall 2025 Instructional Personnel Headcount

Full-Time	Part-Time	Total
109	140	249

Source: Ellucian Banner SaaS SQL extract (09/04/2026).

Note: Instructional status is based upon teaching assignment according to each personnel member's most recent active Human Resources record as of the semester's end date. Some Division Chairs & Instructional Coordinators who taught were designated as Full-Time Faculty.

Figure 21. Fall 2025 Full-Time Faculty by Degree



Source: Ellucian Banner SaaS SQL extract (09/04/2026).

Note: Each instructor's highest degree earned according to their Human Resources record is reported.

Table 11. Fall 2025 Employee Headcounts for Select Employment Statuses

Occupational Activity/Category	Full-Time Employees	Part-Time Employees
Management	54	1
Business & Financial Operations	28	2
Computer Engineering & Science	28	0
Community Service, Legal, Arts, or Media	6	34
Librarians or Library Technicians	2	0
Service/Student, Academic, or Other Ed. Services	36	3
Sales or Related Occupations	7	0
Office & Administrative Support	66	18
Student Assistants	0	38

Source: FCS CCTCMIS 2025-26 Term 2E *PDPHCNT EMPLOYEE_FTE_COUNT* report (PDB2026).

Note: The PDB2026 report's "Service Occupations" & "Student, Academic, Other Ed Services" and "Library" & "Library Technician" rows were consolidated. Instruction categories and occupational activities containing zero employees were omitted.

C. Library

GCSC's Library opened to the public in 1976 and was originally named the "Learning Resource Center." The 56,644-square-foot, three-story building currently includes approximately 96 computers available for student use, two presentation areas, and five reservable study rooms.

Table 12. 2025-26 GCSC Library Collection & Circulation Statistics

Collection	Physical	Digital	Circulation Year	Physical	Digital
Books	31,408	471,080	2024-25	1,027	43,501
Databases	0	133			
Media	1,084	48,910	2025-26	1,207	28,010
Serials	9	176,912			
Totals:	32,501	697,035	Totals:	2,234	71,511

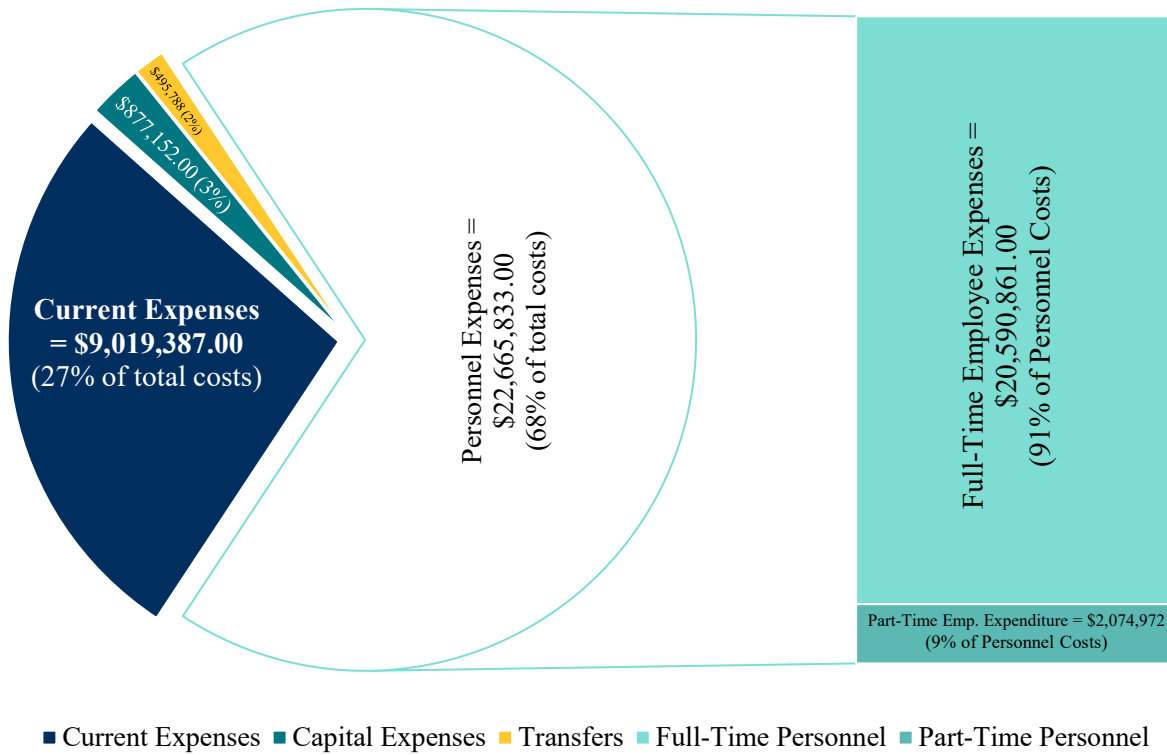
Source: GCSC's Interim Assistant Director (09/08/2026).

Notes: In 2025-26, the Integrated Postsecondary Education Data System (IPEDS) Academic Libraries (AL) survey component that GCSC formerly reported for this table was discontinued by the National Center for Education Statistics (NCES). "Collection" reflects the size and composition of the library's holdings, whereas "Circulation" reflects the use of those holdings through checkouts, renewals, and other lending activity.

VI. FINANCE & BUDGET

A. Cost Analyses

Figure 22. 2024-25 Cost Analysis by Expenditure Category



Source: "FB 7.5T CA-EXP BY CAT" tab of FLDOE's 2026 Report for the FCS.

Note: Totals may not match exactly due to rounding.

B. Program Costs & Student Fees

Table 13. 2025-26 Lower-Level Program Per-Credit-Hour Fees for Florida Residents and Non-Residents vs. State Means

Fee	Resident		Non-Resident	
	GCSC	FCS Weighted Mean	GCSC	FCS Weighted Mean
Tuition	\$72.92	\$80.69	\$72.92	\$80.69
Out-of-State	\$0.00	N/A	\$221.42	\$239.81
Financial Aid	\$3.65	\$3.98	\$14.72	\$15.54
Student Activity	\$7.29	\$7.21	\$7.29	\$7.11
Capital Improvement	\$7.29	\$10.97	\$24.69	\$29.56
Technology	\$3.65	\$3.97	\$14.72	\$15.57
Total Per Credit Hour	\$94.80	\$106.82	\$355.76	\$388.41
Academic Year Fees (i.e., Total × 30 Hours)	\$2,844.00	\$3,204.48	\$10,672.80	\$11,652.27

Source: "FB 7.8T & 7.9 STUDENT FEES" tab of FLDOE's 2026 Report for the FCS.

Notes: "N/A" = data not reported by FLDOE. Totals may not match exactly due to rounding. GCSC also charges students an "Access" fee of \$3.95 per credit hour, which results in a \$2,962.50 academic year fee total.

Table 14. 2025-26 Tuition & Fee Price Per Credit Hour by GCSC Program

Program(s)	Resident	Non-Resident
A&P, Lower-Level, Postsecondary Vocational, & College Preparatory	\$98.75	\$359.71
Career Certificate	\$87.87	\$339.62
Upper Division (i.e., Bachelor's Degrees)	\$117.59	\$624.34

Source: [GCSC's 2025-2026 Catalog](#), pp. 21-22.

VII. DISTRICT PROFILES

A. Geography & Maps

GCSC proudly serves Florida's Bay, Franklin, & Gulf counties. That three-county service district covers 1,857.1 square miles of land and includes four locations.



Gulf/Franklin Campus



Tyndall AFB Education Center



North Bay Campus



Source: GCSC's "Campus Maps" webpage (09/06/2026).

B. Population Demographics

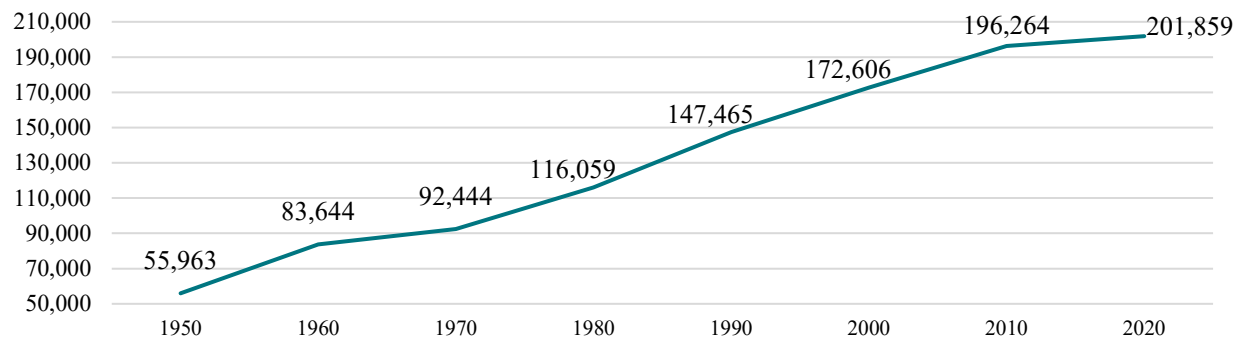
Table 15. Land Area, Population, Density, & Change Data for GCSC's Service District

County	Land Area (mi ²)	July 1, 2020, Estimate		July 1, 2025, Estimate		07/01/2020 to 07/01/2025 Pop. Change (%)
		Population	Density	Population	Density	
Bay	758.6	174,551	230.1	204,479	269.5	+17.1%
Franklin	545.0	12,473	22.9	13,029	23.9	+4.5%
Gulf	553.5	14,270	25.8	15,943	28.8	+11.7%
Florida	53,652.2	21,591,325	402.4	23,462,518	437.3	+8.7%

Source: U.S. Census Bureau, Population Division's [Annual Estimates of the Resident Population for Counties in Florida: April 1, 2020, to July 1, 2025](#) (CO-EST2025-POP-12), Vintage 2025 report.

Notes: "mi²" = square miles. "Density" = Population ÷ mi²—i.e., people per square mile. The U.S. Census Bureau's Population Estimates Program (PEP) provides official annual population estimates.

Figure 23. Population Growth of GCSC's Service District (1950–2020)



Source: U.S. Census Bureau [Decennial Census](#) population counts for Bay, Franklin, and Gulf Counties, Florida, 1950–2020.

Note: The vertical axis minimum is scaled to accentuate the figure's slope.

Table 16. GCSC's Service District Population Percentages by Age Range

Age Range	Bay	Franklin	Gulf	Florida
≤ 24 Years of Age	28.7%	21.2%	20.9%	27.6%
25 to 39 Years of Age	20.1%	18.3%	19.5%	19.0%
40 to 49 Years of Age	12.0%	10.3%	13.5%	12.3%
50 to 59 Years of Age	13.1%	15.8%	14.1%	12.9%
≥ 60 Years of Age	26.1%	34.3%	32.1%	28.2%
Median Age	41.0	50.1	46.9	42.6

Source: U.S. Census Bureau's [2024 American Community Survey 5-Year Estimates](#), Subject Tables S0101, Age & Sex.

C. Local Education

Table 17. Educational Attainment Levels by Percent of Population, ≥ 25 Years of Age

Educational Attainment Level	Bay	Gulf	Franklin	Florida
Less than 9th grade	2.8%	5.1%	4.4%	4.2%
9th to 12th grade, no Diploma	5.8%	10.0%	11.3%	5.8%
High school graduate (includes equivalency)	27.3%	32.8%	30.6%	27.2%
Some college, no Degree	22.7%	21.0%	19.8%	18.5%
Associate's degree	11.8%	7.7%	6.0%	10.1%
Bachelor's degree	19.0%	14.1%	15.3%	21.3%
Graduate or professional degree	10.7%	9.5%	12.6%	12.9%

Source: U.S. Census Bureau's 2024 American Community Survey (ACS) 5-Year Estimates, Subject Table S1501, Educational Attainment.

Note: Percentages may not total 100.0% due to rounding. Please see the U.S. Census Bureau's [American Community Survey 5-Year Data \(2009-2024\) webpage](#) for margin of error details.

Table 18. 2023-24 Public High School Graduate Outcomes

District	Graduates	Enrolled in a University		Enrolled in the FCS		Enrolled in a PSEC		Found Employment	
		#	%	#	%	#	%	#	%
Bay	1,537	218	14%	618	40%	53	3%	908	59%
Franklin	41	****	****%	11	27%	****	****%	26	63%
Gulf	146	N/D	N/D	56	38%	****	****%	69	47%
Florida	141,145	30,918	22%	52,419	37%	4,016	3%	73,624	52%

Source: FLDOE's [High School Graduates by District Report](#) (2023-24).

Notes: Only standard Diploma earners are included. "Enrolled in a University" is a combination of public and private institutions. "FCS" = Florida College System. "PSEC" represents students enrolled in a district postsecondary program (e.g., Tom P. Haney Technical College). Enrollment and employment data are not mutually exclusive. "*****" & "****%" = suppressed data, i.e., between 1 and 9 students. "N/D" = Not determinable because FLDOE separately suppresses both public- and private-university enrollment.

Table 19. Secondary Schools Serving Grades 9–12 in GCSC's Service District

Public Secondary Schools	Private Secondary Schools
Bay County	Bay County
A. Crawford Mosley High School	Bacot Academy Inc
AMikids Maritime Academy	Covenant Christian School
Bay High School	Eagle Nest Christian Academy
Bay Virtual Franchise*	Gateway Christian Academy Inc
Bay Regional Juvenile Detention Center†	Genesis Community School
Central High School	God's Glory Christian School
Chautauqua Charter School	Gulf Coast School for Autism
Deane Bozeman School	Hall of Zion Christian Academy
J.R. Arnold High School	Kaleidoscope School of Discovery
Margaret K. Lewis in Millville†	Panama City Advanced School

Public Secondary Schools

New Horizons Learning Center†
 North Bay Haven Career Academy
 Palm Bay Preparatory Academy 6-12
 Rosenwald High School
 Rutherford High School
 The Collegiate School at FSU–Panama City

Gulf County

Gulf Virtual Franchise*
 Port St. Joe High School
 Wewahitchka High School

Franklin County

Franklin County School
 Franklin County Learning Center†
 Franklin Virtual Franchise-PAEC FLVS*

Private Secondary Schools

Panama City Trilingual School
 Saint Andrews Bay STEM Academy Inc
 Square Pegs Learning Center
 St. John Catholic Academy
 The Academy of Exceptional Arts
 The Education Center of Panama City Inc
 The Northwest Florida Academy

Gulf County

Faith Christian School
 Shoreline Center for Exceptional Students

Franklin County

Ed Corps High School
 First Baptist Christian School

Sources: Secondary institutions listed by FLDOE ([Private School Directory](#), <https://www.fldoe.org/schools>, or <https://edstats.fldoe.org>).

Notes: An asterisk (*) indicates that FLDOE maintains multiple virtual programs. A “†” notation indicates an alternative, special-purpose, Department of Juvenile Justice (DJJ), or exceptional-education setting or institution—rather than a conventional comprehensive high school. *New Horizons Learning Center was consolidated with Rosenwald in 2025 and is no longer separately listed in FLDOE's Master School ID/Public School Directory.*

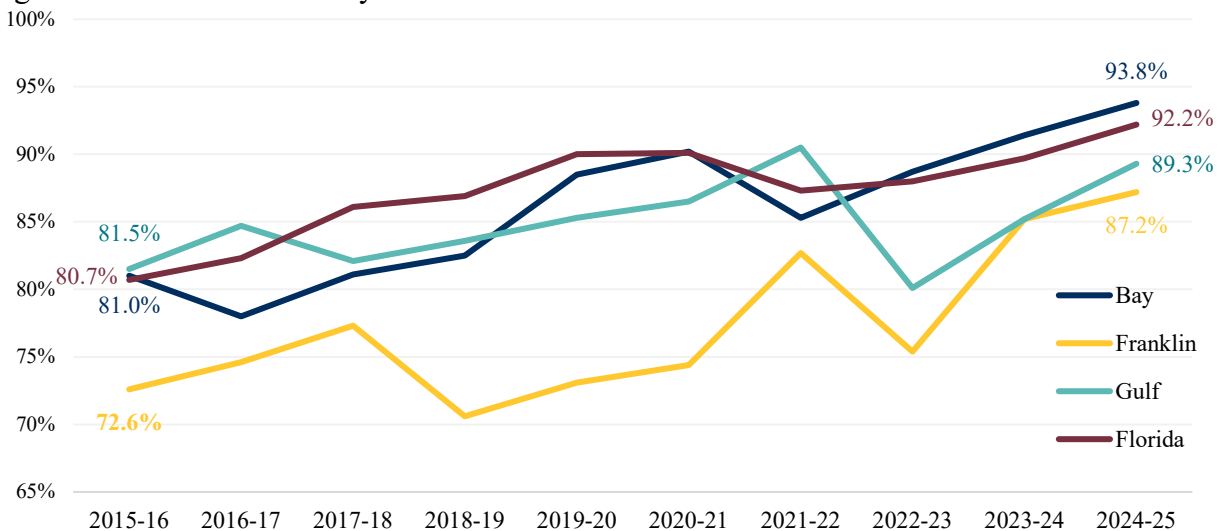
Table 20. Total PreK–12th Grade Student Enrollment for 2025-26

District & Code		Total Enrollment	Charter Enrollment	Non-Charter Enrollment	District Percent of Bay + Franklin + Gulf + FSU Bay
Bay	03	27,126	5,147	21,979	89%
Franklin	19	1,161	340	821	4%
Gulf	23	1,853	0	1,853	6%
FSU Bay	82	277	277	0	1%

Source: FLDOE's [Enrollment/Membership in Florida Public Schools Survey 2](#) report (2025-26) & [Know Your Data Advanced Reports Student Enrollment dashboard](#).

Notes: “FSU Bay” = The Collegiate School at Florida State University–Panama City (i.e., FSU-PC).

Figure 24. 10-Year Secondary Graduation Rate Trends for GCSC's Service District

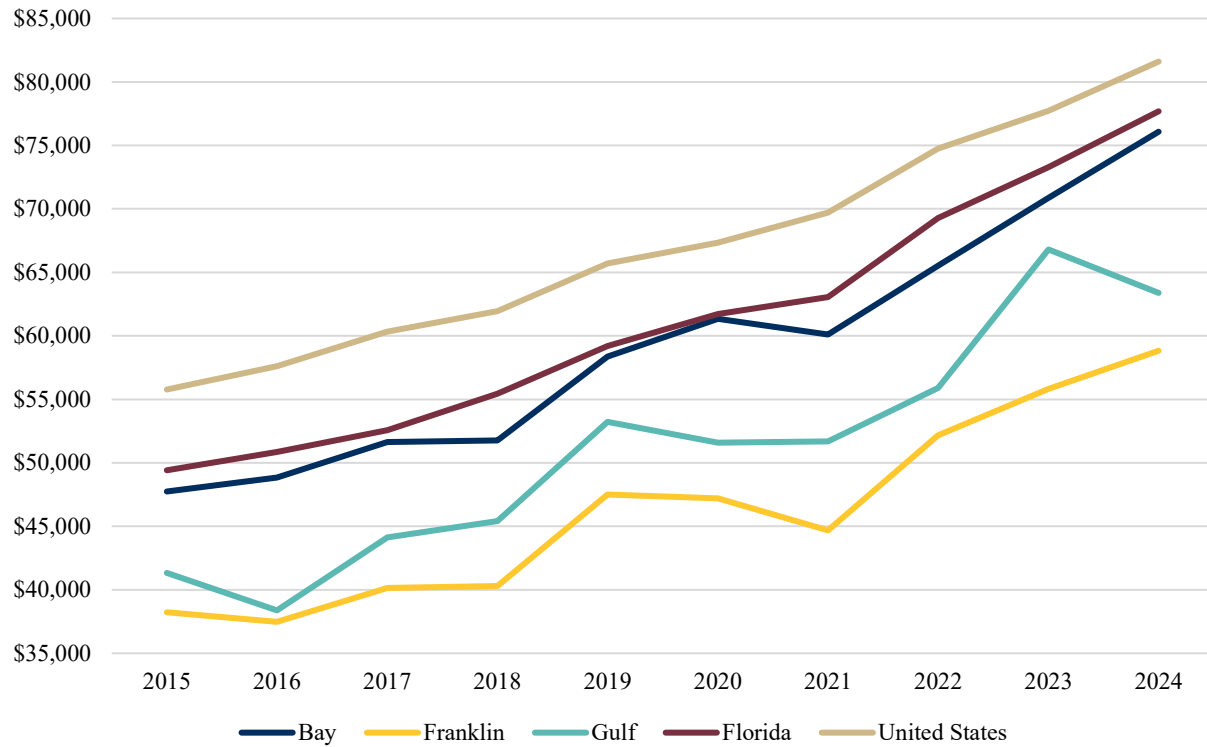


Sources: FLDOE's [Federal High School Graduation Rates](#) report (2024-25) & [Advanced Reports High School Graduation Rates dashboard](#).

Notes: The vertical-axis minimum is scaled to accentuate each trend's slope. Percentages represent four-year adjusted cohort graduation rates. The 2019-20 and 2020-21 cohorts were affected by temporary statewide assessment exemptions issued through FLDOE emergency orders.

D. Economics & Labor Force

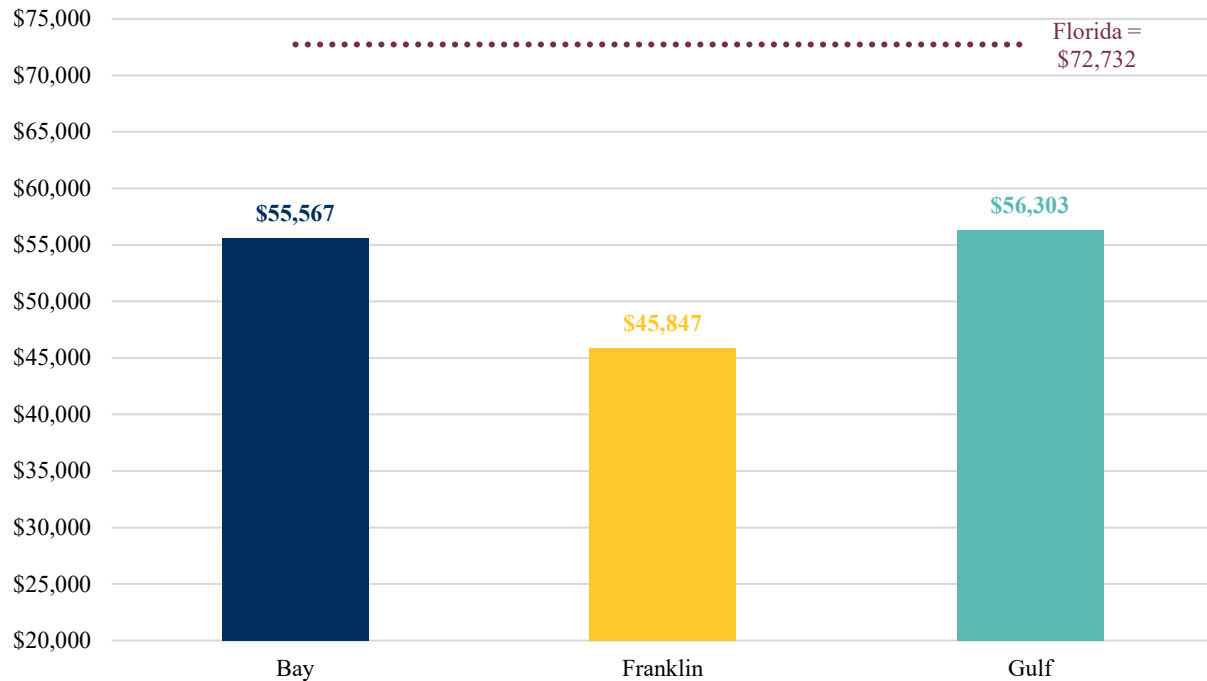
Figure 25. 10-Year Median Household Income Trends for GCSC's Service District



Source: U.S. Census Bureau, [Small Area Income and Poverty Estimates](#) (SAIPE) dashboard.

Notes: The vertical-axis minimum is scaled to accentuate each trend's slope. Median Household Income values are not adjusted for inflation.

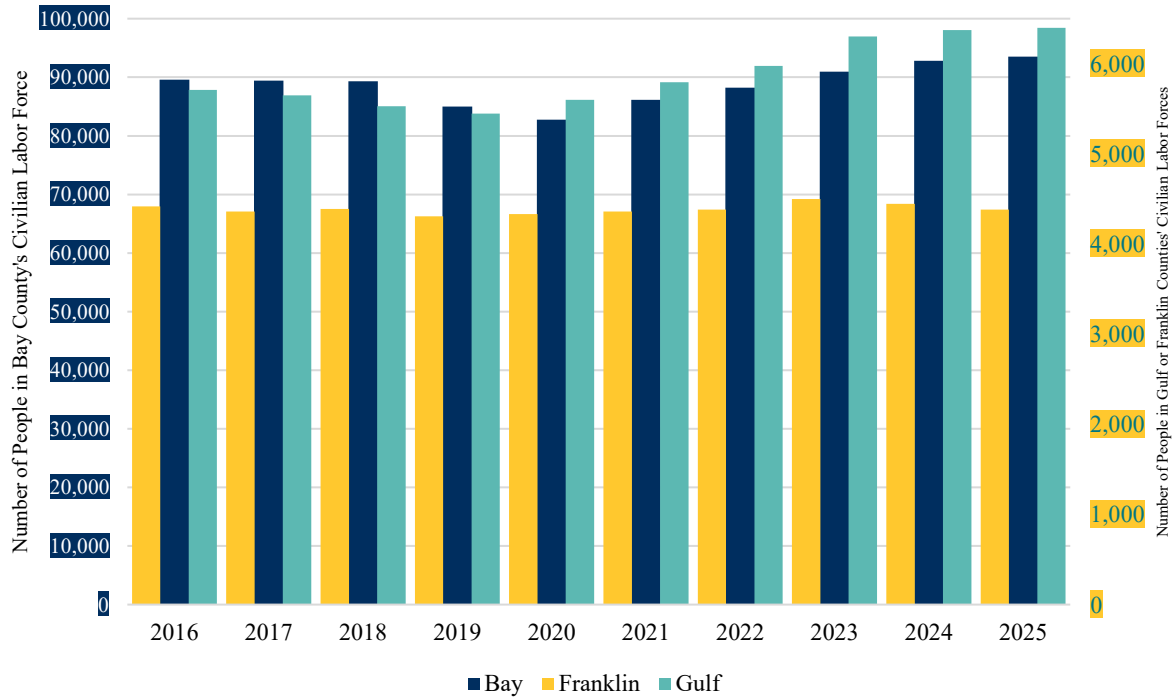
Figure 26. Average Annual Wages for GCSC's Service District (2025)



Source: Florida Commerce's Bureau of Workforce Statistics and Economic Research [Quarterly Census of Employment & Wages Program \(QCEW\)](#) dashboard.

Notes: The vertical-axis minimum is scaled to accentuate each bar. Annual average wages reflect all industries and all ownerships.

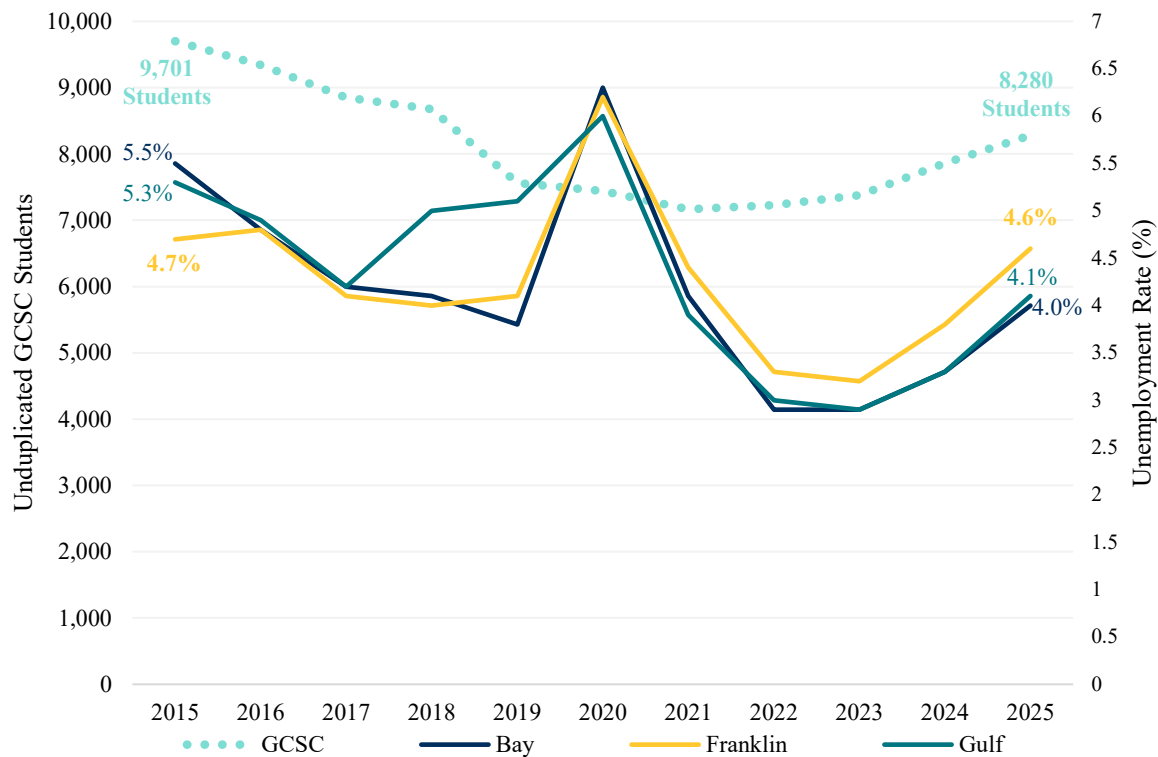
Figure 27. 10-Year Average Annual Labor Force Trends for GCSC's Service District



Source: U.S. Bureau of Labor Statistics (BLS) [Local Area Unemployment Statistics \(LAUS\), Labor Force Data by County, Annual Averages](#).

Note: Civilian labor force includes residents aged 16 and older who are employed or unemployed and actively seeking work. Data are annual averages, not seasonally adjusted, and are reported by place of residence. The 2025 annual average is based on 11 months of data and excludes October of that year due to a federal government shutdown; consequently, 2025 is not strictly comparable with annual averages for other years. BLS may revise historical data. Primary axis = Bay County. Secondary axis = Franklin & Gulf Counties.

Figure 28. GCSC Enrollment & Service District Unemployment Rates Since 2015



Sources: Enrollment data compiled from Ellucian Banner SaaS SQL extract (09/09/2026). Unemployment data extracted from BLS ["Tables and Maps"](#) (08/31/2026). Note: Enrolled students were selected by *calendar year*—e.g., 2015 represents unduplicated enrollment from all terms between spring 2015 and fall 2015.

Appendix A. Terms and Definitions

Some terms used in this Fact Book are defined as follows. Other definitions not listed here are codified by FLDOE's CCTCMIS [data dictionaries](#) or [Fact Books](#), state statutes (e.g., [F.S. 1004.02](#)), Florida Administrative Codes (e.g., [6A-14.030](#)), or the federal Integrated Postsecondary Education Data System's ([IPEDS](#)) [glossary](#).

Academic Year (AY)

FLDOE defines summer terms as a “header” in their academic year (e.g., summer 2025, fall 2025, & spring 2026). In contrast, GCSC defines summer semesters as a “trailer” (e.g., fall 2025, spring 2026, & summer 2026) for certain academic year contexts.

Advanced and Professional (A&P)

A program area with courses designed to provide the first two years of coursework 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.)

A two-year degree program designed for transfer into 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 Associate in Applied Science (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) that 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 programs which are part of an Associate in Science degree.

College Preparatory Instruction & Developmental Education

Competency-based instruction for the development of college-entry competencies in reading, writing, mathematical reasoning, and logical thinking.

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 the requirements of the institution for program completion.

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 college for the first time with no credit toward a degree or formal award from any other institution who is enrolled in an instructional program 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 Equivalency (FTE)

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

Non-Degree Seeking Student

A student enrolled in courses for credit who has not declared that they are seeking a degree or formal award.

Non-Resident

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 for a single semester 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 is, therefore, not responsible for paying non-resident 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.

Vocational Credit (also referred to as Occupational Credit)

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

Appendix B. Artificial Intelligence Usage Declaration

Generative artificial intelligence (AI) tools were used during the development of this Fact Book to support background research, data validation, methodological review, grammar-checking, and explanatory text refinement. AI-generated information was not treated as an authoritative source; all statistics, calculations, interpretations, citations, and final content were reviewed and verified by Gulf Coast State College's Office of Institutional Effectiveness prior to publication.

Appendix C. Nondiscrimination Statement

Gulf Coast State College is an equal access, equal opportunity institution which does not discriminate against any person in its programs, activities, policies, or procedures on the basis of race, ethnicity, color, national origin, marital status, religion, age, gender, sex, pregnancy, sexual orientation, gender identity, genetic information, disability, veteran status, or any other characteristic protected by law. All questions or inquiries regarding compliance with laws relating to non-discrimination and all complaints regarding sexual misconduct or discrimination, may be directed to the Executive Director of Human Resources /Title II/504/ Title VI /Title IX Coordinator/Civil Rights Compliance Officer, Gulf Coast State College, 5230 W. US Highway 98, Panama City, FL 32401; 850-872-3866.

Appendix D. Feedback & Inquiries

Feedback is welcomed and is often useful for improving future Fact Book editions, so please contact Gulf Coast State College's Office of Institutional Effectiveness if you have any questions, comments, corrections, or concerns regarding the data, definitions, methodology, or content presented in this document.