FLORIDA STATE COLLEGE

AT JACKSONVILLE™

School of Business

Reaffirmation Self-Study
2012-2013

ACBSP
GLOBAL BUSINESS
ACCREDITATION

**ACCREDITATION
COUNCIL FOR
BUSINESS SCHOOLS
AND PROGRAMS**

Self-Study

Demonstrating Excellence in

Associate Degree

Programs

TABLE OF CONTENTS

ATTESTATION

We attest to the following:

1. The data contained in this self-study is true and accurate to the best of our knowledge.

2. This self-study has been prepared collaboratively by all full-time accounting, business, and office administration faculty, business and accounting advisory committee members, office administration advisory committee members, and Business Unit administrators and staff.

Dr. Margarita A. Cabral-Maly Kent Campus President	Dr. Christal M. Albrecht Downtown Campus President	Dr. J. Terry Sawma Dean of Career Education
Dr. Linda J. Austin Dean of Career Education	Annette Barrineau Associate Dean	Thomas W. Baine, V Instructional Officer
Sandra Beck Instructional Program Manager	Melissa Armstrong Instructional Program Coord.	Thomas Arcuri *TB* Professor of Business
Dr. Justin Bateh Assistant Professor of Business	Dr. James Cash Assistant Professor of Business	Shawna Coram Professor of Business
Gary Corona Professor of Business	Rick Dunham Assistant Professor of Business	Dr. David Fish Assistant Professor of Business
Margaret Fisher *TB* Professor of Business	Dr. Jose Lepervanche Professor of Business	Jon Lyon Professor of Business
Donna Mallery Professor of Accounting	Sebena Masline Professor of Business	Robert Morris Associate Professor of Business
Dr. Wayne Singletary Professor of Business	Dr. Harvey Slentz Assistant Professor of Business	Willie Williams Adjunct Instructor
Dr. Barbara Williamson Associate Professor of Business	Ann Haake Chair Business and Accounting Advisory Committee	*TB* *Approved - No Signature Available* Suzy M. Jackson Chair Office Administration Advisory Committee

Submitted on June 17, 2013 to the
Accreditation Council for Business Schools and Programs

Name of Institution:	Florida State College at Jacksonville
Interim College President:	Dr. Willis N. Holcombe
Chief Academic Officer and Provost:	Dr. Judith H. Bilsky

Deans of the Business Programs:

Associate in Science: Accounting Technology	Dr. J. Terry Sawma
Associate in Science: Business Administration	Dr. J. Terry Sawma
Associate in Science: Office Administration	Dr. Linda J. Austin

Primary Institutional Contacts During the Accreditation Process:

Dr. J. Terry Sawma
Dean of Career Education
Kent Campus
3939 Roosevelt Blvd.
Jacksonville, Florida 32205
(904) 381-3692
terry.sawma@fscj.edu

Dr. Linda J. Austin
Dean of Career Education
Downtown Campus
101 West State Street
Jacksonville, Florida 32202
(904) 361-6215
laustin@fscj.edu

Date of Self-Study Submission: June 17, 2013

Florida State College at Jacksonville provides equal access to education, employment, programs, service, and activities and does not discriminate on the basis of age, race, color, national origin, sex, disability, religious belief, or marital status. The College Equity Officer has been designated to handle inquiries regarding the nondiscrimination policies and may be contacted at equityofficer@fscj.edu.

Florida State College at Jacksonville is a member of the Florida College System and is not affiliated with any other public or private university or college in Florida or elsewhere. Florida State College is a division of Florida State College at Jacksonville.

Florida State College at Jacksonville is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate and associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call (404) 679-4500 for questions about the accreditation of Florida State College at Jacksonville. The Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

Column A: The title of all Business or Business-related Programs, including those with designations in the degree or major title.
Column B: Type of degree.
Column C: Indicates whether the program is included in the Business Unit.
Column D: Indicates whether the program is to be accredited by ACBSP. If not, provide justification explaining why the program should be excluded from the accreditation process.
Column E: Indicates the number of degrees conferred during 2012-2013 self-study year.

Column A	Column B	Column C	Column D	Column E
Business Program Titles	Degree	Program in Business Unit	To be Accredited by ACBSP	Number of Degrees Conferred During Self-Study Year
Accounting Technology Embedded Technical Certificates:* Accounting Technology Management Accounting Technology Operations Accounting Technology Specialist	Associate in Science	Yes No No No	Yes No No No	26
Business Administration Embedded Technical Certificates:* Business Development & Entrepreneurship Business Management Business Operations Business Specialist Entrepreneurship Marketing Operations	Associate in Science	Yes No No No No No No	Yes No No No No No No	99
Office Administration Embedded Technical Certificates:* Office Management Office Specialist Office Support	Associate in Science	Yes No No No	Yes No No No	35

Business-Related Program Titles	Degree	Program in Business Unit	To be Accredited by ACBSP	Number of Degrees Conferred During Self-Study Year
Supply Chain Management Embedded Technical Certificate:* Logistics and Transportation Specialist	Associate in Science	No No	No No	36
**Supervision and Management **	Bachelor of Applied Science	No	No	461
Business Administration	Bachelor of Science	No	No	11

* Technical certificates cannot be accredited by ACBSP.
** The Business Unit intends to seek accreditation for Bachelor degree programs at a later date once it compiles the requisite performance data required for ACBSP accreditation.

Overview and Organizational Profile for Accreditation

Overview and Organizational Profile for Accreditation

<u>Institution Response</u>

A. <u>Self-Study Preparers</u>:

This self-study has been prepared collaboratively by all full-time accounting, business, and office administration faculty, business and accounting advisory committee members, office administration advisory committee members, and Business Unit administrators and staff.

Administration
Dr. Margarita A. Cabral-Maly, Kent Campus President
Dr. Christal M. Albrecht, Downtown Campus President
Dr. J. Terry Sawma, Dean of Career Education, Kent Campus
Dr. Linda J. Austin, Dean of Career Education, Downtown Campus
Annette Barrineau, Associate Dean of Career Education, Kent Campus
Sandra Beck, Instructional Program Manager, Downtown Campus
Tom Baine, Instructional Officer, Business Studies, Kent Campus

Staff
Melissa Armstrong, Instructional Program Coordinator, Kent Campus

Faculty
Thomas Arcuri, Professor of Business, South Campus
Dr. Justin Bateh, Assistant Professor of Business, Kent Campus
Dr. James Cash, Assistant Professor of Business, Kent Campus
Shawna Coram, Professor of Business, Kent Campus
Gary Corona, Professor of Business, Kent Campus
Rick Dunham, Assistant Professor of Business, Kent Campus
Dr. David Fish, Assistant Professor of Business, Kent Campus
Margaret Fisher, Professor of Business, Downtown Campus
Dr. Jose Lepervanche, Professor of Business, Kent Campus
Jon Lyon, Professor of Business, Kent Campus
Donna Mallery, Assistant Professor of Business, Kent Campus
Sebena Masline, Professor of Business, Downtown Campus
Robert Morris, Associate Professor of Business, Kent Campus
Dr. Wayne Singletary, Professor of Business, Kent Campus
Dr. Harvey Slentz, Assistant Professor of Business, North Campus
Willie Williams, Adjunct Instructor, Kent Campus
Dr. Barbara Williamson, Associate Professor of Business, Kent Campus

Business and Accounting Advisory Committee
Officio Members*
Susi Acebey-Vazquez, Export Coordinator, US Ink
Liane Barkley, Senior Vice President, Lender Processing Services, Inc.
Christopher Conover, Current BAS Student, Student Representative
Donald Daugherty, Senior Principal Quality Engineer, Medtronic, Xomed
Scott Finnegan, Controller, Baptist Health
Ann Haake, Assistant Vice President, TD Bank, Chair
Charles Hayes, Business Management and Material Management Analyst, SAIC
David Holt, Senior Vice President, Service Link

Elaine Johnson, Senior Director of Business Innovation, Florida Blue
Everett Johnson, Counselor and University Liaison, SCORE Jacksonville, Co-Chair
Kimberly Johnston, President, Marketing & Designs by Kim
Joanne Kazmierski, Manager of Comm. Relations and Environmental Advocacy, JAXPORT
Dawn Lockhart, President and CEO, Family Foundations
Carrie McClain, Volunteer Recruiter, Guardian ad Litem Program
Kevin Newman, Risk Manager, Flagler Hospital
Jackie Perry, Manager, Beaver Street Enterprise Center
Ken Perry, Senior Project Manager, Landstar Systems, Inc.
Chad Tripp, Software Delivery Manager, Lender Processing Services
Gregory Whitworth, Executive Vice President, Service Link
Willie Williams, HR Lead Consulting

College
Ex-Officio Members**
Melissa Armstrong, Instructional Program Coordinator, Kent Campus
Tom Baine, Instructional Officer, Kent Campus
Annette Barrineau, Associate Dean of Career Education, Kent Campus
Amanda Godwin, Administrative Assistant II, Kent Campus
Rosemary James, Program Coordinator, Administrative Offices
Robert Morris, Associate Professor of Business and Faculty Representative
Dr. J. Terry Sawma, Dean of Career Education, Kent Campus

Office Administration Advisory Committee
Officio Members*
Chair, Vacant
Pat Blanchard, Director, Jacksonville Women's Business Center
Bernadette Brown, Vice President Human Resource Operations, Vystar
Chris Duckett, Duval County Extension Office
Lorna Jean, Senior Support Specialist and FSCJ Student Representative
Charles E. Jones, SouthMoor Partnership
Michael Horst, District Resource Teacher, Duval County Public Schools
Suzy M. Jackson, Federal Contracting Liaison, Team Pegine, Inc., Chair
LaTanya McGruder, FSCJ Student Representative
Paul McMillan, Store Manager, Wells Fargo
Dee Morgan, Corporate Recruiter, Humana, Inc.
Don Norris, Human Resources Coordinator, City of Jacksonville
Jennifer Pyle, Staffing Consultant Team Lead, Talent Acquisition and Staffing
Temeka Quarterman, Service Representative, WorkSource
Angelia Redding, Client Services Coordinator, Beaver Street Enterprise Center
Julie Smith, Brooks Health
Cheryl Story, FSCJ Student Representative
Angela Tekin, Professional Staffing Consultant, Oasis Staffing
Christine Thornton, Human Resources Manager, Talagy Services
Tracy Torres, Director of Volunteer Services, Shands Jacksonville
Tina Wyre, Shands Jacksonville

College Ex-Officio Members**
Dr. Linda Austin, Dean of Career Education, Downtown Campus
Sandra Beck, Instructional Program Manager, Downtown Campus
Nadia Clements, Note Taker

Margaret Fisher, Professor of Business, Downtown Campus
Rosemary James, Program Coordinator, Administrative Offices
Andrea McKeon, Professor of Business, Downtown Campus
Alan Pasetti, Advisor II, Career Development Center, Downtown Campus

* Voting members
** Non-voting members

B. <u>Self-Study Purpose</u>:

The purpose for this self-study is to provide a detailed self-examination of Florida State College at Jacksonville's Business Unit. The Business Unit faculty members view the ACBSP accreditation self-study process as an opportunity to examine current practices, identify strengths, target areas for improvement, and validate program quality through assessment of quantitative and qualitative data leading to ACBSP accreditation reaffirmation. Through these processes, the Business Unit expects to strengthen its educational programs to better meet the needs of the College's stakeholders.

C. <u>Self-Study Timeline</u>:

June 2012
The Kent Campus Dean of Career Education attended ACBSP International Conference, Baltimore, MD.

August 2012 – December 2013
The Business Unit faculty compiled student learning outcomes data, performed data analysis for inclusion in WEAVEonline and the Self-Study, and implemented recommended program changes.

September 2012
The Kent Campus Dean of Career Education, the Downtown Campus Dean of Career Education, the Instructional Program Manager at Downtown Campus, and the Instructional Officer at Kent Campus attended the ACBSP Regional Conference, Asheville, NC.

September 2012 – June 2013
The Business Unit faculty, administrators, and staff prepared the Self-Study.

June 2013 – September 2013
Florida State College at Jacksonville submitted the Self-Study on June 17, 2013, and began preparations for the ACBSP Site Visit.

June 2013
The Kent Campus Dean of Career Education attended ACBSP International Conference, Salt Lake City, UT.

September 2013
Anticipated ACBSP site visit during Fall 2013 semester.

D. Regional Accrediting Body:

Florida State College at Jacksonville is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and associate degrees. The SACSCOC reaffirmation site visit is scheduled for October 2013. A copy of the reaffirmation letter is located in Appendix A.

E. Profile of the Institution: Provide a profile of the institution, including the business unit, service area, and student composition.

Florida State College at Jacksonville is a political subdivision of the State of Florida and a member of Florida's College System. The institution was established by a Florida legislative act in 1963 as Florida Junior College (FJC) and admitted its charter class in 1966. Three years later, the College was accredited by SACS as a Level I institution. In 1968, FJC expanded its mission with the addition of vocational and adult education programs. The College also offered courses on the nearby U.S. Navy bases, which continues to the present day. In 1987, FJC was renamed Florida Community College at Jacksonville (FCCJ) reflecting the myriad of educational opportunities available to all segments of the community.

In December 2006, SACSCOC awarded the College membership as a Level II institution, per a letter dated January 2007. Subsequently, the College was approved by the State of Florida and SACSCOC to offer additional baccalaureate degrees. In July of 2009, the State of Florida passed legislation which formally approved the College to be renamed as Florida State College at Jacksonville.

Florida State College at Jacksonville serves approximately 65,000 students throughout Duval and Nassau Counties and globally through distance learning. The Northeast Florida region is comprised of urban and rural populations. Jacksonville is located 25 miles south of the Georgia border, and is a rapidly growing metropolitan city with approximately 900,000 residents.

The following charts indicate the current Associate and Bachelor degree programs offered by Florida State College at Jacksonville. All Associate degree programs contain no fewer than 60 semester credit hours, and all Bachelor degree programs contain no fewer than 120 semester credit hours.

Associate's Degrees	
Program	Semester Credit Hours
Associate in Arts (A.A.)	60 semester credit hours
Accounting Technology (A.S.)	64 semester credit hours
Architectural Design and Construction Technology (A.S.)	66 semester credit hours
Automotive Service Management Technology (A.S.)	68 semester credit hours
Aviation Maintenance Management (A.S.)	83 semester credit hours

Aviation Operations (A.S.)	64 semester credit hours
Biomedical Engineering Technology (A.S.)	61 semester credit hours
Biotechnology Laboratory Technology (A.S.)	61 semester credit hours
Building Construction Technology (Construction Management) (A.S.)	64 semester credit hours
Business Administration (A.S.)	64 semester credit hours
Computer Information Technology (A.S.)	63 semester credit hours
Criminal Justice Technology (A.S.)	64 semester credit hours
Culinary Management (A.S.)	64 semester credit hours
Dental Hygiene (A.S.)	88 semester credit hours
Digital Media/Multimedia Technology (A.S.)	64 semester credit hours
Early Childhood Management (A.S.)	63 semester credit hours
Emergency Administration and Management (Homeland Security) (A.S.)	60 semester credit hours
Emergency Medical Services (EMS) (A.S.)	73 semester credit hours
Engineering Technology (Advanced Manufacturing) (A.S.)	60 semester credit hours
Environmental Science Technology (A.S.)	64 semester credit hours
Fire Science Technology (A.S.)	60 semester credit hours
Funeral Services (A.S.)	72 semester credit hours
Health Information Management (A.S.)	67 semester credit hours
Histologic Technology (A.S.)	76 semester credit hours
Hospitality and Tourism Management (A.S.)	64 semester credit hours
Industrial Management Technology (Military) (A.S.)	60 semester credit hours
Interior Design Technology (A.S.)	75 semester credit hours
Medical Laboratory Technology (A.S.)	76 semester credit hours
Networking Services Technology (A.S.)	63 semester credit hours
Nursing (R.N.) (A.S.)	72 semester credit hours
Nursing (R.N.) (Bridge Option for Paramedics and Licensed Practical Nurses) (A.S.)	72 semester credit hours
Occupational Therapy Assistant (A.S.)	70 semester credit hours
Office Administration (A.S.)	63 semester credit hours
Ophthalmic Technician (A.S.)	72 semester credit hours
Paralegal Studies (Legal Assisting) (A.S.)	64 semester credit hours
Physical Therapy Assistant (A.S.)	74 semester credit hours
Professional Pilot Technology (A.S.)	64 semester credit hours

Radiation Therapy (A.S.)	77 semester credit hours
Radiography (Degree Completion) (A.S.)	77 semester credit hours
Radiography (Florida State College Option) (A.S.)	77 semester credit hours
Respiratory Care (A.S.)	76 semester credit hours
Sign Language Interpretation (A.S.)	72 semester credit hours
Supply Chain Management (A.S.)	64 semester credit hours
Theatre and Entertainment Technology (Entertainment Technology) (A.S.)	64 semester credit hours

Baccalaureate Degrees	
Program	Semester Credit Hours
Biomedical Sciences (with Concentrations in Biological Sciences and Biochemistry) (B.S.)	120 semester credit hours *
Business Administration (B.S.)	120 semester credit hours
Computer Systems Networking and Telecommunications (B.A.S.)	120 semester credit hours
Converged Communications (B.S.)	120 semester credit hours
Digital Media (B.A.S.)	120 semester credit hours
Early Childhood Education (B.S.)	120 semester credit hours
Information Technology Management (B.A.S.)	120 semester credit hours
Nursing (B.S.N.)	125-133 semester credit hours **
Public Safety Management (B.A.S.)	120 semester credit hours
Supervision and Management (B.A.S.)	120 semester credit hours

* Credit hours may vary depending on whether a student has satisfied the foreign language requirements of the College as well as if the student chooses to take a 4 credit Calculus II course instead of the 3 credit statistics course.

** Credit hours may vary depending on whether a student has satisfied the foreign language requirements of the College.

Profile of the Business Unit

The Business Unit programs received initial ACBSP accreditation in 1992 and reaffirmation in 2002. The Business Unit includes the following Associate in Science programs:

- Accounting Technology
- Business Administration
- Office Administration

The School of Business plans to apply for ACBSP accreditation for the Bachelor of Applied Science in Supervision and Management and the Bachelor of Science in Business Administration in 2015.


Florida State College at Jacksonville Service Area
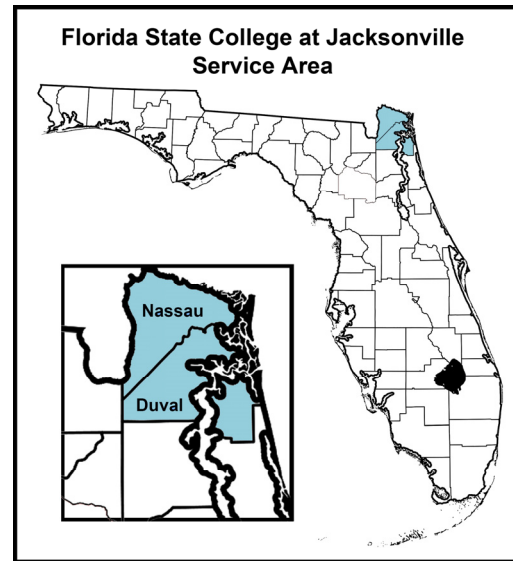
Service Area
The service area of Florida State College at Jacksonville includes Duval and Nassau counties.

College-wide Student Composition
The following table identifies the annual unduplicated student headcount in credit and non-credit courses for state reporting years 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012.

State Reporting Year	Annual Unduplicated Student Headcount in Credit and Non-Credit Courses
2007-2008	79,423
2008-2009	79,823
2009-2010	85,997
2010-2011	76,986
2011-2012	66,951
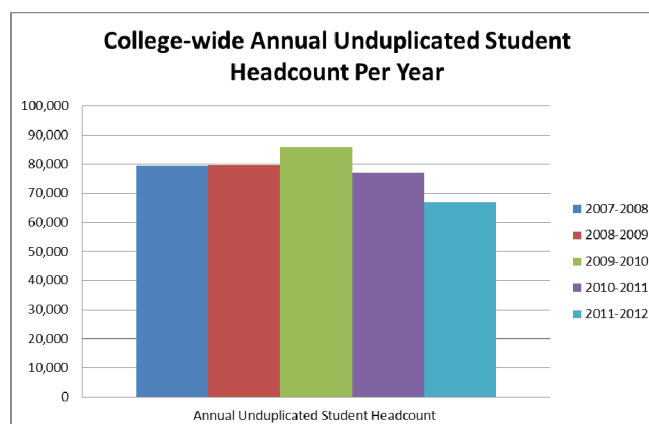
Total Number of Students By Degree Type for FY 2011-2012*

The following table and associated graph identify unduplicated headcount and the number of completers by degree type for the FY 2011-2012 as reported to the Florida Department of Education:

Degree Type	Unduplicated Headcount	Number of Completers
Associate in Arts	23,267	4,449
Associate in Science	9,624	1,178
Baccalaureate	2,537	392

* The FY 2012-2013 data will not be available until after the completion of the fiscal year.
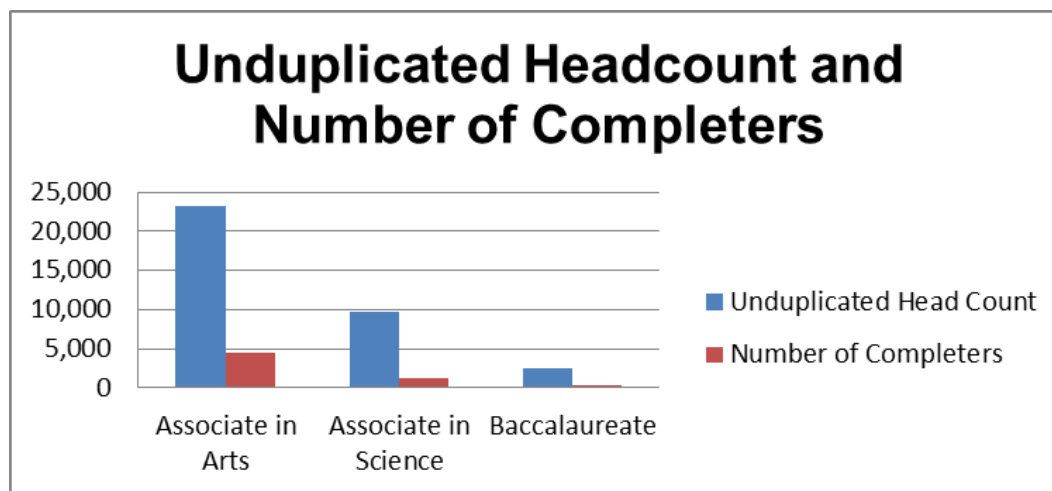
Business Unit Graduates During Self-Study Year FY 2012-2013

The following chart and graph reflect the number of Business Unit graduates during the Self-Study Year FY 2012-2013.

Business Unit Program	Self-Study Year 2012-2013
Accounting Technology	26
Business Administration	99
Office Administration	35

Business Unit Student Demographics
The demographic breakdown of the students in the Business Unit during the Self-Study Year FY 2012-2013 includes the following.

By Gender
The following table and graph illustrate the Business Unit student demographics by gender. Thirty-seven percent (37%) of students in the Business Unit are male, while sixty-two percent (62%) are female. One percent (1%) of students chooses not to report their gender.

Program	Male		Female		Not Reported	
Accounting Technology	221	25.1%	657	74.6%	2	0.3%
Business Administration	2,151	43.2%	2,782	55.9%	48	0.9%
Office Administration	67	9.6%	627	90.1%	2	0.3%
TOTAL	2,439	37%	4,066	62%	52	1%
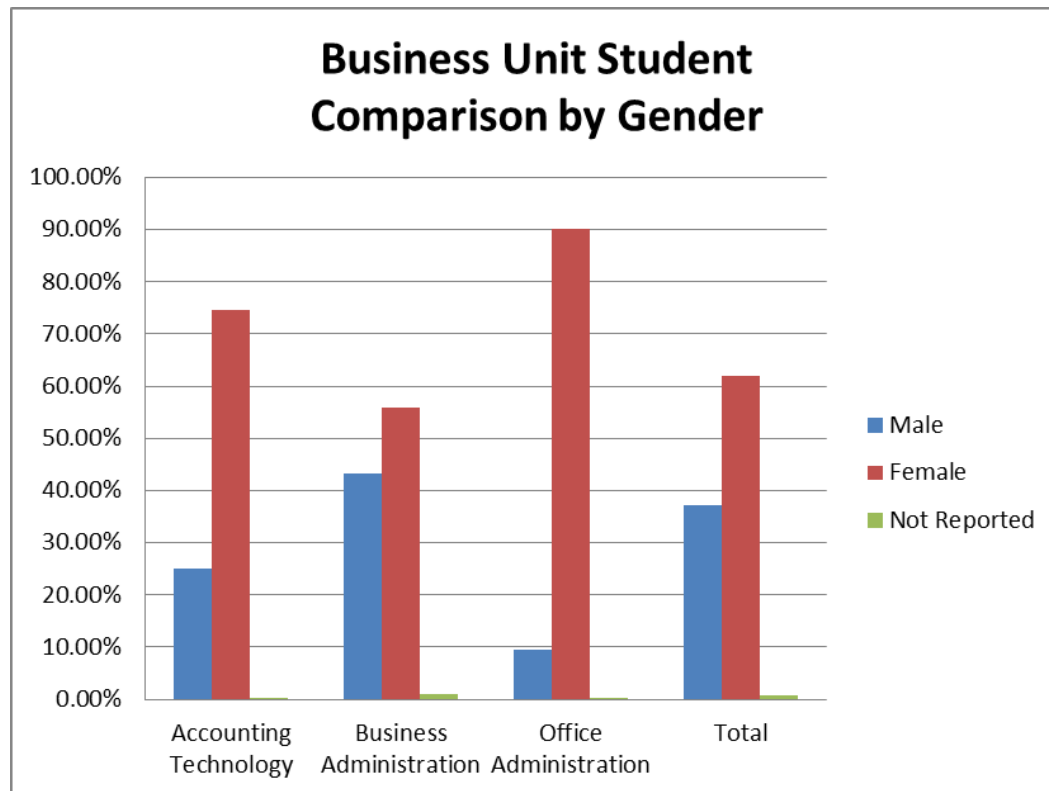
By Ethnicity

The following table and graph illustrate the Business Unit student demographics by ethnicity. The highest percentage of students in the Business Unit were African Americans at nearly forty-three percent (43%) while Caucasian students comprised nearly forty percent (40%) of the Business Unit's student population. Other groups included Asian students at approximately two percent (2%), Native American students at nearly one percent (1%), and Pacific Islander students at four tenths of one percent (0.4%). Fourteen percent (14%) of students chose not to report their ethnicity.

Ethnicity	Accounting Technology		Business Administration		Office Administration		Total	
Caucasian	416	47.3%	1,951	39.1%	257	36.9%	2,624	40.0%
African American	309	35.1%	2,143	43.2%	336	48.3%	2,788	42.5%
Asian	24	2.7%	119	2.4%	12	1.8%	155	2.4%
Native American	7	0.8%	46	0.9%	3	0.4%	56	0.9%
Pacific Islander	5	0.6%	22	0.4%	3	0.4%	30	0.5%
Not Reported	119	13.5%	700	14.0%	85	12.2%	904	13.8%

Business Unit Student Composition by Ethnicity
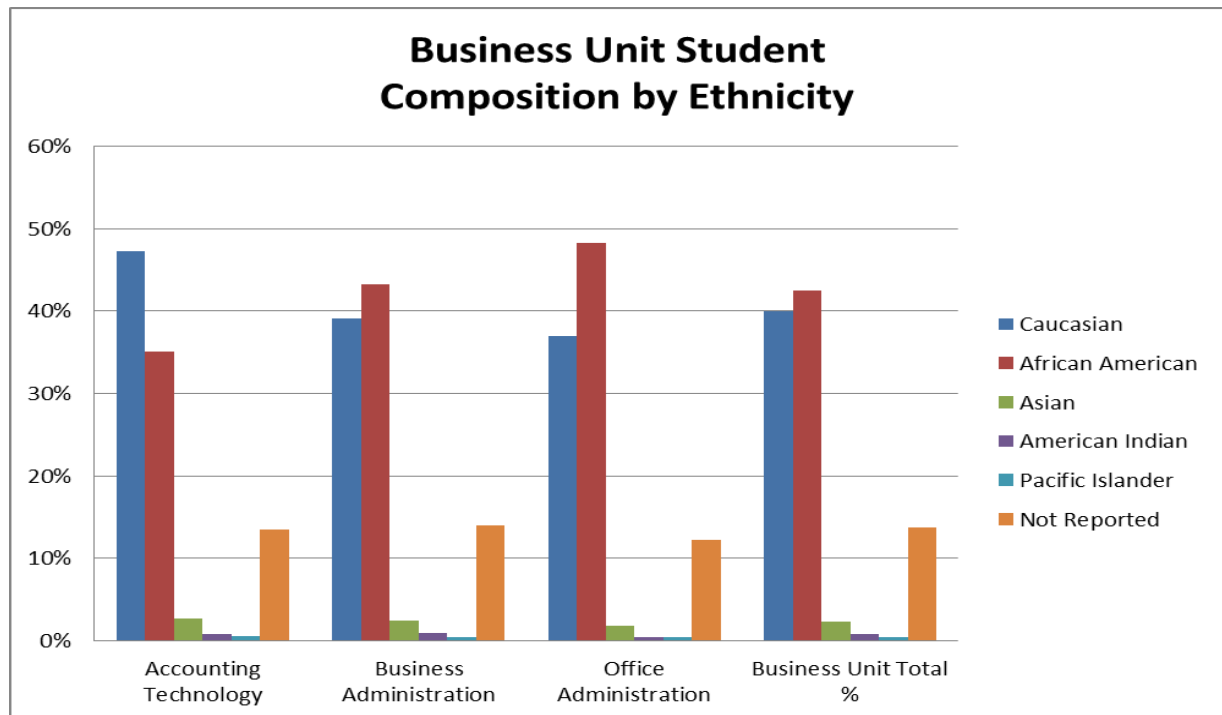
By Age
The following table and graph illustrate the Business Unit student demographics by age.
Nearly sixty-seven percent (67%) of students are between 21 and 45. Less than three
percent (3%) are under 21 years of age, while less than two percent (2%) are over 61
years of age. Interestingly, nearly twenty percent (20%) of students are between the
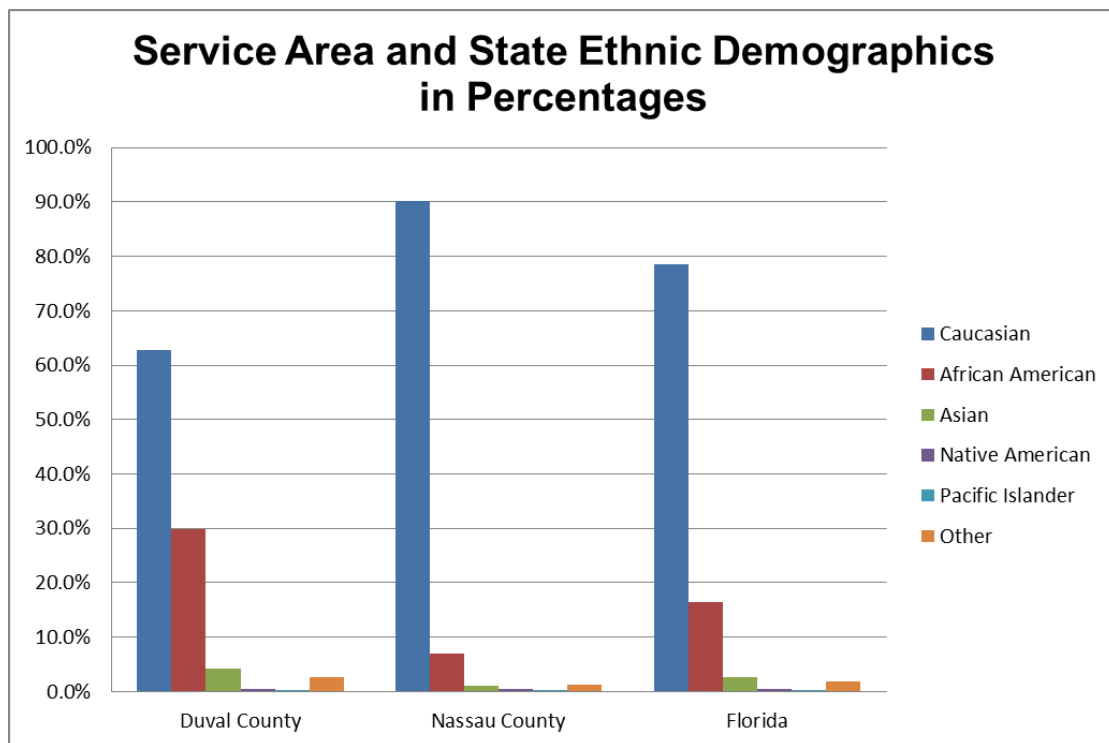ages of 45 and 60.

Age Range	Accounting Technology		Business Administration		Office Administration		Business Unit Total	
20 and Under	9	1.0%	243	4.9%	13	1.8%	265	4.04%
21-25	137	15.6%	1,037	20.8%	114	16.4%	1288	19.64%
26-30	172	19.5%	1,157	23.2%	116	16.7%	1445	22.04%
31-35	128	14.6%	838	16.8%	94	13.5%	1060	16.17%
36-40	114	13.0%	541	10.9%	83	11.9%	738	11.26%
41-45	116	13.2%	458	9.2%	80	11.5%	654	9.97%
46-50	93	10.6%	332	6.7%	71	10.2%	496	7.56%
51-55	61	6.9%	214	4.3%	56	8.1%	331	5.05%
56-60	32	3.6%	116	2.3%	48	6.9%	196	2.99%
61 and Over	18	2.0%	45	0.9%	21	3.0%	84	1.28%

17
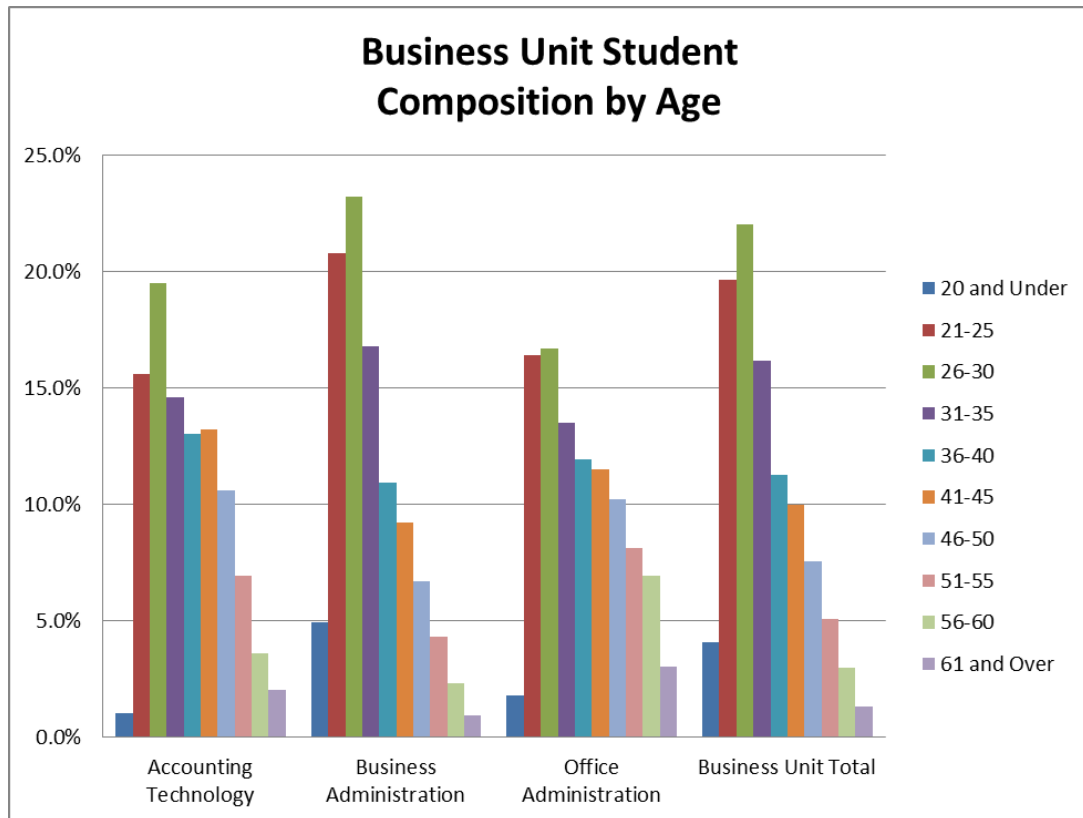
Service Area Demographics in 2012[1]
According to the U.S. Census Bureau, the total population of Duval County in 2012 was 879,602. The total population of Nassau County was 74,629. The total population of Florida was 19,317,568. Persons of Hispanic or Latino origin are included among all categories in this chart. The Hispanic/Latino population in Duval County was 7.9%, in Nassau County was 3.5%, and in Florida was 22.9%.

Ethnicity	Duval County		Nassau County		Florida	
Caucasian	552,391	62.8%	67,315	90.2%	15,164,291	78.5%
African American	262,121	29.8%	5,149	6.9%	3,187,399	16.5%
Asian	37,823	4.3%	746	1.0%	502,257	2.6%
Native American	3,518	0.4%	373	0.5%	96,588	0.5%
Pacific Islander	880	0.1%	75	0.1%	19,318	0.1%
Other	22,670	2.6%	970	1.3%	347,716	1.8%

Service Area and State Ethnic Demographics in Percentages

---

[1] http://quickfacts.census.gov/qfd/states/12/12031.html

FSCJ Business Unit, Service Area, and State Demographic Comparison in 2012
The following table and graph reflect the reported demographic composition of students in the Business Unit in comparison to the reported demographic composition of each county in the College's service area as well as the entire state. The Business Unit's largest reported demographic is the African American student population (42.5%) which is more than double the average African American population percentage in the College's service area (18.4%) and more than double the state average (16.5%). The reported Caucasian student population is the next largest demographic (40.0%), which is significantly less than the overall service area and state-wide population percentage demographic of that group. There is a significant percentage (14.0%) of individuals in the Business Unit who declined to report their ethnicity.

Ethnicity	Students in the Business Unit	Duval County	Nassau County	Florida
Caucasian	40.0%	62.8%	90.2%	78.5%
African American	42.5%	29.8%	6.9%	16.5%
Asian	2.0%	4.3%	1.0%	2.6%
Native American	1.0%	0.4%	0.5%	0.5%
Pacific Islander	0.0%	0.1%	0.1%	0.1%
Other	14.0%	2.6%	1.3%	1.8%

FSCJ Business Unit, Service Area, and State Demographic Comparison
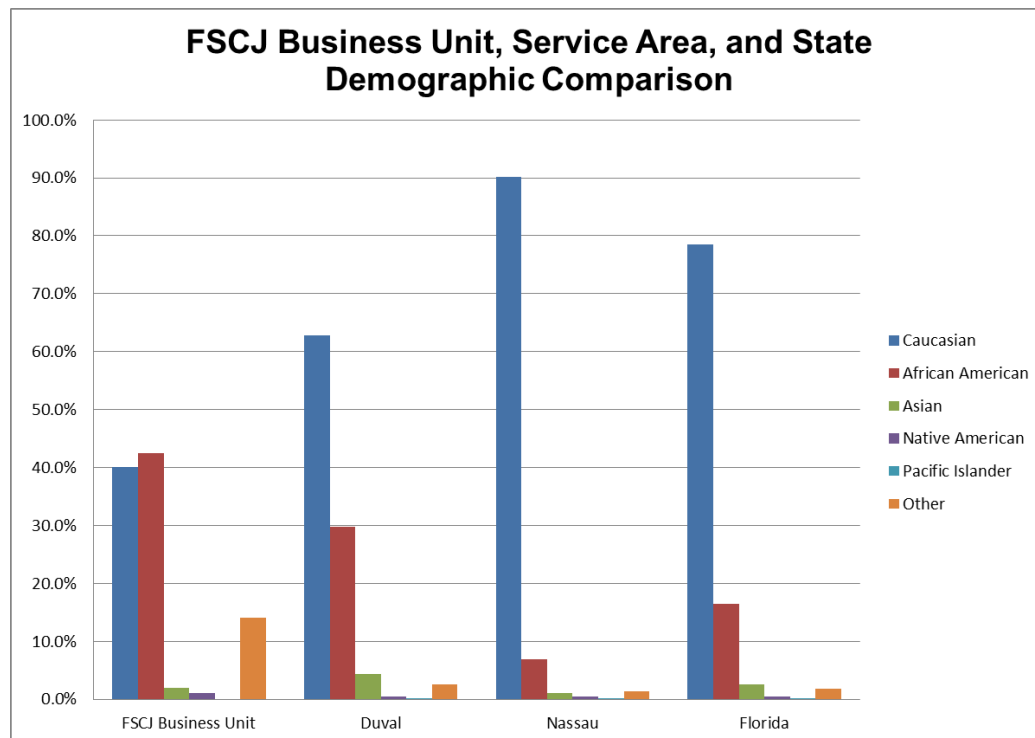
F. Organizational Chart: Include a copy of the institution's organizational chart and the business school or program organizational chart.

Institution's Organizational Chart through June 30, 2013
The organization structure of the Board of Trustees and Cabinet through the end of the fiscal year, June 30, 2013, is illustrated in the following chart:
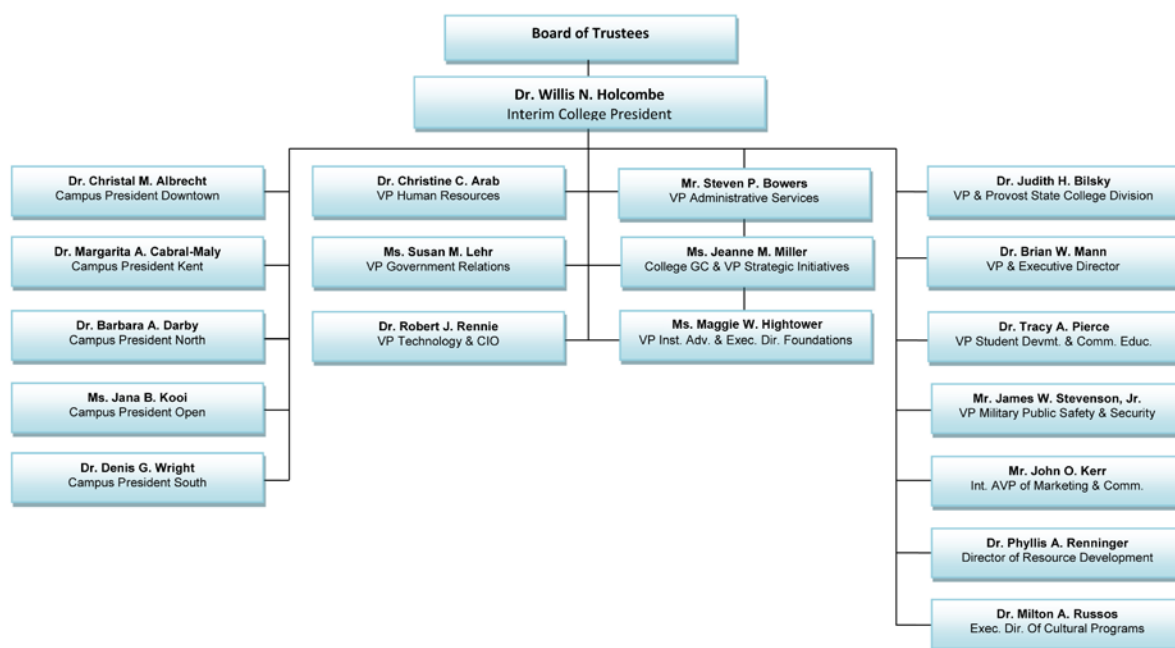
Business Unit's Organizational Chart through June 30, 2013
The organization structure of the Business Unit through the end of the fiscal year, June 30, 2013, is illustrated in the following chart:
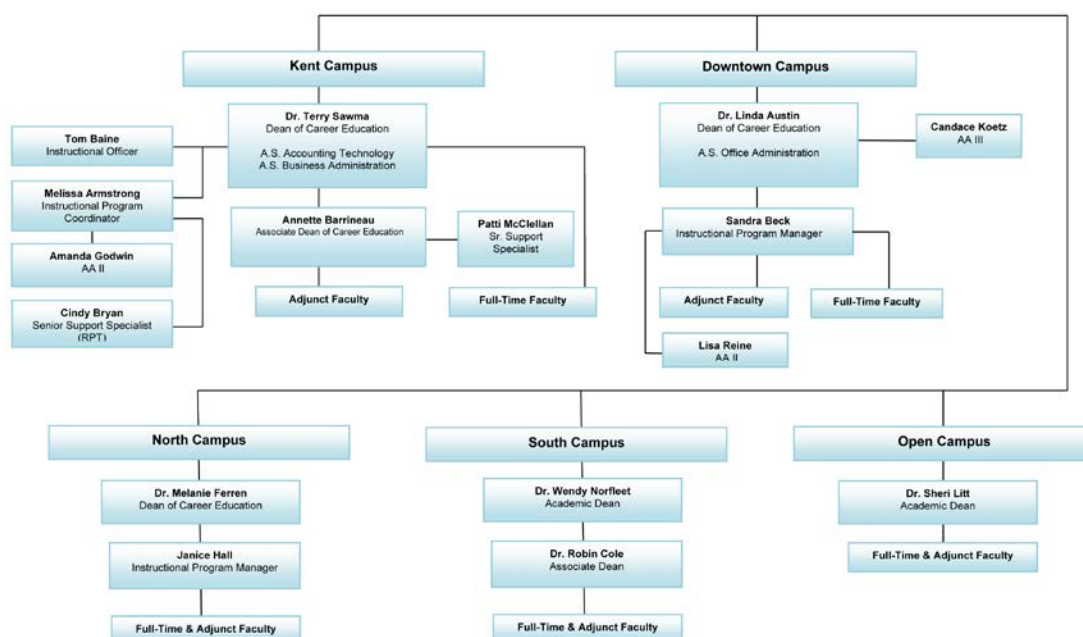
The accounting technology and business administration programs are based at Kent Campus while the Office Administration program is based at the Downtown Campus. Required courses are offered at all campuses and most centers throughout the college.

20

Full-time accounting and business faculty are based at other FSCJ campuses and report to their respective Deans, Associate Deans, or Instructional Program Managers. The Kent Campus Dean of Career Education is responsible for the accounting technology and business administration programs and the Downtown Campus Dean of Career Education is responsible for the office administration program. The Career Education deans are responsible for faculty workload assignments and faculty credentialing.

Proposed Institution's Organizational Chart After July 1, 2013
The College is currently engaged in a major reorganization. Once the FSCJ organizational structure is finalized, a copy will be provided to ACBSP and the accreditation team.

Full-time Business Unit Faculty by Campus, FY 2012-2013

Campus	Number of Full-time Business Unit Faculty
Kent Campus	12
North Campus	1
Open Campus	0
Downtown Campus	6
South Campus	2
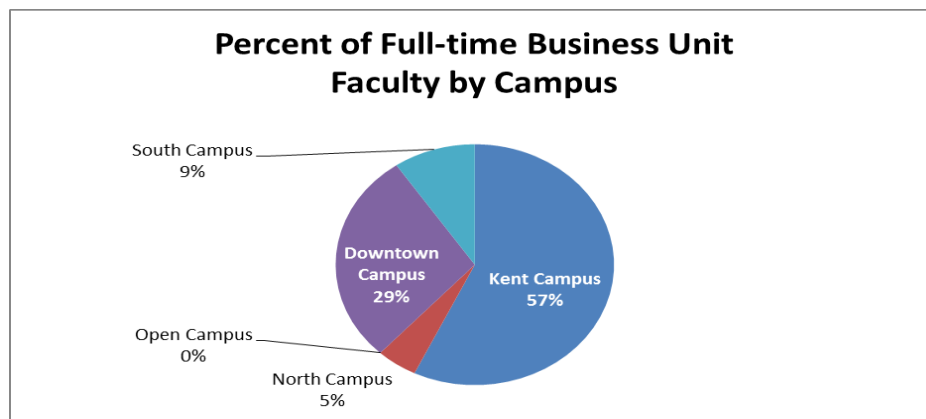
The number of adjunct faculty across the College fluctuates by semester. The number of adjunct faculty in the Business Unit during the Fall 2012 and Spring 2013 semesters was fifty-one (51).

The total number of faculty during this period was seventy-two (72). Thirty-six (36) were male and thirty-five (35) were female. The unduplicated number of faculty holding an earned terminal degree in the discipline during this period was twelve (12) and the unduplicated number of faculty holding an earned master's degree in the discipline was (61).

Of the two-hundred and sixty-nine (269) sections taught during the Fall 2012 and Spring 2013 semesters, one-hundred and thirty-five (135) sections were taught by fifty-

one (51) adjunct faculty and one-hundred and thirty-four sections (134) were taught by twenty-one (21) full-time faculty.

The Dean of Career Education at Kent Campus serves as the Integrated Leader for the School of Business. The Integrated Leader meets with all campus career education deans each term to allocate business and accounting courses to other campuses and centers to ensure the course schedule is diverse with respect to location, modality, time, and day of instruction.

The following chart illustrates the scope of responsibilities of the Dean of Career Education at Kent Campus. The Career Education Deans are responsible for the Business Unit programs including Associate in Science degrees in Accounting Technology, Business Administration, and Office Administration and other responsibilities and programs as illustrated in the organizational chart. The Dean is responsible for the faculty and staff in each of these programs.

Kent Campus and the Cecil Center Organizational Chart through June 30, 2013
The organization structure of Kent Campus and the Cecil Center through the end of the fiscal year, June 30, 2013, is illustrated in the following chart:
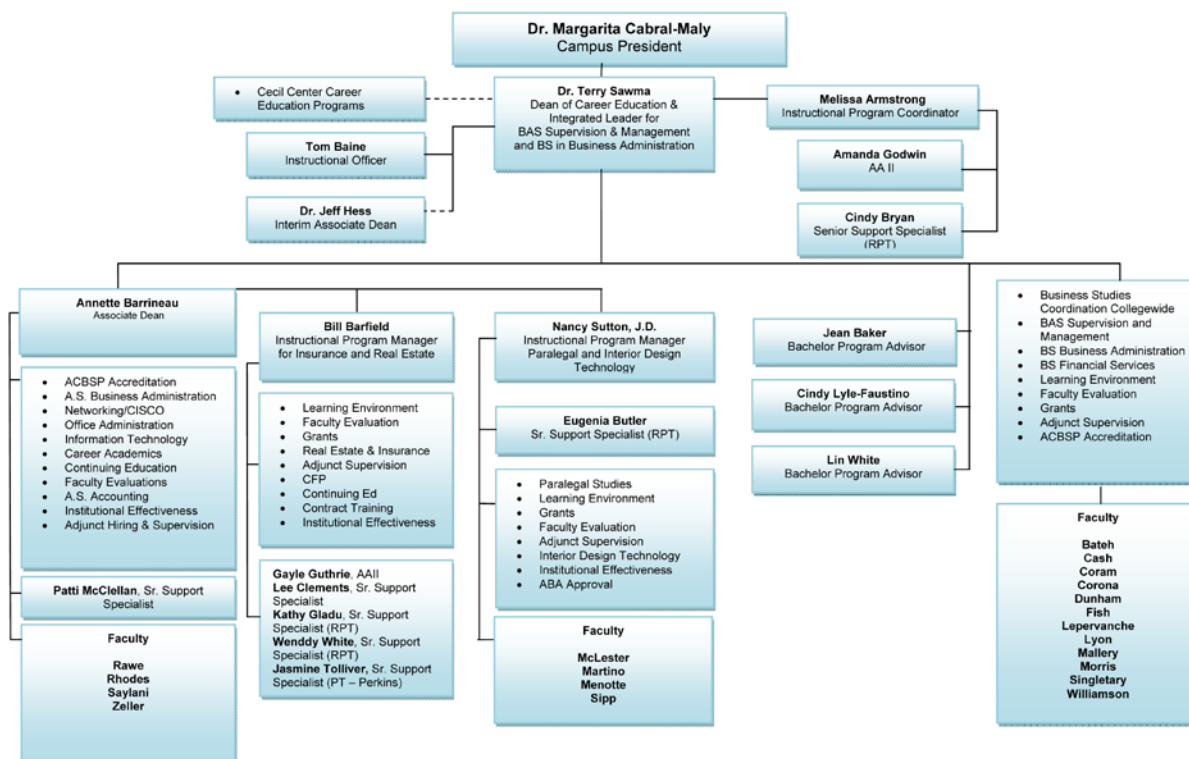
G. <u>Legal Authorization</u>: Cite the legal authorization your institution has to operate and confer degrees.

The Florida Legislature has authorized the College to operate and confer degrees as an independent, separate legal entity governed by a local board of trustees, as provided in section <u>1001.64, Florida Statutes</u>.[2]

H. <u>Governing Board</u>: Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).

The governing body legally responsible for the institution's activities and how it represents the public interest is the College's local board of trustees. It is constituted as a body corporate by the name of "The District Board of Trustees of Florida State College at Jacksonville" and has all the powers and duties of a body corporate. Pursuant to section <u>1001.61(2), Florida Statutes</u>, the Florida Governor appoints each Board member, and the Florida Senate confirms the appointment during the regular Legislative session.[3]

Current Members of the District Board of Trustees are:

1. Ms. Karen E. Bowling
2. Mr. Thomas A. Bryan
3. Ms. Candace T. Holloway, Vice Chair, Nassau County
4. Mr. Thomas J. Majdanics
5. Mr. Jimmy L. Mayo
6. Mr. Thomas R. McGehee, Jr.
7. Dr. Randle P. Shoemaker Crump
8. Dr. Patricia F. White
9. Ms. Gwendolyn C. Yates, Chair

The District Board of Trustees are also listed with their biographies at: http://www.fscj.edu/district/board-of-trustees/index.php

Governance
The Florida Legislature vests the Board with the responsibility to govern the College and with the necessary authority for the proper operation and improvement of it, in accordance with the State Board of Education Rules. With this authority, the College's Board has general oversight of the College, as evidenced by the College's organizational structure. The Legislature specifically clarifies in <u>Florida Statute 1001.64</u>[4] that, among its other duties, the Board is responsible for "cost-effective policy decisions appropriate to College's mission, the implementation and maintenance of high-quality education programs within law and rules of the State Board of Education, the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards."[5]

---

[2] http://archive.flsenate.gov/statutes/index.cfm?m&App_Mode=Display_Statute&Search_String=&URL=Ch1001/Sec64.htm&StatuteYear=2005
[3] http://www.flsenate.gov/Laws/Statutes/2012/1001.61
[4] http://www.flsenate.gov/Laws/Statutes/2012/1001.64
[5] http://www.flsenate.gov/Laws/Statutes/2012/1001.64

Board Meetings
The College's Board holds public Board meetings at 2:00 p.m. on the second Tuesday of each month, except for July. The College gives public notice of each meeting, both in the *Florida Administrative Weekly* and the local newspaper, as well as on the College's website. If the Board decides to meet at another date or time, the College provides the required public notice. Prior to each Board meeting, as required by law and College procedures, the College President's office develops a Board meeting agenda to inform the community, and to assist the Board members in fulfilling their responsibilities. The agenda includes each item for the Board to discuss and consider at the meeting.

Transparency and Ethics
The Board is not controlled by a minority of Board members or by organizations or interests separate from it. Each Board member has one equal vote on all items of public interest with which the College is involved. To ensure transparency, the Board votes at Board meetings, which are open to the public in compliance with Florida Public Meeting Laws, and the minutes are recorded and available for public inspection in compliance with Florida Public Record Laws and College Administrative Procedure 01-0203. The Board minutes show the votes of each attending Board member on all matters. According to Section 286.011(1), Florida Statutes,[6] no resolution, rule, or formal action is binding except as taken or made at such meeting.

Additionally, as provided in Florida's code of ethics for public officers and employees, College Board members are classified as "public officers" and are statutorily mandated to abide by specified ethical standards. Subject to certain limitations, Section 112.313(7), Florida Statutes,[7] prohibits Board members from engaging in employment or contracts with any business entity that is subject to the regulation of or doing business with the College.

College Board members are also prohibited by law from holding employment or having a contractual relationship that poses a recurring conflict between private interests and public duties or that will impede the full and faithful discharge of the members' public duties. Moreover, in accordance with section 112.3143, Florida Statutes,[8] a Board member must abstain from voting on a measure which "would inure to the officer's special private gain or loss" or which "the officer knows would inure to the special private gain or loss of any principal by whom he or she is retained or to the parent organization or subsidiary of a corporate principal by which he or she is retained" or which "he or she knows would inure to the special private gain or loss of a relative or business associate of the public officer."[9] Should a conflict occur during the course of a Board member's term, the Board member must file a memorandum of voting conflict.

---

[6] http://www.flsenate.gov/Laws/Statutes/2012/286.011
[7] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0100-0199/0112/Sections/0112.313.html
[8] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0100-0199/0112/Sections/0112.3143.html
[9] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0100-0199/0112/Sections/0112.3143.html

I. Institution Mission: Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.

Mission Statement of Florida State College at Jacksonville
The mission of Florida State College at Jacksonville is to provide optimal access to high quality, affordable and relevant degree, career and community education to enhance the lives of our students and the economic development of Northeast Florida.

The College's mission statement is listed in the institution's catalog of program offerings.[10]

Distinctive Values and Attributes
Florida State College at Jacksonville is a values-driven institution of higher education committed to ensuring that every student has an extraordinarily positive overall experience by providing:
- Excellence in teaching
- High quality courses, services and learning environments
- Innovation and flexibility in the delivery of courses and services
- Advanced academic technology
- Significant local scholarship resources
- Responsiveness to student, employer and community needs
- Emphasis on community quality of life and prosperity
- Encouragement and support of lifelong learning

J. Business Unit Mission: State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.

Mission and Objectives
The mission and objectives of each business program are:

Accounting Technology
The mission of the Associate in Science in Accounting Technology is to provide a program of professional accounting education that prepares students for entry-level opportunities and to provide them with a foundation for continued long-term career success. The program emphasizes analyzing, recording and reporting of financial information.[11]

Business Administration
The mission of the Associate in Science in Business Administration degree is to educate, train, and develop students to manage the ever-increasing complexities of business. The program is a balance between theory and practice that enhances the educational experiences and employment potential for students. The program emphasizes advanced business technical skills, administrative and management skills, and critical skills in communications, quantitative and organizational/systems understanding.[12]

---

[10] From the 2012-2013 online College Catalog at: http://floridastatecollegecatalog.fscj.edu/index.php?catoid=25
[11] http://floridastatecollegecatalog.fscj.edu/preview_program.php?catoid=25&poid=4361
[12] http://floridastatecollegecatalog.fscj.edu/preview_program.php?catoid=25&poid=4383

Office Administration
The mission of the <u>Associate in Science in Office Administration</u> degree program is to educate, train, and prepare students for successful careers working in technologically advanced business office environments. Through applied, hands-on, and internship experiences, the programs enable students to achieve a level of proficiency in communication, critical thinking, keyboarding, computer application, time management, and teamwork skills that is required for employment as well as advancement in administrative support positions.[13]

Compatibility with Institution's Mission
The programs in business unit are compatible with the institution's <u>mission</u> of providing "optimal access to high quality, affordable, and relevant degree, career, and community education to enhance the lives of our students and the economic development of Northeast Florida."[14] The programs are satisfactorily accomplishing their intended purposes.

K. <u>Business Programs</u>: Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.

The Business Unit includes the A.S. in Accounting Technology, A.S. in Business Administration, and A.S. in Office Administration programs currently accredited by ACBSP.

Programs to Be Included
The Business Unit programs to be considered for reaffirmation include the following Associate in Science degrees:

- Accounting Technology
- Business Administration
- Office Administration

Programs to Be Excluded
The Business Unit intends to seek ACBSP accreditation for its Bachelor degree programs at a later date once it compiles the requisite performance data. The Business Unit programs to be excluded from evaluation at this time include the following:

- Associate of Science in Supply Chain Management
- Bachelor of Science in Business Administration
- Bachelor of Applied Science in Supervision and Management

L. <u>Academic Degrees</u>: List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.

---

[13] http://floridastatecollegecatalog.fscj.edu/preview_program.php?catoid=25&poid=4461
[14] From the 2012-2013 online College Catalog at: http://floridastatecollegecatalog.fscj.edu/index.php?catoid=25

The Business Unit Associate of Science degree programs include Accounting Technology, Business Administration, and Office Administration. Although many courses are offered at all FSCJ campus locations, none of the Business Unit programs can be completed in their entirety at alternative locations. The Associate of Science degree program in Business Administration is the only program within the Business Unit that can be completed entirely online. FSCJ does not offer or confer non-traditional degrees.

The Number of Graduates and the Ability to Complete Through Alternate Delivery Methods by Program

Business Unit Programs	Degree Type	Number of Graduates 2012-2013	Degree Completion Possible Through Alternative Delivery Methods	
			Hybrid	Online
Accounting Technology	A.S.	17	Yes	No
Business Administration	A.S.	54	Yes	Yes
Office Administration	A.S.	16	Yes	No*

* The only course in the A.S. in the Office Administration program that cannot be completed online is the internship.

M. <u>Class Time</u>: Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter). Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.

All business courses carry three (3) semester credit hours and meet for the requisite forty-five (45) contact hours in the term. This is consistent with the Carnegie Unit of instruction regardless of term length.

The Florida Department of Education (FDOE) defines hybrid courses as those that meet 21% to 50% as seat time and the remainder of the course is delivered online. Online courses are defined by the FDOE as courses in which 80 percent or more of the course is delivered online. The College does not have policy governing faculty assignments with respect to modality. It is the practice of the Business Unit administration to assign at least two hybrid or traditional sections to each full-time faculty per semester. Concerning adjunct faculty, there is no policy governing the assignment of modality and these faculty do not necessarily reside in the service area. Subsequently, many of our adjunct faculty teach exclusively online.[15]

This documentation is provided in the <u>Spring 2013 Class Schedule</u>[16] and in Appendix B.

---

[15] http://www.fscj.edu/district/institutional-effectiveness/institutional-effectiveness/resources.php
[16] https://artemis.fscj.edu/schedule/csCourseIDs.aspx?t=20132&ct=C&ia=Business

N. Course Delivery: List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)

All Business Unit courses are delivered as on-ground, hybrid, and online delivery modalities. There are no web-enhanced or video conferencing business courses offered by the Business Unit.

In 2010-2011, the college-wide percentage of students earning a grade of "C" or better in traditional/campus-based face-to-face courses compared to online and hybrid courses is similar or better than the statewide benchmark of the twenty-eight (28) colleges in the Florida College System. Seventy-nine percent (79%) of the College's students earned "C" or better in traditional classes as compared to the statewide benchmark of seventy-six (76%) percent. Seventy-six (76%) percent of students at the College earned a "C" or better in online courses as compared to the statewide benchmark of seventy (70%) percent. Eighty-five (85%) percent of students at the College earned a "C" or better in hybrid courses compared to the statewide benchmark of seventy-six (76%) percent.

O. Credit Hours:

All Business Unit courses are offered as semester credit hours. They are calculated based on Carnegie Units (i.e. one fifty minute instructional time per week for fifteen or sixteen weeks earns one semester credit hour). The following table illustrates for each of the three programs in the Business Unit the number of required General Education, Professional, and Elective semester credit hours.

Associate in Science Degree Program	Required Semester Credit Hours			
	General Ed.	Professional	Electives	Total*
Accounting Technology	15	43	6	64
Business Administration	15	46	3	64
Office Administration	15	36	12	63

* The total number of semester credit hours for the Business Administration program will change to 60 semester credit hours in the Fall of 2013 as required by the Florida Department of Education.

Full-time enrollment requires a minimum of twelve semester credit hours per term with a maximum of eighteen semester credit hours per term. Subsequently, at least two academic years of full-time coursework are required to complete an Associate in Science degree in the Business Unit. Students may enroll in more than eighteen (18) semester credit hours per term with special permission from the Dean.

The college procedures relative to meeting state law and federal guidelines of awarding credit hours is described by APM 09-0206 adopted on January 10, 2013.[17]

---

[17] http://www1.fccj.org/policies/apms/vol_IX/09-0206.doc

P. <u>Student Communication</u>: Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.

The <u>college catalog</u>[18] serves as the primary source document for conveyance of all information to students including business program requirements, tuition and fees, student policies, and academic credentials of the faculty. Secondary sources of information for students include the FSCJ Student Handbook, consultation with academic advisors, department office staff, the College Welcome Center staff, full-time and adjunct faculty, and FSCJ email accounts.

The College web site also provides this information at the following links:
- <u>Business Program Requirements</u>[19]
- <u>Tuition and Fees</u>[20]
- Student Policies
  - <u>Student Rights and Responsibilities</u>[21]
  - <u>Procedures for General and Academic Appeals</u>[22]
  - <u>Procedures for Handling Alleged Academic Dishonesty</u>[23]
  - <u>Due Process</u>[24]
  - <u>Student Records and Privacy</u>[25]
  - <u>Rights for Students in the Associate in Arts Program</u>[26]
  - <u>Equal Access/Equal Opportunity</u>[27]
  - <u>Harassment and Cyber-harassment, Sexual Harassment, and Assault</u>[28]
  - <u>Other Policies</u>[29]
- <u>Academic Credentials of Faculty</u>[30]
  - Full-time faculty credentialing information is available on the College web site.
  - Adjunct faculty credentials are not available on the web site at this time.

---

[18] http://floridastatecollegecatalog.fscj.edu/index.php
[19] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=25&navoid=3066
[20] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=25&navoid=3047
[21] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=25&navoid=3187
[22] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=25&navoid=3072
[23] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=25&navoid=3073
[24] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=25&navoid=3074
[25] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=25&navoid=3075
[26] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=25&navoid=3076
[27] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=25&navoid=3077
[28] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=25&navoid=3078
[29] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=25&navoid=3080
[30] http://www.fscj.edu/district/faculty-administrative-professional/index.php

Standard 1: Leadership

STANDARD 1: LEADERSHIP

Business Unit administrators and faculty should lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. Values and expectations should be integrated into the business unit's leadership system to enable the business unit to continuously learn, improve, and address its societal responsibilities and community involvement.

Criterion 1.1 - Leadership Strategies

Institution Response

A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

The Business Unit's leadership strategies and systems that foster a high-performance work environment are aligned with the programs' mission and values statements. These mission statements include:

Mission Statement for Associate in Science in Accounting Technology
To provide a program of professional accounting education that prepares students for entry-level opportunities and to provide them with a foundation for continued long-term career success. The program emphasizes analyzing, recording and reporting of financial information.

Mission Statement for Associate in Science in Business Administration
To educate, train, and develop students to manage the ever-increasing complexities of business. The program is a balance between theory and practice that enhances the educational experiences and employment potential for students. The program emphasizes advanced business technical skills, administrative and management skills, and critical skills in communications, quantitative and organizational/systems understanding.

Mission Statement for Associate in Science in Office Administration
To educate, train, and prepare students for successful careers working in technologically advanced business office environments. Through applied, hands-on, and internship experiences, the programs enable students to achieve a level of proficiency in communication, critical thinking, keyboarding, computer application, time management, and teamwork skills that is required for employment as well as advancement in administrative support positions.

The existing environment of mutual respect, trust, and empowerment in the Business Unit is a critical part of fostering a high-performance work environment. Communication is one of the key components to earn mutual respect and trust.   The Dean, faculty, and staff members participate in monthly formal department meetings to discuss specific topics related the business programs. Prior to the department meetings, the Dean requests agenda items from all full-time faculty to create a common agenda and purpose. Faculty regularly lead the discussions on agenda items.

The Dean and Associate Dean maintain an open-door policy that staff and faculty members utilize on a daily basis. The Dean and Associate Dean frequently state that their doors are open and, if not in conference, consider accessibility by faculty a priority.

Performance evaluations and classroom observations for full-time and adjunct faculty are valuable tools that foster communication in the Business Unit. The Dean or Associate Dean meets individually with all faculty members to discuss their performance evaluations and assessments of student learning. Discussions are centered on improving instructional delivery, active learning, and student engagement.

All programs eligible for federal vocational educational funds are required by federal law to establish a program advisory committee. The purpose of these committees is to advise the College on the design, development, implementation, evaluation, maintenance, and revision of workforce education programs. Input from the advisory committee members assures that the educational program meets the needs of employers and provides completers with the entry level skills required in the discipline. Committee members represent a broad spectrum of business and industry outside of education and represent the diverse demographics of the College's service area. Advisory committee members, recommended by the Dean, are appointed to the committee by the campus president. The advisory committee has faculty and student representation. Program advisory committees are required to meet at least twice annually or more often as necessary.[31] Any program revision or modification must be approved by the program advisory committee. Please see Appendix C for the Advisory Committee Handbook.[32]

College-wide communications are enhanced through Convocations. At the beginning of the Fall term, a college-wide, full-day Convocation is held the week before classes begin. All full time faculty are expected to attend. The first half of Convocation is dedicated to college-wide concerns, initiatives, and information dissemination. The second half of Convocation is a break-out session by division with the agenda being set by the integrated leader. All adjunct faculty are invited to a college-wide Adjunct Faculty Convocation.

There is considerable support for faculty professional development. The College invests in the professional development faculty and staff through its Graduate/Undergraduate Course and Continuing Education and Training Reimbursement Program.[33] Eligible employees shall be reimbursed in an amount not to exceed $3,000 per fiscal year for undergraduate courses/$4,000 per fiscal year for graduate courses in tuition only. Books and fees for insurance, general, lab, parking, etc., will not be reimbursed by the College. Employees are not eligible for travel reimbursement under this procedure.

The College facilitates the role of faculty in improving the academic success of students by providing these services to promote teaching and learning:
- The Office of Learning Research and Development is responsible for the integration of learning and motivation research and theory for the technology into instruction throughout the College;
- The Office of Faculty Development offers the Online Professor Certificate Program and the Faculty Certificate in Hybrid/Blended Course Delivery to assist full-time and part-time faculty in enhancing the teaching and learning environment and promoting academic success of students. This office also manages the Academy for Professional Development, an on-going program offered to the College's full-time

[31] http://www1.fccj.org/policies/apms/vol_IX/09-0601.doc
[32] http://www.fscj.edu/district/institutional-effectiveness/compliance-cert-rpt/submission/documents/4761.pdf
[33] http://www1.fccj.org/policies/apms/vol_XII/12-1501.doc

faculty, adjunct faculty, and staff that provides opportunity for updating and enhancing learning and motivation, research and theory, and technology;

- The Center for the Advancement of Teaching and Learning is a faculty-driven body dedicated to promoting, facilitating and honoring excellence in teaching and learning throughout Florida State College at Jacksonville. The Center provides professional development opportunities for both full-time and adjunct faculty in the use of research-based instructional strategies and instructional support technology. Examples include the New Faculty Institute, the International Conference for College Teaching and Learning, the Scholar's Round Table, and collaboration with the Academy for Professional Development (AFPD);
- Faculty members are provided tutorials and workshops to create audio and video content to iTunes U to promote student learning in courses and programs. Faculty members can submit content through Podcast Producer or MediaWorks. Once the content is approved, it is posted to iTunes U and automatically included in a nationwide searchable database.
- Each campus also hosts a Faculty Resource Center, which in some locations are found within the Library/Learning Commons. These resource centers are each managed by a Multimedia Specialist. Faculty Resource Centers provide technological support, including tutorials, workshops, and software, tailored specifically to serving both full-time and adjunct faculty teaching traditional face-to-face, hybrid, or online courses.

The College furnishes all faculty members a handbook containing information and resources. In addition, a handbook focusing on Online, Hybrid, and Blended Course Development is available.

B. Explain how the business unit maintains effective communications and develops participation throughout the business unit.

The Business Unit maintains effective communications and develops participation throughout the business unit by creating an environment of mutual respect and trust that fosters cooperation. This is accomplished through monthly departmental meetings, regular email communication, and daily informal face-to-face discussions with faculty via the established open door policy. The department also has a formal mentoring system to assist new faculty. The college-wide convocation is held at the beginning of the fall semester and spring semesters. In addition, the Dean and Associate Dean meet separately with faculty and advisors biweekly.

Criterion 1.2 – Leadership Measures of Performance

Institution Response

Explain how the business unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.

The Dean of Career Education conducts annual staff and faculty performance evaluations to recognize exemplary performance and provide feedback for continuous improvement. The Dean requests self-evaluations from faculty before performance evaluations are conducted. The Dean conducts classroom observations to contribute to overall annual performance evaluations. Copies of the faculty evaluation and observation forms are included in Appendix C.

Annual Learning Outcomes Enhancement Plans (LOEPs) are required of all full-time faculty and provide an opportunity to develop innovative ideas and enhance learning in the classroom. The basis for evaluation of the LOEP is the documentation and assessment of active and systematic investigation of student learning and impact upon teaching practices.

The LOEP is designed to improve the efficacy of instructional delivery resulting in continuous improvement of student learning. The LOEP identifies the Student Learning Outcome (SLO) to be measured. A Student Learning Outcome is defined as *what students know, value, and are able to do* as a result of their learning experiences. The SLO includes instructional strategies, planned activities, required resource, and the metrics used to measure outcomes.

The College Program Review (CPR) process systematically uses effectiveness indicator measures to track key performance outcomes in all new and existing degree and certificate programs.

The CPR data for evaluating program performance are based on the previous academic year. Programs that fail to meet these performance measures are flagged for underperformance. A flag indicates that a program has fallen below the expected level of performance for a specific performance measure. A program can be flagged for more than one performance measure, thus increasing the number of "flags."

Listed below is a summary of the effectiveness indicator measures used to evaluate the performance of all degree and career programs at the College:

- Program Concentrators (students who complete 33% of the program),
- Assessment Plan,
- Number of Advisory Committee meetings per year,
- Number of Members on Advisory Committee,
- Academic Achievement (number of concentrators who complete 50% of the program),
- Technical Skills (number of concentrators who complete 75% of the program),
- Graduation (percent of program concentrators who graduate), and
- Placement (percent of program graduates who have found jobs)

This CPR continuous improvement process provides the culture of evidence needed for Business Unit leaders to make informed decisions, improve programs and provide graduates with the knowledge, skills, and abilities necessary for success in the workplace and/or to continue their education. Program assessment processes also provide stakeholders information about program effectiveness that is incorporated into collegewide program planning and resource allocation. Assessment data are reviewed with faculty, program staff, and the program advisory committee on an ongoing basis to perform these critical tasks of program effectiveness.

Criterion 1.3 – Leadership and Community

Institution Response

Explain how the business unit addresses its responsibilities to the environment and practices good citizenship.

The Business Unit addresses its responsibilities to the environment and practices good citizenship. The Business Unit's internal and external environment includes current and future

students, alumni, business and industry employers, and residents of the service area. The Business Unit provides quality education, life-long learning opportunities, continuing education, and economic development. The Business Unit provides the community with a pool of graduates that possess the knowledge, skills, and abilities for entry-level employment and serves as a significant economic development engine for the service area and beyond.

Local business leaders play a significant role in the development and maintenance of Business Unit curriculum by serving on Program Advisory Committees. By State statute, all workforce programs are required to have an active Program Advisory Committee that meets at least twice a year. The College outlines its Program Advisory Committee policies in Administrative Procedures Manual (APM) 09-0601.[34]

The Business Unit has two Program Advisory Committees, one representing the Business and Accounting A.S. programs and the other representing the Office Administration A.S. program. Advisory Committee officio members are appointed by their Campus President and represent a broad spectrum of business and industry practitioners throughout Northeast Florida. Business Unit members provide support to the committees, while leaving organization and control of the committee in the hands of officio Advisory Committee members.[35]

The purpose of each Advisory Committee is to advise on the design, development, implementation, evaluation, maintenance, and revision of the programs within the Business Unit. This provides assurance that the curriculum meets the needs of employers and that graduates have the necessary entry-level skills to become gainfully employed in their discipline. Therefore, the Advisory Committee functions as an engine for economic development in Northeast Florida.

Business Unit faculty, staff, and administrators participate in community enrichment activities that positively impact the economic development of the region. Examples of these community activities include leadership in public service, serving on advisory councils at local high schools, participation at career fairs and open houses, keynote speakers and presenters, public health advocacy service, and fundraising activities.

Summary of Standard 1 - Leadership

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 1 - Leadership.

Strengths:

The strengths of Florida State College at Jacksonville related to Standard 1-Leadership include the following:

- **Empowered and Focused Team.** The faculty and staff of the business unit operate as an empowered and focused team.
- **Culture of Empowerment and Communication.** Empowerment is the result of a culture that emphasizes both a systematic foundation with structured meetings to which any faculty member can add agenda items, plus an informal communications

---

[34] http://www1.fccj.org/policies/apms/vol_IX/09-0601.doc
[35] http://www1.fccj.org/policies/apms/vol_IX/09-0601.doc

environment that encourages the free flow of information among all members of the business unit administration, faculty and staff.

- **Data-driven Focus.** The sharp focus of the empowered effort is provided through regular input from the community program advisory committees for each degree program, along with college-generated data-driven analysis related to program and student performance.
- **Assessment and Skill-building.** Individual faculty and staff performance is regularly assessed by the business unit leadership so that opportunities for individual improvement can be identified and realized.

Opportunities for Improvement
The opportunities for improvement for Florida State College at Jacksonville relate to Standard 1-Leadership include the following:

- **More Actionable and Relevant Data.** The ACBSP Self-Study year activity has demonstrated the value of relevant and actionable data that can be used by leadership to empower and focus a high-performing team; the Self-study also identifies how much better that data could be. An opportunity for improvement in actionable, relevant data is evident.
- **Strengthen Relationship with Adjuncts.** While there has been a significant effort to strengthen leadership support provided to the business unit adjunct faculty, there is additional benefit that can be realized by additional strategies that more closely bind the adjuncts to the regular faculty and staff.

Standard 2: Strategic Planning

STANDARD 2: STRATEGIC PLANNING

The business unit has a process for setting strategic directions to address key student and program performance requirements. The strategic development process leads to an action plan for deploying and aligning key plan performance requirements. The strategic planning process should ensure that there are adequate resources in the area of finance, facilities, and equipment. This should create an environment that encourages and recognizes innovation and creativity.

Criterion 2.1 Strategic Planning Process

Institution Response

A. Describe the business unit's strategic planning process to address key student and program performance requirements; include the key steps and participants.

Participants
Dr. Margarita A. Cabral-Maly, President – Kent Campus
Dr. Christal M. Albrecht, President – Downtown Campus
Dr. J. Terry Sawma, Dean of Career Education – Kent Campus
Dr. Linda J. Austin, Dean of Career Education – Downtown Campus
Annette Barrineau, Associate Dean of Career Education – Kent Campus
Morris Bellick, Director of Administrative Services – Kent Campus
E. Lynn Mobley, Director of Administrative Services – Downtown Campus
Sandra Beck, Instructional Program Manager – Downtown Campus

Each campus establishes mission and vision statements and defines campus goals linked to the College-wide goals. Within the campus, each department develops a Strategic Plan. The Strategic Plans were written on a three-year cycle and included FY13, FY14, and FY15.

The Strategic Plan identifies specific goals and strategies, resources, associated costs, timelines, and evidence of completion. Therefore, all program goals are linked to campus goals and in turn are linked to College-wide goals.

College Mission Statement
The mission of Florida State College at Jacksonville is to provide optimal access to high quality, affordable and relevant degree, career, and community education to enhance the lives of our students and the economic development of Northeast Florida.

Distinctive Values and Attributes
The College is a values-driven institution of higher education committed to ensuring that every student has an extraordinarily positive overall experience by providing:
- Excellence in teaching
- High quality courses, services, and learning environments
- Innovation and flexibility in the delivery of courses and services
- Advanced academic technology
- Significant local scholarship resources
- Responsiveness to student, employer, and community needs
- Emphasis on community quality of life and prosperity

- Encouragement and support of lifelong learning

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

Kent Campus and Cecil Center Mission Statement
To serve the educational needs of our community by providing an engaging and meaningful learning environment.

Kent Campus and Cecil Center Vision Statement
We aspire to be an engaged community of teachers and learners dedicated to providing excellence in education and service in a collegiate setting. We strive to meet the needs of a diverse population by attending to individual aspirations while responding to local and global demands. We foster innovative teaching in dynamic learner-centered service to ensure that our students achieve their goals and realize their dreams.

Kent Campus and Cecil Center Values

Honoring the Past, Preparing for the Future
We value a campus culture that honors the past and embraces the future in a global economy and knowledge-based society.

Committed to the Quest for Knowledge and Truth
We are dedicated to cultivating an environment where freedom of thought and inquiry permeates our culture.

Emphasizing Innovation and Creativity
We seek to infuse innovative and creative practices in our work and learning environments.

Serving Communities
We value our role in the community and responding to its needs by providing opportunities for student engagement through service learning and volunteer service.

Engaging Students in Life-Long Learning
We value life-long learning as a cornerstone of a high quality life.

Pursuing Academic Excellence
We promote rigor, integrity, and collegiality in our services and programs.

Leading and Collaborating
We seek to develop leadership in our students, faculty, and staff with a collegial team-based approach for operating responsible stewardship of our campus.

Kent Campus Goals
1. Promote excellence in teaching and learning to enhance student achievement. (Linked to College-wide goals 1, 2, 3 and 4)
   - Meet student academic needs by accommodating various levels of achievement and learning styles.
   - Maintain excellence and integrity by establishing a process of continuous assessment and improvement of instructional and student success standards.
   - Provide co-curricular programming and activities that complement the educational mission.
   - Integrate innovative practices in the teaching and learning process to stimulate and engage students.

2. Promote innovative educational programs and curricula to prepare students for the future. (Linked to College-wide Goals 1, 2, 3 and 4)
   - Maintain the highest quality, integrity, and rigor in academic offerings.
   - Offer a wide selection of courses that foster critical thinking, scholarship, and life-long learning.
   - Develop and implement educational programs and training to meet the needs of a dynamic economy.
   - Provide remedial education opportunities for students.

3. Promote the development of students, faculty, and staff and the use of physical resources so that all individuals attain their full potential. (Linked to College-wide Goals 1, 2, 3, 4 and 5)
   - Increase student success by integrating and enhancing academic and student support services.
   - Recruit, develop, and retain the most highly qualified teaching-focused faculty to ensure that students receive extraordinary services.
   - Recruit, develop, and retain the most highly qualified, student-centered staff to ensure that students receive extraordinary services.
   - Promote stewardship to ensure continued efficient, effective, responsible and accountable use of public funds, and encourage continuous improvement by engaging departments in a process of planning and evaluation.
   - Encourage faculty, staff, and students to engage in professional dialogue and the scholarly exchange of ideas both to share their knowledge with others and promote their academic development.

B. Identify the key strategic goals/initiatives included in the business unit's strategic plan and describe how the business unit decides upon these goals/initiatives.

The Business Unit's Strategic Plan includes the goals/initiatives and strategies to accomplish these stated goals for the Business Unit programs. The Business Unit identifies external factors and trends and their associated implications in order to guide us in the development of our goals/initiatives and strategies. Further, we identify the *Evidence of Completion* to signal

when a goal is accomplished. Each goal and strategy is aligned to the College goals, Campus goals, timeline, and includes associated expected costs.

The Fiscal Year 2013 (FY13) Business Unit's Strategic Plan for Accounting and Business was written under a previous administration. The goals and strategies within the Unit's Strategic Plan did not align with those of the Career Education Strategic Plan. Subsequently, under the new administration, the FY13 Business Unit's Strategic Plan for Accounting and Business was rewritten and distributed at the March 14, 2013, Accounting and Business Department Meeting for review, discussion and approval.

The original FY13 Business Unit's Strategic Plan for Accounting and Business is located in Appendix D.

The Career Education Strategic Plan FY13 includes:

Accounting Technology, Business Administration, and Office Administration

Goals	Strategies	Evidence of Completion
1. Continue to provide strong and effective course management.	Establish a baseline of Year-over-Year (Y/Y) data to be able to assess effective course management.	- Identify schedule diversity with respect to modality, location, times, term length, and instructor diversity. - Identify Course cancellation rates per term and as Y/Y data. - Enrollments per section - Withdrawal rates - Student progression rates to program completion - Student needs
2. Continue facility software and equipment upgrades.	Seek and obtain Perkins funding for equipment and software to support certificates and AS programs. Seek grant funding as appropriate. Request funds as appropriate through annual budgeting process.	- Instructional Equipment received and in use - Equipment and software received, installed, and in use - Data collected on the number of workforce students impacted and using the equipment and software purchased

Goals	Strategies	Evidence of Completion
3. Provide extraordinary level of service.	Recognize faculty, staff, and students for their achievements. Fund and Implement a Division Wall of Fame. Implement an internal interdisciplinary faculty exchange program.	• Identify faculty and staff professional development activities. • Professional development activity costs. • Professional development activity impact on the Business Unit. • Recognition of faculty and staff achievements during department meetings, campus and college-wide. • Implement Division Wall of Fame. • Implement interdisciplinary faculty exchange program.
4. Increase student persistence.	Establish baseline data of student persistence by program and term-over-term. Determine strategic initiatives that may improve student persistence, implement and measure any changes in persistence. Develop sequential technical certificates.	• Determine Business Unit persistence needs by establishment of baseline data. • Measure the impact of technical certificate completion and persistence to degree completion.
5. Continue to explore opportunities for new programs.	Evaluate the labor market demand for emerging and evolving technologies including AS and Bachelor's programs. Conduct charettes with local business leaders and professionals as appropriate.	• Seek the implementation of new programs and certificates as appropriate.

Goals	Strategies	Evidence of Completion
6. Consider Initial Application for Accreditation of BAS and BS Business Programs.	Prepare the ACBSP Initial Self-study for accreditation of the BAS and BS Business programs.	• Explore Initial ACBSP Self-Study for Bachelor programs.
7. Contract with Ulrich Research to conduct graduate surveys.	Completed graduate surveys.	• Conduct an analysis of the survey data to identify strategies to improve programs with low graduation rates. • Utilize results towards continuous improvement.
8. Post links on the program home pages to provide program success data to our communities.	Collect program success data to include graduation rates, number of graduates by year, time to completion rates, employment rates, employer satisfaction, etc., and post these data on the program home page.	• Links established and published on program home pages on College web site.

C. Describe how the business unit communicates and deploys the strategic plan throughout the business unit.

The Fiscal Year 2013 (FY13) Business Unit's Strategic Plan for Accounting and Business was written under a previous administration. The goals and strategies within this Unit Plan did not align with those of the Career Education Strategic Plan. Subsequently, under the new administration, the Business Unit's Strategic Plan FY13 for Accounting and Business was rewritten and distributed at the March 14, 2013, Accounting and Business Department Meeting for review, discussion and approval.

The Business Unit identifies external factors and trends and their associated implications in order to guide us in the development of our goals/initiatives and strategies. Further, we identify the *Evidence of Completion* to signal when a goal is accomplished. Each goal and strategy is aligned to the College goals, Campus goals, timeline, and includes associated expected costs. The following table illustrates the ACBSP and associated FSCJ Kent Campus and Business Unit strategic planning terms.

Associated ACBSP and FSCJ Kent Campus and Business Unit Strategic Planning Terms

ACBSP	FSCJ Kent Campus and Business Unit
Strategic Objectives	Goals
Action Plan	Strategies
Performance Measures	Evidence of Completion

D. Describe how the business unit evaluates and improves the strategic planning process.

The Business Unit Strategic Plan is prepared, approved, and evaluated on an annual basis by faculty, staff, and administration. Faculty make recommendations for improvement to the Dean. The Strategic Plan is reviewed and approved by the Kent/Cecil Strategic Planning Team.

Due to administrative staff changes, the 2013 goals represent the current Business Unit's administrative structure and goals.

Criterion 2.2 Current Strategic Plan

Institution Response

A. Describe the business unit's key strategic objectives.

Description of Strategic Objectives
The following table illustrates the ACBSP and associated FSCJ strategic planning terms:

Associated ACBSP and FSCJ Kent Campus and Business Unit Strategic Planning Terms

ACBSP	FSCJ Kent Campus and Business Unit
Strategic Objectives	Goals
Action Plan	Strategies
Performance Measures	Evidence of Completion

The business unit's goals listed in its strategic plan are equivalent to the ACBSP's key strategic objectives. A description of each of the following is listed below.

1. **Continue to provide strong and effective course management.**
    FSCJ compares 2011-2012 and 2012-2013 enrollment data and includes diversity of course schedules, course cancellation rates, enrollments per section, student progression rates to program completion, and student needs.

2. **Continue facility software and equipment upgrades.**
    FSCJ seeks and obtains Perkins funding for equipment and software to support Business Unit programs and certificates

3. **Provide extraordinary level of service.**
   Recognize faculty, staff, and students and encourage professional development activities for continuous improvement.

4. **Increase student persistence.**
   Determine baseline measures of persistence and implement strategies to increase student persistence.

5. **Continue to explore opportunities for new programs.**
   Explore the labor market demand for emerging and evolving technologies to develop new industry-driven programs.

6. **Consider Initial Application for Accreditation of BAS and BS Business Programs.**
   Prepare the ACBSP Initial Self-Study for accreditation of the BAS and BS Business Programs.

7. **Contract with Ulrich Research to conduct graduate surveys.**
   Procure completed graduate surveys as well as an analysis of the survey data to identify strategies to improve programs with low graduation rates.

8. **Post links on the program home pages to provide program success data to our communities.**
   Collect program success data to include graduation rates, number of graduates by year, time to completion rates, employment rates, and employer satisfaction. Post this data on the program home pages of the College web site for community awareness.

B. Describe the business unit's action plans that address key strategic objectives, including who, what, when, where, and how.

The following table illustrates the ACBSP and associated FSCJ strategic planning terms:

Associated ACBSP and FSCJ Kent Campus and Business Unit Strategic Planning Terms

ACBSP	FSCJ Kent Campus and Business Unit
Strategic Objectives	Goals
Action Plan	Strategies
Performance Measures	Evidence of Completion

Action Plans Addressing Strategic Objectives

The business unit's strategies are equivalent to the ACBSP's action plans. The following strategies addressing their associated goals are described below.

Strategic Objective 1:   Continue to provide strong and effective course management.

Action Plan:
Establish a baseline of Year-over-Year (Y/Y) data to be able to assess effective course management.

Strong and effective course management is realized through efficient schedule management, diversity in course modality, location, length of sessions, day/times, and faculty assignments. The College's semesters include Fall, Spring, and Summer. Within each sixteen week semester, there are multiple sessions including four, seven, eight, ten, twelve, and sixteen week sessions.

The process for developing the schedule begins for each term with the Dean of Career Education's receipt of the Business Unit's projected enrollments for that term from the Associate Vice President for Career Education. The projections are based on a fixed expected increase in enrollment, and a fixed percentage cancellation rate. When the projections are received, the Dean, as the Integrated Leader who is responsible for the schedule, determines the number of sections required for each course. The Dean ensures that the course schedules meet the established diversity requirements.

There is a schedule of events pertaining to schedule roll-out within the course management process for schedule development. Once the schedule is complete, there is a date when the employees view the schedule online, when students view it online, when instructors view the schedule online, the encoding deadline in the College's schedule management system (ORION), when instructors are assigned to each section, when registration is open to veterans and athletes, when registration is open to students with more than 45 credit hours, when registration is open for students with 30-44 credit hours, and when registration is open for all students. There is a payment deadline as well. The goal of this process is to provide a relevant, college-wide schedule that meets the needs of students.

The College's student enrollment procedures are outlined in APM 09-0202 adopted on December 20, 2011.[36] This administrative procedure describes college policy and procedures relative to maximizing student access in the course sections the college offers each term while maintaining optimal instructional quality. It is the joint expectation of the administration and the faculty that each student's extraordinary instructional experience begin during the first class meeting of every course.

Strategic Objective 2:   Continue facility, software and equipment upgrades.

Action Plan:
Seek and obtain Perkins funding for equipment and software to support certificates and AS programs. Seek grant funding as appropriate, and request funds as appropriate through annual budgeting process.

---

[36] http://www1.fccj.org/policies/apms/vol_IX/09-0202.doc

Facility software and equipment upgrades are managed via a periodic replacement cycle with personal computers in all rooms. All classrooms are reviewed by the Dean and Associate Dean on an annual basis to ensure adequacy of furniture, electrical equipment, technology, etc. Software and computer hardware are purchased through Perkins funds.

Between 2010 and 2013, there were no grant funds used to upgrade facilities, software, and equipment in the Business Unit.

Perkins Funding

Perkins funds were used to purchase projectors and computers between 2009 and 2011 for the Accounting Technology and Office Administration programs.

Business Unit Program	2009-2010	2010-2011	2011-2012	2012-2013
Accounting Technology	$0	$109,086	$0	$0
Business Administration	$0	$0	$0	$0
Office Administration	$140,932	$81,492	$0	$0
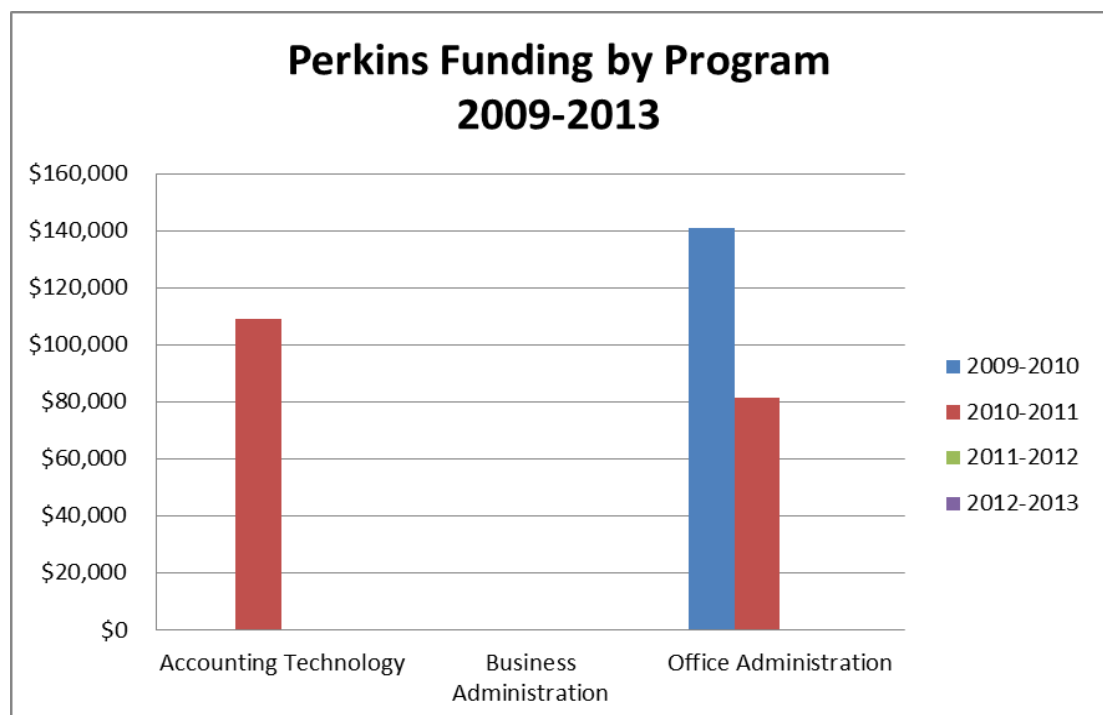
Strategic Objective 3:   Provide extraordinary level of service.

Action Plan:
Recognize faculty, staff, and students for their achievements. Fund and implement a Division Wall of Fame. Implement an internal interdisciplinary faculty exchange program. An extraordinary level of service is delivered to key stakeholders through the professional development of faculty members. The Dean encourages professional development activities including attendance at national and state-wide conferences and continuing education activities. Professional development usage between FY2010 and FY2013 is provided in Appendix D.

Strategic Objective 4:   Increase student persistence.

Action Plan:
To increase student persistence, it is imperative to establish baseline data of student persistence by program and term-over-term. Determine strategic initiatives that may improve student persistence and implement and measure any changes in persistence. The development of sequential technical certificates positively influences student persistence.

Strategic Objective 5:   Continue to explore opportunities for new programs.

Action Plan:
Evaluate the labor market demand for emerging and evolving technologies including AS and Bachelor's programs. Conduct charettes with local business leaders and professionals as appropriate.

The College continually explores new program opportunities to keep its program offerings current and in line with the labor market. College and division leadership use labor market analyses, Bureau of Labor market data, and feedback from industry practitioners to determine which new programs to develop as well as which established programs to discontinue. The College also develops new concentrations to complement existing programs on a continual basis.

The College has been approved to implement a Bachelor of Science degree in Financial Services by the Florida Department of Education. The College is currently awaiting approval from SACSCOC for the implementation of this program. In addition, the College is developing a Bachelor of Science degree in Logistics and Transportation for Fall 2013. The College is currently looking at options for additional concentrations or tracks in our Bachelor's programs. The College has developed three (3) technical certificates in the Associate in Science program, six (6) technical certificates in the Associate in Science Business Administration program, and three (3) technical certificates in the Associate in Science in Office Administration program to encourage persistence.

Strategic Objective 6:   Consider Initial Application for Accreditation of BAS and BS Business Programs.

Action Plan:
Prepare the ACBSP Initial Self-study for accreditation of the BAS and BS Business programs.

Strategic Objective 7:   Contract with Ulrich Research to conduct graduate surveys.

Action Plan:
Complete graduate surveys.

Strategic Objective 8:   **Post links on the program home pages to provide program success data to our communities.**

Action Plan:
Collect program success data to include graduation rates, number of graduates by year, time to completion rates, employment rates, employer satisfaction, etc., and post these data on the program home page.

C. Describe the performance measures used to assess the business unit's action plans.

The following table illustrates the ACBSP and associated FSCJ strategic planning terms:

Associated ACBSP and FSCJ Strategic Planning Terms

ACBSP	FSCJ
Strategic Objectives	Goals
Action Plan	Strategies
Performance Measures	Evidence of Completion

Performance Measures

The evidence of completion in the Business Unit's strategic plan is equivalent to the ACBSP's performance measures. The Business Unit assesses the evidence of completion criteria and determines the degree of goal accomplishment by comparing term-over-term data with defined evidence of completions. Student outcome learning assessment criteria are reviewed on an annual basis and data is collected regarding student performance on a term-over-term basis. Enrollment reports are collected and analyzed on a term-over-term basis and the data is utilized in schedule planning. Stakeholder feedback is procured via student surveys, employer surveys, and via advisory committee meetings. All data collected and analyzed has a role in overall departmental planning.

A description of each of the following performance measures is listed below in relation to its associated strategic objective.

Strategic Objective 1: Continue to provide strong and effective course management.

Performance Measure:

> The performance measures used to determine accomplishment of this goal include diversity of course schedules for modality, location, times, and length of terms. Other measures include course cancellation rates per term as Y/Y data, enrollments per section, and student progression rates to program completion. Student needs and withdrawal rates are measured as well.

Strategic Objective 2: Continue facility software and equipment upgrades.

Performance Measure:

The performance measures used to determine accomplishment of this goal include receipt and implementation of instructional equipment and software. In addition, data is collected on the number of workforce students impacted and using purchased equipment and software.

Strategic Objective 3: Provide extraordinary level of service.

Performance Measure:

The performance measures used to determine accomplishment of this goal include recognizing staff, faculty, and students for their achievements during division and campus meetings as well as college-wide. One way to complete this would be by the funding and implementation of a Division Wall of Fame. Faculty and staff professional development activity, associated costs, and measurements of impact on the Business Unit are evidences of completion for this goal. Implementation of an internal interdisciplinary faculty scholarly exchange program would support this goal as well.

Strategic Objective 4: Increase student persistence.

Performance Measure:

The performance measures used to determine accomplishment of this goal include establishment of baseline data of student persistence by program and term-over-term. It is important to measure any impact of initiatives on student persistence as term to term data as well as to determine strategic initiatives that may improve student persistence, implement and measure any change in persistence. It is important to measure the impact of sequential technical certification completion as it relates to persistence to degree completion.

Strategic Objective 5: Continue to explore opportunities for new programs.

Performance Measure:

The performance measures used to determine accomplishment of this goal include seeking the implementation of new programs and certificates as appropriate.

Strategic Objective 6: Consider Initial Application for Accreditation of BAS and BS Business Programs.

Performance Measure:

The performance measures used to determine accomplishment of this goal include exploring the ACBSP Initial Self-Study for accreditation of the Bachelor of Applied Science and Bachelor of Science degree programs.

Strategic Objective 7: Contract with Ulrich Research to conduct graduate surveys for the A.S. Business Administration and A.S. Accounting Technology

Performance Measure:

> The performance measures used to determine accomplishment of this goal include conducting analyses of survey data to identify strategies to improve programs with low graduation rates. These results would be utilized towards continuous improvement.

Strategic Objective 8: Post links on the program home pages to provide program success data to our communities.

Performance Measure:

> The performance measures used to determine accomplishment of this goal include the establishment and publication of data via links on the associated program pages of the College web site.

Criterion 2.3 Finances

Adequate financial resources should be budgeted and allocated to the business school or program to support a high-quality teaching faculty and create an environment consistent with its mission and objectives. This includes the necessary technology, program support, and professional development of faculty.

Institution Response

A. Describe how the business unit links finances to strategic planning.

Finances are inherently linked to strategic planning by the Business Unit by the prioritization of budget allocations by the campus cabinet to program goals. To illustrate how the two are linked, it is important to understand the how the business unit budget is linked to the college-wide budget.

College-wide
Florida State College at Jacksonville allocates financial resources to the campus which allocates it to programs to support excellence in teaching as well as meaningful learning. The College's Annual Operating Budget is submitted for approval annually to the Board of Trustees and the Division of State Colleges.

The budget development process incorporates the following characteristics:

- Broad-based participation by College staff, particularly program managers
- "Rolling–up" the budget through all levels in the organization
- Linking program goals and objectives to resource requirements
- Keeping budget management responsibilities at the program level.

The development process for the operation budget expenditures to be followed in any given year is explained by a set of budget instructions and forms which are developed by the Budget Officer and Administrative and Business Services.

Budget managers complete expense budgets for their programs/department following the instructions and established time frame. Budget managers review and update the department's Strategic Plan when developing expense budgets. Program costs needed to support Goals and Strategies in the annual Strategic Plan must be attached to and funded in the budget. After being reviewed at the functional level, the budgets are returned to the Budget Officer for verification and analysis, and then presented to the Vice President for Administrative and Business Services and the College Budget Review Committee. The College Budget Committee is comprised of the President, the Executive Assistant to the President, Vice Presidents and Budget Officer. It is the responsibility of the Committee to review and evaluate operating budget request and make final funding decisions recommendations to the Board of Trustees. After review and discussion, the budget is voted on by the Board of Trustees. If approved, the budget is sent to the Division of State Colleges.[37]

This is outlined in APM #04-0302 and Board of Trustees' Rule 6Hx7-4.1 Budget.[38]

Business Unit
Each goal of the Business Unit has associated costs attached to it. When the Kent Campus and the department Strategic Plans were defined for fiscal years 2012-13, 2013-2014, and 2014-2015, proposed goals include the associated cost estimates. Each year, the Campus and Division Strategic Plans are updated during the Mid-Year Review. Divisional plans are developed for the whole campus, and the campus cabinet reviews each goal and associated costs to determine the affordability of each goal. The cabinet looks closely at the campus budget and determines if the costs of each goal identified in the departmental plans can be supported by these budgets. The proposed goals are then prioritized, and a determination is made on each goal as to whether its implementation can be funded by the current budget. As some costs for proposed goals cannot be supported by the campus budget, additional funding is pursued, the goal is deferred until the following term, or the goal is eliminated.

Key Steps to Planning, Evaluation, and Budgeting Interaction[39]

---
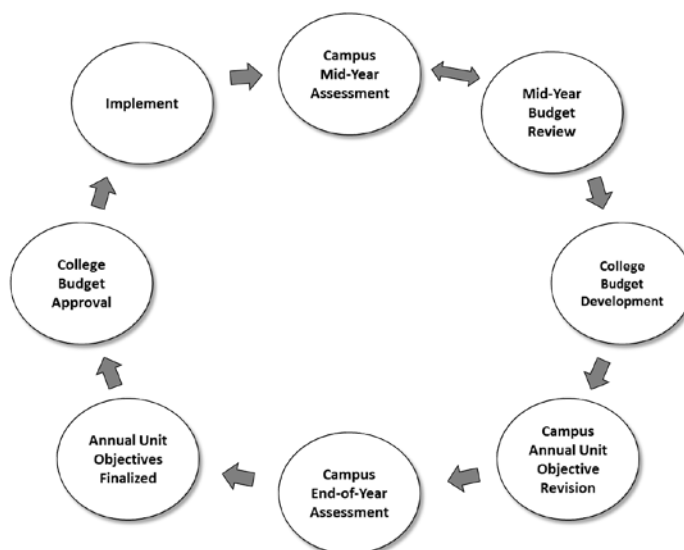
[37] APM #04-0302 and Board of Trustees' Rule 6Hx7-4.1 Budget.
[38] http://www1.fccj.org/policies/apms/vol_IV/04-0302.doc
[39] Source: *FSCJ, Kent Campus and Cecil Center Planning Process FY13*

B. Report and graph the following financial information for the past three years (two years plus the self-study year):

1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.

The following table and associated graph illustrate the total SCHs generated for the institution and each business unit program:

BUSINESS UNIT STUDENT SEMESTER CREDIT HOURS (SCHs)			
Program**	2010-2011	2011-2012	2012-2013* *Fall 2012 and Spring 2013*
Accounting Technology	8,793	8,760	7,600
Business Administration	44,819	43,404	35,209
Office Administration	8,308	7,590	6,400
Business Unit Total SCHs***	42,401	47,398	46,948
Institution Total SCHs***	759,984	734,366	536,206

*   This data is based on two semesters instead of three as FSCJ is in the middle of the reporting period.
**   Program SCHs include duplicated head counts due to multiple programs of study.
***   Total SCHs are the unduplicated total SCH equivalents generated for FSCJ for each academic year.

Business Unit Semester Credit Hours per Program per Year

2. The business unit budget and actual expenditures.

   The following tables and associated graphs illustrate the Business Unit's budget and actual expenditures.

Business Unit Budget and Actual Expenditures FY 2010-2011		
Budget	Actual Expenditures	Percent Expended
$2,651,297	$2,616,158	98.7%
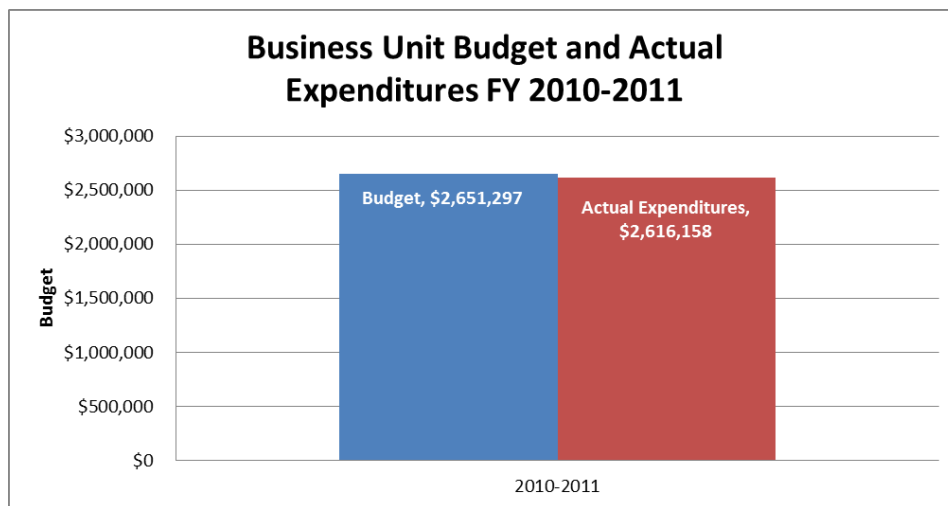
Business Unit Budget and Actual Expenditures FY 2011-2012		
Budget	Actual Expenditures	Percent Expended
$2,813,358	$2,941,617	104.6%
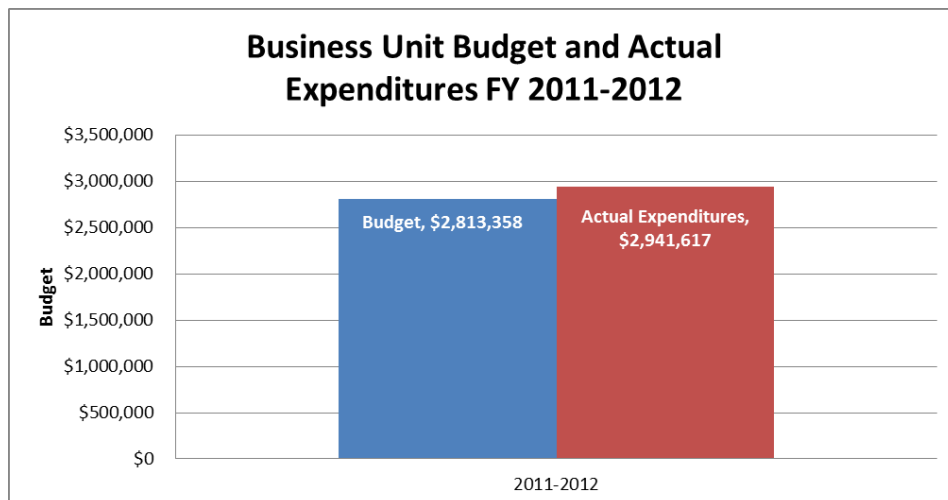
Business Unit Budget and Actual Expenditures FY 2012-2013		
Budget	Actual Expenditures*	Percent Expended*
$2,909,483	$2,957,489	101.65%

* Estimate as of June 4, 2013.
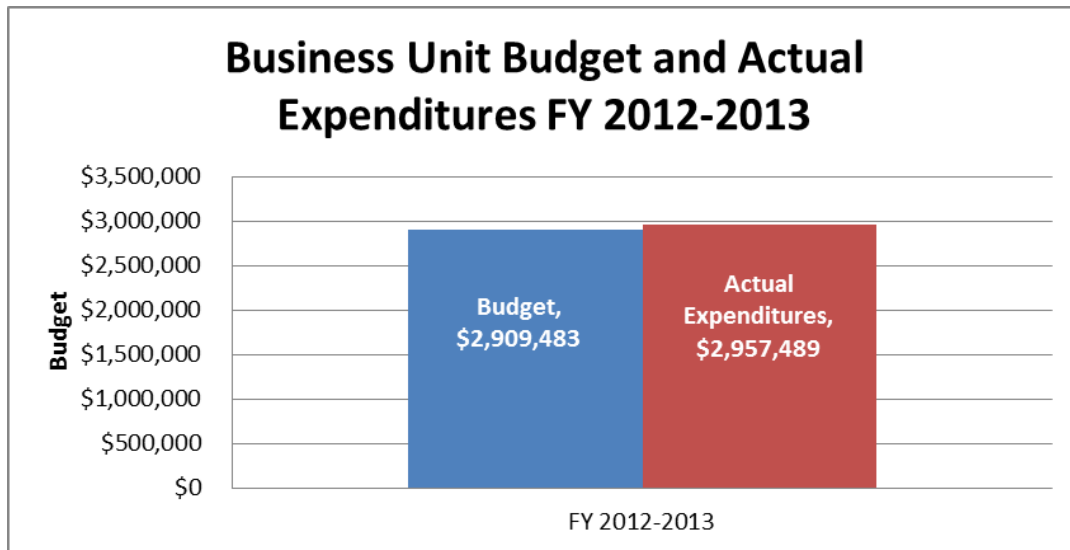
3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.

The Florida State College at Jacksonville's Business Unit budget and expenditures as a percentage of the College's academic/operating budget and expenditures for fiscal years 2010-2011, 2011-2012, and 2012-2013 are illustrated in the following tables and graphs.

This table and graph illustrates the College's academic/operating budget and expenditures:

FSCJ's Academic/Operating Budget and Expenditures		
Fiscal Year	Academic/Operating Budget	Actual Expenditures
2010-2011	$144,600,000	$142,491,431
2011-2012	$150,200,000	$144,003,894
2012-2013	$157,175,000	$152,787,110*

*Estimate as of June 4, 2013.
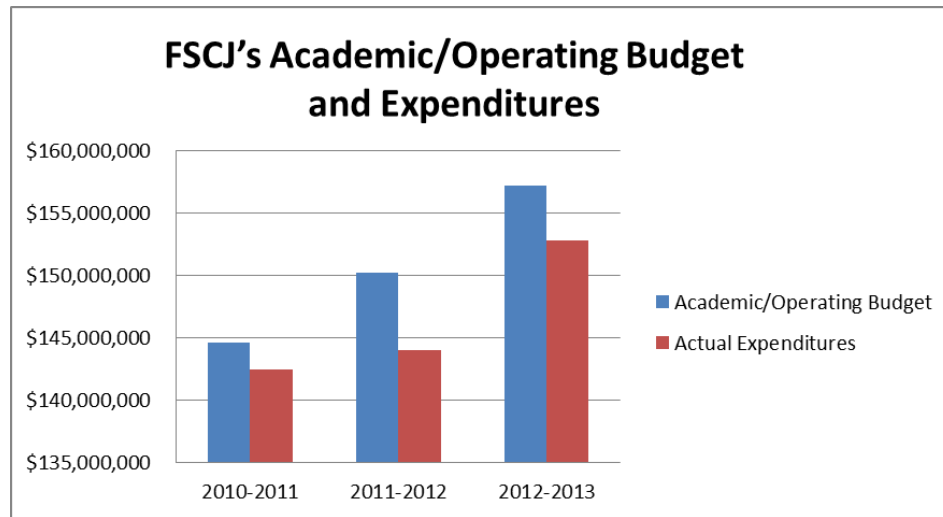
FSCJ's Academic/Operating Budget and Expenditures

This table and graph illustrates the budget and actual expenditures of the Business Unit as a percentage of the College's academic budget and expenditures for 2010-2011:

Business Unit Budget and Actual Expenditures as Percentage of the Institution's Academic Budget and Expenditures FY 2010-2011			
Budget	Actual Expenditures	% of Institution Academic Budget	% of Institution Academic Expenditures
$2,651,297	$2,616,158	1.83%	1.84%
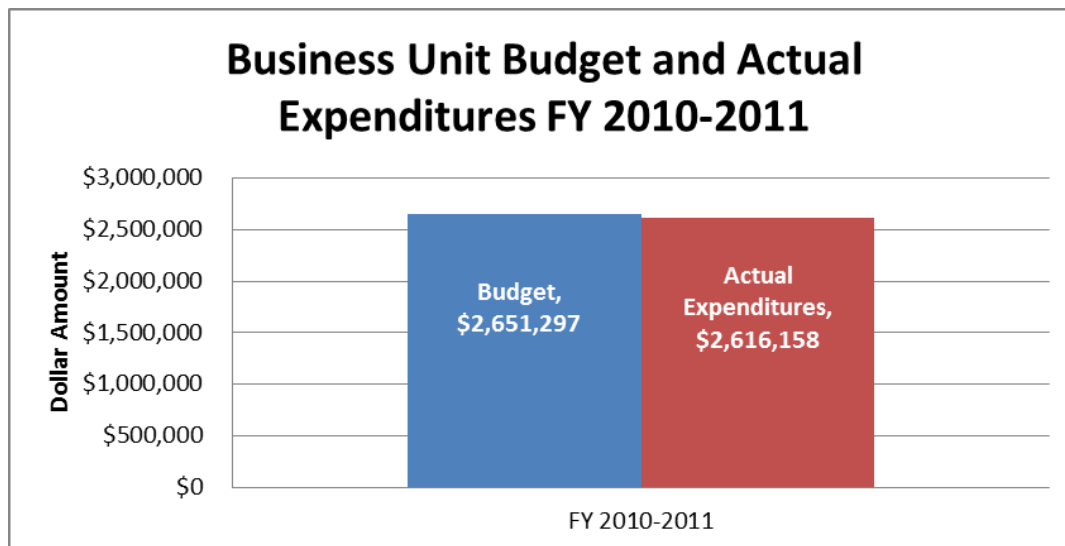
Business Unit Budget and Actual Expenditures FY 2010-2011

This table and graph illustrates the budget and actual expenditures of the Business Unit as a percentage of the College's academic budget and expenditures for 2011-2012:

Business Unit Budget and Actual Expenditures as Percentage of the Institution's Academic Budget and Expenditures FY 2011-2012			
Budget	Actual Expenditures	% of Institution Academic Budget	% of Institution Academic Expenditures
$2,813,358	$2,941,617	1.87%	2.04%
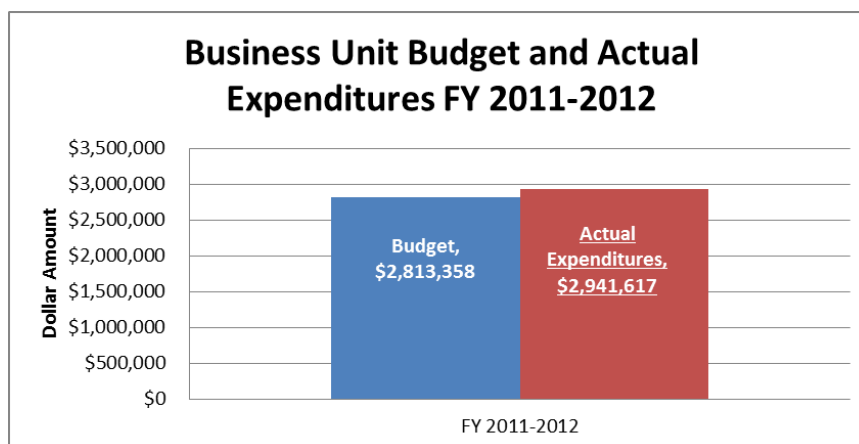
Business Unit Budget and Actual Expenditures FY 2011-2012

This table and graph illustrates the budget and actual expenditures of the Business Unit as a percentage of the College's academic budget and expenditures for 2012-2013:

Business Unit Budget and Actual Expenditures as Percentage of the Institution's Academic Budget and Expenditures FY 2012-2013			
Budget	Actual Expenditures	% of Institution Academic Budget	% of Institution Academic Expenditures
$2,909,483	$2,957,489*	1.85%	101.65%*

*Estimate as of June 4, 2013.

Business Unit Budget and Actual Expenditures FY 2012-2013
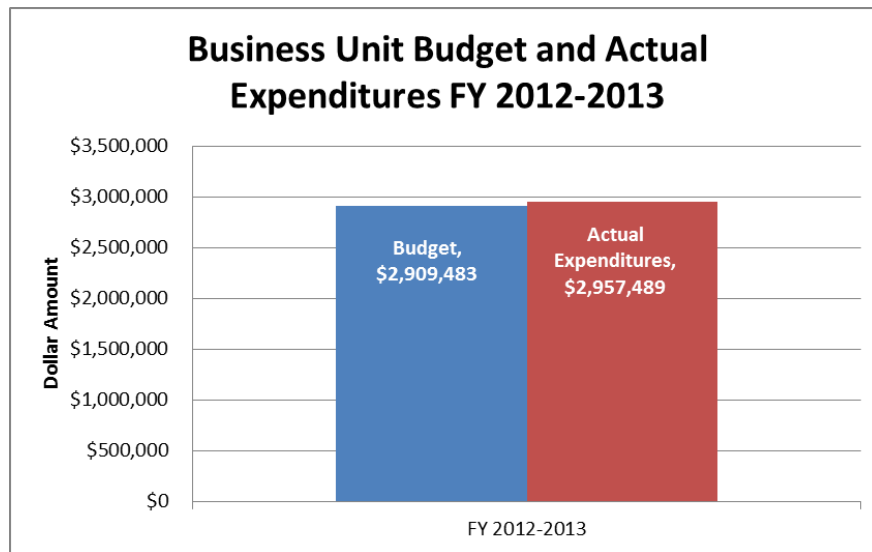
C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

The College's budget strongly supports changing technology, program improvement, and professional development of the faculty. Faculty, staff, and administrators college-wide are well-equipped with the latest innovations in hardware and software technology. The College is well-versed in keeping its programs relevant and competitive with the dynamic needs of the business and industry sectors. Professional development of faculty and staff is highly encouraged and supported for continuous improvement. The budgets for each of these initiatives are independent of the Business Unit budget.

The Information Technology (IT) Department's budget is independent of the Business Unit budget. College-wide technology funding is allocated by the IT department in accordance with their Strategic Technology Plan[40] which is aligned with the College's Major Priorities. Faculty are well-equipped with Apple Mac Book Pro laptops and Apple iPads. All classrooms are "smart classrooms" equipped with computers, workstations, projectors, document imagers, and internet access. All campuses and centers also have Wi-Fi for employee and student use.

In addition to the IT Department's technology plan, the Business Unit utilizes funding available through the Carl D. Perkins Vocational and Applied Technology Act to purchase instructional technology equipment that supports student learning. Faculty input is an essential part of the needs assessment for the acquisition of the latest technological learning resources.

Software and equipment upgrades are managed via a periodic replacement cycle with personal computers in all rooms. All classrooms are reviewed on an annual basis to ensure adequacy of furniture, electrical equipment, technology, etc. Software and computer hardware upgrades are sometimes purchased through Perkins funds.

---

[40] http://tech-team.s3.amazonaws.com/118/stp_2012.pdf

The College provides program improvement funding to ensure the relevancy of its programs. Program improvement budgets include stipends for subject matter experts and instructional designers to develop and/or update course shells for online and hybrid course delivery modalities. These funds are sourced from the College's Open Campus budget.

Professional development funds provide a means by which all employees of Florida State College at Jacksonville have an opportunity to further their careers by acquiring new skills, participating in professional organizations, and sharing their scholarship with colleagues in their field so as to contribute to their profession and the success of the College. The professional development budget is also a college-wide budget separate from the Business Unit budget.

For faculty, funds are intended to promote and enhance academic excellence by encouraging quality teaching, scholarship, and service. Activities range from participating in courses and workshops offered internally and externally, attending forums sponsored by state and governmental agencies related to one's teaching discipline, and participating in local, state and national meetings and conferences. The highest priority is for funding for activities that improve teaching, develop curricula, design assessments, update accreditation, etc. Efforts that enhance other aspects of academic excellence through scholarship and service also qualify for funding.

Professional development for Administrative and Professional staff and Career personnel is intended to improve the employee's job performance, train for new responsibilities, address needs of the College, and/or contribute to the professional growth of the individual.

See the Kent Campus / Cecil Center Professional Development procedures and request form in Appendix E.

Criterion 2.4 Facilities

The physical facilities must be adequate to support business programs. Classrooms must be adequate in number and size to accommodate all classes, and classroom functionality must relate to the program. Limiting class size promotes learning and classrooms should be assigned to implement this philosophy. Appropriate space must be available to faculty to create a professional atmosphere in which to work. Laboratory space must be adequate to support both day and evening programs with state-of-the-art equipment, including computer hardware and software, to meet student needs.

Institution Response

A.   Describe how the business unit links facility planning to strategic planning.

Facility planning in the Business Unit is driven by the Campus Strategic Plan in collaboration with the other campuses. The Dean of Career Education assesses and evaluates each classroom and instructional space biannually to determine whether they adequately support the goals in the strategic plan. The facility plan is developed based on this evaluation and its recommendations. Safety factors are included in this planning.

The Business Unit plan included converting all classrooms into Smart Rooms. All general purpose classrooms are Smart Rooms. A Smart Room includes an instructor workstation with networked computer, document camera, and projector. Instructors are able to connect their iPads directly to the projectors. Perkins funding was used to purchase some of this hardware.

The strategic planning document identifies goals and associated documents that impact facilities renovation, remodeling, and technology. Enrollment is limited to 35 in some classrooms and 24 in others, depending upon capacity. The College's APM 09-0202[41] governs student capacity per section. Please see the Kent Campus Facility Management Plan and Room Inventory documents in Appendix F.

APM 08-0102[42] clarifies that "existing facilities will be reviewed and evaluated twice annually." The results of these reviews are submitted to the Director of Facilities Planning and Construction who will communicate them to the heads of each major administrative unit. APM 08-0103[43] requires the Director of Facilities, Planning and Construction to request, on an annual basis, all appropriate College administrators "to submit specific requests for facilities projects." Any such requests received must be reviewed and approved by the appropriate Vice President or Vice President/Provost.

Specific facility needs by the Business Unit are expressed by the faculty to the dean who then communicates them to the campus cabinet. The campus president then presents these needs to the college cabinet for discussion. The needs are triaged at each level and decisions are made on those levels.

B.   Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.

Part of the College's strategic planning process includes determining and allocating space needs for faculty, staff, and students. All classrooms and laboratories are equipped with the latest multimedia technology and are attractive and functional with up-to-date equipment (see Criterion 2.5) to meet the needs of students and faculty. Office space is adequate and updated with the latest technological tools to meet the needs of faculty.

Criterion 2.5 Equipment

Equipment adequate to the mission of the business unit must be provided, including adequate computers and software to support the integration of computer applications into the curriculum. The institution must have procured and must maintain state-of-the-art instructional equipment, including computer equipment and software, to support the business unit.

Institution Response

A. Describe how the business unit links equipment planning to strategic planning.

---

[41] http://www1.fccj.org/policies/apms/vol_IX/09-0202.doc
[42] http://www1.fccj.org/policies/apms/vol_VIII/08-0102.doc
[43] http://www1.fccj.org/policies/apms/vol_VIII/08-0103.doc

Equipment planning in the Business Unit is linked to campus-wide and college-wide strategic planning by needs forecasting and a cascading equipment update and replacement cycle.

The College-wide Information Technology Department, located at the Deerwood Center, develops a College-wide Strategic Technology Plan[44] that provides technology funding allocations for each campus and aligns with the College's Major Priorities[45]. Florida State College at Jacksonville's Strategic Technology Plan is designed to ensure the continued growth and advancement of the college's technology environment, maintain the college's technology leadership position, and enable the establishment of a dominant competitive advantage in the higher education market-space. FSCJ has established a College-wide Information Technology Committee which has faculty representatives from all areas of the college.

In turn, the Director of Administrative Services on each campus, in collaboration with the Campus President's Cabinet, determines the appropriate campus technology budget allocations for all instructional departments, including the Business Unit, based on identified technology needs.

Opportunities to obtain additional technology funds are available through the Carl D. Perkins Vocational and Applied Technology Act. Workforce instructional departments may request Perkins funds to purchase instructional technology equipment that supports student learning. Faculty input is an essential part of the needs assessment for the acquisition of the latest technological learning resources.

Facility software and equipment upgrades are managed via a periodic replacement cycle with personal computers in all rooms. All classrooms are reviewed on an annual basis to ensure adequacy of furniture, electrical equipment, technology, etc. Software and computer hardware are purchased through Perkins funds. See Kent Room Inventory and Kent Campus Facility Management Report 2011-2013 in Appendix G.

Between 2010 and 2013, there were no grant funds used to upgrade facilities, software, and equipment in the Business Unit. Perkins funds were used by the Business Unit to purchase projectors and computers between 2009 and 2011 for the Accounting Technology and Office Administration degree programs. The Accounting Technology program used $109,086 in Perkins funds in FY 2010-2011, while the Office Administration program used $140,932 in FY 2009-2010, and $81,492 in FY 2010-2011. The Business Administration program did not use Perkins Funds during those fiscal years. All funds were used to purchase computer and projector equipment for classrooms.

See Appendix H for the Perkins form.

B. Explain the business unit's plan for acquisition, upgrade, and maintenance of equipment which reflects current technology.

---

[44] http://tech-team.s3.amazonaws.com/118/stp_2012.pdf
[45] http://www.fscj.edu/district/institutional-effectiveness/institutional-effectiveness/assets/documents/major-priorities12-14.pdf

The Business Unit's plan for acquisition of technology equipment aligns with the College's purchasing procedures [46] as described by the Administrative Procedures Manual (APM).[47]

The Business Unit's plan for upgrade and maintenance of equipment reflecting current technology is described in Section 2.5.A.:

> Equipment planning in the Business Unit is linked to campus-wide and college-wide strategic planning by needs forecasting and a cascading equipment update and replacement cycle.

> The College-wide Information Technology Department, located at the Deerwood Center, develops a College-wide Strategic Technology Plan[48] that provides technology funding allocations for each campus and aligns with the College's Major Priorities.[49] Florida State College at Jacksonville's Strategic Technology Plan is designed to ensure the continued growth and advancement of the college's technology environment, maintain the college's technology leadership position, and enable the establishment of a dominant competitive advantage in the higher education market-space.

> In turn, the Director of Administrative Services on each campus, in collaboration with the Campus President's Cabinet, determines the appropriate campus technology budget allocations for all instructional departments, including the Business Unit, based on identified technology needs.

The equipment needs of the Business Unit are the responsibility of the Dean of Career Education and the Director of Administrative Services for each campus. As stated earlier, the College's IT Department keeps all required equipment updated via the regular execution of its Strategic Technology Plan.

C. Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

The current equipment meets the instructional needs of the Business Unit's students, staff, and faculty. Equipment used in the Business Unit includes students, staff, and faculty computers, Smart Rooms, classroom and lab computers, as well as additional hardware, software, document cameras, projectors, photocopiers, scanners, and printers. In addition, free Wi-Fi is available for students, staff, and faculty on each campus and center.

Florida State College at Jacksonville has seven (7) comprehensive Libraries/Learning Commons with over 171,000 square feet of space and nearly 1,500 computers available for student, staff, and faculty use. In addition, student computer labs are available on each campus. Common software includes Windows 7, Microsoft Office Professional 2010, and Mac OSX 10.X. Course-specific software includes business simulation, accounting, keyboarding, and publishing software is also provided.

---

[46] http://www.fscj.edu/district/purchasing/index.php
[47] http://www.fscj.edu/district/policies-procedures/apm/index.php#volume-V
[48] http://tech-team.s3.amazonaws.com/118/stp_2012.pdf
[49] http://www.fscj.edu/district/institutional-effectiveness/institutional-effectiveness/assets/documents/major-priorities12-14.pdf

All general purpose classrooms are "smart rooms." Each smart room includes an instructor workstation with networked computer, document camera, and projector. The College provides each full-time faculty member with a MacBook Pro laptop computer and an iPad.

Summary of Standard 2 - Strategic Planning

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 2 - Strategic Planning.

Strengths

- **Defined Goals and Strategic Objectives.** The College has well-defined institutional, campus-wide, and specific program goals and strategic objectives.
- **Course Management.** The course management process in the Business Unit is effective.
- **Faculty and Staff Recognition.** Faculty and staff are recognized on a regular basis by the dean for their work and accomplishments.
- **Adequate Budget.** The Business Unit budget is adequate to support technology, program improvements, and faculty development.
- **Technology and Facilities.** The College does a very good job at maintaining its facilities and providing faculty and staff with the latest technological innovations.

Opportunities for Improvement

- **Graduate and Industry Survey Data.** The procurement of regular graduate and industry survey data is an area where the Business Unit could make significant improvements.
- **Strategic Planning.** All full-time faculty should be more involved in the strategic planning process.
- **Learning Outcomes Assessment.** The Business Unit needs to ensure it has three years of data points, two data points per year for each assessment, to determine trends. All faculty need to be involved in the learning outcomes assessment process.
- **Grant Funding.** The Business Unit could improve its grant procurement efforts.

Standard 3: Student, Stakeholder, and Market Focus

STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

Criterion 3.1 Stakeholders

Institution Response
A. List the business unit's key stakeholders.

The business unit's key stakeholders are:
1. FSCJ students
2. FSCJ faculty, administrators, and staff
3. Employers of FSCJ graduates
4. FSCJ Business Advisory Committee members
5. Secondary school students in the College's service area
6. FSCJ alumni
7. Community
8. Transfer colleges and universities

B. Explain how the business unit determines key stakeholder requirements and expectations.

The Business Unit determines the requirements and expectations of its key stakeholders through input from business and industry advisory committees, student surveys, graduate surveys, secondary school surveys, and faculty input. Key stakeholder requirements and expectations include the following:

Key Stakeholder Requirements

Students
Requirements: Students require a safe campus environment and a high quality of instruction. They want industry-relevant, professionally accredited degree programs from a reputable, regionally accredited college that will provide them with the skills, knowledge, and abilities to obtain and keep a job. Students also require transferability of credits to other undergraduate and graduate programs. They want access to academic and financial aid advisors and they want an efficient financial aid process. Students require class schedules in multiple modalities and diverse times that meet their needs. Students need reasonable transportation to a clean and well-maintained campus and appropriate technology, facilities, and equipment.

Expectations: Students in the Business Unit expect robust online course shells, faculty accessibility, and faculty responsiveness. They expect faculty members to be technologically

proficient and they expect to be treated with fairness and respect by faculty, staff, and administrators. Students want affordable textbooks and they want electronic versions of their texts to be available. Traditional students expect the availability of student activities, clubs, associations, and the ability to participate in student government.

Methods for determining student stakeholder requirements include regular surveys/evaluations, meetings and student requests for course offerings. The college completed the Community College of Student Engagement (CCSSE) Survey in 2010 and Spring 2013. Also the Survey of Entering Student Engagement (SENSE) was completed in 2010. SENSE and CCSSE data are available at: http://www.fccj.org/campuses/mccs/instruction/sar/datalibrhm.html.[50]

Faculty, Administrators, and Staff
Requirements: College employees require a safe work environment and a clean and well-maintained campus. They need the appropriate facilities and technological equipment in offices and classrooms to satisfactorily perform their jobs. Employees require a trusting, empowering academic environment and competitive compensation and benefits packages. In addition, faculty members expect accessible administrators.

Expectations: Faculty members expect their input to be included when determining course loads and course schedules. They expect to be fairly and respectfully treated by administrators and staff.

Employers of FSCJ Graduates
Requirements: Employers of graduates of the Business Unit require competitive job candidates with needed skills for successful employment.
Expectations: Employers expect to be able serve as adjunct instructors and/or guest speakers in the classroom. They also expect Business Unit graduates to be competitive candidates for positions in their organizations.

FSCJ Business Advisory Committee Members
Requirements: FSCJ Business Advisory Committee membership is comprised largely of business and industry representatives with additional faculty, staff, and student representation. The Advisory Committee requires active input in curriculum and program decisions and ownership of the programs' activities. They require the business programs to be relevant to the business and industry of the service area.

Expectations: The Business Advisory Committee expects the programs to meet the needs of the service area constituency.

Secondary School Students in the College's Service Area
Requirements: Secondary school students require a safe campus environment, convenient campus locations, diverse course modalities, and affordable tuition. Dual enrollment opportunities are important to these students as well as campus tours, open houses and information available to them on the College web site.

Expectations: Secondary school students expect a clean and well-maintained campus as well as the appropriate facilities and equipment.

---

[50] http://www.fccj.org/campuses/mccs/instruction/sar/datalibrhm.html

FSCJ Alumni

Requirements: FSCJ alumni require continuing education opportunities and transferability of credits to undergraduate and graduate programs.

Expectations: FSCJ alumni expect the College to maintain regional accreditation, professionally accredited programs, and a good reputation.

Community

Requirements: The community in the College's service area requires the college to provide graduates that meet or exceed the needs of local business and industry. They require that the College maintains financial stability and the appropriate stewardship of the public's monies. The community requires the College to maintain regional accreditation and professionally accredited programs.

Expectations: The community expects the College to offer continuing education and personal enrichment courses and employment opportunities.

Many College business faculty invite individuals from the business community to participate as guest speakers or visiting practitioners in their classes. These individuals bring to students special expertise in a career field and familiarity with major issues, trends, and technology in the field.   The College provides support to faculty to engage business/community experts in their classes and formally recognizes and rewards participating practitioners.

Transfer Colleges and Universities

Requirements: Transfer colleges and universities require qualified transfer students from the Business Unit's programs.

Expectations: Transfer colleges and universities expect FSCJ Business Unit graduates to have the skills necessary for successful performance in their undergraduate and graduate programs.

Criterion 3.2 Stakeholder Satisfaction

Institution Response
A. Explain how the business unit builds relationships to attract and retain students.

The Business Unit builds relationships to attract and retain students by offering academic, personal, and social development opportunities for students through programs, services and activities. The following is a list of the various recruiting and retention tools.

Attracting Students
- Faculty and staff build relationships with prospective students by responding to program inquiries via phone, email, and on campus.
- Staff participation in college and career days attracts prospective students from secondary schools.
- Dual Enrollment courses offered at area high schools provide opportunities to attract students into programs in the Business Unit. The Dual Enrollment courses are offered at several secondary schools in the College service area including Arlington Country Day, Atlantic Coast High School, Baldwin High School, Douglas Anderson High School, Ed White High School, Englewood High School, Fernandina Beach High School, First Coast High School, Fletcher High School, Forrest High School,

Hilliard High School, Andrew Jackson High School, and Stanton College Preparatory School. Private schools utilize dual enrollment include Beaches Chapel School and Harvest Community School, as well as homeschooled students. See Institutional Summary Form in Appendix I.

- Faculty, staff, and administrators participate as members of secondary high school advisory committees, which offer opportunities to build relationships to attract potential students.
- Business Unit faculty and staff participate in college-wide open houses, college and career fairs, job fairs, campus tours, and presentations explaining the benefits of Business Unit programs to students and community.
- The College engages in a full range of advertising its programs throughout the service area.
- Planned activities to attract students include the development of an A.S. in Business Administration Weekend College Program.
- The Accelerated College program makes it possible for learners to take advantage of two key methods of acceleration: credit for prior learning and shorter-length courses. Students can receive credit by examination, for approved training by the American Council on Education (ACE), for prior learning, portfolio assessment, and for military experience.

Retaining Students

- Faculty and staff build relationships with students by responding to program inquiries on campus, by telephone, through Blackboard, or by email.
- Students in the programs of the Business Unit are encouraged to participate in the many clubs and organization on the campuses. The Business Unit has a Business Club which has a faculty advisor who provides guidance and support in the operation of the club. The mission of the Business Club is to enhance the learning experience by offering students the opportunity to learn about various local businesses and explore possible career options. Each fall and spring semester, the Business Club hold meetings, tours local businesses, and hosts guest speakers.
- Each campus has a Campus Achievement Leader. The College acknowledges that early identification of student academic problems, intervention, and connectivity are the keys to student retention. The students in the Business Unit currently receive the same outreach and intervention that is available to all students.

  All students have use of the tutoring resources provided through the library and learning commons, including outreach and support from the Career Development Center (CDC), as well as dedicated support from Student Success Advisors. There is currently a collegewide discussion on how to identify students on academic warning and provide early intervention in the form of academic success workshops and counseling in an effort to improve student persistence and retention. Workshops that concentrate on skills proven to enhance college success are available to all students. These workshops include Time Management, Test Taking Skills, Learning Styles Assessment, and Goal Setting. At the campus level, Campus Achievement Leaders are in the process of establishing an Enrollment and Retention Team to review data, develop policy, and implement programming that will directly impact student retention and success.

- Sequential technical certificates are useful strategies for retention in Associate in Science programs. The A.S. in Accounting Technology program has three (3) technical certificates, the A.S. in Business Administration has six (6) technical

certificates, and the A.S. in Office Administration has three (3) technical certificates. While enrolled in technical certificate programs, students develop professional relationships with faculty which encourages student retention.

- Professional tutors are available in the Academic Success Centers (ASC) located in the Library/Learning Commons and provide assistance to students across all disciplines. Virtual tutoring is available for students via Skype with professional tutors. There are tutors for business and accounting students at the Kent and North Campus Libraries/Learning Commons. Students can visit with a tutor during designated hours or schedule appointments with tutors as needed. Tutoring services strengthen the likelihood of student academic success and contribute to student retention and persistence.
- FSCJ partners with Corporate Care Works to provide a Student Assistance Program (SAP) to assist students in coping with college-related, personal, legal, or financial issues that may be affecting academic studies. The Student Assistance Program provides a 24-hour helpline, confidential crisis consultation, in-person counseling with a licensed network provider, individualized educational materials and resources, legal/financial consultation, risk assessment for substance abuse or behavioral problems, and information on health, wellness, child care, and other concerns all at no cost to the student.
- The Office for Students with Disabilities ensures that admission requirements for students with disabilities are uniformly applied and that the College's services, activities, facilities, and academic programs are accessible to and usable by all qualified students in accordance with the requirements of the Americans with Disabilities Act (ADA).
- The College offers scholarship programs to help provide financial assistance to students in need. The business program encourages students to utilize this aid when applicable.

B. Explain how the business unit delivers services that satisfy students and stakeholders.

The Business Unit delivers services that satisfy students and stakeholders by delivering courses in diverse modalities and days and times that meet the needs of students and stakeholders. The Business Unit utilizes "Smart Rooms" with computer-equipped instructor stations, projectors, document cameras, and campus-wide Wi-Fi to provide students with high quality instruction with the latest technological learning tools. Faculty members make themselves available to students through ten dedicated office hours per week. Orientation is held for new business students every semester to welcome and support them as they start the new semester.

Faculty members communicate regularly with student advisors who are available to assist all students. Students in the Business Unit are provided with information regarding services available to them through the Student Success Division including registration activities, financial aid services, veterans' services, disabled student services, and student assistance program services.

The services offered by the Business Unit provide the community with a continuous pool of potential employees for business and industry stakeholders. In addition, it increases the availability of an educated workforce in the service area.

C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.

End of Course Faculty Evaluations
The College regularly solicits input from students through the End of Course Faculty Evaluations. The Business Unit administers the evaluations for faculty and course sections every semester. This tool is used to evaluate both full-time and adjunct faculty and their courses. The Dean and the Associate Dean review the results for each instructor and course, communicating the results to the faculty at designated times.

Advisory Committee Input
The Business Advisory Committee and Office Administration Advisory Committee are comprised of key stakeholders active in the business and industry sectors of the College's service area. Committee members are drawn from the community and represent a broad spectrum of business, industry, labor organizations, and professions outside higher education. Advisory committees reflect both gender and ethnic diversity. Members are appointed for two-year terms and meet at least twice a year. Some advisory committee members are not only small business owners but also FSCJ graduates. A student representative serves on each advisory committee. The program advisory committee members advise the College on the design, development, implementation, evaluation, maintenance, and revision of its workforce education programs. This provides assurance that Business Unit programs meet the needs of employers and is capable of providing students with entry-level skills for their occupational choices.

Student Satisfaction Survey
The Community College Survey of Student Engagement (CCSSE) survey provides information on student engagement, a key indicator of learning that, in turn, reflects the quality of community colleges. CCSSE provides information on student engagement, a key indicator of learning and, therefore, of the quality of community and state colleges.

The survey, administered to college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. A versatile, research-based tool with a variety of applications, the CCSSE survey provides these assets:

- Benchmarking instrument — establishing national norms on educational practice and performance by community and technical colleges.
- Diagnostic tool — identifying areas in which a college can enhance students' educational experiences.
- Monitoring device — documenting and improving institutional effectiveness over time.

FSCJ voluntarily participates in the CCSSE which compares the College's student activities to those at other colleges nationwide.

Graduate Surveys
The Business Unit surveys graduates and utilizes the results to identify strengths and areas for improvement.

Academic Advising Sessions
Faculty communicate with students to discuss changing student academic needs and expectations. Academic advisors meet with students at periodic intervals or as needed to provide in-depth program guidance and to assist with meeting students' needs to encourage successful completion of their programs.

D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

Stakeholder feedback is utilized to enhance the effectiveness of established business programs as well as to provide needed input for the development of new industry-relevant programs. Student feedback is provided to the Dean of Career Education through End of Course Faculty Surveys, Student Satisfaction Surveys, and Graduate Surveys. Faculty input is provided in department meetings to discuss issues and ideas for program changes and areas for improvement. Student feedback is also provided to faculty, academic advisors, staff, and administrators. This feedback is discussed in monthly divisional meetings.

The Programs Advisory Committees provide feedback about the relevance of the curriculum, program and course learning outcomes, methods of assessment, and the knowledge, skills, and abilities of completers required for entry-level positions in the labor market. The advisory committee makes recommendations for program revisions to ensure the relevancy of its programs.

Criterion 3.3 Student Support

Institution Response

A. Describe the support services available to business students, including admissions, financial aid, and advising.

The support services available to business students, including admissions, financial aid, and advising are described below.

Student Success Services
Access is the focal point of the College's overall Mission.[51] Improvement in quality of life is its universal outcomes. Success in learning endeavors is the pivotal variable. This mission-centered insight has led the College to refer to its student affairs organization as "student success." From the student's perspective, Student Success is a campus-based unit where the student can access the resources necessary to support the life transition and personal development and academic pathways inherent in the process of matriculation into college. District-level leadership, planning, coordination and collaboration ensure that the general goals and experiences of students on each campus or center are aligned to a common organizational principle.[52]

Student Success staff members enhance the student's total educational experience by providing the following comprehensive and seamless services to students:

---

[51] http://www.fscj.edu/district/about/mission-values-goals.php
[52] https://fscj.edu/district/institutional-effectiveness/compliance-cert-rpt/submission/58.html

- Pre-admissions support and information;
- Advising throughout a student's college experience;
- Orientation to college life and preparation for classroom success;[53]
- Career Counseling including structured personal discovery, career exploration, career planning, job search guidance, job search skill development including resume writing and interviewing skills, and job placement;
- Assessment for successful course placement;
- Guidance and strategy development for a successful academic experience;
- Personal coaching on college success strategies;
- Success planning and counseling for students in academic peril;
- Admissions, financial aid, registration and general enrollment support services;
- Services for students with disabilities; and
- Opportunities for participation in Collegiate Life activities.

To help provide these services, Student Success staff members promote a collegial, integrated relationship with and between teaching faculty and instructional leaders to improve student retention and student learning. This relationship enables staff to perform these tasks:
- Support faculty by helping struggling students learn and develop habits for academic achievement;
- Provide faculty with resources and strategies for improving student success;
- Provide the college community with academically relevant exhibits, events and learning opportunities that enrich and support students between and around classes with experiences for intellectual and emotional growth;
- The "curriculum" of student services, often delivered in single student interactions, small group interactions, co-curricular interactions, learning community arrangements, and via instructional faculty, includes these topics:
  - How College processes work
  - Decision making strategies
  - Educational planning
  - Time management
  - Leadership
  - Ethics
  - Learning style
  - Exposure to diversity and culture
  - Personal finance
  - Self sufficiency
  - Inspiration to self-discovery
  - Relationships
  - Goal setting
  - Values clarification
  - Civic responsibility/service-learning
  - Problem-solving
  - Persistence

Academic advising is offered on campus to help students to develop long term educational plans, to navigate a successful transition into college life, and, for students with baccalaureate goals, to prepare effectively for the College's upper division or for

---

[53] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=21&navoid=2605

transfer to a university. Career development centers help all interested students to explore career interests, to determine personal aptitudes and interests for careers, to prepare and conduct career exploration, and to transition successfully to employment.

Assessment centers provide placement testing for new students and an array of testing services for both traditional and online students in support of the college's academic mission.

Personnel who support student life and leadership are charged with the responsibility to enhance the College's learning environment with activities that link curriculum content to learning outcomes, particularly those outcomes described in College goal two: "ethical leadership, cultural appreciation, informed civic engagement, social responsibility, multicultural appreciation, and continued learning." Thus, the team supports the College's clubs and organizations, cultural programming, intramural athletics, learning communities, service learning, and student government to help students achieve these objectives. Student life and leadership staff also supports course or program specific outcomes in collaboration with faculty.

The office of Services for Students with Disabilities implements and coordinates reasonable accommodations and disability-related services to promote full participation of individuals with disabilities in all aspects of college life per APM 11-0701 Auxiliary Aid Assistance for Disabled Students.[54] College personnel ensures that its admission requirements are uniformly applied, and that its services, activities, facilities, and academic programs are accessible to and usable by all qualified students, in accordance with the Americans with Disabilities Act (ADA), the Americans with Disabilities Act as amended in 2008, and Section 504 of the Rehabilitation Act of 1973. Accommodations and services include, but are not limited to:

- Note-takers
- Tutors
- Readers
- Scribes
- Interpreters
- Testing accommodations
- Adaptive equipment/software
- Alternative text
- Adaptive furniture
- Course substitution services

A Disabilities Services Manager is available on each campus, and the Vice President of Student Services provides close supervision of the program to ensure consistency and compliance among and between the campuses. Distant learners and local distance education students can benefit from adaptive auxiliary aids and services as deemed appropriate for reasonable accommodation through the Office of Services for Students with Disabilities. The Managers work directly with students and their instructors to assess and to accommodate their needs, such as extended time on tests or alternative formats of textbooks. Managers send letters of accommodation for the student to each of the student's instructors and to the distance learning assessment center staff to coordinate testing services for each course.[55]

---

[54] http://www1.fccj.org/policies/apms/vol_XI/11-0701.doc
[55] https://fscj.edu/district/institutional-effectiveness/compliance-cert-rpt/submission/58.html

Library/Learning Commons

The Library/Learning Commons (LLC) at Florida State College at Jacksonville provides and supports on-campus and distance student and faculty access and uses privileges to adequate library collections and services, and other learning/information resources that are consistent with the degrees offered by the institution. The LLC is formally recognized by the College in Administrative Procedure Manual (APM) 10-0201, Description and Statement of Purpose-Library/Learning Commons (LLC)[56] which delineates the LLC's central mission. The primary service areas of the LLC include Library Services, the Learning Center/Commons, and the Academic Success Center (ASC).

The Library/Learning Commons (LLC) staff and administrators actively manage library and learning collections, resources, and services to serve the students, faculty, and staff of the College through general education and core curriculum support and, support of institutional priorities. The LLC provides access to library collections and services for students and faculty both physically and virtually through maintenance of its own collections and services and formal arrangements or agreements with library partners. The LLC engages in collaborative collection development processes to ensure that library materials are appropriate and adequate and meet the needs of the College's varied academic programs. The LLC also supports the academic needs of learners through the services and resources that are provided in the Learning Center/Commons and Academic Success Center (ASC). The ASC provides student and peer tutors for specific courses in the Business Unit.

B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

The policies that govern student relationships with the business unit, including the procedures used to resolve student concerns are described as follows.

All FSCJ students are subject to the rules and regulations set forth in the College's Administrative Procedure Manual (APM),[57] the Student Handbook,[58] and the Student Code of Conduct.[59] There are procedures for student discipline, appeals, grievances, academic dishonesty, and standards for student success reinstatement. Students have access to this information on the College's web site.

Student Appeals, Complaints, and Grievances

The College maintains Board Rules regarding student complaints (Board of Trustees Rule 6Hx7-11.1 Student's Rights and Responsibilities)[60] and corresponding Administrative Procedure Manual (APM) items. The College offers each student multiple procedures for appeal, depending on the type of complaint alleged:

---

[56] http://www1.fccj.org/policies/apms/vol_X/10-0201.doc
[57] http://www.fscj.edu/district/policies-procedures/apm/index.php
[58] http://www.fscj.edu/mydegree/student-life/assets/documents/student-handbook-2012.pdf
[59] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=25&navoid=3187
[60] http://floridastatecollegecatalog.fscj.edu/content.php?catoid=25&navoid=3187

- Student initiated complaints against other students follow Administrative Procedure Manual (APM) 11-0601 Student Discipline Procedures.[61]
- Student initiated complaints regarding employee conduct (i.e.: harassment, discrimination, etc.) follow APM 11-0603 Student Grievance Procedures.[62]
- Appeals for reconsideration of the application of an academic or non-academic policy (including appeals for a change in final grade) follow APM 11-0602 Student Appeals Procedures.[63]
- Complaints for which a student desires the remedy of a tuition refund follow APM 04-0804 Refunds.[64]

Each campus has the responsibility for handling written complaints from students regarding courses or activities offered at that particular campus or site where specified incidents may have occurred. All students, including distant learners, follow the same processes and procedures established by the College for addressing student complaints. Personnel at each campus are responsible for processing student complaints for its course offerings. The forms used in the student complaint process allow each student to file a complaint at any campus-- regardless of the location at which the incident(s) may have occurred, and the campus contact phone numbers are provided on the College web site. Every student may contact the appropriate campus by phone, e-mail, fax, or written correspondence.

Publication of Policies and Procedures
The procedures related to student complaints that have been described and specifically linked in the preceding paragraphs are published in the Rules of the Board of Trustees and Administrative Procedure Manual sections of the College's website. The College also publishes the student appeals, grievances, and complaints procedures in the College Catalog and the Student Handbook.

Maintaining Records of Grievances and Complaints
The designated College administrators maintain records of written complaints filed by students, per the APM procedures.

Student Complaints against Other Students
In the case of a violation that clearly disrupts the orderly processes of campus operations or endangers the lives of others, the campus Dean of Student Success may issue a temporary order of suspension or removal of the student from the campus. The Dean of Student Success ensures the appropriate process is then followed. A written report of the incident and all other pertinent documentation is kept on file in the office of the campus Dean of Student Success.

Student Grievances against Employees
Documentation for grievances is maintained in the office of the campus Dean of Student Success and/or the office of the Director of Equal Access/Equal Opportunity ("Equity Officer").

Academic Appeal
If a grade appeal is approved by the instructor, the Dean, Associate Dean, or Program Manager reviews the appeal and available supporting documentation; this officer then

---

[61] http://www1.fccj.org/policies/apms/vol_XI/11-0601.doc
[62] http://www1.fccj.org/policies/apms/vol_XI/11-0603.doc
[63] http://www1.fccj.org/policies/apms/vol_XI/11-0602.doc
[64] http://www1.fccj.org/policies/apms/vol_IV/04-0804.doc

renders a decision on the approval, at which time a grade change is submitted and sent to the District Student Records Office for processing. The campus Dean, Associate Dean, or Program Manager then notifies the student of the decision in writing. If the appeal is disapproved, the Dean notifies the student in writing, and the Dean informs the student of the student's right to request a review by the campus Student Appeals Committee. A copy of the written response is scanned into the student's academic record.

Student Request for a Refund of Monies or Cancellation of Debt
The Campus President reviews all decisions of the appropriate Dean regarding the refund of monies or cancellation of debt. The campus President may deny the request, approve dis-enrollment and a refund of tuition, or approve a waiver for a class to be repeated. Approval is granted based on documented extenuating circumstances beyond the control of the student, such as involuntary call to active military duty, college error, or extensive hospitalization. The Office of the Campus President sends a written decision regarding the disposition of the appeal to the student. If the request is approved and a refund is due, a College check will be mailed to the student within ten (10) working days of approval by the campus President. The decision of the campus President is final and may not be appealed further. The letter is scanned into the student's academic record. Documentation for refunds is maintained by the Bursar.

Criterion 3.4 Stakeholder Results

Institution Response

A. Describe how the business unit measures student utilization of offerings and services.

The Business Unit measures student utilization of offerings and services through management of course scheduling by comparing past enrollment data and projecting future enrollment based on anticipated increased enrollments, course cancellation rates, student enrollment behaviors, and new course offerings. The Business Unit tracks student participation in Business Club meetings and activities.

The College and the campuses measure and track student utilization of many other offerings and services. These tracking reports are shared college-wide.

Students with Disabilities
The College fully complies with the provision of the Americans with Disabilities Act (ADA). In 2012, the College had 1,148 students that utilize its services through the Office of Services for Students with Disabilities. Of these, 65 students are hearing impaired, 322 students have a specific learning disability, 465 students have a mental/psychological disorder, 232 students have a physical impairment, and 62 students have a visual impairment.

Library and Learning Commons
Florida State College at Jacksonville Library/Learning Commons (LLC) has locations at each campus and center. In addition to traditional and virtual library services, the LLCs also house academic tutoring labs in several disciplines. These units serve thousands of students each week across the college. In fact, according to the National Center for Education Statistics Academic Libraries Survey, the gate count of students, faculty, and staff utilizing LLC services in a typical week is 29,510.

The Library/Learning Commons measures student utilization of services in the following ways for both the Library Services department and the Academic Tutoring department.

Library Services
Faculty librarians at each campus support the mission of the College and the department through the delivery of information literacy instruction in library orientations across disciplines. The table below measures the number of library orientations held college-wide and the number of students served in Academic Year 2011-2012.

Library Orientations							
Number of Orientations				Number of Students Served			
Year	Fall	Spring	Summer	Year	Fall	Spring	Summer
2011-2012	351	256	92	2011-2012	8584	5875	1755

In addition to traditional research assistance provided at each campus and center location by librarians, Florida State College at Jacksonville is a member of the Tampa Bay Library Consortium, which hosts the Ask a Librarian virtual reference service. Ask a Librarian is available to currently enrolled students and faculty by chat, email, and phone. The table below measures the number of uses by FSCJ students of the virtual Ask a Librarian service.

Ask A Librarian Entry Points Comparison of Chat Use Oct. 2011 - Feb. 2012 (5 months)	
Florida State College at Jacksonville	125

Through a partnership with colleges and universities across the state of Florida and with the assistance of the Florida Virtual Campus, Florida State College at Jacksonville subscribes to databases with hundreds of thousands of full-text articles to support students in both our associate's and bachelor's degrees. During FY 2012, students, faculty, and staff of the College conducted 628,674 searches of our college-owned databases.

In addition to the eResources offered by the LLC, the print collection includes a collection of 170,169 titles; 210,357 book volumes; and an audio-visual collection of 19,943 items. During FY 2012, the circulation and reference desks at each campus and center LLC conducted 123,696 transactions, including providing interlibrary loans and documents to other libraries (214 total) and receiving interlibrary loans and documents from other libraries (215 total).

Academic Tutoring Labs
The tutoring labs at each campus and center are a vital component of the LLC. Both student tutors and academic tutors are available in writing, math, science, foreign languages, and accounting. Tutor availability varies at each campus and center.

At the Kent Campus during the Fall of 2012, the following numbers of individual tutoring sessions were conducted:

- Number of students tutored (total): 4,799
- Math: 2,067
- Science: 467

- Accounting: 522
- World Languages: 870
- Writing: 608
- Computer: 265
- Number of tours given: 3
- Workshops: 68
- Classroom visits: 18

In addition to measuring student utilization of services, the LLCs employ a student satisfaction survey each term to ensure that quality academic tutoring is being delivered. The survey is available online at www.fscj.edu/library and on paper at each campus and center and is entirely voluntary. The following table shows the number of students who completed the survey in Academic Year 2011-2012 by discipline:

Academic Tutoring Survey 2011-2012

In which subject area did you receive tutoring?		
Accounting	1.2%	16
Computer Technology	1.8%	25
English/Writing	42.9%	594
Foreign Languages	7.5%	104
Math	42.8%	592
Science	3.8%	53
Other (please specify)		81
Answered question		1384
Skipped question		53

You will see from the table below that students responded positively in overwhelming numbers to the academic tutoring offered by the LLCs:

I would recommend these services to others.		
Answer Options	Response Percent	Response Count
Strongly Agree	94.0%	1320
Agree	4.8%	68
Disagree	0.6%	8
Strongly Disagree	0.3%	4
Not Sure	0.3%	4
Answered question		1404
Skipped question		33

From the evidence listed above, the LLCs provide and support on-campus and distance student and faculty access to adequate library collections and services, along with other resources such as academic tutoring, that are consistent with the degrees offered by the institution. The LLC staff and administration actively manage library collections, resources, and services to fully serve the students, faculty, and staff of the College.

Career Development Center
The Career Development Center (CDC) currently measures student utilization of CDC services in four main ways:

1. Front Desk Sign In Sheet – Students who visit the CDC are asked to sign in on this form and indicate the services in their area of interest. They also disclose their diploma type (Associate, Bachelor, Vocational, GED, Undecided, or Member of the Community) on this sign-in sheet.

2. Workshop/Class Visit Attendance Form – Students who attend every workshop and class visit are asked to sign-in and provide their email address on this form. The attendance data is then compiled into the CDC monthly report.

3. Interview and Resume Critique Services – These services are provided to students and alumni via online resources. The number of students and alumni served is tallied from the websites www.collegecentral.com/fscjkent (for resume critiques) and www.fscj.interviewstream.com (for recorded online interviews). This data is also compiled into the CDC monthly report.

4. Monthly Reports – Data that is collected from our front desk sign-in sheets, workshop/class visit attendance forms, and interview/resume critique services are combined into a Monthly Report that tracks and compares student resource usage across the fiscal year.

Number of Students Served in the CDC during FY2012-2013*		
Semester	Number of Students Served	
	Kent Campus	Downtown Campus
Fall 2012	434	Not available
Spring 2013	659	4,187

* Kent Campus and Downtown Campus data only.

Number of Students Served in the Office of Student Success during FY2012-2013*				
Month	Veterans Affairs	Financial Aid	Advising	Total
Jan 2012	130	1,336	1,302	2,768
Feb 2012	84	753	786	1,623
Mar 2012	102	638	998	1,738
Apr 2012	125	1,015	1,280	2,420
May 2012	110	1,210	1364	2,684
Jun 2012	68	975	891	1,934
Jul 2012	142	1,500	1,097	2,739
Aug 2012	201	2,339	1,422	3,962
Sep 2012	107	1,227	750	2,084
Oct 2012	141	977	1,250	2,368
Nov 2012	100	846	913	1,859
Dec 2012	147	759	660	1,566
Jan 2013	224	1,288	1,052	2,564
Feb 2013	153	785	481	1,419
Mar 2013	144	511	553	1,208
Apr 2013	242	915	1,039	2,196
Total	2,220	17,074	15,838	35,132

* Kent Campus data only.

Students Served in the Office of Student Success
Kent Campus
January 2012 - March 2013
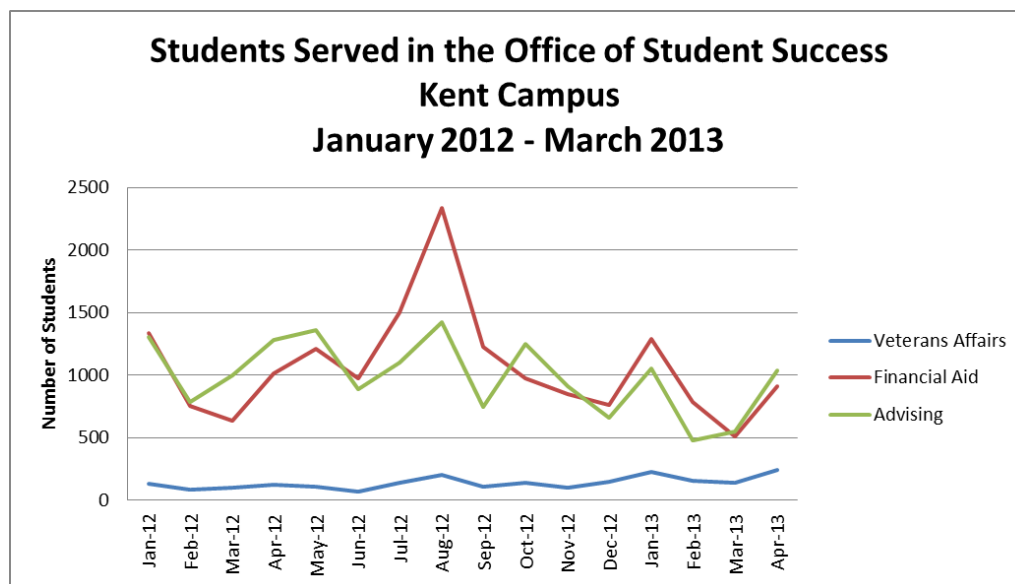
B. Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):
- **Course Evaluations**
- **Student Satisfaction Surveys**
- **Alumni Satisfaction Surveys**
- **Employer Satisfaction Surveys**
- **Other Student/Stakeholder Measures**

Course Evaluations

Multiple sections of all courses are offered every term. The Business Unit has randomly selected one section of each course and summarized student satisfaction results.

Average Program Student Evaluation of Course and Faculty Score on a 5.0 Scale					
Program	Measure	FY 2010-2011	FY 2011-2012	FY 2012-2013	Average
Accounting Technology	Mean	4.13	3.53	4.45	4.04
	Number	4	4	5	n/a
Business Administration	Mean	4.34	4.7	4.68	4.57
	Number	23	30	6	n/a
Office Administration	Mean	4.73	4.83	4.97	4.84
	Number	15	14	8	n/a

Average Program Student Evaluation of Course and Faculty Score on a 5.0 Scale
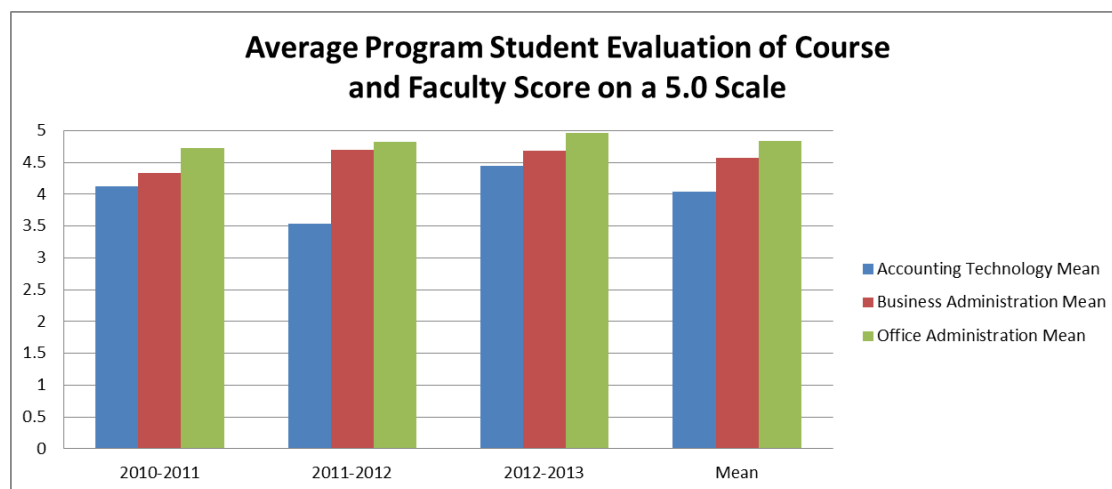
Student Satisfaction Surveys

The Noel-Levitz Student Satisfaction Inventory (SSI) was conducted in the spring term of 2012 and sent to a randomly selected group of approximately 10,000 students, including distance learners. Student satisfaction data received from the SSI indicated that students were satisfied in every category, including student centeredness, academic advising effectiveness, admissions and financial aid effectiveness, campus services, registration effectiveness, and campus climate. All items on the survey received an overall rating between 5 and 7 from students (5 = somewhat satisfied, 6 = satisfied, and 7 = very satisfied). This is a strong indication that staff are sufficiently delivering appropriate student services in the various student success areas, at the campus and district levels, as well as via distance learning. Furthermore, the College's results exceed the national average in every category as indicated in the following table and graph. Detailed information from the 2012 Noel-Levitz Student Satisfaction Inventory[65] is available in Appendix J.

2012 Noel-Levitz Student Satisfaction Inventory		
Scale	FSCJ	National
Student Centeredness	5.58	5.50
Instructional Effectiveness	5.90	5.63
Safety and Security	5.92	5.19
Academic Advising Effectiveness	5.44	5.33
Admissions and Financial Aid Effectiveness	5.38	5.27
Campus Services	5.98	5.61
Registration Effectiveness	5.84	5.60
Campus Climate	5.83	5.65

2012 Noel-Levitz Student Satisfaction Inventory

---

[65] http://www.fccj.org/campuses/mccs/instruction/sar/results/spring12.html
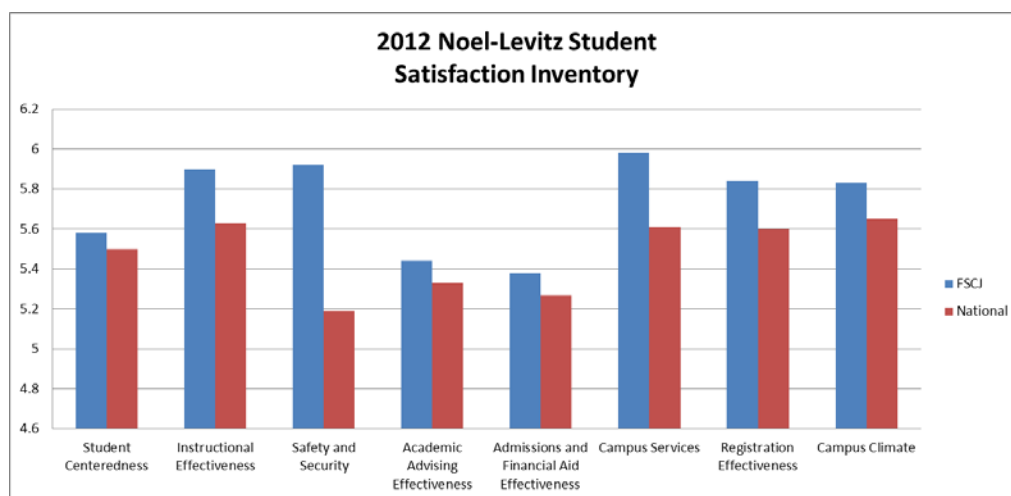
The FSCJ Noel-Levitz Student Satisfaction Inventory data is only available for FY 2012.

Alumni Satisfaction Surveys
The business unit assesses the satisfaction of the graduates of its programs through periodic graduate surveys.

Three Year Alumni Satisfaction

Category	2010-2011	2011-2012	2012-2013
Faculty	100.0%	100.0%	100.0%
Advising	100.0%	75.0%	80.0%
Course Schedules	100.0%	100.0%	100.0%
Quality	100.0%	100.0%	100.0%
Affordability	75.0%	100.0%	100.0%
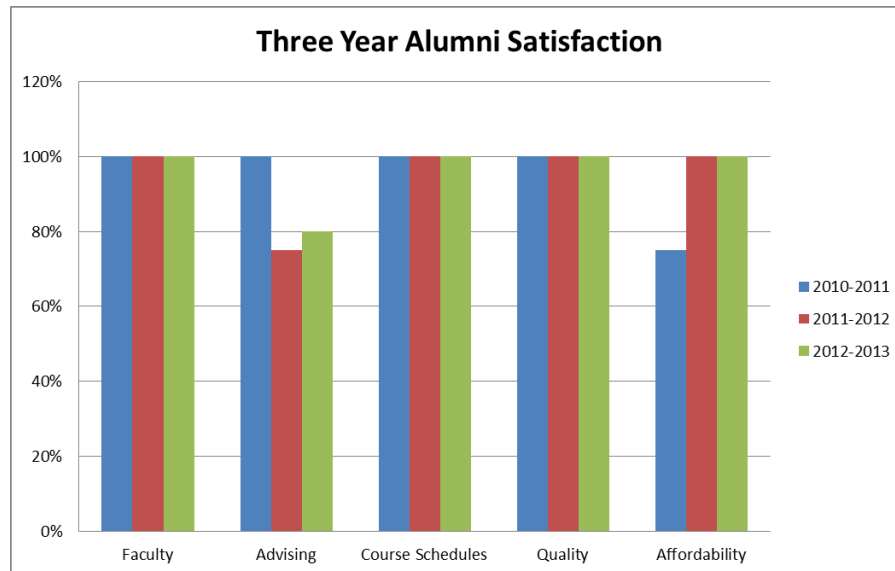
Employer Satisfaction Surveys
The business unit assesses employer satisfaction with its programs through periodic employer surveys. The Office Administration program surveys employers of students in internships every semester. The results of the Office Administration Internship Employer Satisfaction surveys for the last three years include the following.

Office Administration Internship Employer Satisfaction						
Measurement Objectives	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Responded satisfied or very satisfied with performance of student interns	100%	100%	100%	80%	100%	100%

Office Administration Internship Employer Satisfaction 2010-2013

A line chart titled "Office Administration Internship Employer Satisfaction 2010-2013" with the y-axis ranging from 0% to 120% in increments of 20%, and the x-axis showing Fall 10, Spring 11, Fall 11, Spring 12, Fall 12, Spring 13. The line "Responded Satisfied or Very Satisfied with performance of student interns" shows 100% for Fall 10, Spring 11, and Fall 11, drops to 80% for Spring 12, then returns to 100% for Fall 12 and Spring 13.

Criterion 3.5 Business/Industry Relations

Each academic unit must demonstrate linkages to business practitioners and identify organizations which are current and significant, including advisory boards. Examples of linkages include, but are not limited to, executives in residence; guest speakers; partnerships and cooperative agreements with organizations; student organizations (societies) in various business disciplines related to major fields of study; internship programs; cooperative education programs; and student organizations with business leaders as members.

Institution Response

A. Describe the business unit's partnerships and processes that link the business unit's business programs to business and industry.

The Business Unit is linked to local business and industry through its Program Advisory Committees, student organizations such as the Business Club, adjunct faculty, guest speakers, and club-sponsored field trips. The Program Advisory Committees consist of representatives from various business and industry organizations in the College's service area, student representatives, faculty representatives, administration, and staff. The Business Unit also sponsors a Business Club and conducts field trips to businesses in the College's service area each semester. Guest speakers from area businesses and industries are regularly invited by faculty to speak in classes each semester.

Program Advisory Committees
The Program Advisory Committees provide important guidance and quality oversight of the Business Unit programs. Advisory committee participants also provide the real-world experience needed to ensure that program learning outcomes support what students will need for employment in their chosen fields. Each year, as the advisory committee members review the assessment results for the program, they suggest appropriate revisions and can recommend new goals and outcomes to maintain the relevancy of the program.

Business and Accounting Advisory Committee
The Business and Accounting Advisory Committee meets every quarter. It consists of representatives from the following organizations:
- US Ink
- Lender Processing Services, Inc.
- Medtronic Xomed
- Baptist Health
- TD Bank
- SAIC
- Service Link
- FSCJ
- Florida Blue, formerly known as Blue Cross Blue Shield of Florida
- SCORE Jacksonville
- Marketing and Designs by Kim
- JAXPORT
- Family Foundations
- Guardian ad Litem Program
- Flagler Hospital
- Beaver Street Enterprise Center
- Landstar Systems, Inc.
- HR Lead Consulting

Office Administration Advisory Committee
The Office Administration Advisory Committee meets every quarter. It consists of representatives from the following organizations:
- Jacksonville Women's Business Center
- Vystar Credit Union
- Duval County Extension Office
- SouthMoor Partnership
- Duval County Public Schools
- Humana, Inc.
- City of Jacksonville
- Talent Acquisition and Staffing
- Workforce
- Beaver Street Enterprise Center
- Brooks Health
- Oasis Staffing
- Talagy Services
- Shands Jacksonville

Student Organizations
The business unit sponsors the FSCJ Business Club, whose members meet regularly and participate in various events each semester including hosting guest speakers and touring area businesses. See Appendix K for more details about the business club's activities.

The club was started in the Fall of 2008. In keeping with the mission, "to provide a richer and fuller educational experience by offering members a chance to learn, first-hand about the business community," the club has had over forty (40) events, not

including the club meetings. This includes: twenty-one (21) tours of local businesses, four (4) workshops and fifteen (15) guest speakers with varied backgrounds covering several aspects of business.   There has been anywhere from four (4) to forty-three (43) participants per event. The club also encourages non-members, regardless of major, to participate in Business Club events as well.

Furthermore, the club has partnered with several local non-profit agencies. The club has worked with SCORE (Service Corps of Retired Executives) and the Small Business Administration to bring guest speakers to the club and present workshops. Warren Grimes (Director of the Big Brothers and Big Sisters) discussed the challenges of managing a non-profit agency with the club.

Overall, the Business Unit has been successful in connecting its students to the local business community through the activities of the Business Club.

Adjunct Faculty
The Business Unit's adjunct faculty are current or former practitioners in the business and industry sectors. They bring a wealth of real-world business and leadership experiences into the classroom.

Guest Speakers
Faculty members are encouraged to invite guest speakers from the business and industry sector to present in their classrooms. These guest speakers provide real-life experiences, share their stories, and discuss topics relevant to the course. The Business Club also features key speakers at meetings each semester.

Club-Sponsored Field Trips
The Business Club hosts various field trips to key organizations in the region each semester. In the past few years, the Business Club has arranged student club member tours with the following organizations:

- Federal Reserve
- Sally Corporation
- Florida Times-Union
- Bacardi
- Jacksonville Suns Stadium
- JAXPORT
- Pepsi
- Budweiser Brewery
- Jacksonville City Hall
- Peterbrooke Chocolatier
- First Coast News
- Everbank Field
- Cemex

B. Describe the impact or results of business and industry linkages.

The impact or results of business and industry linkages include the industry-driven creation of a capstone course to replace internships in the Accounting Technology and Business Administration programs, internship opportunities in the Office Administration program, and involvement of program advisory committees in Business Unit decisions.

The A.S. in Business Administration program includes a mandatory capstone course which replaced the required internship in Fall 2010 for more effective course management.   This change was based on recommendations from a focus group of local industry-specific employers as well as the business program's advisory committee. The addition of the capstone course aligns the program with industry trends and expectedly increases student success in the workplace.

The Program Advisory Committees provide important guidance and quality oversight of the Business Unit programs. Advisory committee participants also provide the real-world experience needed to ensure that program learning outcomes support what students will need for employment in their chosen fields. Each year, as the advisory committee members review the assessment results for the program, they suggest appropriate revisions and can recommend new goals and outcomes to maintain the relevancy of the program.

Business students in the Associate of Science programs have varied opportunities to connect with local business and industry leaders through involvement in the Business Unit's programs. Students are able to interact with business professionals in the College's service area and observe first-hand how what they study relates to real-world business and industry applications. The Business Advisory Committee provides the Business Unit an opportunity to have real-world business and industry practitioners keep the business curriculum and activities up-to-date with the latest industry trends and changes.

<u>**Summary of Standard 3 - Student, Stakeholder, and Market Focus**</u>

Complete Table I Student and Stakeholder-Focused Results for Standard 3.

<u>**Standard 3 Summary**</u>
Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 – Student, Stakeholder, and Market Focus.

Strengths

- **Business and Industry Support.** The Business Unit has considerable local business and industry support and two active advisory committees.
- **Diverse Modalities and Flexible Schedules.** Students find the diversity of instructional modalities to be attractive as they are flexible with student work and life schedules.
- **Student Retention and Persistence.** The Business Unit does a satisfactory job with student retention and persistence due in part to its professional certificate offerings within each program.
- **Student Relationship Policies.** Policies outlining the relationships and responsibilities pertaining to the College and students are clearly delineated in its Administrative Practices Manual, Student Handbook, and College Catalog.
- **Business and Industry Partnerships.** The Business Unit has many solid partnerships with local business and industry organizations through its advisory committees and its industry-employed adjunct faculty.
- **Student Organizations.** Of the College's many active student organizations, the Business Unit has an active Business Club which engages students and faculty with local businesses via guest speakers and field trips.
- **Program Advisory Committees.** The Business Unit has two active advisory committees: the Business Advisory Committee (for the Business and Accounting programs) and the Office Administration Advisory Committee (for the Office Administration Program). These committees provide industry-driven guidance to the Business Unit to keep its programs fresh and in alignment with industry needs in its service area.

Opportunities for Improvement

- **Student Services.** The Business Unit continues to advocate and support improvements in the Office of Student Success to enhance its services to all students.
- **Measuring Student and Stakeholder Satisfaction.** The Business Unit should improve its methods and processes for measuring student and stakeholder satisfaction. All students completing a Business Unit program should be required to participate in a program satisfaction survey. The Business Unit will consider developing an annual employer satisfaction survey.
- **Utilization of Offerings and Services.** The College and Business Unit could improve its methods and processes that measure student utilization of its offerings and services.

Table 1 – Student and Stakeholder Focused Results					
Analysis of Results					
Performance Measure (Competency)	**Description of Measurement Instrument**	**Area of Success**	**Analysis and Action Taken**	**Results of Actions Taken (during the following year)**	**Insert Graph or Chart of Resulting Trends (graph up to five years of data)**
At least 80% of Business Unit graduates will express satisfaction with their experience in their program.	Capstone End of Course Surveys	90% of responders expressed satisfaction with their program.	The Business Unit will continue to measure graduate satisfaction with its programs.	In process.	2013 = 85% program satisfaction* 2012 = 92% program satisfaction 2011 = 94% program satisfaction 2010 = 89% program satisfaction
Student course satisfaction at FSCJ will meet or exceed the mean score of other SACS colleges in 80% of key areas. (CCSSE)	CCSSE Survey	Course satisfaction exceeded mean score of other SACS colleges for 67% of the key areas over the three reported years.	The College will continue to administer the CCSSE Survey and focus on improvement in key areas rated below the 80% target.	No action taken.	2012 = 60% student satisfaction 2011 = 60% student satisfaction 2010 = 80% student satisfaction
Student satisfaction will exceed that of 80% of other colleges nationwide (Noel-Levitz Student Satisfaction Survey)	Noel-Levitz Survey	Student satisfaction exceeded scaled score of other colleges nationwide in all measures.	The College will continue to participate in the Noel-Levitz Student Satisfaction Survey.	Under consideration at this time.	2012 = 100% student satisfaction

* Results reflect only Spring 2013.

Standard 4: Measurement, Analysis, and Knowledge Management

STANDARD 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning.

Criterion 4.1 Student Learning Outcomes Assessment

Institution Response

A. Describe the current student learning outcomes assessment plan.

The College engages in planning processes, performance measures, and annual outcomes assessment process in all programs and units as a part of the comprehensive institutional effectiveness effort. The College uses a systematic approach to collecting data and transforming this data into usable information. FSCJ's Office of Institutional Effectiveness and Accreditation (OIEA) is the facilitator for data collection.

Institutional Effectiveness Statement
Institutional Effectiveness is an ongoing, cyclical process by which the institution, its divisions, its degree and certificate programs, and its units gather, analyze, and use data to ascertain how well it is accomplishing its mission and goals, and to make continuous improvements based on assessment results. Each department, program and unit identifies its goals, objectives, or expected outcomes consistent with those of the College. Assessment tools are used to measure and analyze its performance and levels of success in achieving its goals, objectives, or expected outcomes.[66] OIEA utilizes the WEAVEonline software application as a data and analysis repository.

WEAVEonline
WEAVEonline is a powerful software application that addresses the need to develop and maintain continuous improvement processes for both academic and administrative structures within an institution of higher education. It guides and provides for the alignment of multiple processes, including assessment, planning, accreditation, budgeting, and institutional priorities.[67] The WEAVEonline process includes:

---

[66] http://www.fscj.edu/district/institutional-effectiveness/assets/documents/manual-nonacad-prgms.pdf
[67] www.weaveonline.com

1. **W**rite expected outcomes/objectives
2. **E**stablish criteria for success
3. **A**ssess performance against criteria
4. **V**iew assessment results
5. **E**ffect improvement through actions

B. Describe the student learning outcomes assessment process and include information about the following:
- What student learning data is collected and why.
- How the business unit uses student learning data to improve the business program and enhance student learning.
- How comparative or benchmark data is used to enhance and improve student learning.
- How the business unit improves, refines, or enhances the student outcomes assessment process.
- List the student learning outcomes for each program seeking accreditation or re-affirmation.

Six Steps of the Outcomes Assessment Process and Link to Collegewide Goals
The institutional effectiveness process is cyclical in nature as it navigates the stages of planning, implementation, assessment, analysis, enhancement, and action planning. The cycle occurs annually; however, not all outcomes are assessed in every cycle.

The Student Learning Outcomes Assessment Process includes the following six steps:

1. **Identification of alignment with College Mission and Goals, and development of a program or unit-specific mission/purpose statement.** Programs and units are expected to support the College's Mission and Goals. Faculty examine the College Mission and Goals statements, and identify links between the program's curriculum and the units' functions and services, and the College's Mission and Goals.

2. **Identification of program student learning outcomes.** Once the mission of the program has been developed, specific program student learning outcomes are identified. The mission and objectives of each business program are:

    Accounting Technology
    The mission of the <u>Associate in Science in Accounting Technology</u> is to provide a program of professional accounting education that prepares students for entry-level opportunities and to provide them with a foundation for continued long-term career success. The program emphasizes analyzing, recording and reporting of financial information.[68]

    Business Administration
    The mission of the <u>Associate in Science in Business Administration</u> degree is to educate, train, and develop students to manage the ever-increasing complexities of business. The program is a balance between theory and practice that enhances the educational experiences and employment potential

---

[68] http://floridastatecollegecatalog.fscj.edu/preview_program.php?catoid=25&poid=4361

for students. The program emphasizes advanced business technical skills, administrative and management skills, and critical skills in communications, quantitative and organizational/systems understanding.[69]

Office Administration
The mission of the Associate in Science in Office Administration degree program is to educate, train, and prepare students for successful careers working in technologically advanced business office environments. Through applied, hands-on, and internship experiences, the programs enable students to achieve a level of proficiency in communication, critical thinking, keyboarding, computer application, time management, and teamwork skills that is required for employment as well as advancement in administrative support positions.[70]

3. **Identification, design and implementation of assessment tools that measure the student learning outcomes.** Faculty select assessment measures providing meaningful, actionable data. More than one measure is encouraged to ensure collection and validity of the data.

4. **Establishment of an achievement target for each assessment measure.** Faculty identify the achievement target or benchmark for determining the level of success for the program student learning outcomes.

5. **Collection and analysis of the data collected to determine major findings.** Faculty collect program data and analyze findings.

6. **Development and implementation of an action plan based on assessment results to improve attainment of student learning outcomes.** The results of the measures are reported at the end of each cycle, and action plans are formulated by faculty, advisory committee, and students. Action plans are put into effect immediately, and results are measured and studied the following cycle to determine efficacy.

Student Learning Outcomes Assessment Process

---

[69] http://floridastatecollegecatalog.fscj.edu/preview_program.php?catoid=25&poid=4383
[70] http://floridastatecollegecatalog.fscj.edu/preview_program.php?catoid=25&poid=4461

- What student learning data is collected and why.

  Student learning data is collected predicated on curriculum embedded assessments, performance assessments, common professional component exam as appropriate, and culminating assignments within the capstone or internship to assess program learning outcomes. This data is collected to assess student achievement of program learning outcomes and provide a baseline for continuous improvement as compared to benchmark data.

- How the business unit uses student learning data to improve the business program and enhance student learning.

  The results of the assessment measures are tallied by a committee of faculty members and it is determined whether the achievement target was met for each measure. An Action Plan is formed after reviewing the results. The Business Unit uses these data and analysis for program improvement in three areas:

  1. Curriculum and Program:
     a. Modifying existing course curriculum
     b. Revamping course sequencing
     c. Developing new courses
     d. Providing technological updates

  2. Instruction:
     a. Enhancing instructional techniques and strategies
     b. Supporting faculty professional development

  3. Assessment Activities:
     a. Re-evaluating criteria
     b. Improving assessment measures
     c. Modifying institutional or program assessment processes
     d. Adjusting achievement targets

- How comparative or benchmark data is used to enhance and improve student learning.

  The A.S. in Business Administration program's baseline performance data is compared to performance measures on national Common Professional Component (CPC) Comprehensive Exam administered by Peregrine™ Academic Services to enhance and improve student learning.

  The difference in scores should be a direct measure of learning and a measure of learning success in the programs. The scores allow us to compare our outbound results with similar schools for immediate measurement and external benchmarking. It also provides valuable information about student deficiencies and strengths that can be used by faculty to enhance the program and identify performance gaps.

  External benchmarking is conducted using a variety of statistical tools based upon outbound exam results with or without inbound exam results. When inbound testing has been conducted by the program, external benchmarking includes the percent difference between the program and the aggregate's percentage change based upon the inbound exam results and the outbound exam results. These data provide a relative indication of

the change in the students' knowledge level compared to the changes observed with other demographically similar colleges. If inbound exams are not included in the assessment program, then the school's results are only compared with the aggregate outbound results using demographically similar schools and programs.

The aggregate pool using demographically similar schools and programs is based upon delivery modality and academic degree level. Since CPC exam results do not equate directly to a traditional higher education grading scale, programs use the following table as a relative index for overall performance:

CPC-Based COMP Exam Score	Relative Interpretation of Student Competency
80-100%	Very High
70-79%	High
60-69%	Above Average
40-59%	Average
30-39%	Below Average
20-29%	Low
0-19%	Very Low

Usage of this baseline data has only been implemented within the last two years. The intent is to continue collecting these data and utilize it for continuous program improvement. Therefore, it will be necessary to use this CPC exam for three to six cycles to determine program performance trends compared to geographically similar schools.

- How the business unit improves, refines, or enhances the student outcomes assessment process.

  The Business Unit improves, refines, or enhances the student outcomes assessment process annually. Faculty conduct data analysis, review the results as they relate to the program learning outcomes assessment, and create action plans. The learning outcomes, measures, and achievement targets are reviewed and revised as necessary and a new annual assessment plan is created. The performance data, assessment plan, and action plans are recorded in WEAVEonline.

C. List the student learning outcomes for each program seeking accreditation or re-affirmation.

The student learning outcomes for each program seeking accreditation or re-affirmation are listed as follows:

Accounting Technology Student Learning Outcomes

1. **Communication**
   Demonstrate proficiency in applying ideas effectively using written, oral and visual modes of communication.

2. **Critical Thinking**
   Demonstrate proficiency in applying analytical critical thinking and problem solving skills to financial information.

95

3. **Financial Information for Internal Users**
   Demonstrate proficiency in analyzing and reporting internal business and financial information to facilitate management of business operations.

4. **Financial Information for External Users**
   Demonstrate proficiency in analyzing, recording, and reporting financial information for external users in accordance with accounting principles, government regulations, and professional standards.

5. **Software Use**
   Demonstrate proficiency in using software to analyze, record, and report business information.

6. **Ethics**
   Demonstrate proficiency in recognizing and resolving ethical issues.

Business Administration Student Learning Outcomes

1. **Communication**
   Prior to graduation students will be able to present ideas effectively using oral, written and visual modes of communication.

2. **Ethical Issue Recognition**
   Demonstrate the ability to recognize and resolve ethical issues.

3. **Marketing Principles**
   Demonstrate application of marketing principles.

4. **Critical Thinking**
   Apply analytical critical thinking and problem solving skills to business related issues that are likely to be encountered in the workplace.

5. **Financial Information Analysis**
   Demonstrate the ability to analyze financial information to include Present Value, Future Value, Annuities.

6. **Business Law**
   Demonstrate knowledge of the law as it impacts business.

7. **Teamwork and Managerial Activity**
   Demonstrate teamwork and managerial activity.

Office Administration Student Learning Outcomes

1. **Written Communication Skills**
   Demonstrate proficiency in written communication skills required in an office environment.

2. **Oral Communication Skills**
   Demonstrate proficiency in communicating orally in various business environments.

3. **Critical Thinking Skills**
   Demonstrate proficiency in applying critical thinking and problem solving skills in the Office Administration profession.

4. **Computer Application Skills**
   Demonstrate proficiency in Microsoft Word, Excel, and PowerPoint applications.

5. **Keyboarding Skills**
   Demonstrate proficiency in keyboarding skills.

6. **Teamwork Skills**
   Demonstrate teamwork skills necessary for working in an office environment.

7. **Time/Project Management Skills**
   Demonstrate ability to prioritize projects and assignments, use effective time management techniques, and employ effective records management techniques.

D. Complete **Table 2 – Student Learning Results,** at the end of this section, for each program seeking initial accreditation or reaffirmation.
   - Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments
   - Three to five years of trend data—two to four years plus the self-study year (Candidates with less than three years of data are eligible for accreditation with conditions.)

Table 2 – Student Learning Results for each of the programs in the Business Unit are located at the end of this section.

E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

The following tables and associated graphs reflect the letter grade achievement of students in the Business Unit receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery during the Fall 2012 Term. These data represent a random sampling from Financial Accounting (ACG2021), Introduction to Business (GEB1011), and Keyboarding (OST1100). The "FN" grade indicates that a student has failed a course due to non-attendance. It is calculated as an "F" in the student's grade point average. The "W" grade is issued when a student withdraws from a course and is not included in the calculation of the grade point average.

One section from each modality, traditional, hybrid, and online, was randomly selected for comparison from one of the core courses in each of the three programs. The results demonstrate a sampled comparison of student achievement in each of the three modalities. Note that the Keyboarding course is only offered in the traditional and online modalities.

For clarity, the term "traditional" is synonymous with traditional, face-to-face or grounded course delivery. "Hybrid" courses combine face-to-face instruction with Internet-based learning and reduce the amount of classroom seat time. The term "online" is synonymous with distance education, distance learning, fully online, and is delivered 100% via the Internet.

Financial Accounting (ACG2021)

Modality	Percent Letter Grade Achieved Fall 2012						
	A	B	C	D	F	W	FN
Traditional	46%	29%	17%	0%	4%	4%	0%
Hybrid	33%	27%	12%	3%	9%	15%	0%
Online	24%	24%	24%	3%	10%	14%	0%
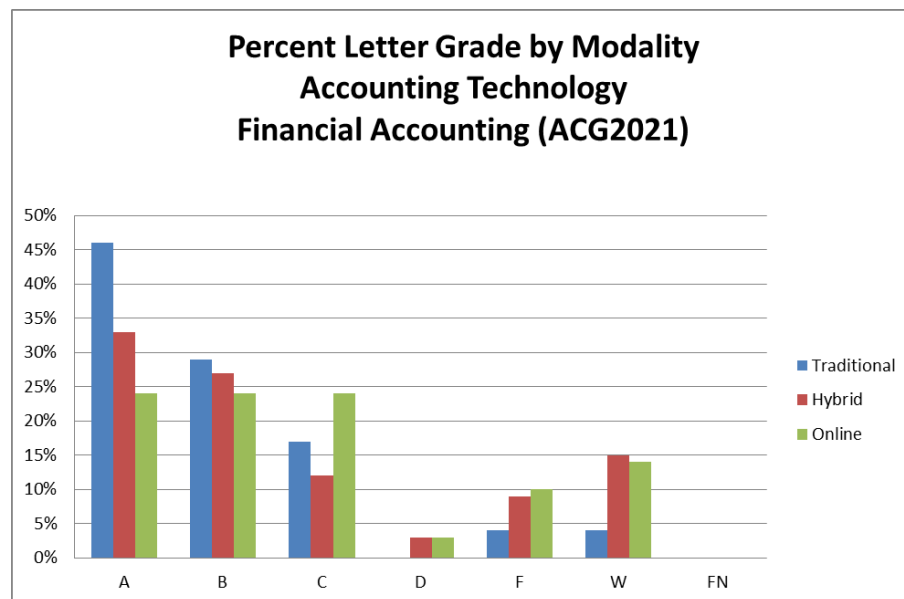
Introduction to Business (GEB1011)

Modality	Percent Letter Grade Achieved Fall 2012						
	A	B	C	D	F	W	FN
Traditional	17%	11%	33%	22%	17%	0%	0%
Hybrid	6%	6%	33%	17%	39%	0%	0%
Online	39%	18%	18%	0%	11%	11%	4%
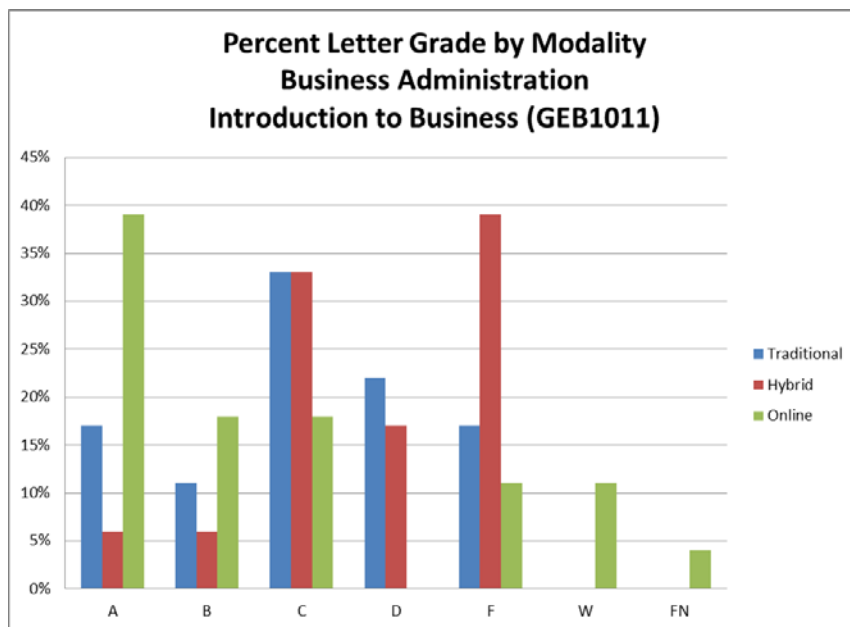
Keyboarding (OST1100)

Modality	Percent Letter Grade Achieved Fall 2012						
	A	B	C	D	F	W	FN
Traditional	40%	10%	10%	10%	30%	0%	0%
Online	67%	11%	0%	11%	0%	6%	6%
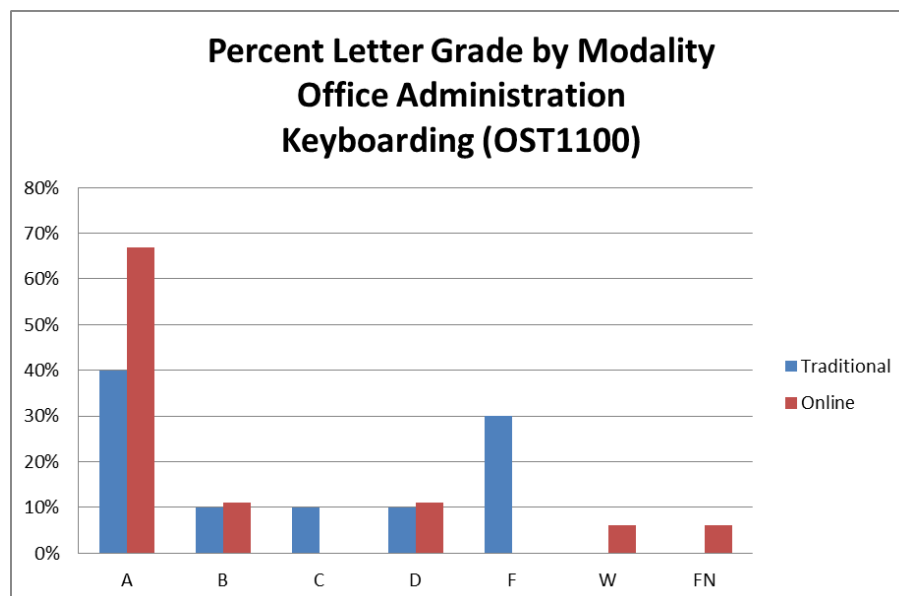
The results of the findings of differences in the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery were not conclusive.

Criterion 4.2 Program Evaluation

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

Institution Response

A. Describe how the business unit conducts each program evaluation (i.e., DACCUM, program review, etc.)

The Business Unit conducts each program evaluation, Accounting Technology, Business Administration, and Office Administration, to include the following elements:

- Identification of specific learning outcomes
- Method of assessment
- Achievement targets
- Data collection
- Data analysis
- Recommendations
- Action Plans

Each program is evaluated annually through the College's Course Program Review (CPR).

CPR data is an FSCJ measure of degree and career education program performance communicated to internal stakeholders. CPR data in the degree and career programs area are based upon the Carl D. Perkins Act (2006) "Gold Standards" Requirements as outlined in the Core Indicators of Performance for Career and Technical Education Students at the Postsecondary Level. Critical elements in the degree and career programs area are monitored in the College Program Review (CPR) process. The CPR process is led by the Associate Vice President for Degree and Career Programs. The CPR process systematically tracks key outcomes in all new and existing degree and certificate programs. Data for evaluating program performance are based on the previous academic year. CPR Criteria are published each year (2009-2010, 2010-2011, and 2011-2012) for use by the deans and program managers. CPR Flag Summary reports (2009-2010, 2010-2011, 2012-2013), Quality Index Reports (2011-2012), Recommended Corrective Actions (2009-2010, 2010-2011, and 2011-2012; now part of the Summary Memo to campus presidents and division vice presidents), and Summary memos are disseminated to the campus presidents and division heads (examples include 2010-2011 and 2012-2013). The Associate Vice President for Collegewide Data Reporting, the Associate Vice President for Enterprise Applications, and the Director of Student Analytics and Research provide the annual CPR data in the fall semester of each year. In 2012-2013, a Division History trend report was also developed.

A summary of the CPR effectiveness indicator measures used to evaluate the performance of all Associate of Science degree programs at the College include:

- Program Concentrators (students who complete 33% of the program),
- Assessment Plan,
- Number of Advisory Committee meetings per year,

- Number of Members on Advisory Committee,
- Academic Achievement (number of concentrators who complete 50% of the program),
- Technical Skills (number of concentrators who complete 75% of the program),
- Graduation (percent of program concentrators who graduate), and
- Placement (percent of program graduates who have found jobs).

B. Describe faculty involvement in the program evaluation process.

Faculty involvement in the program evaluation process is essential. The process of program evaluation is entirely driven by the full-time faculty.

Faculty are responsible for each element of the program evaluation process. Recommendations for program modification must be reviewed and approved by the program faculty and the Program Advisory Committees. All curriculum proposals are submitted and presented for approval by faculty to the College Curriculum Committee, chaired by the Faculty Senate President.

C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

The data collected to assess the effectiveness of courses and programs to meet educational objectives of graduates includes the following:

Performance on the Common Professional Component (CPC) Comprehensive Exam
The program's baseline performance data is compared to performance measures on national Common Professional Component (CPC) Comprehensive Exam administered by Peregrine™ Academic Services to enhance and improve student learning.

The difference in scores should be a direct measure of learning and a measure of learning success in the programs. The scores allow for comparisons of outbound results with similar schools for immediate measurement and external benchmarking. It also provides valuable information about student deficiencies and strengths that can be used by faculty to enhance the program and identify performance gaps.

External benchmarking is conducted using a variety of statistical tools based upon outbound exam results with or without inbound exam results. When inbound testing has been conducted by the program, external benchmarking includes the percent difference between the program and the aggregate's percentage change based upon the inbound exam results and the outbound exam results. These data provide a relative indication of the change in the students' knowledge level compared to the changes observed with other demographically similar colleges. If inbound exams are not included in the assessment program, then the school's results are only compared with the aggregate outbound results using demographically similar schools and programs.

The aggregate pool using demographically similar schools and programs is based upon delivery modality and academic degree level. Since CPC-based COMP exam results do not equate directly to a traditional higher education grading scale, programs use the following table as a relative index for overall performance.

CPC Exam Score	Relative Interpretation of Student Competency
80-100%	Very High
70-79%	High
60-69%	Above Average
40-59%	Average
30-39%	Below Average
20-29%	Low
0-19%	Very Low

Usage of this baseline data has only been implemented within the last two years. The intent is to continue collecting these data and utilize it for continuous program improvement. Therefore, it will be necessary to use this CPC exam for three to six cycles to determine program performance trends compared to geographically similar schools.

Student Program Grade Point Average.
Student grade point averages in each program are analyzed and compared with historical data to assist in the determination of student success.

Institutional Effectiveness Assessments.
Institutional effectiveness assessment data are collected from each section and deposited in WEAVEonline every term. The results of this data are analyzed to assess program effectiveness.

Graduate Surveys.
Graduate surveys are conducted on a periodic basis. The data from these surveys provide insight on alumni satisfaction as it relates to program effectiveness.

Student Course Evaluations.
This data provides information to help instructors consider course delivery from the students' perspective. Student evaluations are collected each term for comparative use by faculty and department heads.

Annual Faculty Evaluations.
Annual faculty evaluations are conducted to assess and quantify the effectiveness of faculty performance as related to the educational objectives of students.

Learning Outcome Enhancement Plans (LOEP).
LOEPs are created and employed by faculty members to collect course learning outcome data. The collected data is used to evaluate effects on learner outcomes and course improvements.

Program Advisory Committee Assessment.
The Program Advisory Committees meet quarterly to assess program effectiveness.

D. Describe how program evaluation data and information is shared with internal and external stakeholders.

Program evaluation data and information is shared with internal and external stakeholders via community links on the program web sites of the Associate of Science degree programs in Accounting Technology,[71] Business Administration,[72] and Office Administration.[73]

Program performance data is available on the web site of the Florida Department of Education[74] and the web site of the Florida College System.[75]

Program evaluation data is shared with business and industry external stakeholders during Advisory Committee meetings and with internal stakeholders during faculty department meetings.

As stated earlier, College Program Review (CPR) data is an FSCJ measure of degree and career education program performance communicated to internal stakeholders. CPR data in the degree and career programs area are based upon the Carl D. Perkins Act (2006) "Gold Standards" Requirements as outlined in the Core Indicators of Performance for Career and Technical Education Students at the Postsecondary Level. Critical elements in the degree and career programs area are monitored in the College Program Review (CPR) process. The CPR process is led by the Associate Vice President for Degree and Career Programs. The CPR process systematically tracks key outcomes in all new and existing degree and certificate programs. Data for evaluating program performance are based on the previous academic year. CPR Criteria are published each year (2009-2010, 2010-2011, and 2011-2012) for use by the deans and program managers. CPR Flag Summary reports (2009-2010, 2010-2011, 2012-2013), Quality Index Reports (2011-2012), Recommended Corrective Actions (2009-2010, 2010-2011, and 2011-2012; now part of the Summary Memo to campus presidents and division vice presidents), and Summary memos are disseminated to the campus presidents and division heads (examples include 2010-2011 and 2012-2013). The Associate Vice President for Collegewide Data Reporting, the Associate Vice President for Enterprise Applications, and the Director of Student Analytics and Research provide the annual CPR data in the fall semester of each year. In 2012-2013, a Division History trend report was also developed.

A summary of the CPR effectiveness indicator measures used to evaluate the performance of all Associate in Science degree programs at the College include:

- Program Concentrators (students who complete 33% of the program),
- Assessment Plan,
- Number of Advisory Committee meetings per year,

---

[71] http://floridastatecollegecatalog.fscj.edu/preview_program.php?catoid=25&poid=4361
[72] http://floridastatecollegecatalog.fscj.edu/preview_program.php?catoid=25&poid=4383
[73] http://floridastatecollegecatalog.fscj.edu/preview_program.php?catoid=25&poid=4461
[74] http://www.fldoe.org/default.asp
[75] http://www.fldoe.org/fcs/

- Number of Members on Advisory Committee,
- Academic Achievement (number of concentrators who complete 50% of the program),
- Technical Skills (number of concentrators who complete 75% of the program),
- Graduation (percent of program concentrators who graduate), and
- Placement (percent of program graduates who have found jobs).

Programs that fail to meet these performance measures are flagged for underperformance. Underperforming programs must develop a program improvement plan or face possible inactivation. Built into the CPR is a budget request process for implementation of the program improvement plan. The appendices contain examples of actual CPR program improvement plans: One Year Program Improvement Plan for AS program, One Year Program Improvement Plan for Bachelor program, and a Multi-Year Program Improvement Plan for a Workforce Certificate program. The protocol used in the CPR model is collaborative in nature and involves ongoing feedback. These eight steps comprise the process:

1. District Data Compilation (data report is released with flagged program data);
2. College Data Validation (staff validates the data or corrects the collected data);
3. College Program Analysis (program managers and faculty analyze the data to develop strategies to improve program performance);
4. College Go/No-Go Decision-Making (determine if programs "flagged" for substandard performance should be revitalized or inactivated);
5. Program Revitalization Plan Development (program managers and faculty develop program revitalization plans; reviewed by campus leadership);
6. Revitalization Plan Review (the district administration reviews all program revitalization plans, approve or disapprove, and allocate resources accordingly);
7. Revitalization Plan Implementation; and
8. End of Year Report Submission (results are reported to district administration)

Academic departments use information gained from assessment measures to identify strengths and weaknesses in curriculum, instruction, or student services and to make changes in the program. This continuous improvement process gives departments the data they need to make informed decisions and to make their programs more effective in producing graduates who will have the knowledge, skills, and habits necessary for success in work and higher levels of education. Program assessment processes also provide stakeholders with information about program effectiveness that is incorporated into collegewide program planning and resource allocation. Assessment data are reviewed with faculty, program staff, and the program advisory committee on an ongoing basis for these reasons:

- Identify areas for improvement and change,
- Identify strategies for implementing the improvement and change,
- Identify and develop any additional assessment measures needed to measure performance of the improvement and change, and
- Review the actual performance of the improvement and change.

The Associate Vice President for Career Programs allocates resources based upon performance for Associate in Science degree and workforce certificate programs. Based upon the CPR evaluation, programs are ranked collegewide and resources allocated accordingly. Additionally, during the Perkin's evaluation, budgetary requests are examined for their

alignment with the College Mission and with overall, Collegewide Goals. This process not only includes goals alignment but the overall performance of each program also plays a significant role in the ability to receive funds.

E. Describe the improvements that have been implemented as a result of the program evaluation.

Improvements that have been implemented in the Business Unit as a result of program evaluation include:
- Creation of a capstone course with a web-based business simulation to replace internships in the Business Administration program.
- Creation of a capstone course to replace internships in the Accounting Technology program which integrates access to FASB codification with the completion of the capstone research project.
- To aid faculty in integrating more critical thinking activities into the curriculum, all Business Unit faculty are required to attend a training course during the Fall on 2011 about incorporating more critical thinking activities into courses.
- The accounting faculty who teach ACG2450 Computerized General Ledger prepares additional written or video instruction for students regarding QuickBooks and the potential pitfalls of the auto-grader. Faculty members provide students with access to the auto-grader to allow students to better self-regulate the quality of their submissions.
- Elimination of professional electives in the A.S. Business Administration program.
- Reduced semester credit hours in ACG 2021 from four semester credit hours to three semester credit hours and adding a one semester credit hour ACG 2021L (lab).
- Reduced total number of hours in the A.S. in Business Administration from 64 semester credit hours to 60 semester credit hours aligning with the frameworks of the Florida Department of Education.
- Modified program web site to align with all curriculum changes.
- Developed a new project management course.
- Developed a new standardized syllabus.
- Developing master course shells for all lower division business and accounting courses.
- Hiring specialized adjunct faculty to teach specialized subjects.
- Implementation of standardized adjunct faculty feedback form.
- Added critical thinking skills assessment, timed writing assessment, computer applications assessment, and written reflection paper in the Office Administration AS program.
- Integrated the use of a written communication skills rubric in all OST courses to emphasize the importance of and value of written communication skills in the Office Administration AS program.
- Utilize resources such as Cengage SAM™ and Pearson's MyITLab™ and MyMath Lab™ to assist students in practice exercises and skills development in all OST courses.

Criterion 4.3 Student Assessment

Each institution must have a validated means of assessing student needs for developmental assistance, providing courses or systems that assist students to improve identified deficiencies, and demonstrating the development of assessed deficiencies.

Each institution must explain the means of assessing student ability for advanced placement, if applicable.

Each institution must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance and degree satisfaction.

Institution Response
A. Explain the process for identifying student needs for developmental assistance.

The State of Florida requires all public college degree-seeking students to take a college placement assessment prior to their first term of enrollment and every two years thereafter. There are five college placement assessments: Florida Comprehensive Assessment Test (FCAT and FCAT 2.0), ACT, Accuplacer College Placement Test (CPT), Post-Secondary Readiness Test (PERT) and the SAT.

These assessments are developed by state and national testing agencies with the help of committees of college professors and are the only placement assessments approved for use by Florida public colleges. The assessments provide information about current knowledge in reading, English, and mathematics. By assessing skill levels in these three areas, the placement assessments are used to determine the beginning English, mathematics, and reading courses most likely to lead to success as students enter Florida State College. Developmental Education (remediation) is offered in three academic taxonomies below college readiness with two courses each in Reading, English, and Math. Moreover, a Student Life Skills (SLS) course is also offered within the Developmental Education curricula.

Exceptions to this requirement include students having the following qualifications who may not need to take the placement test or show scores:

- Associate or higher degree holders – Student must show proof of holding the degree.
- Transfer students with relevant coursework – Coursework must be evaluated and on file.
- Returning students with relevant coursework or scores from other institutions– Scores or coursework must be evaluated and on file
- Non-degree seeking students – Students may not take English, reading or mathematics courses or courses requiring English, reading or mathematics until they have taken the placement test.
- Transient students – Students must be approved through www.facts.org indicating the courses they are authorized to take or present an approved transient student letter from their "home" college or university indicating the courses they are permitted to take.

The College administers both the PERT and Accuplacer CPT. Kent Campus is also an SAT-approved site.

B. Explain the process for determining and awarding advanced placement, if applicable.

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that are consistent with its mission and ensure that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

Florida State College at Jacksonville assumes responsibility for the academic quality of any course work or credit recorded on a student's transcript from the institution. The College's mission, along with institutional, State of Florida and national guidelines, provides the framework for the policies that govern the acceptance of academic credit. Policies for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates are aligned with the mission of the institution and are published in a variety of documents made available to students. Further, the institutional policies ensure that course work and learning outcomes supporting awarding of credit are at the collegiate level and comparable to the College's course work and degree programs.

Alignment with the College Mission
The acceptance of credit by the College from other institutions reflects the College's mission. The Florida State College Mission Statement affirms that "the mission of Florida State College at Jacksonville is to provide optimal access to high quality, affordable and relevant degree, career and community education to enhance the lives of our students and the economic development of Northeast Florida."
By evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates, the College provides the greatest opportunity for students, including distant learners, to have access to high quality and affordable degree programs.

Institutional Guidelines
At the institutional level, guidelines can be found in a number of published documents and locations including, but not limited to District Board of Trustees Rule 10.16 Transfer Credits,[76] Florida State College Catalog,[77] Florida Coast Career Tech Catalog,[78] Interinstitutional Articulation Agreements with Duval and Nassau Counties Public School Districts, Guide to Acceleration, and the Florida State College System Transfer Guide.

State of Florida Guidelines
A number of State of Florida rules, documents, and laws provide guidance regarding the acceptance of collegiate level credit. Florida State Board of Education Rule 6A-10.024 Articulation Between and Among Universities, Community Colleges, and

---

[76] http://www1.fccj.org/policies/boardrules/10-16.doc
[77] http://floridastatecollegecatalog.fscj.edu/index.php?catoid=25
[78] http://catalog.floridacoastcareertech.org/index.php?catoid=24

School Districts[79] provides that "each state university board of trustees, community college board of trustees, and district school board shall plan and adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit." A significant resource to educational institutions is the Statewide Articulation Manual, which delineates rules, processes, and the forms necessary for K-20 articulation in the State. The Florida Department of Education Statewide Course Numbering System, a component of Florida's seamless education system, is host to a database of postsecondary courses with assigned numbers that describe course content and facilitate the transfer of students.

National Guidelines

Among the national resources utilized by the College to ensure that the acceptance of credits is consistent with requirements and quality of its own degree programs and that the acceptance reflects collegiate level study are the National Association of Credential Evaluation Services (NACES) for the evaluation of foreign educational credentials, the American Council on Education (ACE) for the evaluation of military credits and the American Association of Collegiate Registrars and Admission Officers (AACRAO) for best practices in credit transfer.

The College's policy and process for awarding academic credit from other institutions is outlined in the Florida State College Board Rule 10.16 Transfer Credits[80] and in the Administrative Procedure (APM) 10-0603 – Transfer and Award of Academic Credit for Prior Learning.[81] Included is the process for students to appeal the denial of transfer credits by the College. Faculty and Academic Deans are appropriately involved where indicated to further ensure that course work and learning outcomes are at the collegiate level and comparable to the College's own degree programs. Together, the Board Rule and APM express the College's guidelines and practices regarding the transfer and award of academic credit for prior learning.

The process for determining and awarding advanced placement is accomplished through assessment of Credit for Prior Learning (CPL). CPL may be awarded through any one of the following:

- **Portfolio Assessment**
  The College provides the Portfolio method for seeking credit. As described in the College Catalog,[82] students seeking credit using portfolio development must contact the Accelerated College Program office before registering for the Portfolio Development for Prior Learning course (SLS 1371 Portfolio Development for Prior Learning or CWO 0404 Portfolio Development for Prior Learning - Workforce Credit). Once enrolled, students learn how to complete a portfolio documenting prior learning as it relates to a specific course in the selected program of study. The student may then submit portfolio(s) for faculty evaluation and recommendation to award college credit.

---

[79] http://www.fldoe.org/articulation/pdf/6A-10-024.pdf
[80] http://www1.fccj.org/policies/boardrules/10-16.doc
[81] http://www1.fccj.org/policies/apms/vol_X/10-0603.doc
[82] http://floridastatecollegecatalog.fscj.edu/index.php?catoid=25

Completing the portfolio development course and submitting a portfolio for evaluation does not guarantee approval for college credit. A flowchart of the process of portfolio development and evaluation is included in this section.

Portfolio Development (PD) Flowchart

- Advisor recognizes evidence of prior experiential learning — No → Refer student to other options
- Yes ↓
- Accelerated College Manager (ACM) concurs — No → Refer student to other options
- Yes ↓
- ACM asks Dean to nominate a faculty member — No → Refer student to other options
- Yes ↓
- Faculty member and student discuss outcomes and agrees upon expectations — No → Refer student to other options
- Yes ↓
- Student passes PD course and submits portfolio — No → Refer student to other options
- Yes ↓
- Student pays evaluation fee upon submitting portfolio — No → No evaluation without payment of fee.
- Yes ↓
- Faculty evaluates porfolio and Dean approves
  - Pass → "P" recorded and credit awarded
  - Not Pass → Non passing grade not recorded
- ACM processes stipend request
- Faculty evaluator compensated with stipend

- **Credit by Examination**
  Florida Statute 1007.27[83] stipulates that the Articulation Coordinating Committee (ACC) establish passing scores and course and credit equivalents for Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), International Baccalaureate (IB), and College-Level Examination Program (CLEP) exams. The ACC course equivalencies can be found in the publication, Articulation Coordinating Committee Credit-by-Exam Equivalencies. The DSST (DANTES) and Excelsior College exam equivalents are authorized by State Board of Education Rule 6A-10.024(7)(f)(g).[84]

  Florida State College at Jacksonville, as well as all other public community colleges and universities in Florida, are required to award the minimum recommended credit for AP, AICE, IB and CLEP exams per the Articulation Coordinating Committee Credit-by-Exam Equivalencies.

As stated in the College Catalog, students may earn up to 45 semester hours credit toward an associate degree through credit–by–examination. This may be a combination of International Baccalaureate (IB), Advanced Placement (AP), College Level Examination Program (CLEP), DANTES subject standardized tests (DSST), Cambridge Advanced International Certificate of Education (AICE), Excelsior College Examinations (ECEs).

- **College Course Challenge Exams (CCCE)**
  College Course Challenge exams are a Florida State College-developed assessment program for awarding credit for prior learning and experience to Florida State College students. By successfully completing a CCCE assessment, students are awarded a grade of A, B, or C on their transcripts in the subject for which they are assessed.

---

[83] http://www.flsenate.gov/laws/statutes/2011/1007.27
[84] http://www.fldoe.org/articulation/pdf/6A-10-024.pdf

- **Credit for ACE-approved Training**
  College credit may be awarded through the American Council on Education (ACE) College Credit Recommendation Service for valuable non-college training, certifications and apprenticeships. Non-college or corporate training includes training that is provided by organizations other than a college or university, including training that is provided by corporations, associations, government agencies, the U.S. military and other employers. Credit for such educational experiences may be granted in accordance with the recommendations of the ACE when applicable to the program of study.

- **Credit for Experiential Learning**
  Per the Florida State College Catalog, individuals who have submitted an application for admission to the College as degree–seeking students may obtain college credit for theory and knowledge acquired through life or work experiences that are equivalent to college level coursework. The optimal way to accomplish this is through standardized examination and testing. The College's procedures for awarding credit for experiential learning and other means of acceleration are published in the Guide to Acceleration at Florida State College at Jacksonville.

- **Credit for Work, Certifications, or Formal Training**
  As described in the Florida State College Catalog, non–college training includes "training that is provided by organizations other than a college or university, including industry–sponsored training and industry–recognized certifications." The College awards credit for non-credit coursework in accordance with the recommendations of the American Council on Education (ACE) when applicable to the student's program of study.

- **Credit for Military Training**
  The College awards credit to students, including distant learners, for military training. The evaluation of military training is conducted by the American Council on Education (ACE) through one of two agencies, Army / American Council on Education Registry Transcript System and the Sailor / Marine American Council on Education Registry Transcript Service. According to the College Catalog, credit may also be awarded for coursework successfully completed at military institutions that include, but are not limited to these:
    - CCAF – Community College of the Air Force
    - ARNGI – Army National Guard Institute
    - USCGI – United States Coast Guard Institute
    - U.S. Naval Academy
    - U.S. Military Academy
    - U.S. Air Force Academy

- **Dual Enrollment**
  The guidelines for the College to award credit for Dual Enrollment courses follow Florida Statute 1007.271.[85] To determine equivalencies of high school courses to College credit courses, the College uses the Dual Enrollment Course – High School Subject Area Equivalency List provided by the Florida Department of Education. The quality of Dual enrollment courses is maintained because the

---

[85] http://www.flsenate.gov/laws/statutes/2012/1007.271

courses are taught by College faculty or by high school faculty who are credentialed and evaluated by College administrators in the same way as adjunct College faculty.

- **Interinstitutional Articulation Agreements**
  The awarding of credit through dual enrollment is also guided by the appropriate Interinstitutional Articulation Agreements, for example the Duval County School Board and the Nassau County School District. The College maintains interinstitutional articulation agreements with the local school districts in its service area in accordance with Florida Statute 1007.22.[86] The statute states that Interinstitutional articulation agreements are reviewed annually in compliance with Florida Statute 1007.271(21),[87] which states that "a dual enrollment articulation agreement shall be completed and submitted annually by the Florida College System institution to the Department of Education on or before August 1."

C. Explain the student advisement process, including the use of remedial assessment information.

The college initiates a four step process in the student advisement process: (a) test the student, (b) score the test, (c) advise the student, and (d) place the student in the appropriate course(s).

Every incoming student receives first term advising. Upon completion of on-campus orientation, students meet with a campus advisor and build their schedules for the first three terms of their College career. Staff members encourage students to seek advising throughout their time at the College, particularly at certain check points (after completing 15 credit hours; after 30 hours; and during the term immediately before graduation). The District Welcome Center contacts students who complete online orientation to schedule their first-term advising. Some students choose to complete advising on campus, while distant learners and local distance learning students can receive services from the District Welcome Center via e-mail and telephone-based first-term advising. Students connect with the District Welcome Center through the distance learning and online programs website and are welcome to contact the Center via phone, e-mail, regular mail, and fax.

Students who complete the New Learner Orientation (ORI0101) receive referrals to the College's Welcome Center for advising by the Center's Student Experience Associates. Students who are seeking the Associate in Science degree receive follow-up advising from program managers and/or specific program faculty.

Distant learners and local distance education students can contact the Welcome Center or Program Managers utilizing a variety of modalities, such as phone, e-mail, and fax. Contact information for each program is available on the Florida State College at Jacksonville website (FSC, FCCT) and in the catalog (FSC, FCCT).

---

[86] http://www.flsenate.gov/Laws/Statutes/2011/1007.22
[87] http://www.flsenate.gov/laws/statutes/2012/1007.271

Similarly, students interested in the College's Associate in Arts and baccalaureate programs receive advising based on the specific requirements of their intended major and/or transfer institution. Students pursuing high school credentials receive advising each term from advising staff and program managers associated with these programs.

During the student's academic career, a student may fall below certain acceptable Standards of Academic Progress (SOAP). The College initially places students who fail to meet these standards on academic warning and requires them to complete an on-line workshop and/or complete a contract for success with Student Success personnel prior to registration for subsequent terms. Upon completion, the student can register for subsequent terms and must maintain regular contact with advisors and counselors until the student meets and maintains the academic standards. The District Welcome Center also provides full enrollment and advising services, including the Standards of Academic Progress (SOAP) workshop and advising, to College distant learners and local distance learning students via telephone and email. After an advising session, a distant learner completes the SOAP workshop through a Blackboard module and mails, faxes, or e-mails the completed "agreement for my success" to advising staff; and the distance learner also schedules a telephone appointment. The advisor and student then discuss the student's academic goals and progress, and the advisor clears the student to register for subsequent terms.

Counselors and advisors are available to assist students with the achievement of their academic goals. Academic advising is available to help students identify appropriate courses, select majors, select transfer institutions and assist with academic problems. Students are encouraged to seek advising on a regular basis in order to achieve their educational objectives. Appointments may be scheduled through the counseling and advising office. However, students should know that appointment times will be severely impacted during peak registration periods.

D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

The Business Unit has requested these data from the FSCJ Student Analytics department that correlates reading, writing, and math assessment scores to retention and improved academic skills for students assessed into two or more developmental education courses. These data are not yet available and will be provided when received.

The Postsecondary Education Readiness Test (P.E.R.T.) is Florida's customized common placement test. The purpose of the P.E.R.T. is accurate course placement based on the student's skills and abilities. The P.E.R.T. is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The P.E.R.T. assessment system includes Placement and Diagnostic tests in mathematics, reading and writing. The (P.E.R.T.) Placement is administered to students in public high schools and Florida College System institutions to determine readiness for Intermediate Algebra, MAT 1033, and Freshman Composition I, ENC 1101. The P.E.R.T. assessment is a computer adaptive test (C.A.T.) with 25 operational items that will be the basis of the student's

placement score and five (5) field test items which are designed to continuously enhance the operational test bank.[88]
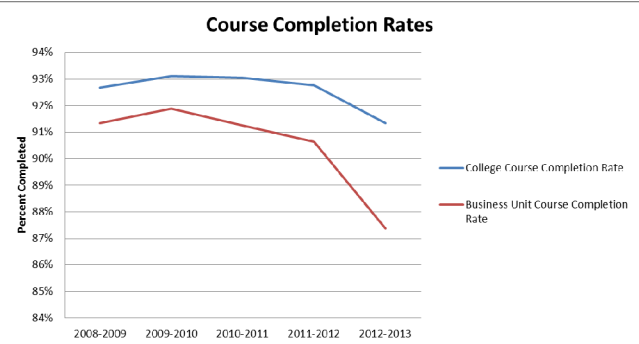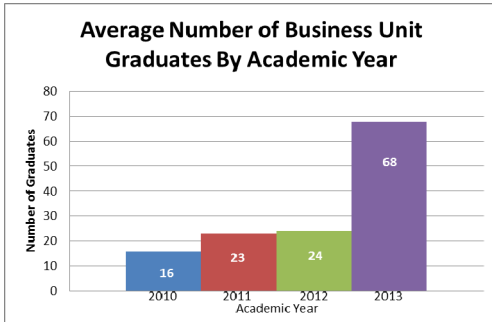
Overall PERT Comparison 2011 and 2012

PERT Data	FY 2011	Percentage of Discipline	FY 2012	Percentage of Discipline	Year to Year Difference
PERT's Administered	11803		13618		1815
Total Sub-Tests Administered	27704		28639		935
Writing Placement					
ENC0015	1339	14.57%	1252	13.32%	-87
ENC0025	1491	16.22%	1578	16.79%	87
ENC1101	6306	69.21%	6568	69.89%	208
Totals	9190		9398		208
Math Placement					
MAT0018	5901	55.48%	5835	52.95%	-66
MAT0028	3489	32.80%	3862	35.05%	373
MAT1033	872	8.20%	886	8.04%	14
MAC1105 or greater	374	3.52%	437	3.97%	63
Totals	10636		11020		384
Reading Placement					
REA0007	1059	13.44%	1353	16.46%	294
REA0017	2850	36.18%	3141	38.21%	291
REA Exempt	3969	50.38%	3727	45.34%	-242
Totals	7878		8221		343

E. Complete **Table 3 – Organizational Performance Results**. For each business program report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data — two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

---

[88] http://www.fldoe.org/fcs/pert.asp

Table 3 – Organizational Performance Results					
Analysis of Results					
Performance Measure (Competency)	**Description of Measurement Instrument**	**Area of Success**	**Analysis and Action Taken**	**Results of Actions Taken (during the following year)**	**Insert Graph or Chart of Resulting Trends (graph up to five years of data)**
The course completion rates* for ACG 2021, GEB 1011, and OST 1100 in the Business Unit will be comparable to the College's overall course completion rate within +/-3% at least eighty percent of the time.	Data requested from FSCJ Student Analytics	The Business Unit course completion rate for ACG 2021, GEB 1011, and OST 1100 in the Business Unit met the comparable college's overall course completion rate within the stated expectation of +/-3% eighty percent of the time.	These three Business Unit courses are introductory courses which historically have slightly higher rates of non-completion than other Business Unit courses and/or the college-wide average. We will continue to measure these data and consider other Business Unit courses.	In Progress.	**Course Completion Rates**
Each Business Unit program will have an average of at least twelve (12) graduates per year for the reporting academic years of 2010, 2011, 2012, and 2013.	ORION Data	Each Business Unit program met the stated target of an average of at least twelve (12) graduates each year for the last four years 100% of the time.	The Business Unit will continue to monitor this measure.	In Progress.	**Average Number of Business Unit Graduates By Academic Year**

* These three courses were selected since each is an entry-level core course in their respective programs.

F. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

The business unit routinely provides reliable information to the public on the unit's performance and student achievement through a "Program Success For the Community" link on each program's web page on the college web site.

- Accounting Technology[89]
- Business Administration [90]
- Office Administration[91]

---

[89] http://www.fscj.edu/mydegree/academics/schools/program-info/assets/documents/Accounting-Technology.pdf
[90] http://www.fscj.edu/mydegree/academics/schools/program-info/assets/documents/Business-Administration.pdf
[91] http://www.fscj.edu/mydegree/academics/schools/program-info/assets/documents/Office-Administration.pdf

Summary of Standard 4 - Measurement, Analysis, and Knowledge Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 4 - Measurement, Analysis, and Knowledge Management.

Strengths

- **Formal Assessment Process**. The College has a very detailed, structured, annual program learning outcomes assessment process in place.
- **College Program Review (CPR).** The College conducts annual program evaluation on critical elements like graduation and placement rates, academic achievement, program concentrators, number of advisory committee meetings, and number of advisory committee members which are then evaluated and monitored to evaluate the program effectiveness.
- **Learning Outcomes Assessment Plan (LOEP)**. The LOEP is an opportunity for faculty to investigate, assess, and reflect on ways to improve student learning and teaching practice. The LOEP is a yearly required professional activity for all full-time faculty which reflects the College's central commitment to student learning and student success.
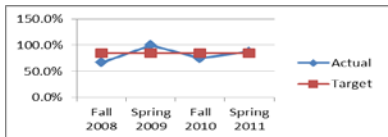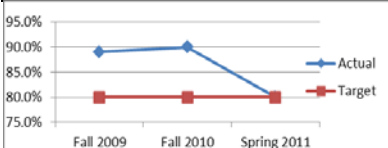
Opportunities

- **Student Learning Outcomes Assessment Process**. Enhancements include implementing more detailed practices within the unit to foster better communication among the faculty regarding program assessment and to ensure equal participation by all faculty. Other opportunities exist for creating defined procedures within the business unit for setting the annual assessment plans, collecting and evaluating data, reviewing the results, and for making program changes.
- **Consistency in Student Learning Result among modality.** The business unit needs to continue to assess and evaluate the student learning results achieved, by modality, to confirm that student learning is consistent among traditional, hybrid, and online courses.
- **Collecting student stakeholder feedback** – Course evaluations are conducted for every course offered each term which are meant to evaluate the instruction offered for that particular course. However, in order to collect information about the program effectiveness, the business unit needs to develop guidelines and consistent procedures for collecting graduate surveys from alumni and other external stakeholders.

- **Align course learning outcomes to be assessed with program learning outcomes**. The Business Unit can improve its alignment of course learning outcomes with program learning outcomes to obtain more meaningful performance data for continuous improvement.

TABLE 2 – Student Learning Results	
Performance Indicator	**Definition**
1. Student Learning Results **(Required for each accredited program)**	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.

Analysis of Results – Associate of Science in Accounting Technology

01: A.S. Accounting Technology
Communication. Students will be able to demonstrate proficiency in communicating information effectively to others.

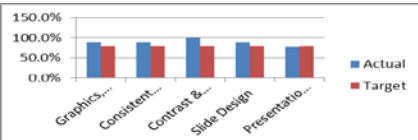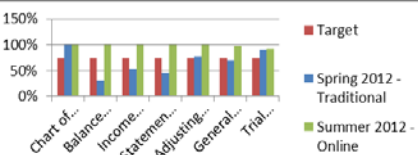| Analysis of Results – A.S. Accounting Technology Degree					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
85% of scores for on the internship evaluation form on written and oral communication skills will be 4 (Good) or 5 (Superior).	180 hour internship evaluation form completed by supervisor. (Summative, Internal, Singular)	85.71% or 18 out of the 21 students evaluated scored a 4 (good) or 5 (superior) on verbal and written communication skills.	The achievement target was met overall. We have discussed the results with all faculty members and have reinforced the importance of incorporating multiple communication activities into the curriculum.	We plan to re-address this outcome within the next 1-2 years and focus on other areas where the results weren't as promising.	
80% percent of the scores for the Communication components of the rubric will be 3 or higher. Communication will be anaylzed in lines 1 and 2 of the rubric which evaluates the organization and mechanics of the assignment.	TAX2000 written research project regarding hobby losses and responding to an ethical dilemma. (Formative, Internal, Singular)	Students met the achievement target in all 3 terms.	The students met this achievement target. The results were discussed with all faculty members. We will reinforce the importance of continually incorporating multiple oral and written communication results into the curriculum to ensure that the students will continue to meet the target in this area.	We will re-assess communications using another measure in the next 1-2 years as we are going to focus this year on other outcomes where the students did not meet the achievement target. The results of the added emphasis on communication in unknown at this time.	

02: A.S. Accounting Technology
Critical Thinking. Students will demonstrate proficiency in applying analytical critical thinking and problem solving skills to financial information.

Analysis of Results – A.S. Accounting Technology Degree
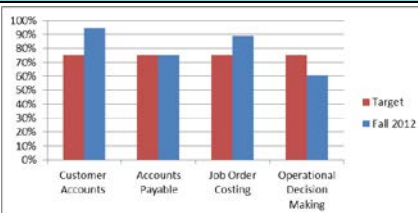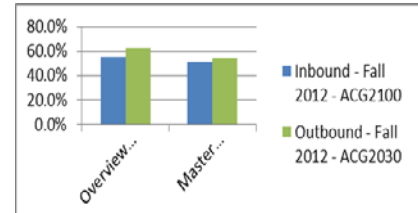
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
85% of scores for Part II, Problem Solving on the internship evaluation form will be 4 (good) or 5 (superior).	180 hour internship evaluation form completed by supervisor. (Summative, External, Singular)	Target met: 88.24% or 15 out of the 17 students appraised, scored a 4 (good) or 5 (superior).	Even though the internship evaluators scored the majority of students as a 4 or 5 in this category which met the achievement target for this particular assessment, we have added a capstone to the curriculum.	We plan to re-address this outcome using other assessment methods.	
80% percent of the scores for the Critical Thinking components of the rubric will be 3 or higher. Identifying key facts, considering alternatives, and selecting a plan of action will be anaylzed in lines 3, 4 & 5 of the rubric which evaluates Critical Thinking.	TAX2000 written research project regarding hobby losses and responding to an ethical dilemma. (Formative, Internal, Singular)	Students missed meeting the target for 3 consectutive terms. Although, there appears to be steady growth and improvement over the past couple of years.	The students missed this achievement target. We have asked the faculty to incorporate more critical thinking activities into the curriculum. Materials relating to ways to incorporate more critical thinking activities were distributed to all full-time accounting faculty and everyone was asked to attend a training course on incorporating more critical thinking exercises into their courses.	At this time, it is too early to tell whether the actions taken have had an impact on student learning. More data needs to be collected.	

119

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
All students will score a 75% or higher in each area: (1) Chart of Accounts, (2) Balance Sheet, (3) Income Statement, (4) Statement of Cash Flow, (5) Adjusting entries, and the (6) General Ledger.	Students in ACG2450 completed a project that uses many of the features of QuickBooks Software. (Formative, Internal, Singular)	The results were mixed between the 2 terms. In the Summer 2012 Online course, the students exceeded the target in all areas.	After the Spring 2012 results were reviewed it was noted that the auto-grading software continued to count off in multiple categories for minor things like spelling errors which did impact the percentages. In the Summer 2012 course, the professor manually reviewed all submissions so students were not penalized in multiple locations for spelling errors.	The scores improved significantly once the professor realized the deficiencies in using the auto-grader software. However, we still need to re-evaluate this measurement again before definite conclusions can be made.	

03: A.S. Accounting Technology					
Financial Information for Internal Users. Students will demonstrate proficiency in analyzing and reporting internal business and financial information to facilitate management of business operations.					
Analysis of Results – A.S. Accounting Technology Degree					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
85% of scores for Part II, Transaction Analysis and Decision Making on the internship evaluation form will be 4 (good) or 5 (superior).	180 hour internship evaluation form completed by supervisor. (Summative, External, Singular)	Target was exceeded in all 4 terms the students were assessed.	The achievement target was met overall and every year. Unfortunately, since the internship is no longer a required course in the program, it makes it difficult to make changes to address this outcome and then re-evaluate the results using the same assessment method to see if there was any measured growth. Therefore, we have chosen to further evaluate managerial accounting skills using other assessment methods.	We plan to re-address this outcome using other assessment methods.	
80% percent of the scores for the Analyzing Information related to the Tax Code components of the rubric will be 3 or higher. Researching, analyzing, and citing the tax code will be analyzed in lines 6, 7, and 8 of the rubric.	TAX2000 written research project regarding hobby losses. (Formative, Internal, Singular)	Students missed meeting the target every term.	The students missed this achievement target. We created a Capstone course in response to the initial evaluations of this assessment so that students would have more opportunities to conduct research and analyze information. Results of the assessment were discussed with faculty.	Need to re-evaluate in next year or 2 to see if actions taken have had any effect.	

121

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
At least 75% of all responses of 100% of the students will be correct in each of the following areas: (Questions #9-12) Customer Accounts, (Questions #13-16) Accounts Payable, (Questions #17-24) Job Order Costing and (Questions 25-40) Operational Decision Making.	Students in ACG2030 Capstone will complete an Accounting Practice Set that uses a computer based accounting system. (Summative, Internal, Singular)	Students met or exceeded the target in every area but Operational Decision Making.	It appears that more emphasis needs to be placed on the Operational Decision Making component. The results have been shared with the accounting faculty and we have requested increased emphasis be placed on the Operational Decision Making topics.	It will be necessary to repeat this assessment a couple more times to see if the results are consistent. Further analysis and recommendations will be made at that point.	
Scores earned on the Overview of Management Accounting and the Master Budget and Responsibility Accounting topic of the CPC exam will equal or exceed the results of demographically similar schools.	Common Professional Component (CPC) Comprehensive Exam administered by Peregrine Academic Services. (Formative & Summative, External, Singular)	The initial measure that was chosen was to use other demographically similar schools to compare our results against. The particular subject areas selected to measure this outcome did not report the scores of demographically similar schools. So, we adjusted the measure to show student growth between the inbound and outbound students. Under both topics, students did show growth from the inbound versus outbound scores.	After this initial round of assessment, there does appear to be some additional learning that has taken place based on the questions in the Overview of Management Accounting and Master Budget and Responsibility Accounting. We plan to continue with this assessment method and in the hopes that we will also be able to compare ourselves against demographically similar schools and gather more data points upon which to make better decisions.	We will continue to assess our students using this CPC exam. At this point, it is difficult to draw too many conclusions without more supporting data.	

04: A.S. Accounting Technology
Financial Information for External Users. Students will demonstrate proficiency in analyzing, recording, and reporting financial information for external users in accordance with accounting principles, government regulations, and professional standards.

Analysis of Results – A.S. Accounting Technology Degree

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
Internship Evaluation: 85% of scores for Part II, Transaction Analysis and Accounting Cycle on the internship evaluation form will be 4 (good) or 5 (superior).	180 hour internship evaluation form completed by supervisor. (Summative, External, Singular)	The achievement target was exceeded in all 4 terms when the assessment was evaluated.	The achievement target was met overall and for every year. Since the internship is no longer a required course in the program, it makes it difficult to make changes to address this outcome and then re-evaluate the results using the same assessment method to see if there was any measured growth.	We plan to re-address this outcome using other assessment methods.	
Students should achieve a score of 75 points out of 100.	ACG2100 will complete an accounting worksheet and financial statements using EXCEL. Students were required to analyze transactions for the purpose of preparing entries and financial statements in accordance with accounting principles and standards. (Formative, Internal, Singular)	The target was exceeded in both terms when the assessment was given. The average student score was 88.14%.	The assessment seemed to indicate that students had a strong grasp of both financial accounting concepts and using Excel. No action was taken.	We plan to re-address this outcome using other assessment methods.	

123

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
80% of the scores for the interpreting financial information for external users component (lines 15-16) of the rubric will be 3 or higher on a 4 point scale. A score of 3 indicates proficiency.	ACG2030 Research and Oral Presentation Assignment The students will be specifically be evaluated on their research and financial understanding and knowledge of the material. (Summative, Internal, Singular)	100% of the students evaluated, scored a 3 or higher.	100% of the students evaluated, scored a 3 or higher. The students were evaluated under 2 different criteria for their ability to interpret financial information provided to external users. Even though students met the target, the professor thought the directions could be clearer for future classes.	The results of the action plan are unknown at this time. We plan to re-assess this assessment method in the next 1-2 years.	
All students will score a 75% or higher in each area: (1) Chart of Accounts, (2) Balance Sheet, (3) Income Statement, (4) Statement of Cash Flow, (5) Adjusting entries, and the (6) General Ledger.	Students in ACG2450 completed a project that uses many of the features of QuickBooks Software. (Formative, Internal, Singular)	The results were mixed between the 2 terms. In the Summer 2012 Online course, the students exceeded the target in all areas.	After the Spring 2012 results were reviewed it was noted that the auto-grading software continued to count off in multiple categories for minor things like spelling errors which did impact the percentages. In the Summer 2012 course, the professor manually reviewed all submissions so students were not penalized in multiple locations for spelling errors.	The scores improved significantly once the professor realized the deficiencies in using the auto-grader software. However, we still need to re-evaluate this measurement again before definite conclusions can be made.	

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
The score for each area; Accounting, Completing the Accounting Cycle, Financial Statement Analysis, Recording Business Transactions, and Time Value of Money, will equal or exceed the results of demographically similar schools.	Common Professional Component (CPC) Comprehensive Exam administered by Peregrine Academic Services. For this outcome, we have chosen to review the results of the General Accounting exam topic and supplemental topics of Completing the Accounting Cycle, Financial Statement Analysis, Recording Business Transactions, and Time Value of Money. (Formative & Summative, External, Singular)	We scored significantly higher than comparable schools for the Accounting topic which is the only category where we were able to compare ourselves against demographically similar schools. We adjusted the measure for the other topics to show student growth between the inbound and outbound students. Students did show growth in all areas except, Financial Statement Analysis and Time Value of Money category.	We were pleased with our results that we could compare to demographically similar schools and our growth shown for in the Accounting, Completing the Accounting Cycle, and Recording Business Transactions. We will discuss the results with all faculty and ask the Capstone faculty member to incorporate more learning activities to enhance analyzing financial statements and reviewing time value of money concepts.	We will continue to assess our students using this CPC exam. At this point, it is difficult to draw too many conclusions without more supporting data.	

05: A.S. Accounting Technology					
Software Use. Students will demonstrate proficiency in using software to analyze, record, and report business information.					
Analysis of Results – A.S. Accounting Technology Degree					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
85% of scores for Part II, Technology on the internship evaluation form will be 4 (good) or 5 (superior).	180 hour internship evaluation form completed by supervisor. (Summative, External, Singular)	The achievement target was met overall and in all years after the Fall of 2008. 89.23% on average or 15 out of the 17 students appraised, scored a 4 (good) or 5 (superior) for each category of software use: word-processing skills, spreadsheet skills and accounting software skills.	Since the internship is no longer a required course in the program, it makes it difficult to make changes to address this outcome and then re-evaluate the results using the same assessment method to see if there was any measured growth. Therefore, we have chosen to further evaluate software skills using other assessment methods.	We plan to re-address this outcome using other assessment methods.	
Students should achieve a score of 75 points out of 100.	ACG2100 will complete an accounting worksheet and financial statements using EXCEL. The assignment will require cell referencing within and between worksheets as well as the use of formulas. (Formative, Internal, Singular)	The target was exceeded in both terms when the assessment was given. The average student score was 88.14%.	The assessment seemed to indicate that students were able to successfully use Excel formulas and cell-referencing. No action was taken.	We plan to re-address this outcome using other assessment methods within the next 1-2 years and focus on other areas where the results weren't as promising.	

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
Target: 80% of the scores for the software component (lines 6-10) of the rubric will be 3 or higher on a 4 point scale. The students will be assessed using a 4 point rubric, 1=initiate, 4 = skilled. The learning components on the rubric pertaining to software use are (lines 6-10) and are specifically evaluating the use of the font, text, slide design, contrast, and graphics, sound, and/or animation.	ACG2030 Research and Oral Presentation (Summative, Internal, Singular)	Students met the achievement target in 4 out of the 5 criteria they were evaluated upon.	The presentation of text and how many ideas and words were presented on a slide was the only criteria of the rubric pertaining to software use where students seemed to struggle a bit. Extra emphasis on proper PowerPoint presentation will be given.	The results of the added emphasis on presentation is unknown at this time. We plan to re-assess this assessment method in the next 1-2 years.	
All students will score a 75% or higher in each area: (1) Chart of Accounts, (2) Balance Sheet, (3) Income Statement, (4) Statement of Cash Flow, (5) Adjusting entries, and the (6) General Ledger.	Students in ACG2450 completed a project that uses many of the features of QuickBooks Software. (Formative, Internal, Singular)	The results were mixed between the 2 terms. In the Summer 2012 Online course, the students exceeded the target in all areas.	After the Spring 2012 results were reviewed it was noted that the auto-grading software continued to count off in multiple categories for minor things like spelling errors which did impact the percentages. In the Summer 2012 course, the professor manually reviewed all submissions so students were not penalized in multiple locations for spelling errors.	The scores improved significantly once the professor realized the deficiencies in using the auto-grader software. It appears that most students know how to effectively use the software. However, we still need to re-evaluate this measurement again before definite conclusions can be made.	

06: A.S. Accounting Technology

Financial Information for Internal Users. Students will demonstrate proficiency in recognizing and resolving ethical issues.

Analysis of Results – A.S. Accounting Technology Degree					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
85% of scores for Part II, Ethics on the internship evaluation form will be 4 (good) or 5 (superior).	180 hour internship evaluation form completed by supervisor. (Summative, External, Singular)	The achievement target was met overall and in all years except the Fall of 2010. However, in 2010-2011 the students just barely missed meeting the meeting the achievement target.	We believe that the target may have been missed because of the way the evaluation form was worded. Since the internship is no longer a required course in the program, it makes it difficult to make changes to address this outcome and then re-evaluate the results using the same assessment method to see if there was any measured growth. Therefore, we have chosen to further evaluate ethical skills using other assessment methods.	We plan to re-address this outcome using other assessment methods within the next 1-2 years and focus on other areas where the results weren't as promising.	
80% percent of the scores for the Recognize and Resolve Ethical issues components of the rubric will be 3 or higher. The rubric will using a scoring system of 1 (Initiate) to 4 (Skilled).	TAX2000 written research project regarding hobby losses and responding to an ethical dilemma. (Formative, Internal, Singular)	Students came close to meeting the goal the first 2 semesters the assessment was given.	A capstone course, ACG2030, was added in the Fall of 2011 in place of the internship. Special emphasis on ethical issues will be part of the curriculum of the capstone. We also have discussed the results with all faculty and reinforced the importance of incorporating multiple activities pertaining ethics into the curriculum.	The results of the added emphasis on ethics are unknown at this time. We plan to re-assess this assessment method in the next 1-2 years.	

Analysis of Results – Associate of Science in Business Administration

01: A.S. Business Administration					
Prior to graduation students will be able to present ideas effectively using oral, written and visual modes of communication.					
Analysis of Results – A.S. Business Administration Degree					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
75% of the scores for each component of the rubric will score 70% or higher.	A power point presentation will be used to assess delivery in the areas of organization and structure, content, style and presentation, and effective use of visual aids.	* See data below	Faculty provided additional tools in the classroom such as Power Point Tutorials, Power Point Tips, and spent additional time in the classroom early in the semester to emphasize and focus on this important skill. This plan will ensure that the communications objective to present ideas effectively using oral, written, and visual modes of communication is consistently met and emphasized now and in the future.	As the target was met in three successive measures, other areas of the program will be assessed. This measure will be looked at again in 2 years.	

* Areas of Success

2010-2011

MAR1011: Target Met for each of the four areas of the rubric (organization and structure, content, style

and presentation, and effective use of visual aids) Results by area: Organization and Structure 100%, Content 80%, Style 80%, Visual 90%

GEB2930: Target Met for each of the four areas of the rubric (organization and structure, content, style and presentation, and effective use of visual aids) Results by area: Organization and Structure 100%, Content 80%, Style 80%, Visual 80%

2011-2012

MAR1011: Target Met for each of the four areas of the rubric (organization and structure, content, style and presentation, and effective use of visual aids) Results by area: Organization and Structure 96%, Content 96%, Style 96%, Visual 96%

GEB2930: Target Met for each of the four areas of the rubric (organization and structure, content, style and presentation, and effective use of visual aids) Results by area: Organization and Structure 100%, Content 80%, Style 80%, Visual 80%

2012-2013

MAR1011: Target Met for each of the four areas of the rubric (organization and structure, content, style and presentation, and effective use of visual aids) Results by area: Organization and Structure 100%, Content 100%, Style 83%, Visual 91%

GEB2930: Target Met for each of the four areas of the rubric (organization and structure, content, style and presentation, and effective use of visual aids) Results by area: Organization and Structure 100%, Content 90%, Style 80%, Visual 100%

O2: A.S. Business Degree
Students Prior to graduation students will be able demonstrate the ability to recognize and resolve ethical issues.

			Analysis of Results – A.S. Business Administration Degree		
Performance Measure (Competency)	**Description of Measurement Instrument to include** Formative or Summative, Internal or External, and Descriptive or Comparative	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
75% of the scores for each component of the rubric will score 2 or higher. A score of 2 or higher indicates a good understanding and acceptable performance.	A case study was used that demonstrates their ability to recognize and resolve ethical issues. The case study will focus upon the identification of ethical dilemma, ethical theory selection and application, and ethical dilemma resolution.	* See data below	Additional time spent in the classroom and well as in the discussion boards discussing and focusing on ethical theories and ethical dilemma recognition.	The objective was met, however, to sustain this high level of performance, the case study and rubric are continually reviewed to ensure the targets are met in the future. This systematic approach to the objective should sustain this high level of achievement by the students.	

*Areas of Success

2010-2011
BUL2131: Target Met for each of the three areas of the rubric (identification of ethical dilemmas,
ethical theory selection and application, and ethical dilemma resolution) Identification of ethical dilemmas 80%,
ethical theory selection 90%, ethical dilemma resolution 100%.

GEB2930: Target Met for each of the three areas of the rubric (identification of ethical dilemmas,
ethical theory selection and application, and ethical dilemma resolution) Identification of ethical dilemmas
100%, ethical theory selection 90%, ethical dilemma resolution 80%

2011-2012
BUL2131: Target Met for each of the three areas of the rubric (identification of ethical dilemmas,
ethical theory selection and application, and ethical dilemma resolution) Identification of ethical dilemmas 78%,
ethical theory selection 76%, ethical dilemma resolution 70%.

GEB2930: Target Met for each of the three areas of the rubric (identification of ethical dilemmas,
ethical theory selection and application, and ethical dilemma resolution) Identification of ethical dilemmas
100%, ethical theory selection 100%, ethical dilemma resolution 100%.

2012-2013
BUL2131: Target Met for two of the three areas of the rubric (identification of ethical dilemmas,
ethical theory selection and application, and ethical dilemma resolution)

Identification of ethical dilemmas 100%,(Met)
Ethical theory selection 59%, (Not met)
Ethical dilemma resolution 94%.(Met)

GEB2930: Target Met for each of the three areas of the rubric (identification of ethical dilemmas,
ethical theory selection and application, and ethical dilemma resolution) Identification of ethical dilemmas
90%, ethical theory selection 100%, ethical dilemma resolution 100%.

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)		

O3: A.S. Business Administration
Prior to graduation students will be able demonstrate the application of marketing principles

Analysis of Results – A.S. Business Administration Degree

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
75% of the scores on the exam should be 70% or higher on each of the three major components of the written exam. The major three component areas are (1) The 4 P's of marketing (2) Functions of marketing (3) Role of Marketing	A marketing examination was administered that covered the three component areas of the 4 P's of marketing, functions of marketing, and the role of marketing.	* See data below	The objective was met and indicated a good level of knowledge in the area of marketing principles. The assessment test and rubric will be continually reviewed to ensure the test best reflects the desired objectives and targets for the students. A systematic approach to this objective will ensure the assessment and rubric best reflect the objective being measured.	Since the target was met the Business Administration faculty has decided to focus on another critical outcome the next time this learning objective is measured. The instructors will continue to emphasize these important concepts through class discussions and assignments.	(bar chart showing percentages from 60% to 100% across categories "4 P's", "Function", "Roles" with series: Target, 2010-2011 MAR1011, 2010-2011 GEB2930, 2011-2012 MAR1011, 2011-2012 GEB2930, 2012-2013 MAR2011, 2012-2013 GEB2930)

133

* Areas of Success

2010-2011

MAR2011: Target Met for each of the three component areas of the marketing examination. The 4 P's of marketing 90%, Functions of marketing 85%, roles of marketing 85%

GEB2930: Target Met for each of the three component areas of the marketing examination. The 4 P's of marketing 90%, Functions of marketing 89%, roles of marketing 93%

2011-2012

MAR2011: Target Met for each of the three component areas of the marketing examination. The 4 P's of marketing 100%, Functions of marketing 100%, roles of marketing 100%

GEB2930: Target Met for each of the three component areas of the marketing examination. The 4 P's of marketing 100%, Functions of marketing 90%, roles of marketing 90%

2012-2013

MAR2011: Target Met for each of the three component areas of the marketing examination. The 4 P's of marketing 88%, Functions of marketing 76%, roles of marketing 84%

GEB2930: GEB2930: Target Met for each of the three component areas of the marketing examination. The 4 P's of marketing 100%, Functions of marketing 96%, roles of marketing 89%

Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)

O4: A.S. Business Administration
Prior to graduation students will be able to apply analytical critical thinking and problem solving skills to business related issues that are likely to be encountered in the workplace.

Analysis of Results – A.S. Business Administration Degree

Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
75% of the scores for each component of the rubric will score 2 or higher. A score of 2 or higher indicates a good understanding and acceptable performance.	A business case study will be used to demonstrate the ability to apply analytical critical thinking skills and problem solving skills.	* See data below	The target was met and exceeded. The faculty will however continue to emphasize this important concept in the classroom. The ethical theories and identification of ethical dilemmas will be highlighted through class discussions and lectures. This plan will ensure the ethical issue recognition objective will continue to be met and exceeded.	The target was met and exceeded. The faculty will however continue to emphasize this important concept in the classroom. The ability to think critically will be emphasized through the use of case studies and course concept reviews which are already built into the curriculum. This plan will ensure this important objective will continue to be met and exceeded.	

* Areas of Success

2011-2012

- GEB1011: Target Met for each of the three areas of the rubric (Understanding of critical issues 95%, Analysis and Evaluation 95%, Application of critical thinking skills and problem solving 92%)
- GEB2930: Target Met for each of the three areas of the rubric (Understanding of critical issues 100%, Analysis and Evaluation 100%, Application of critical thinking skills and problem solving 100%

2012-2013

- GEB1011: Fall 2012 Target Met for each of the three areas of the rubric (Understanding of critical issues 100%, Analysis and Evaluation 100%, Application of critical thinking skills and problem solving 100%
- GEB2930: Spring 2012 Target Met for each of the three areas of the rubric (Understanding of critical issues 90%, Analysis and Evaluation 100%, Application of critical thinking skills and problem solving 100%
- GEB2930: Fall 2012 Target Met for each of the three areas of the rubric (Understanding of critical issues 100%, Analysis and Evaluation 100%, Application of critical thinking skills and problem solving 90%
- GEB1011: Target Met for each of the three areas of the rubric (Understanding of critical issues 77%, Analysis and Evaluation795%, Application of critical thinking skills and problem solving 72%)

O5: A.S. Business Administration
Prior to graduation students will be able to demonstrate the ability to analyze financial information to include the concepts (Present Value, Future Value, Annuities).

Analysis of Results – A.S. Business Administration Degree

Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
GEB2930 Online Comprehensive Business Examination: Our school's overall business finance examination score will be at or above the industry average (pool of similar schools) overall and in each of these areas FIN2000 75% of the scores for each component of the rubric will score 70% or higher.	All FIN2000 students will be expected to complete a time value of money assignment which will demonstrate the ability to analyze financial information. All GEB2930 Students will complete an online comprehensive examination provided by Peregrine Academic Systems and include numerous common professional components to include business finance and quantitative techniques and	* See data below	FIN2000 Faculty will provide students with additional tools, tips and techniques to complete these problems / projects in Microsoft Excel. Faculty will start early in the term (by the third week) introducing these concepts and methods to solve the problems. This plan will ensure students ability to correctly use financial concepts, organize data, perform calculations and provide a technical quality project.	Faculty will provide students with additional tools, tips and techniques to complete these problems / projects in Microsoft Excel. Faculty will start early in the term (by the third week) introducing these concepts and methods to solve the problems. This plan will ensure students ability to correctly use financial concepts, organize data, perform	

statistics which will measure the ability of the students to analyze financial information.		GEB2930: Faculty will continue to focus on the importance of the ability to analyze financial information and will continue to utilize proven practices to seek further improvement in this area. This plan will ensure that the financial information analysis objective is consistently met and emphasized now and in the future. This outcome will be re-assessed in a future calendar year to ensure our students are still meeting this important objective.	calculations and provide a technical quality project

* Areas of success:
2011-2012

- FIN2000: Target Met for each of the three areas of the rubric (Understanding use of Time Value of Money 93%, Organization 92%, Technical Quality 87%)
- FIN2000: Fall 2012
- FIN2000: Target Met for each of the three areas of the rubric (Understanding use of Time Value of Money 100%, Organization 75%, Technical Quality 83%)

2012-2013

- FIN2000: Spring 2013
- FIN2000: Target Met for each of the three areas of the rubric (Understanding use of Time Value of Money 100%, Organization 100%, Technical Quality 80%)
- GEB2930:
  (Spring 2012) FSCJ Target met. Business Finance Score 61% Industry Average 61% (Online) Industry Average 57.7% (Traditional)
  (Summer 2012) Target met. Business Finance Score 63.7% Industry Average 61% (Online) Industry Average 57.7% (Traditional)
  (Fall 2012) Target NOT met. Business Finance Score 53.2% Industry Average 61% (Online) Industry Average 57.7% (Traditional)
  (Spring 2013) Target met. Business Finance Score 59.2% Industry Average 58.5% (Online) Industry Average 54.1% (Traditional)

LO 6: A.S. Business Degree Students Prior to graduation students will be able to knowledge of the law as it impacts business.					
Analysis of Results – A.S. Business Administration Degree					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
75% of the students in all applicable locations and delivery methods will score 70% or higher in each of the components of the rubric.	Students enrolled in will be expected to two complete case studies. The first case study will focus on torts and the second case study will focus on contract law and remedies.	* See data below	Instructors will conduct a class discussion on how students can determine content for each of the areas of the rubric, with emphasis on the areas not meeting the specified requirement. Lecture notes and discussion board will be utilized in courses presented all online.		

140

2011-2012

BUL2131: Fall 2012

Contract Law:

The target of 70% of the student s will earn 70% or higher was **met** in the following components:

Recognition of law (87%), Key facts of the law (75%), organization (100%)

The target of 70% of the students will earn 70% or higher in each component was **not met** in the following components:

Contract Law principles (38%), application of the law (50%)

Tort Law:

The target of 70% of the student s will earn 70% or higher was **met** in the following components:

Recognition of law (87%), Tort Law principles (87%) , organization (87%)

The target of 70% of the students will earn 70% or higher in each component was **not met** in the following components:

Key facts of the law (50%), application of the law (63%)

2012-2013

BUL2131 B12

Contract Law:

The target of 70% of the student s will earn 70% or higher was **met** in the following components:

Recognition of law (96%), Key facts of the law (93%), organization (100%)

Contract Law principles (96%), application of the law (85%)

Tort Law:

The target of 70% of the student s will earn 70% or higher was **met** in the following components:

Recognition of law (100%), Tort Law principles (100%) , organization (100%) Key facts of the law (100%), application of the law (100%)

BUL2131 C8

Contract Law:

The target of 70% of the student s will earn 70% or higher was **met** in the following components:

Recognition of law (81%), Key facts of the law (81%), organization (92%)

Contract Law principles (78%), application of the law (74%)

Tort Law:

The target of 70% of the student s will earn 70% or higher was **met** in the following components:

Recognition of law (92%), Tort Law principles (88%) , organization (88%) Key facts of the law (88%), application of the law (72%)

O7: A.S. Business Degree Students Prior to graduation students will demonstrate teamwork and managerial activity.					
Analysis of Results – A.S. Business Administration Degree					
Performance Measure (Competency)	**Description of Measurement Instrument to include**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
MAN2021: 70% of the students in all applicable locations and delivery methods will score 3 or higher in each of the components of the rubric. The data will be collected across all delivery methods and locations. GB2930:70% of the students in all applicable locations and delivery methods will score 3 or higher in each of the two areas of the rubric.	MAN2021: Students will be expected to complete a case study as a group. The case study will demonstrate teamwork and managerial activity. The case demonstrates the student's knowledge of managerial issues and the ability to function effectively in a group GEB2930: Students will complete an online business simulation as a group. The case study will Demonstrate teamwork and managerial activity. The simulation demonstrates the student's knowledge of managerial issues and the ability to function effectively in a group.	* See data below	Faculty placed emphasis on the importance of teamwork and communications in both the classroom as well as the online delivery modality. The importance of team work was also highlighted through the use of a peer evaluation that made up a significant portion of the overall group project grade. This practice has been effective as evidenced by the results achieved. This will be continued in the coming semesters.	As the target was met in three successive measures, other areas of the program will be assessed. This measure will be looked at again in 2 years.	

* Areas of Success

2011-2012
GEB2930

Spring 2012: Target met. Category 1 (How does this person work on the team?) 80% Category 2 (How does this person work with you?) 76%
Summer 2012: Target met. Category 1 (How does this person work on the team?) 75% Category 2 (How does this person work with you?) 90%
Fall 2012: Target met. Category 1 (How does this person work on the team?) 91% Category 2 (How does this person work with you?) 95%

MAN2021 Fall 2012

The target of 70% of the students in all applicable locations and delivery methods will score 3 or higher in each of the
components of the rubric was fully met in all categories.
Team Engagement (100%), Preparation (100%), Analytical skills (100%), Team Contribution (100%), Workload share (100%). Value of
contribution (100%)

2012-2013
MAN2021 Spring 2013 A8
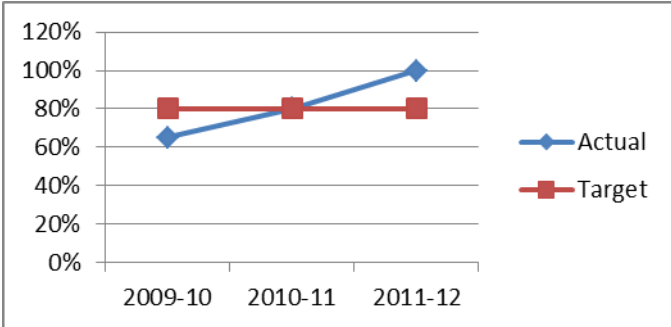
The target of 70% of the students in all applicable locations and delivery methods will score 3 or higher in each of the
components of the rubric was full met in all categories.
Team Engagement (100%), Preparation (100%), Analytical skills (100%), Team Contribution (100%), Workload share (100%). Value of
contribution (100%)

MAN2021 Spring 2013 C8

The target of 70% of the students in all applicable locations and delivery methods will score 3 or higher in each of the
components of the rubric was full met in all categories.
Team Engagement (100%), Preparation (87%), Analytical skills (100%), Team Contribution (87%), Workload share (100%). Value of contribution
(100%)

Analysis of Results – Associate in Science in Office Administration

O1 – Written Communication Skills: Students will demonstrate proficiency in written communication skills required in an office environment.					
Analysis of Results – A.S. Office Administration Degree					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
At least 80% of students will demonstrate proficiency in written communication skills by scoring a 3 or higher on a scale of 1 to 5 with 5 being the highest on each of the components of the Written Communications Skills Rubric.	Written Report (Formative, Internal, and Singular)	Written Communication Skills achievement target was met during the second and third cycles of measurement.	Since the achievement target was not met during the first cycle, faculty included more detailed and immediate feedback on discussion boards, reflection papers and other assignment embedded in courses throughout the program.	During the second and third cycles of measurement, significant improvement was made and the achievment target was met.	
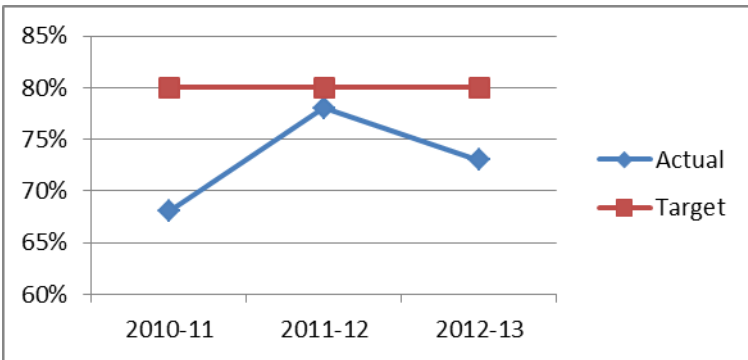
O2 – Oral Communication Skills: Students will demonstrate proficiency in communicating orally in various business environments.					
Analysis of Results – A.S. Office Administration Degree					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
At least 80% of students will demonstrate proficiency in communicating orally by scoring "Satisfactory" or better on the Oral Presentation Rubric.	Oral Presentation (Formative, Internal, and Singular)	Students made progress toward meeting the Target of "Satisfactory" or better on oral presentations and the target was met during the second cycle of measurement.	Since the achievement target was not met during the first cycle, it was determined that students need more practice throughout the program in this area. Additional courses will require oral presentations which will be graded using a common rubric.	During the second cycle of measurement, significant improvement was made and the achievment target was met. Assessment measures will continue to be refined and measured in future cycles to be identified.	
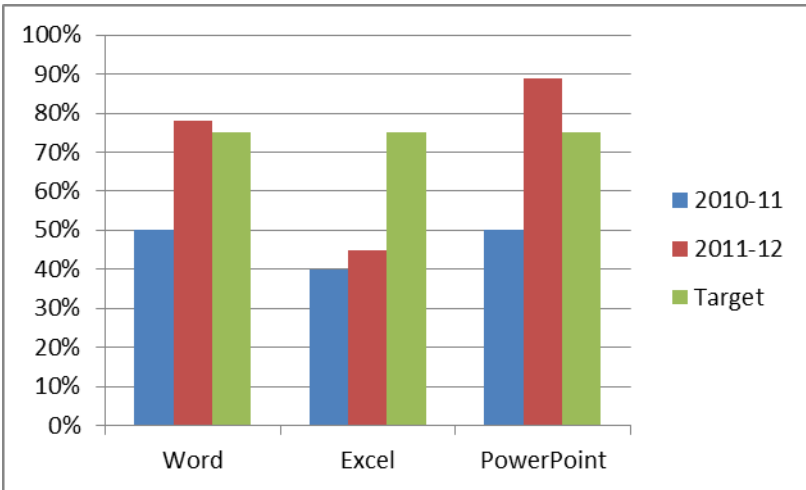
O3 – Critical Thinking Skills: Students will demonstrate proficiency in applying critical thinking and problem solving skills in the Office Administration profession.

Analysis of Results – A.S. Office Administration Degree

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
At least 80% of students will demonstrate problem solving and critical thinking skills by scoring 75% or higher on decision making test.	Test (Formative, Internal, and Singular)	Students are learning the basic concepts of problem solving and critical thinking and are utilizing these concepts in courses throughout the program.	Since the achievement target was not fully met during the first two cycles, it was determined that more focused learning activities in this area were needed and revised measures would be developed.	With the added learning activities focused on decision making, the achievement targets were met with an average of 83% scoring 75% or higher on one measure and not met with an average of 63% scoring 75% or higher on a second measure. Assessment measures will continue to be refined and measured in the next cycle.	
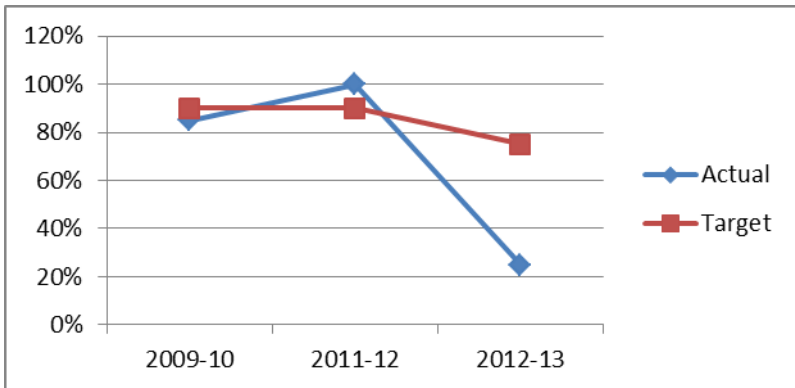
O4 – Computer Application Skills: Students will demonstrate proficiency in Microsoft Word, Excel, and PowerPoint applications.					
Analysis of Results – A.S. Office Administration Degree					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
At least 75% of students will demonstrate proficiency in computer applications skills by scoring 80% or higher on each section (Word, Excel, and PowerPoint) of the multiple choice/skills-based test).	Test (Formative, Internal, and Singular)	Students showed improvement in meeting the achievement targets in all areas during the second cycle of measurement with the target being met in Word and PowerPoint.	The target was not fully met in either of the cycles measured, so it was determined that the exam should be a combination of skills-based and multiple choice to show a truer measure of overall skill in each software application. The assessment was modified and will continue to be refined.	During the second cycle of measurement, improvement was made and assessment measures will continue to be refined and measured in future cycles to be identified.	

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
At least 80% of students will demonstrate proficiency in computer applications skills by scoring a 3 or higher on a scale of 1 to 5 with 5 being the highest on each of the sections (Word, Excel, PowerPoint) of the Computer Applications Skills Rubric.	Computer Applications Integration Project (Formative, Internal, and Singular)	Overall, students are demonstrating proficiency in applied projects that integrate Word, Excel, and PowerPoint applications.	Since there was a significant decline in meeting the achievement target for Word during the second cycle of measurement, faculty determined that there needed to be more clarity in the directions for the integration project.	Changes were made in the instructions for this measure and they will continue to be refined and measured in future cycles to be identified.	

149

O5 – Keyboarding Skills: Students will demonstrate proficiency in keyboarding skills.					
Analysis of Results – A.S. Office Administration Degree					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
At least 90% of students will receive a "Meets Expectations" rating or higher for Proficiency in Keyboarding Skills on the Appraisal of Student Performance form. For 2012-13 the measure for this outcome was revised as follows: 75% of AS Degree students in the Internship Course will score 55 cwpm (correct words per minute) on their final 3-minute timed writing.	Evaluation (Summative, Internal, and Singular) Test (Formative, Internal, and Singular)	Based on supervisor ratings during the first two cycles of measurement, students demonstrated satisfactory keyboarding skills.	After receiving additional feedback from advisory committee members, faculty decided that Challenging students to increase their speed and accuracy would give them a competitive edge when seeking employment. Timed writing assessments were added throughout the program with higher level performance measures.	Although there was a significant decline in meeting the achievement target in the most current cycle of measurement, the final speed of 55 cwpm presented a challenge to students and progress was made toward meeting this goal. This outcome will continue to be measured with increased emphasis throughout program courses on increased keyboarding skills.	

150

O6 – Teamwork Skills: Students will demonstrate teamwork skills necessary for working in an office environment.					
Analysis of Results – A.S. Office Administration Degree					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)
At least 75% of test scores on each Teamwork and Team Building unit will be 80% or Higher.	Test (Formative, Internal, and Singular)	Students were assigned learning modules on team building and tested on these concepts with the achievement target being met. Other measures were also added to OST courses so that students will continue to apply these concepts.	This was the first measurement cycle for this outcome; therefore it will continue to be measured during the next cycle with additional measures being added.	Further analysis will be conducted next year when this outcome is measured again and more assessment data is available.	

Learning Outcome 7 – Time/Project Management Skills: Students will demonstrate the ability to prioritize projects and assignments, use effective time management techniques, and employ effective records management techniques. (THIS OUTCOME WILL BE ASSESSED FOR THE FIRST TIME DURING THE 2013-14 CYCLE.)

Standard 5: Faculty and Staff Focus

STANDARD 5: FACULTY AND STAFF FOCUS

The ability of a business unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff. Each business unit: (1) develops and implements policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives, (2) evaluates the faculty based on defined criteria and objectives, (3) provides opportunities for faculty development and ensures scholarly productivity to support department and individual faculty development plans and program objectives; and (4) fosters an atmosphere conducive to teaching and learning.

Criterion 5.1 Human Resource Planning

Institution Response

A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

The institution employs competent faculty members qualified to accomplish the instructional mission and goals of the College. When determining qualifications of its faculty, the College gives primary consideration to the highest earned degree in the discipline. The College also considers competence, effectiveness, and capacity, including undergraduate and graduate degrees, diverse work experiences in the discipline, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. The College is responsible for justifying and documenting the qualifications of its faculty.

Hiring and Credentialing Procedures
While the College considers the overall educational background and work experience of applicants when determining faculty qualifications for the position, the College advertises a set of minimum degree requirements and preferred degree requirements for vacant instructional positions. Since the College became a bachelor's degree granting institution, the College has endeavored to recruit and select at the doctoral level for upper level faculty positions.

The hiring process begins with determining the College's need for faculty based on several factors, including new programs and projected enrollment. Once the need is identified, a multi-step hiring process is conducted to ensure that all faculty meet the College's requirements based on the Faculty Credentials Guidelines established by the Southern Association of Colleges and Schools Commission on Colleges, guidance from the Florida State College System, and Florida State College at Jacksonville criteria. Florida State College at Jacksonville has established credentialing matrices that can be found on our Human Resources website.[92]

---

[92] http://www.fscj.edu/district/human-resources/fac-credentialing/index.php

Credentialing Input

Once a conditional offer of employment is made, the final step of the process is to add the individual into the College's Human Resources Information System (HRIS). In addition, a personnel file is established which includes all of the new faculty member's official degree granting transcripts as well as any additional official transcripts that provide evidence of the individual's meeting the faculty credentials guidelines established by SACSCOC. From the data maintained in the HRIS System, faculty credentialing information is transferred to Xitracs, the College's faculty credentialing repository. In addition to the official transcripts, the faculty member's curriculum vitae, teaching evaluations, and any evidence to support faculty competence are included in the personnel file. All faculty personnel files are maintained in the Human Resources Department.

In order to ensure that an individual's qualifications are directly and specifically linked to the course or courses assigned to a faculty member, the College develops and disseminates information relative to credentialing including Faculty Credentialing Matrices and Guidelines. The Faculty Credentialing Matrices are a resource for all college programs and include discipline identification, course prefix, minimum educational requirements, and typical exceptions. The Faculty Credentialing Guidelines credentialing matrices can be found on our Human Resources website.

Full-Time Faculty Recruitment and Selection Process

Full-Time faculty recruitment begins at the departmental level with the writing of a comprehensive position vacancy announcement, which is approved by the Dean and the Campus President. The vacancy is advertised in national, regional, and/or local media publications, journals, and online to encourage diversity in the applicant pool. During the recruitment process, the College requires that all potential candidates for a full-time faculty position submit copies of transcripts as part of the application packet to ensure that an applicant meets the minimum position qualifications established by the College. These credentials[93] are established by the College's Office of the Provost based on SACSCOC guidelines, the Florida Department of Education, and the Florida College System. Optional applicant documents include a cover letter, résumé/vitae, DD214 (if claiming Veteran's preferences), and two letters of professional recommendation. These documents then become part of the permanent personnel file of successful candidates.

The Human Resources Department has a working procedure that calls for the screening of all applications and forwards only those that meet the minimum qualifications as evidenced by the application, transcripts, and /or other documentation to the Search Committee Hiring Administrator. When a full-time faculty position is advertised, the hiring administrator shall appoint a screening committee as follows:

Single Vacancy

The committee shall be composed of a minimum of five (5) members, the majority of whom shall be full-time faculty, not including the appropriate campus dean or direct supervisor of the position. A minimum of two (2) members of the committee shall be from the specific discipline of the advertised position.

---

[93] http://www.fscj.edu/district/human-resources/fac-credentialing/assets/documents/credential-career-educ-new.pdf

Multiple Vacancies

If there are two or more vacant positions at the same time in the same discipline and those positions are assigned to different campuses, the hiring administrators may appoint one (1) college-wide committee to fill the vacancies. That committee shall be composed of a minimum of seven (7) members, the majority of whom shall be full-time faculty, not including the chairperson. A minimum of two (2) members of the committee shall be from the specific discipline of the advertised position. When possible, the committee shall include at least one (1) faculty member from the discipline from each of the campuses where the vacancy exists. For example, if an opening exists on Kent and South Campus for a Business Professor (multiple vacancies), a current Business Professor from both Kent and South must be on the search committee.

Search committees may be composed of faculty from related disciplines and of other college staff members. In the event that there are not sufficient faculty from the specific discipline at the college to serve on the committee(s), representatives from advisory committees and experts in the field may be appointed as deemed appropriate by the hiring administrator.

Adjunct Faculty Recruitment and Selection Process

The Adjunct faculty selection process begins at the departmental level with an identified need for instruction in a specific discipline based on the planned course section schedule. The Dean or Associate Dean contacts the Human Resource Department to advise the specific discipline(s) where the need has been identified, and the HR Department uses various recruitment methods to provide the department with qualified applicants.

Adjunct faculty positions are advertised via an on-going Virtual Adjunct Recruiting capability that has nation-wide reach. This on-line capability produces a significant number of applicants to ensure a high quality and diverse pool. The Human Resources Department screens the applications submitted to ensure the minimum job requirements have been met. The applications are then forwarded to the Hiring Administrator.

The Hiring Administrator then reviews the applicant pool and determines who to contact for an interview; this decision is made based on education, teaching experience, and other qualifications. Candidates are interviewed, and if selected, are offered an adjunct faculty position. The adjunct faculty completes the required employment paperwork, and the Hiring Administrator completes an Adjunct Faculty Credentialing Form. This form includes categories for general information, academic transcripts, and appropriate state licenses or industry certifications. The credentialing form identifies all courses by prefix the applicant is qualified to teach. All credentialing documentation is approved and signed by the Dean and Campus President, and is subsequently forwarded to the Human Resource Department for processing.

B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.

The Business Unit's work environment, compensation, career progression, and workload assignments supports recruitment of high-performance faculty.

Work Environment
The Business Unit provides a work environment that fosters creative contributions to learning, innovative practices, and professional growth.

The Business Unit's work environment is interpreted to include physical space, technology and tools required to deliver effective instruction, departmental culture, available support services, academic freedom, safe environment, and contemporary well-maintained facilities.

The instructional classrooms are all equipped with a networked-faculty computer station, multi-media projector, and document camera. These classrooms are referred to as "smart rooms." Every campus is a Wi-Fi hotspot, enabling faculty members to access the Internet, online classrooms, and respond to students in a timely manner from any college-wide campus location. All full-time faculty are provided with private offices, Apple MacBook Pro laptops, and iPads for use on or off campus. In addition, faculty have access to meeting space, teleconference facilities, library resources, and all college resources. All facilities are clean and well-maintained.

The culture of the Business Unit is collaborative, collegial, inclusive, trusting, respectful, supportive, professional, and encourages instructional innovation and risk-taking. Academic freedom is a guiding principle for the Business Unit, faculty, and administration.

The safety and security of all personnel is of top priority. Each classroom is equipped with a telephone that dials directly to the campus security office. On an annual basis, a campus security officer meets with all personnel to discuss safety procedures in the classroom and around campus, and how to use the available office phones, classroom phones, and emergency parking lot phones in the instance of a security emergency. The College also has established a Threat Assessment[94] policy and procedure.

Compensation
Faculty compensation is determined by a compensation plan negotiated with the FSCJ United Faculty of Florida, and approved by the Board of Trustees, that provides a competitive wage and benefit package consistent for their discipline and rank at officially-recognized peer institutions and consistent with performance. Full-time faculty salaries are based on the most current degree in the discipline or a related discipline as validated by official transcript(s) held in the individual personnel file in Human Resources, as follows:

Pay Level I Bachelor's Degree
Pay Level II Master's Degree
Pay Level III Earned Doctorate or MFA

Faculty receive base salary increases for the following pay level changes:

Level I to Level II   8%
Level I to Level III   21%
Level II to Level III   13%

---

[94] http://www1.fccj.org/policies/apms/vol_VI/06-0913.doc

Base salaries for full-time faculty hired after August 15, 2003, are based on 180 workdays per contract year. Initial salary placement for new faculty in 2012-13 is at the minimum base salary of the applicable level, as follows:

Level I $38,217
Level II $41,282
Level III $46,919

New faculty may receive up to 20 percent above the minimum base salary to recognize direct, job-related college teaching or other professional experience and/or extenuating labor market conditions, if requested by the recommending administrator and verified by Human Resources as justified. Payment for overload assignments is per workload unit (WLU) over 30 WLUs per academic year at the rate of $673 per WLU. Adjuncts are paid at the same WLU rate.

Career Progression
Full-time faculty at Florida State College at Jacksonville are eligible for rank-assignment and advancement through the Rank System. The instructional ranks are Assistant Professor, Associate Professor, Professor, and Trustees Professor.

New faculty will have an initial rank placement of Assistant Professor unless, under certain circumstances, a higher rank is determined by the College administration based on years of applicable higher education teaching service, highest degree earned, and other applicable qualifications related to needs of the Business Unit.

Faculty rank placement is based on continuous years of full-time service and contract status. Faculty are assigned to the rank of Assistant Professor if full-time faculty service is two full contract years or less. Faculty are assigned the rank of Associate Professor if full-time faculty service is at least two full contract years. Faculty are assigned the rank of Professor if full-time faculty service is at least four full contract years of service and the faculty member holds continuing contract status. Rank advancement recognizes the individual faculty member's excellence in the areas of teaching effectiveness, scholarly achievement, and service.

The College provides faculty members with the technological resources needed to perform their essential duties, promote productivity, and increase satisfaction.

Workload Assignments
Faculty workload is calculated in terms of "workload units" (WLU) associated with each course in the Business Unit's curriculum. The workload unit value for each course assignment is referenced in the master course outline developed through the College's curriculum committee process. All courses in the Business Unit earning three semester credit hours are ascribed three workload units.

Full-time faculty are assigned a base teaching load of 30 WLUs per year. The base teaching load is comprised of two terms: Fall, Spring and/or Summer. Full-time faculty are assigned 180 days of service to include ten (10) official College holidays.

Full-time faculty work a standard forty (40) hours per week on College activities. Thirty (30) hours are scheduled and the remaining hours are used for College related professional activities. Faculty schedule 30 hours per week which include classroom contact hours, posted office hours, and instructional support time.

C. Describe how the Business Unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.

The Business Unit's work environment is interpreted to include physical space, technology and tools, compensation, departmental culture, available support services, academic freedom, safe environment, and contemporary well-maintained facilities as well as communications, shared governance, professional development, and benefits.

The instructional classrooms are all equipped with a networked-faculty computer station, multi-media projector, and document camera. These classrooms are referred to as "smart rooms." Every campus is a Wi-Fi hotspot, enabling faculty members to access the Internet, online classrooms, and respond to students in a timely manner from any college-wide campus location. All full-time faculty are provided with private offices, Apple MacBook Pro laptops, and iPads for use on or off campus. In addition, faculty have access to meeting space, teleconference facilities, library resources, and all college resources. Staff are provide with appropriate workstations and supplies. All facilities are clean and well-maintained.

The culture of the Business Unit is collaborative, collegial, inclusive, trusting, respectful, supportive, professional, and encourages instructional innovation and risk-taking. Academic freedom is a guiding principle for the Business Unit, faculty, and administration.

The safety and security of all personnel is of top priority. Each classroom is equipped with a telephone that dials directly to the campus security office. On an annual basis, a campus security officer meets with all personnel to discuss safety procedures in the classroom and around campus, and how to use the available office phones, classroom phones, and emergency parking lot phones in the instance of a security emergency. The College has established a Threat Assessment[95] policy and procedure.

Above and beyond the contractual load negotiated in the collective bargaining agreement, faculty members are allowed to teach overload course credits (up to 9 additional credit hours per semester) and are paid at the adjunct faculty rate per credit hour. Additionally, teaching an extra term during the summer further supplements faculty income. A benefit for faculty at this institution is that faculty members are allowed to engage in part-time adjunct teaching at other colleges and universities and consulting opportunities, if desired. Being allowed to teach at other institutions or consult in industry, broadens professors' perspectives, keeps them in touch with industry trends and changes and strengthens the programs. The collective bargaining agreement provides guidelines for outside employment. See Collective Bargaining Agreement in Appendix L.

---

[95] http://www1.fccj.org/policies/apms/vol_VI/06-0913.doc

Professors are limited to total of 24 work load units (WLU) per term according to the CBA. If the professor chooses to teach the maximum number of WLU per year they could earn up to an additional $30,000 per year. WLU above a professor's normal teaching load is paid at the adjunct rate of pay. Professors are also given opportunities to earn stipends for working on special projects for the business with the potential of earning an additional $10,000. Release or reassign time from normal teaching load can be granted as well if the need serves the Business Unit.

Departmental meetings are the forum for faculty to propose curriculum changes, provide input for strategic planning, discuss best practices, share information about departmental business, college policies, club activities, and volunteer opportunities. Faculty share information from professional development activities, committee meetings, student organizations, and classroom experiences. The Kent Campus Dean of Career Education conducts monthly department meetings, and the Downtown Campus Dean of Career Education conducts two department meetings per semester.

Faculty offices are assigned so that those teaching in the same program are usually clustered, which enhances communication, cooperation, and collegiality. This arrangement is especially helpful and convenient when faculty is working with course content, curriculum and technology issues. Faculty at other campuses are invited to their respective department meetings.

The timely and meaningful participation of program faculty, staff, and administrators in the decision-making processes supports the well-being, satisfaction, and motivation of Business Unit through shared governance.

Shared governance is a delicate balance between faculty and staff participation in planning and decision-making processes, on the one hand, and administrative accountability on the other. Genuine shared governance gives voice, but not necessarily ultimate authority, to concerns common to all constituencies as well as to issues unique to specific groups.

The Business Unit practices shared governance through faculty and staff representation on committees such as the Business Advisory Committee, Office Administration Advisory Committee, hiring committees, College-wide Curriculum Committee, Faculty Senate, and Career Employees Council. Faculty and staff provide input into the development of the academic course schedule, new programs and courses, modifications of existing programs and courses, curriculum proposals and modifications, website design, strategic plans, and ACBSP reaffirmation self-study during formal department meetings and informal communications. Faculty and staff also conduct 360° performance evaluations of their administrators.

The College's faculty and staff have access to a comprehensive professional development program that includes pursuing advanced degrees, participating in workshops/seminars, and improving classroom assessment.

The International Conference on College Teaching and Learning is coordinated though the Academy for Professional Development (AFPD) and the Center for the Advancement of Teaching and Learning. For the past twenty-three years, the college has hosted the International Conference on College Teaching and Learning in the

Jacksonville area. The conference is open to all college faculty and staff at no cost. The conference attracts approximately 1,000 college faculty, staff, and administrators from around the world and has a yearly budget of approximately $250,000.

Professional development opportunities may be AFPD and FSCJ courses and workshops, other college and university courses and workshops, seminars, and local, state, and national conferences.

Faculty and staff are reimbursed in an amount not to exceed $4,000 per fiscal year for tuition and fees. Faculty, staff, and their eligible dependents may receive tuition reimbursement or tuition waivers for matriculation or tuition fees paid for courses taken at FSCJ.

The College provides an array of benefits[96] to faculty and staff. These benefits are part of the employees' annual total compensation package. Current benefits include medical, dental, and vision health plans, tax advantaged plans, retirement plans, life insurance, long-term disability, employee assistance plan, sick leave, sick leave pool, Consolidated Omnibus Budget Reconciliation Act (COBRA) coverage, family medical leave, worker's compensation, annual leave, paid holidays, Family Medical Leave Act (FMLA) coverage, and tuition reimbursement benefits.

D. Report evidence of business unit faculty and staff well-being and satisfaction.

The Business Unit's work environment is interpreted to include physical space, technology and tools, compensation, departmental culture, available support services, academic freedom, safe environment, and contemporary well-maintained facilities as well as communications, shared governance, professional development, and benefits.

This is the first year that the Business Unit has conducted the 2013 Business Unit Faculty and Staff Well-Being and Satisfaction Survey. It will continue to administer this survey on an annual basis. The 2013 Business Unit Faculty and Staff Well-Being and Satisfaction Survey results are show below.

---

[96] http://www.fccj.org/campuses/mccs/HumanResources/forms/benefits/ben_sum.pdf

2013 Faculty Well-being and Satisfaction Survey Results

Category	Very Dissatisfied	Somewhat Dissatisfied	No Opinion	Somewhat Satisfied	Very Satisfied
Physical Space	0.0%	21.4%	0.0%	14.3%	64.3%
Work Environment Safety	0.0%	7.1%	7.1%	7.1%	78.6%
Facilities, Maintenance	0.0%	7.1%	7.1%	42.9%	42.9%
Departmental Culture	0.0%	7.1%	0.0%	7.1%	85.7%
Interdepartmental Culture	0.0%	7.1%	7.1%	14.3%	71.4%
Availability of Support Services	7.1%	7.1%	0.0%	42.9%	42.9%
Technology and Tools	7.1%	7.1%	0.0%	42.9%	42.9%
Technology Support	14.3%	14.3%	0.0%	42.9%	28.6%
Compensation	14.3%	28.6%	0.0%	57.1%	0.0%
Overall Benefits	7.1%	7.1%	7.1%	35.7%	42.9%
Academic Freedom	0.0%	0.0%	7.7%	15.4%	76.9%
Shared Governance Practices	0.0%	14.3%	7.1%	42.9%	35.7%
Professional Development Opportunities	0.0%	7.1%	14.3%	42.9%	35.7%
Overall Satisfaction	0.0%	0.0%	0.0%	50.0%	50.0%

Faculty Satisfaction 2013
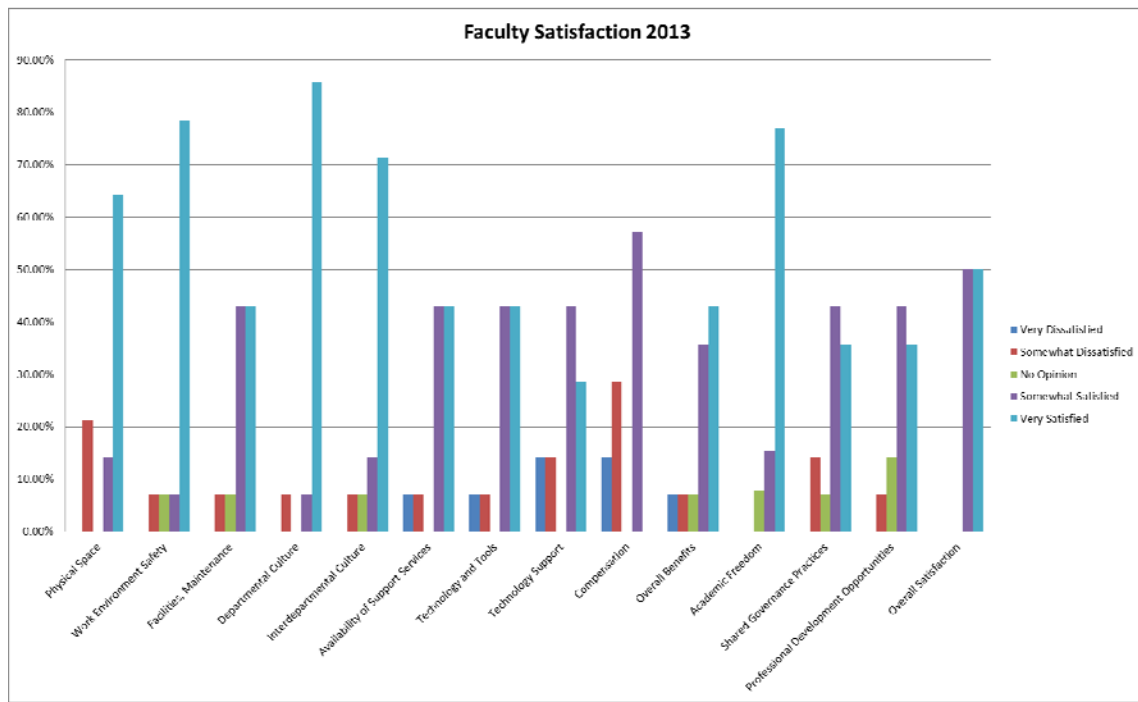
2013 Staff Well-being and Satisfaction Survey Results

Category	Very Dissatisfied	Somewhat Dissatisfied	No Opinion	Somewhat Satisfied	Very Satisfied
Physical Space	0.0%	0.0%	9.0%	36.4%	54.5%
Work Environment Safety	0.0%	0.0%	9.1%	36.4%	54.5%
Facilities, Maintenance	0.0%	0.0%	9.1%	36.4%	54.5%
Departmental Culture	0.0%	9.1%	18.2%	9.1%	63.6%
Interdepartmental Culture	0.0%	27.3%	9.1%	18.2%	45.5%
Availability of Support Services	0.0%	0.0%	9.1%	27.3%	63.6%
Technology and Tools	0.0%	0.0%	9.1%	27.3%	63.6%
Technology Support	0.0%	0.0%	0.0%	27.3%	72.7%
Compensation	0.0%	27.3%	0.0%	54.5%	18.2%
Overall Benefits	0.0%	0.0%	9.1%	36.4%	54.5%
Shared Governance Practices	0.0%	0.0%	36.4%	36.4%	27.3%
Professional Development Opportunities	9.1%	18.2%	0.0%	36.4%	36.4%
Overall Satisfaction	0.0%	9.1%	9.1%	45.5%	36.4%
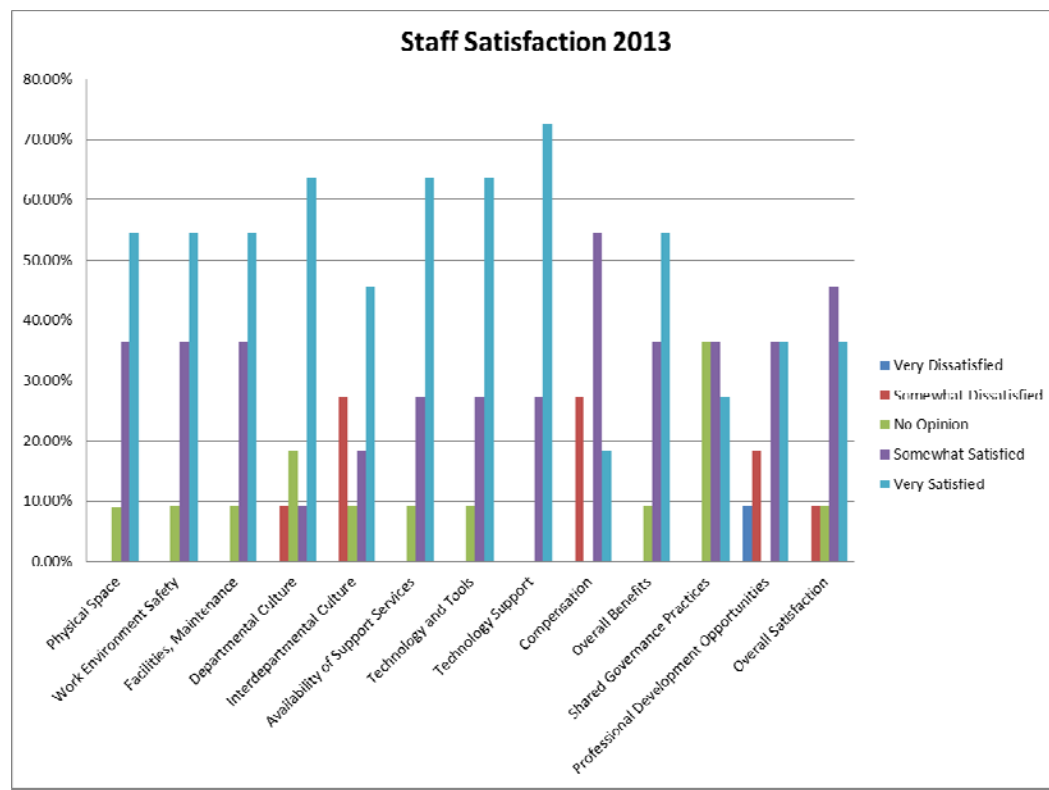
Criterion 5.2 Faculty Qualifications

Employee qualifications and credentials are a critical foundation for business success. Qualified faculty must teach all class sections taught within the business unit. Faculty qualifications in the business unit are defined as Master's or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions.

Master's or Doctorate Degree Qualified

A Master's or Doctorate Degree Qualified faculty member meets at least one of the following criteria:

Doctorate in teaching field— The institution must provide documentation.
Juris Doctorate— Qualified to teach law courses. The institution must provide documentation.
MBA—The institution must provide documentation. Qualified to teach any introductory or principle level business courses.
Master's degree in teaching field— The institution must provide documentation.
Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level – The institution must provide documentation.
Related or out-of-field master's or doctorate degree with documentation in two or more of the following areas:
In-field professional certification (national, regional, or state)—The institution must provide documentation.
In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
Teaching excellence—The institution must provide documentation.
In-field research and publication—The institution must provide documentation.
Relevant additional training equivalent to 18 semester/27 quarter credit hours of CEU's, military training, vendor training, etc.—The institution must provide documentation.

Professionally Qualified

A Professionally Qualified faculty member possesses a bachelor's degree in the teaching field with documentation in two or more of the following areas:

Professional certification (national, regional, or state)—The institution must provide documentation.
In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
Teaching excellence—The institution must provide documentation.
In-field research and publication—The institution must provide documentation.
Relevant additional coursework beyond the bachelor's degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU's, military training, vendor training, etc.—The institution must provide documentation.

Exceptions

The institution should provide an explanation of qualifications for faculty who do not meet the criteria for Master's or Doctorate Degree Qualified or Professionally Qualified.

Note: Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master's or Doctorate Degree Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.

NOTE: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation which clearly states the qualification.

Complete **Table 4 – Faculty Qualifications** for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

- Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order.
- List the major teaching field for each faculty member.
- List courses taught during self-study year; do <u>not</u> duplicate if taught both fall and spring semesters.
- List the highest qualifying degree earned—state the degree as documented on the transcript, including the major field.
- For Professionally Qualified faculty, Exception faculty, and faculty with related or out-of-field master's or doctorate degrees, list ALL professional certifications and supporting areas of documentation beyond the academic credential as defined in Criterion 5.2.
- List the ACBSP qualification of each faculty member – Master's/Doctorate Degree, Professional, or Exception.

	Table 4 – Faculty Qualifications FY 2012-2013					
	Analysis of Results					
Name	**Full-Time or Adjunct**	**Major Teaching Field**	**Courses Taught**	**All Earned Degrees**	**Professional Certifications and Supporting Activities**	**ACBSP Qualification**
Achilles, Wendy W	Adjunct	Accounting	ACG 2021	Doctor of Philosophy, Accounting Virginia Commonwealth University Master of Science, Accounting East Carolina University Bachelor of Science, Accounting East Carolina University		Doctorate
Allen, Robert H	Adjunct	Business	BUL2131 BUL3130	Juris Doctorate University of Alabama-Tuscaloosa Master of Arts, Laws In Taxation University of Alabama-Tuscaloosa Bachelor of Science, Business Administration Auburn University		Doctorate
Amaro, Rosalyn	Full-Time	Business	OST2335	Master of Business Administration University of North Florida Bachelor of Business Administration University of North Florida Associates in Arts Florida State College at Jacksonville	15 Graduate Semester Hours in Computer-related Courses University of Phoenix	Masters
Arcuri, Thomas	Full-Time	Accounting	ACG2021 ACG2071	Master of Education, Business Education University of Florida Bachelor of Science, Education University of Florida Associates of Arts Indian River Community College	Certified Public Accountant 20 Graduate Quarter Hours in Accounting, 13 Graduate Semester Hours University of Florida	Masters

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Bateh, Eric	Adjunct	Business	GEB1011 MAN2582	Master of Business Administration University of North Florida Bachelor of Business Administration University of North Florida		Masters
Bateh, Justin	Full-Time	Business	MAN4504, QMB3250	Master of Business Administration NOVA Southeastern University Bachelor of Business Administration University of North Florida		Doctorate
Boccard, Brenda F	Adjunct	Business	GEB1011, MAR2011	Master of Science, General Administration Central Michigan University 18 Graduate Semester Hours In Business/Marketing Master of Science, Computer Science Education NOVA Southeastern University Bachelor of Arts, Asian Studies Florida State University Associates of Arts Florida State College At Jacksonville Associate in Applied Science, Data Processing Jones College		Masters
Coram, Shawna E	Full-Time	Accounting, Business	ACG2021, ACG2071, FIN3400, ACG3024, FIN2100, MAN4930	Master of Business Administration University of Iowa Bachelor of Arts, Business Administration Augustana College		Masters

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Corona, Gary M	Full-Time	Business	ADV2000, GEB1011, MAN2021, MAR2011, MKA1021	Master of Business Administration Ohio State University Bachelor of Science, Communications Ohio University		Masters
Currie, Antionette D	Adjunct	Business	GEB1011, MAN4301, MAR2011,	Master of Arts, Organizational Management University of Phoenix Master of Arts, Human Resources Management Webster University Bachelor of Business Administration Averett University Associate of Science, Office Info Systems-Legal Secretary San Diego City College		Masters
Curry, Howard J	Adjunct	Business	MAN2125, MAN2582, SBM2000	Master of Business Administration Webster University Bachelor of Science, Workforce Education & Development Southern Illinois University, Carbondale		Masters
Daniels, Aquesha	Adjunct	Business	BUL2131	Juris Doctorate Florida Coastal School of Law Bachelor of Science University of Alabama at Birmingham		Doctorate

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Daugherty, Donald G	Adjunct	Business	QMB2100	Master of Business Administration Jacksonville University Bachelor of Science, Economics University of Texas at Arlington		Masters
Davis, Amaya	Adjunct	Business	MAN2582	Master of Science, Aeronautical Science/Studies Embry-Riddle Aeronautical University Bachelor of Science Embry-Riddle Aeronautical University	18 Graduate Hours from Northcentral University	Masters
Dunham, Rick E	Full-Time	Business	GEB1011, GEB3213, MAN3353, MAN2021	Master of Business Administration, Management Strayer University Bachelor of Science, Business Administration Winthrop University		Masters
Ellison, Jade	Adjunct	Business	BUL2131	Juris Doctorate American University Bachelor of Science Business Administration Florida A & M University		Doctorate
Evans, Rebecca M	Adjunct	Accounting	ACG2071	Master of Science, Business Economics Southern Connecticut State University Bachelor of Science, Business Administration Southern Connecticut State University	18 Graduate Credit Hours in Accounting. Southern Connecticut State University	Masters

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Fisher, Margaret A	Full-Time	Office Administration Business	CGS1100, GEB1011, MAN1943, OST1324, OST1384, OST1943, OST2501, MAN2021	Master of Business Administration Jacksonville University Bachelor of Business Administration Jones College Jacksonville	Business Faculty 1995-1997 Jones College	Masters
Friedlander, Allen R	Adjunct		GEB1011,	Master of Arts, Business Management Central Michigan University Bachelor of Science, Business Management University of Maryland University College		Masters
Garrett, Patricia A	Full-Time	Office Administration	OST1100, OST1336, OST1581, CGS1100, OST1108, OST2771	Master of Education, Vocational Education University of North Florida Bachelor of Science Business Education University of Florida Associates of Arts Florida State College At Jacksonville		Masters
Grant, Rhonda E	Adjunct	Office Administration	OST1100	Master of Science, Management & Administration Education Nova Southeastern University Bachelor of Arts, Organizational Management Edward Waters College		Masters

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Green, Terri	Adjunct	Business	MAN2021	Master of Science, Human Resource Education Capella University Bachelor of Science, Information Systems Management University of Maryland, College Park	24 Credit Hours of Human Resources-related courses.	Masters
Harper, Ashley B	Adjunct	Accounting	ACG2071	Master of Science, Accounting Louisiana State University Bachelor of Science, Accounting Southeastern Louisiana University		Masters
Henning, Neal L	Adjunct	Office Administration	OST1355	Doctor of Philosophy, Curriculum and Instruction University of Nebraska-Lincoln Master of Education, Business Education University of Nebraska-Lincoln Bachelor of Science, Education University of Nebraska-Lincoln		Doctorate
Howell, Patrick A	Adjunct	Accounting	ACG2021, ACG2071	Master of Business Administration, General Business University of North Florida 18 Grad Hours In Accounting Courses. Bachelor of Business Administration, Accounting University of North Florida Associates of Arts Florida State College At Jacksonville	Certified Public Accountant	Masters

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
James, Rosemary A	Adjunct	Office Administration	OST1100, OST1145, OST1581	Master of Arts, Organizational Management University of Phoenix Bachelor of Science, Workforce Education and Development Southern Illinois University, Carbondale	Program Coordinator 1998-2013 Florida State College At Jacksonville	Masters
Jordan, Sandra F	Full-Time	Accounting	ACG2021, ACG2071	Master of Business Administration, General Business University of North Florida Bachelor of Arts, Business Education University of North Florida Bachelor of Arts, Accounting University of North Florida Associates of Arts Florida State College At Jacksonville	Certified Public Accountant	Masters
Jorgensen, Gloria	Adjunct	Business	MAN2021	Master of Art, Human Resources University of North Florida Bachelor of Business Administration University of North Florida		Masters
Justice, Carla A	Adjunct		GEB1011	Master of Business Administration Franklin University Bachelor of Arts, General Business Jacksonville University		Masters

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Kent, Nicole S	Adjunct	Business	MAN2021	Master of Arts, Human Resources Management University of Phoenix Bachelor of Science, Professional Management Nova Southeastern University Associate In Applied Science, Office Management Technology Florida State College At Jacksonville		Masters
Lavalley, Kyle	Adjunct	Business	MAN2582	Master of Science, Management Information Systems Florida State University Bachelor of Science, Information Systems University of North Florida Associates of Arts Florida State College At Jacksonville		Masters
Latham, Margaret D	Adjunct	Business	BUL2131	Juris Doctorate Seattle University Bachelor of Science, Fashion Merchandising University of Georgia		Doctorate
Lockett, Lolita M	Adjunct	Accounting	ACG2021, ACG2501, TAX2000, APA1001	Master of Business Administration University of Phoenix Bachelor of Business Administration Edward Waters College Associate of Science Florida State College at Jacksonville		Masters

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Louviere, Daniel J	Adjunct	Business	BUL2131, MAN3240	Juris Doctorate Pepperdine University Master of Arts, Accounting Louisiana Tech University Master of Arts, Laws In Estate Planning University of Miami Bachelor of Arts, English University of Louisiana at Lafayette		Doctorate
Lyon, Jonathan R	Full-Time	Business	FIN2000, FIN2100, FIN3400, SBM2000	Master of Business Administration Jacksonville University Bachelor of Arts, Insurance University of North Florida Associate in Arts Florida State College at Jacksonville	Gen Lines Property and Casualty Department of Real Estate and Insurance Life & Health Department of Real Estate and Insurance	Masters
Mallery, Donna R	Full-Time	Accounting	ACG2021, ACG2071, ACG2030, ACG2450, ACG2500, ACG2100, ACG2110	Master of Arts, Accounting Mississippi State University Bachelor of Arts, Accounting Mississippi State University		Masters
Manuel Jr, Hilton L	Adjunct	Business	GEB1011	Master of Arts Organizational Management University of Phoenix Bachelor of Business Administration, Organizational Management Edward Waters College		Masters

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Martino, Nicholas	Full-Time	Business	BUL2131	Juris Doctorate Florida Coastal School of Law Bachelor of Arts Political Science/Public Administration University of North Florida Associates in Arts Florida State College at Jacksonville		Doctorate
Mashevsky, Daniel	Adjunct	Business	FIN2000	Doctorate of Philosophy Finance Foreign University Master of Science Finance University of Wisconsin Colleges Bachelor of Arts Economics Fairfield University		Doctorate
McCarrell, Zenja S	Adjunct	Business	GEB1011	Master of Business Administration University of Phoenix		Masters
McLester, Paul	Full-Time	Business	BUL2131	Juris Doctorate University of Florida Bachelor of Arts, Accounting University of West Florida		Doctorate
McDuffie, Brian K (P)	Adjunct	Business	BUL2131, BUL3130	Juris Doctorate Nova Southeastern University Bachelor of Arts, Psychology University of Central Florida		Doctorate
McKeon, Andrea	Full-Time	Business	GEB1011	Master of Science, E-Business Capella University Bachelor of General Studies, General Business Jacksonville University Associate of Science, Liberal Arts Excelsior College		Masters

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
McKeon, Noel E	Adjunct	Accounting, Business	ACG2021, ACG2071, APA1001, CGS2554, MAN2043, TRA2131, TRA2152, ACG2680, BUL2131, TRA2010	Master of Science, Allied Health Services University of North Florida Master of Business Administration, General Business University of North Florida		Masters
Miller, Mitchell	Adjunct	Business	FIN2100	Doctorate Business Administration Nova Southeastern University Master of Business Administration Pace University Bachelor of Arts, Economics City University of New York, Brooklyn College		Doctorate
Meyers, Russell	Adjunct	Accounting	TAX2000	Master of Arts, Accounting Virginia Polytechnic Institute and State University Bachelor of Arts, Accounting Pfeiffer University		Masters
Moore, Henry L	Adjunct	Accounting, Business, Math	ACG2021, ACG2071, MAN2043 MAT0028	Master of Business Administration University of North Florida Bachelor of Business Administration, Accounting University of North Florida Associates in Arts Florida State College at Jacksonville	Certified Public Accountant	Masters

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Moore, Vanessa S	Adjunct		APA1001, GEB1011	Master of Business Administration, Management Jacksonville University Bachelor of Business Administration, Accounting University of North Florida Associates in Arts Florida State College at Jacksonville		Masters
Morris, Robert E	Full-Time	Business	GEB1011, GEB2930, GEB4891, MAN4900, MAN2021, MAN3583, MAN4720	Master of Business Administration, General Business University of North Florida Bachelor of Science, Horticulture Virginia Polytechnic Institute and State University Bachelor of Science, General Business Excelsior College		Masters
Murdaugh, April D	Adjunct	Business	MAN2216	Master of Science, Management Southern Wesleyan University Bachelor of Arts, Sociology/Social Science Saint John's University		Masters
Oliver, Kathy	Adjunct	Business	GEB1011, MAN2021	Master of Public Administration University of Phoenix Bachelor of Arts, Business Administration Flagler College Bachelor of Science, Computer Information Management Jacksonville University		Masters

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Osment, Sheri K	Adjunct	Business	MAN2021	Master of Science, Administration Central Michigan University Bachelor of Arts, Psychology Columbia College-Missouri Associates in Arts Florida State College at Jacksonville		Masters
Parkins Jr, Raymond A	Full-Time	Business	GEB1011, MAN2021, MAR2011	Master of Science, Industrial Management Georgia Institute of Technology Bachelor of Science, Industrial Management Clemson University		Masters
Pence, Joseph E	Adjunct	Accounting	ACG2021, ACG2071	Master of Business Administration, General Business University of North Florida Bachelor of Business Administration, Accounting University of North Florida Associates in Arts Florida State College at Jacksonville		Masters
Phillips, Jodee C	Adjunct	Business	GEB1011	Master of Business Administration Marylhurst College Bachelor of Science, Recreation and Park Administration Illinois State University		Masters
Posey, Jacob E	Adjunct	Business	FIN2000, MAN2021, MAR2011, FIN2100	Master of Science, Business Administration University of Florida Bachelor of Arts, Political Science Illinois Wesleyan University		Masters

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Powell, Susan L	Adjunct	Office Administration	OST1581	Master of Business Administration Jacksonville University Bachelor of Science, Communications Florida State University		Masters
Ricardo, Cesar	Adjunct	Business	GEB1011	Master of Business Administration University of Phoenix Bachelor of Science, Computing and Informational Sciences University of North Florida		Masters
Robinson, Adam M	Adjunct	Accounting	APA1001	Master of Business Administration, General Business University of North Florida Bachelor of Science In Business Administration, Accounting University of Richmond	Certified Public Accountant	Masters
Salem, Jeremy	Adjunct	Business	QMB2100	Master of Business Administration University of North Florida Bachelor of Business Administration University of North Florida		Masters
Singletary, Wayne M	Full-Time	Business	BUL2242, BUL2131, BUL3130	Juris Doctorate, Law University of Florida Bachelor of Science, Business Administration University of Florida		Doctorate

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Slentz, Harvey A	Full-Time	Business	BUL2131, BUL3130, MAN3353, MAN2021, MAR3803	Juris Doctorate, Law University of Louisville Master of Arts, Business University of Central Missouri Bachelor of Science, General Business/Management Arkansas State University		Doctorate
Snow, Kenneth P	Adjunct	Accounting	ACG2021, ACG2071	Master of Business Administration, Contract Management Florida Institute of Technology Bachelor of Science, Accounting Athens State College	Tax Accountant 2001-2003 18 Graduate Semester Hours in Accounting from the Florida Institute of Technology.	Masters
Sutphin, Sidney L	Adjunct	Business	MAN2582	Master of Business Administration, General Business Webster University Bachelor of Science, Computer Science University of North Florida		Masters
Taylor, Donald F	Adjunct	Accounting	ACG2021	Master of Arts, Accounting University of Florida Bachelor of Business Administration, Accounting Valdosta State University Associates of Arts Georgia Military College Associate in Applied Science Community College of the Air Force		Masters

Name	Full-Time or Adjunct	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Thomas, Lindsey L	Adjunct	Accounting	ACG2071	Master of Arts, Accounting Florida Atlantic University Bachelor of Science, Marketing University of Florida		Masters
Tripp, Raquel T	Adjunct	Business	ADV2000	Master of Business Administration Middle Tennessee State University Bachelor of Business Administration, Marketing Foreign University		Masters
Williams, Callie P	Full-Time	Office Administration, Computer	OST1100, OST2771	Master of Arts, Human Resources Development Webster University Bachelor of Science, Business Administration Jacksonville University		Masters

Criterion 5.3 Faculty Composition

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Professionally Qualified. Full-time equivalent (FTE) faculty members are typically measured by dividing workload during the academic year by the definition of full-time load in credit and/or contact hours. Calculation considerations:

- **Semester system: one full-time faculty member teaching 30 semester credit hours in the academic year typically equals 1.00 FTE faculty. (A part-time faculty member teaching 6 semester hours equals .20 FTE faculty).**
- **Quarter system: one full-time faculty member teaching 45 quarter credit hours in the academic year typically equals 1.00 FTE faculty. (One part-time faculty member teaching 18 quarter credit hours equals .40 FTE faculty).**

Institution Response

A. Explain the business unit's method of calculating FTE teaching loads for full-time and part-time instructors.

The workload for teaching faculty will be calculated in terms of "workload units" (WLU) associated with each course in the College's curriculum inventory and non-teaching work hours assigned per week. The workload unit value for each course assignment shall be as referenced in the master course outline developed through the College's curriculum committee process.

As outlined in United Faculty of Florida Master Agreement, a full-time faculty position is defined as a teaching load (or performance of equivalent duties) to total 30 work load units (WLU) per year. In the Business Unit, one semester credit hour is equivalent to one workload unit. WLU's beyond 30 per year are paid at the adjunct rate. The Collective Bargaining Agreement limits full-time faculty workload to 24 WLUs per semester.

Adjunct faculty may teach a maximum of 10 WLUs per semester, but not more than 30 WLUs in a calendar year. Adjuncts are hired on a course by course basis at the recommendation of the dean of instruction without guarantee of successive employment. Adjunct faculty are covered by the Master Agreement, conduct office hours, participate in other college responsibilities such as serving on committees.

In the event that faculty are offered, and accept, an opportunity to teach 15 workload units in a third full term during a contract year, $12,000 will be added to the faculty's base salary for that year. Work and office hour requirements for such faculty will be the same as in other terms.

Stipends for special assignment work may be awarded at the discretion of the administration and as approved by the Campus President and College Provost. Faculty may not receive more than $10,000 in stipends per calendar year.

B. Complete **Table 5 – FTE and Faculty Composition**. List all full-time and part-time faculty members for the self-study year in alphabetic order.

Table 5 – FTE and Faculty Composition Fall 2012 and Spring 2013 Semesters						
Analysis of Results						
Name	**Full-Time or Adjunct**	**ACBSP Qualification**	**Semester Credit Hours Taught***	**Masters/Doctorate Annual FTE**	**Professional FTE**	**Exceptions FTE**
Achilles, Wendy W	Adjunct	Doctorate	16	0.53	N/A	N/A
Allen, Robert H	Adjunct	Doctorate	18	0.60	N/A	N/A
Amaro, Rosalyn	Full-Time	Masters	30	1.00	N/A	N/A
Arcuri, Thomas	Full-Time	Masters	42	1.40	N/A	N/A
Bateh, Eric	Adjunct	Masters	12	0.40	N/A	N/A
Bateh, Justin	Full-Time	Doctorate	48	1.60	N/A	N/A
Boccard, Brenda F	Adjunct	Masters	12	0.40	N/A	N/A
Bowman, Johnny	Full-Time	Masters	48	1.60	N/A	N/A
Ciez, Patrick	Adjunct	Masters	3	0.10	N/A	N/A
Coram, Shawna E	Full-Time	Masters	40	1.33	N/A	N/A
Corona, Gary M	Full-Time	Masters	39	1.30	N/A	N/A
Currie, Antionette D	Adjunct	Masters	30	1.00	N/A	N/A
Curry, Howard J	Adjunct	Masters	21	0.70	N/A	N/A
Daniels, Aquesha	Adjunct	Masters	3	0.10	N/A	N/A
Daugherty, Donald G	Adjunct	Masters	3	0.10	N/A	N/A
Davis, Amaya	Adjunct	Masters	24	0.80	N/A	N/A
Dilbert, Kathy	Adjunct	Masters		0.00	N/A	N/A
Dunham, Rick E	Full-Time	Masters	42	1.40	N/A	N/A
Ellison, Jade	Adjunct	Masters	3	0.10	N/A	N/A
Evans, Rebecca M	Adjunct	Masters	6	0.20	N/A	N/A

Name	Full-Time or Adjunct	ACBSP Qualification	Semester Credit Hours Taught*	Masters/Doctorate Annual FTE	Professional FTE	Exceptions FTE
Fish, David	Full-Time	Doctorate	30	1.00	N/A	N/A
Fisher, Margaret A	Full-Time	Masters	54	1.80	N/A	N/A
French, Richard	Full-Time	Masters	36	1.20	N/A	N/A
Friedlander, Allen R	Adjunct	Masters	6	0.20	N/A	N/A
Garrett, Patricia A	Full-Time	Masters	39	1.30	N/A	N/A
Grant, Rhonda E	Adjunct	Masters	9	0.30	N/A	N/A
Green, Terri	Adjunct	Masters	21	0.70	N/A	N/A
Harper, Ashley B	Adjunct	Masters	6	0.20	N/A	N/A
Henning, Neal L	Adjunct	Doctorate	9	0.30	N/A	N/A
Howell, Patrick A	Adjunct	Masters	13	0.43	N/A	N/A
James, Rosemary A	Adjunct	Masters	15	0.50	N/A	N/A
Jordan, Sandra F	Full-Time	Masters	36	1.20	N/A	N/A
Jorgensen, Gloria	Adjunct	Masters	3	0.10	N/A	N/A
Justice, Carla A	Adjunct	Masters	6	0.20	N/A	N/A
Kent, Nicole S	Adjunct	Masters	15	0.50	N/A	N/A
Latham, Margaret D	Adjunct	Doctorate	9	0.30	N/A	N/A
Lavalley, Kyle	Adjunct	Masters	6	0.20	N/A	N/A
Lee, Patricia	Full-Time	Masters	42	1.40	N/A	N/A
Lockett, Lolita M	Adjunct	Masters	17	0.57	N/A	N/A
Louviere, Daniel J	Adjunct	Doctorate	9	0.30	N/A	N/A
Lyon, Jonathan R	Full-Time	Masters	42	1.40	N/A	N/A
Mallery, Donna R	Full-Time	Masters	42	1.40	N/A	N/A

Name	Full-Time or Adjunct	ACBSP Qualification	Semester Credit Hours Taught*	Masters/Doctorate Annual FTE	Professional FTE	Exceptions FTE
Manuel Jr, Hilton L	Adjunct	Masters	9	0.30	N/A	N/A
Martino, Nicholas	Full-Time	Doctorate	42	1.40	N/A	N/A
Mashevsky, Daniel	Full-Time	Doctorate	12	0.40	N/A	N/A
McCarrell, Zenja S	Adjunct	Masters		0.00	N/A	N/A
McDuffie, Brian K	Adjunct	Doctorate	12	0.40	N/A	N/A
McKeon, Andrea	Full-Time	Masters	39	1.30	N/A	N/A
McKeon, Noel E	Adjunct	Masters	26	0.87	N/A	N/A
McLester, Paul	Full-Time	Doctorate	36	1.20	N/A	N/A
Meuse, Ann	Adjunct	Masters	4	0.13	N/A	N/A
Meyers, Russell V	Adjunct	Masters	6	0.20	N/A	N/A
Miller, Mitchell	Adjunct	Masters	24	0.80	N/A	N/A
Moore, Henry L	Adjunct	Masters	26	0.87	N/A	N/A
Moore, Vanessa S	Adjunct	Masters	9	0.30	N/A	N/A
Morris, Robert E	Full-Time	Masters	45	1.50	N/A	N/A
Murdaugh, April D	Adjunct	Masters	24	0.80	N/A	N/A
Oliver, Kathy	Adjunct	Masters	15	0.50	N/A	N/A
Osment, Sheri K	Adjunct	Masters	12	0.40	N/A	N/A
Parkins Jr, Raymond A	Full-Time	Masters	30	1.00	N/A	N/A
Pence, Joseph E	Adjunct	Masters	15	0.50	N/A	N/A
Phillips, Jodee C	Adjunct	Masters	9	0.30	N/A	N/A
Posey, Jacob E	Adjunct	Masters	18	0.60	N/A	N/A
Powell, Susan L	Adjunct	Masters	3	0.10	N/A	N/A
Ricardo, Cesar	Full-Time	Masters	12	0.40	N/A	N/A

Name	Full-Time or Adjunct	ACBSP Qualification	Semester Credit Hours Taught*	Masters/Doctorate Annual FTE	Professional FTE	Exceptions FTE
Robinson, Adam M	Adjunct	Masters	6	0.20	N/A	N/A
Salem, Jeremy	Adjunct	Masters	3	0.10	N/A	N/A
Sibley, Dorothy	Adjunct	Masters	18	0.60	N/A	N/A
Singletary, Wayne M	Full-Time	Doctorate	30	1.00	N/A	N/A
Slentz, Harvey A **	Full-Time	Doctorate	24	0.80	N/A	N/A
Snow, Kenneth P	Adjunct	Masters	18	0.60	N/A	N/A
Sutphin, Sidney L	Adjunct	Masters	6	0.20	N/A	N/A
Taylor, Donald F	Adjunct	Masters	6	0.20	N/A	N/A
Thomas, Lindsey L	Adjunct	Masters	3	0.10	N/A	N/A
Tripp, Raquel T	Adjunct	Masters	3	0.10	N/A	N/A
Williams, Callie P	Full-Time	Masters	32	1.07	N/A	N/A

* Credit hours taught during the reporting year that includes Fall 2012 and Spring 2013.
** One FTE over Fall, Spring, and Summer as stipulated in the CBA.

Qualification	Total Hours Taught During Self-Study Year	FTE Teaching Load (Based on 30 cr. Hrs.)	Percent of Total Hours Taught
Master's/Doctorate	1,482	49.4	100%
Professional	0	0.00	0%
Exception	0	0.00	0%
Totals	1,482	49.4	100%

C. Report the following: <u> 100 </u> % Masters/Doctorate qualified
                                             <u> 0 </u> % Professionally Qualified
                                             <u> 0 </u> % Exceptions

D. If exceptions exceed 10%, provide a detailed plan to improve and meet Criterion 5.A.2. No exceptions.

Criterion 5.4 Faculty Deployment

Each school or program must have a minimum of one (1) full-time, professionally-qualified faculty member in each program in which a business degree is offered.

Institution Response

A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.

Every student enrolled in the Business Unit programs has the opportunity to receive instruction from full-time faculty, regardless of delivery method. Courses are offered both day and night at multiple FSCJ campuses and centers.

B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

Each program meets the stated Criterion 5.4.

Criterion 5.5 Faculty Load

Excellent teaching requires that a full-time faculty member should not be expected to have teaching, committee, advising, or other assignments which exceed a normal workweek as defined by the institution. Faculty workloads tend to vary among institutions according to actions of state legislatures, trustees, and administrative policies. However, an appropriate faculty workload is critical to an institution's ability to provide an effective and positive education. Limits of normal teaching responsibilities should be considered with respect to:
- **The number of course preparations**
- **Administrative or coordination assignments**
- **Student advising and/or counseling activities**
- **Institutional and community program service activities**
- **Business and industry interaction**
- **Scholarly activities**
- **Curriculum development activities**
- **Instructional technology efforts**

A. Describe the business unit's faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.

The Business Unit's faculty load management policy for full-time and part-time faculty; including policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors, are as follows:

Teaching Load
Full-time faculty teaching load is governed by the College's Collective Bargaining Agreement[97] between the District Board of Trustees of Florida State College at Jacksonville and FSCJ United Faculty of Florida.

Faculty workload is calculated in terms of "workload units" (WLU) associated with each course in the Business Unit's curriculum. The workload unit value for each course assignment is referenced in the master course outline developed through the College's curriculum committee process. All courses in the Business Unit earning three semester credit hours are ascribed three workload units.

Full-time faculty are assigned an annual base teaching load of 30 workload units (WLUs). The annual base teaching load may be assigned over two or three semesters: Fall, Spring and/or Summer. The division deans and faculty discuss desired teaching loads that best meet student, department, and faculty needs. It is the responsibility of the supervising administrator to plan a full load for all full-time faculty.

Overload assignments may be made to meet instructional needs by mutual agreement between the division deans and faculty. The College's Collective Bargaining Agreement sets maximum workload per semester to 24 WLUs. In cases where faculty are in an overload or underload situation, dynamic banking procedures may be followed. At the discretion of the supervisor, dynamic banking may be used to shift earned or needed WLUs to the subsequent year. The use of WLUs from one contract year that impacts upon the subsequent year is limited to eight (8) WLUs for each faculty member.

The appropriate dean may consult with faculty members who have earned excess WLUs or have not made base load. While the preference of faculty are given significant consideration, the load plan will ultimately be based on student need.

Adjunct faculty teaching load is limited to a maximum of ten workload units per semester.

Reassigned/Release Time
Reassigned or released time may be granted to full-time faculty at the discretion of the dean as approved by the Campus President for activities deemed critical to the Business Unit.

---

[97] http://www.fccj.org/campuses/mccs/HumanResources/faculty/2011-13_faculty_cba.pdf

Class Size
Standardized class size is determined through the College's curriculum process as maintained in the official Curriculum File and governed by the College's APM 09-0202.[98] The College's standard size for traditional classes is 30 students per section. Standard traditional class size may be adjusted based on room availability, technology needs, or department practices. The College's standard size for online classes is 35 students per section. After consultation with faculty, the dean may increase the capacity for online sections from 35 to 40 students per section.

Number of Preparations
Although the administration remains sensitive to the number of preparations per faculty per team, the College does not have a policy governing the maximum number of preparations.

Delivery Mode
The State of Florida defines hybrid courses as those that meet 21% to 50% as seat time and the remainder of the course is delivered online. Online courses are defined by the State of Florida as courses in which 80 percent or more of the course is delivered online. The College does not have a policy governing faculty assignments with respect to modality. It is the practice of the Business Unit administration to assign at least two hybrid or traditional sections to each full-time faculty per semester. Concerning adjunct faculty, there is no policy governing the assignment of modality and these faculty do not necessarily reside in the service area. Subsequently, many of our adjunct faculty teach exclusively online.

Course Development
Courses within the Business Unit require continuous review, modification, and maintenance. New courses and modification of existing courses are developed collaboratively between a faculty subject matter expert (SME) and an Instructional Designer. Faculty subject matter experts receive additional compensation and these assignments are not considered part of their contractual workload. An individual faculty member may not receive more than $10,000 in stipends in any year.

B. For the self-study year, explain the circumstances for any faculty member exceeding the institution's maximum teaching load.

   During this self-study year, no faculty members exceeded the institution's maximum teaching load.

---

[98] http://www1.fccj.org/policies/apms/vol_IX/09-0202.doc

Criterion 5.6 Faculty Evaluation

Each institution must have a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion. Any special criteria for the evaluation of faculty who utilize alternative methods of instructional delivery must be included and described in detail.

Institution Response

A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.

The formal system of faculty evaluation used by the business unit for full-time and part-time faculty is aligned with the Collective Bargaining Agreement.[99]

The evaluation of faculty conforms to the laws, rules, and regulations of the State of Florida related to full-time faculty duties and responsibilities. Faculty evaluation is conducted in a fair, constructive, objective manner and serves to maintain and improve the quality of instruction. The goal of faculty evaluation is to provide objective feedback, recognize excellence in teaching and offer suggestions for improvement of instructional delivery.

Full-time faculty on annual contract are evaluated once each year during the Spring semester. Faculty on continuing contract are evaluated once every two years. New adjunct faculty are evaluated during their initial term of appointment and once annually thereafter. The supervising administrator may evaluate the continuing contract faculty more frequently if concerns arise about the faculty's quality of instruction or methodology.

The supervising administrator uses multiple sources of data including self-evaluations, classroom observations, student evaluation of instruction, grade distribution, professional development, Learning Outcomes Enhancement Plan (LOEP), continuing education, community service, committee membership, and additional information to complete the evaluation form.

Classroom observations occur when the faculty member is performing regular work duties. The supervising administrator initiates at least one observation by scheduling a mutually agreeable date and time and alerting the faculty member as to the purpose of the observation.

Full-time faculty's performance will be measured against the performance criteria and will be rated as follows:
- *Exemplary* - Responsibilities exceeded and is deserving of special recognition.
- *Satisfactory* - Responsibilities met.
- *Needs Improvement* – Improvement is needed to meet responsibilities.
- *Unsatisfactory* – Responsibilities not met.
- *Not Applicable (NA)* - Does not apply to the faculty member's current assignment

---

[99] http://www.fccj.org/campuses/mccs/HumanResources/faculty/2011-13_faculty_cba.pdf

If a rating of *Needs Improvement* or *Unsatisfactory* is determined, the supervising administrator consults with and obtains the concurrence of the Campus President. The faculty is provided an opportunity to improve his or her performance and an improvement plan is developed in collaboration with the faculty's immediate supervisor. The performance improvement period may not exceed one semester following the initial Needs Improvement rating or the time at which the annual contract appointment must be made.

The adjunct faculty evaluation process for the A.S. in Business Administration and A.S. in Accounting Technology programs include the following steps:

1. Notification to adjunct that they will be evaluated during the upcoming term and schedule a date for the observation. Forward a copy of the observation instrument that will be used.
2. Review course syllabus to ensure all required elements are included. Complete the Syllabus Checklist Document.
3. Make classroom visit and complete the Classroom Observation Form. This form is used for seated classes and hybrid classes. For online instructors, the Open Campus Faculty Feedback Form is completed after observing the class through Blackboard. This online observation is over a period of time for up to two weeks.
4. Complete the College's Adjunct Faculty Evaluation Form.
5. Schedule meeting with adjunct faculty to discuss their review.
6. Meet with adjunct faculty to discuss review and provide feedback. At this meeting the adjunct is given a copy of the Syllabus Checklist, Classroom Observation Form and the Adjunct Faculty Evaluation Form.
7. Obtain signatures and forward the original to the Dean's office for review, approval and further processing. Original sent to HR.

The standardized faculty evaluation forms and checklists for full-time and adjunct faculty are found in Appendix M.

B. Describe how the results of the evaluation are shared with the faculty member.

The dean schedules a time to meet with each faculty to share the results of the evaluation. During this meeting, the dean provides feedback regarding the classroom observation and formal evaluation and seeks feedback from each faculty.

The dean, faculty, and campus president then sign the evaluation and submit the completed document to Human Resources. The signature of the faculty member does not necessarily imply agreement with the evaluation. The faculty member is given a copy of the signed evaluation form and the original is provided to Human Resources for inclusion in the faculty member's personnel file. The faculty member may attach a statement which will become a part of the evaluation.

C. Describe how the faculty evaluation is used in making decisions.

The faculty evaluation is considered when making decisions regarding contract renewal, support for continuing appointment, awarding rank, Learning Outcomes Enhancement Plan development, committee appointment, subject matter expert (SME) assignments, and professional development.

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness. The business unit should demonstrate balanced participation of scholarly and professional activities by all faculty. Scholarly and professional development activities may include:

- **Graduate courses**
- **Special awards and recognition**
- **Conferences, workshops, in-service (attendance, etc.)**
- **Community (service activities, presentations, committee work, etc.)**
- **Presentations**
- **Committees (college-related)**
- **Business and Industry (guest speakers, internships, partnerships, etc.)**
- **Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)**
- **Multicultural and Diversity Initiatives (note on-campus or off-campus)**
- **Memberships (boards, commissions, etc.)**
- **Research and Publication**
- **Grants (list the awarding agency and funded allocations)**
- **Continuing Education (classes, seminars, certification, etc.)**
- **Other**

Institution Response

A. Describe the business unit's faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

The Business Unit's faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff are as follows:

Sabbatical
The Faculty Sabbatical Program is outlined in Article 15 of the Collective Bargaining Agreement.[100] It is designed to encourage full-time faculty to take advantage of opportunities for professional growth and development. The sabbatical may be awarded for

---

[100] http://www.fccj.org/campuses/mccs/HumanResources/faculty/2011-13_faculty_cba.pdf

development of a program of study, instructional methodology, collaboration with business, research, or writing of importance that furthers the goals of the College. The sabbatical may vary in length from one semester to one full contract year.

Eligibility
Any full-time faculty member on continuing contract that has not been awarded a sabbatical during the last five years and who has satisfactory or better evaluations shall be eligible to apply for sabbatical.

The number of faculty on sabbatical at any time shall not exceed 5 percent of the total number of full-time faculty positions.

Application must be completed no later than the first Monday in February of the academic year preceding the sabbatical period.

Proposal Review Process
Initial review of sabbatical requests will be by the faculty member's immediate supervisor and appropriate dean. If approved, Faculty Sabbatical Proposals will be reviewed by the Faculty Sabbatical Review Committee. This committee will consist of nine members as follows:

- Three (3) faculty members appointed by the Union;
- Three (3) administrators appointed by the Vice President in consultation with the campus presidents;
- Two (2) faculty members appointed by the Faculty Senate; and
- One (1) administrator designee of the Vice President who shall serve as the Committee Chair and shall not be a voting member except as needed to break a tie.

The committee will meet by the first Monday in March and will submit its recommendations to the Campus President by the last Friday in March.

Membership on this committee precludes award of a sabbatical during the year of committee membership. Recommendations of this committee will be forwarded to the Campus President where the faculty member is assigned. The Campus President's recommendation will be forwarded to the Vice President for review. After review, the recommendation is forwarded to the College President. If approved, the College President will submit the names of the recommended faculty members to the District Board of Trustees at the May meeting for final approval. If the application for sabbatical is denied, the applicant will be informed in writing by the College President before the May Board meeting.

Once approved, the beginning date of the sabbatical may be moved to a later date during the same academic year upon the request of the faculty member and with approval of his/her supervising administrator.

Selection Criteria
Criteria for the award of the sabbatical shall include:
- Support of immediate supervisor, appropriate dean, and Campus President
- Cost of the proposed sabbatical
- Enhancement to student learning outcomes

- Relationship to College goals
- Benefit to the College

Salary During Sabbatical
Faculty awarded a sabbatical shall receive salary at the rate of 70 percent of the current base salary plus continuation of current benefits.

Payback Procedures
Faculty accepting a sabbatical agree to continue working full-time for the College for a length of time that is twice the number of days of the sabbatical awarded.

Should the faculty member's full-time employment with the College be terminated at the initiation of the College prior to completion of the payback period, any remaining days owed to the College shall be cancelled effective the date of the faculty member's termination. Should the faculty member's full-time employment with the College be terminated for cause or at the initiation of the employee prior to completion of the payback period, payment on a prorated basis of salaries received during the sabbatical period shall be recovered as a debt and shall be withheld from the employee's final pay document. Should the final pay be insufficient to cover the amount of the debt, the faculty member shall remain obligated to the College for payment of the outstanding balance. Should the employee not render payment to the College for this amount, the College shall initiate appropriate collection procedures allowable under the law.

Should the faculty member fail to comply with all requirements of this Article, the faculty member shall pay back the College in full the 70% salary awarded during the sabbatical.

Should the faculty member request termination of the sabbatical before its completion, the College shall determine whether to grant or deny the request.

When a faculty member returns to the College, full salary shall be paid. Payback rules shall apply for the number of days actually on sabbatical.

Other Employment During Sabbatical
Faculty members shall not be employed from any other source during the period of the sabbatical except for approved externships related to the purpose of the sabbatical and pre-existing part-time employment.

Evaluation Procedure
Following completion of the sabbatical, the faculty member will submit a written report which includes evaluation of the sabbatical in terms of the objectives stated in the application. This report will be submitted to the Campus President and Executive Vice President within eight weeks of completion of the sabbatical.

See Appendix N for Sabbatical Application.

Leave of Absence

Faculty leaves are outlined in the <u>Collective Bargaining Agreement</u>.[101] Full-time faculty earn eight (8) hours of sick leave for each calendar month of employment or major fraction of a calendar month (one day more than half the actual number of days in the month) of employment. Sick Leave is cumulative from year to year.

Faculty may use up to four (4) days (32 hours) of personal leave in any one (1) calendar year with these hours charged to accrued sick leave. Personal leave shall not be cumulative from year to year.

Faculty, counselors and librarians will be charged eight (8) hours of sick leave when a full day of scheduled hours has been used for sick or personal leave. Actual hours will be charged when a portion of a day of scheduled hours has been used for sick or personal leave.

Faculty may elect to participate in the College sick leave pool. Faculty having an accrual of 80 sick leave hours or more who have been employed with FSCJ for at least one full year are eligible to join this pool. After the third year of employment, it will be the responsibility of the employee to contact the benefits department for enrollment. Enrollment is accomplished by contributing 16 hours from the enrollee's personal sick leave account to the pool through the use of an application form. Enrollment is open twice annually, with an effective date of the first workday in October and April. Eligibility for this enrollment will be established one month prior to each effective date. To be eligible employees must meet the criteria by the first pay date in March or September.

Administration of Sick Leave Pool – The sick leave pool shall be administered by a Sick Leave Pool Committee. The Union appoints two (2) faculty members to the committee.

Full-time employees at the time of formal retirement with the State of Florida, or the employee's beneficiary, if the service is terminated by death, receives terminal pay based on the accumulated sick leave days credited to the employee at the time of retirement or death as follows:
- During the first three (3) years of service at the College, the daily rate of pay multiplied by 35 percent times the number of days of accumulated sick leave.
- During the next three (3) years of serve at the College, the daily rate of pay multiplied by 40 percent times the number of days of accumulated sick leave.
- During the next three (3) years of service at the College, the daily rate of pay multiplied by 45 percent times the number of days of accumulated sick leave.
- During the tenth (10) year of service at the College, the daily rate of pay multiplied by fifty (50) percent times the number of days of accumulated sick leave.

During the next 20 years of service, the daily rate of pay multiplied by 50 percent plus an additional 2.5 percent per year for each year of service beyond 10 years, times the number of days of accumulated sick leave. Full-time employees who terminate their employment receive terminal pay for accumulated sick leave as follows:

- During the seventh (7), eighth (8) or ninth (9) year of service at the College, the daily rate of pay multiplied by 45 percent times the number of days of accumulated sick leave.

- During the tenth (10) year of service at the College, the daily rate of pay multiplied by 50 percent times the number of days of accumulated sick leave.
- During the next 20 years of service, the daily rate of pay multiplied by 50 percent plus an additional 2.5 percent per year for each year of service beyond 10 years, times the number of days of accumulated sick leave.

A maximum of one (1) year leave of absence without pay may be granted due to medical necessity when other forms of personal and sick leave are exhausted; however, the Board may specifically elect to extend an individual's leave beyond the normal time frame established above. Any such extension can be recommended by the College President. Faculty requests are responded to by the Campus President or, if applicable, the Division of Military, Public Safety and Security Vice President, within 10 work days of receipt.

Faculty can submit a written request for a leave without pay for study or professional or career development purposes for up to one academic term. Application for such leave shall be made through the academic dean to the Campus President by no later than midpoint of the preceding academic term. The Campus President shall approve such application provided a qualified substitute can be secured. Written notice shall be provided to the faculty member no later than 15 days prior to the start of the academic term or proposed commencement of leave date, whichever is sooner.

Grants
The Business Unit has received grant funding in 2009-2010 and 2010-2011 through the Carl D. Perkins Career and Technical Education Act of 2006. No other grant funding has been procured by the Business Unit during the Self-Study period.

Perkins Funds Received by Program				
Business Unit A.S. Program	2009-2010	2010-2011	2011-2012	2012-2013
Accounting Technology	$0	$109,086	$0	$0
Business Administration	$0	$0	$0	$0
Office Administration	$140,932	$81,492	$0	$0

* Source: Phyllis Renninger, Director of Resource Development

Provision for Student Assistants
The College's APM 03-0308[102] outlines the Selection of Student Workers. Student workers are engaged to supplement the regular workforce of the College by assisting with routine, non-confidential work or serving in a technical capacity as lab tutors or peer helpers. The assignment of student workers provides part-time work opportunities to students who are in need of such earnings to attend college and applicable work experience related to the program of study.

There are currently no student workers employed in the Business Unit at this time.

---

[102] http://www1.fccj.org/policies/apms/vol_III/03-0308.doc

Travel

The College's APM 04-1001[103] authorizes travel practices for employees, prospective employees, students, and independent contractors engaged by the College.

Faculty and staff are not required to have written pre-travel authorization for In-District Travel. Out of District Travel requires written approval by the supervising administrator and budget administrator. Grant funding travel must be specifically provided for in the grant documents and fully comply with its provisions. Travel outside the United States and Canada requires prior approval by the College President.

No travel is allowed to any country or location on the U.S. State Department's current warning list. It is the responsibility of the travel coordinator, as designated by the Campus President, to determine whether the travel destination is on the warning list. Travel warnings are issued to describe long-term, protracted conditions that make a country dangerous or unstable, or when the U.S. Government's ability to assist American citizens is constrained due to the closure of an embassy or consulate or because of a drawdown of its staff. College personnel shall not develop study abroad programs in areas for which the DOS has issued a travel warning.

Travel alerts are issued to disseminate information about short-term conditions, generally within a particular country, that pose imminent risks to the security of U.S. citizens. Travel to an area for which a travel alert is in effect must be approved in writing by the College President.

If the travel coordinator becomes aware of anything in country that may affect the safety of students, the Campus President shall be notified and written clearance shall be obtained from the College President.

All reimbursement for travel should be based on the most economical mode of travel and overall benefit to the college. When substantiated by written explanation and approved by a supervising administrator, a set of circumstances that is a cost savings to the College will be considered an allowable expense as long as it is not specifically addressed in one of the above documents as unallowable.

Professional Development

Professional development opportunities for faculty and staff are outlined in APM 12-1501.[104]

The purpose is to explain the procedures for the graduate/undergraduate course and continuing education and training reimbursement program.

Professional development opportunities are available to faculty and staff include courses offered by the College's Academy for Professional Development (AFPD), FSCJ credit and non-credit courses, and conferences. Faculty and staff may be reimbursed up to $3,000 per fiscal year for undergraduate courses and up to $4,000 per fiscal year for graduate courses.

---

[103] http://www1.fccj.org/policies/apms/vol_IV/04-1001.doc
[104] http://www1.fccj.org/policies/apms/vol_XII/12-1501.doc

Employees participating in a graduate/undergraduate program shall be required to attend those institutions which have earned full accreditation through a regional accreditation agency.

Only full-time and regular part-time employees shall be eligible for participation in the graduate/undergraduate reimbursement program. Participation by regular part-time employees shall be limited to course work requested by the supervising administrator to facilitate the regular part-time employee's performance of required job duties. Regular part-time employees must be employed by the College for a least one year before participating in the course reimbursement program.

Continuing professional education and training for the purpose of initiating or renewing certification for a professional license that directly relates to the employee's position at the College, as authorized by the position supervisor, are reimbursed. All continuing professional education and training are recognized by the appropriate Florida or national licensing board or the Department of Professional Regulations. For details of professional development activities, see Appendix O.

Business Unit Professional Development Funds Expended			
	2010-2011	2011-2012	2012-2013
Professional Development Funds	$1,674	$5,727	$1,016

*Source: Morris Bellick, Kent Campus Director of Administration

Faculty member training is also provided on a continuous basis from the Office of Learning Research and Development. Classes and training opportunities are continually offered to all Full Time and Adjunct Faculty members. Travel is provided by campus and departmental budgets.

Each Faculty member as part of their annual review process submits a Learning Outcome Enhancement Plan (LOEP). These plans are designed for continuous enhancement of student learning outcomes and classroom experience.

B. Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data —two years plus self-study year.

During the study year, every Business Unit faculty and staff completed a minimum of one professional development activity. Faculty members and staff participated in professional continuing education courses, attended conferences, presentations, workshops, and published in peer-reviewed journals. Several faculty members have completed or are in the process of completing doctorate degrees in their field of teaching. The following chart reflects faculty and staff participation in professional development activities.

Participation of Business Unit Faculty and Staff in Professional Development Activities			
Activities	2010-2011	2011-2012	2012-2013
Graduate courses	7	17	16
Special awards and recognition	8	7	7
Conferences, workshops, in-service (attendance, etc.)	9	15`	7
Community (service activities, presentations, committee work, etc.)	11	13	17
Presentations	5	2	2
Committees (college-related)	13	27	26
Business and Industry (guest speakers, internships, partnerships, etc.)	4	11	5
Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)	9	15	24
Multicultural and Diversity Initiatives (note on-campus or off-campus)	2	3	3
Memberships (boards, commissions, etc.)	15	15	18
Research and Publication	2	1	7
Grants (list the awarding agency and funded allocations)			
Continuing Education (classes, seminars, certification, etc.)	7	11	9
Other	5	7	8

C. Provide examples of how the professional development and scholarly activities of the business unit have supported the achievement of the business unit's mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

A faculty member published a paper on *The Convergence of Multinational Standards and Practices in International Financial Reporting*. This activity provided the faculty member with enhanced credibility and enhanced skills within the classroom.

A faculty member completed the Georgia Southern Faculty Training. The training addressed topics including lesson design, writing objectives for the adult learner, the lesson introduction, teaching information transfer, closure and assignments, assessments, engaging students in active learning, motivation and management in the classroom, and teaching in long blocks of time. The training supported the achievement of the business unit's mission by further developing my skills and ability to deliver relevant content in a meaningful and memorable manner.

A faculty member participated in the workshop titled Cooperative Learning Awareness. The workshop focused on increasing the subject matter retention and confidence of students by employing interactive teaching techniques. The workshop demonstrated techniques that energize students. The workshop supported the achievement of the business unit's mission by providing me with additional techniques to build a team environment and to make the learning process meaningful, yet enjoyable.

A faculty member attended a professional development course titled Developing Interactive Blended Courses. The training supported by the achievement of the business unit's missions by providing skills on designing hybrid courses to more interactive.

Criterion 5.8 Faculty Instructional Development

The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.
Institution Response

A. Describe the instructional developmental opportunities for business unit faculty to:

1. Improve teaching skills which may include mentoring, orientations, in-service programs, and other activities.

    The instructional developmental opportunities for business unit faculty to improve teaching skills which may include mentoring, orientations, in-service programs, and other activities to include:

    Mentoring
    New full-time and adjunct faculty are assigned an experienced faculty mentor to help provide insight, information, and a sense of belonging. Mentors assist new faculty by helping with initial classroom setup, instructing in effective use of the learning management system, and providing grading rubrics and protocols. They assist new faculty by sharing online/hybrid course shells and learning materials and provide a pipeline of helpful advice to the new faculty. Mentors also assist new faculty with guidance on dealing with difficult students.

    Orientation
    Full-time
    The full-time faculty "on-boarding" process is driven by human resources and allows new faculty members to become acquainted with College systems, campus leaders, and introduces them to important job-related information.

    Adjunct
    Adjunct faculty go to "adjunct orientation," which is usually held independently at each campus. In the Fall of 2013, a college-wide Adjunct Orientation will debut at Downtown Campus.

    In-Service Programs
    The Academy for Professional Development (AFPD) provides opportunities for enhancing and supporting the learning process through applications of learning and motivation research and theory and technology offered through professional development programs for Florida State College at Jacksonville full-time and adjunct faculty and staff. Staff design and support comprehensive training workshops, conferences and seminars and maintain partnerships with four-year institutions for graduate degree programs. The office identifies and creates

partnerships with internal and external educational groups, supports new initiatives, and provides professional development transcripts for all College staff.[105]

Other Activities
The International Conference on Teaching and Learning[106] is provided each year to all department members. The college pays the fees for full-time and adjunct faculty. Informal dialogue with peers at the conference offers instructors an opportunity to share and evaluate ideas and expertise.

2. Acquire skills in the use of alternative methods of instructional delivery. College offers "certification" programs for all full-time and adjunct faculty members to allow them to become certified in the different teaching modalities.[107]

Programs offered are:

Faculty Certificate Program – Blended Course Delivery
The Faculty Certificate Program - Blended Course Delivery is a voluntary certificate program and is open only to full-time and adjunct faculty. The program's focus is on facilitating faculty skills in developing and teaching blended courses. The training is both face-to-face and online. It requires a commitment of approximately 48 hours for completion of the training, plus nine (9) hours service as a Mentor or other specialist for other college faculty in a blended learning experience following completion of the training. Mentoring activities are coordinated following completion of the required courses.

Online Professor Certificate Program
The Online Professor Certificate Program is a voluntary certificate program and is open only to full-time and adjunct faculty. Faculty must complete an application to be enrolled in this program. The program focuses on facilitating skills useful to the development and teaching of online courses. Faculty will be provided with information in use of an online course development platform along with knowledge and skills in applying the results of learning and motivation research to online learning (pedagogy/andragogy). The training is online. The program requires a commitment of approximately 45 hours of training. In addition, both full-time and adjunct faculty must complete 18 hours of mentoring activities. Mentoring activities are coordinated following completion of the required courses.

B. Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.

The instructional development opportunities for Business Unit faculty to improve knowledge of curriculum development includes support for course development, tuition reimbursement, support for professional development, curriculum committee

---

[105] http://www.fccj.org/campuses/mccs/instruction/profdev/index.html
[106] http://www.teachlearn.org/
[107] http://www.fccj.org/campuses/mccs/instruction/profdev/catalog/fac_cert.html

membership, academic advisory committee representation, ACBSP self-study preparation, and ACBSP conference participation.

Recent examples of how instructional development activities of the business unit have supported the achievement of the business unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance include the following:

Support for Course Development
Full-Time and Adjunct faculty serve as subject matter experts (SME) to develop new courses or modify existing courses.   Recently, the College has developed a master course shell that is developed collaboratively with the faculty SME and Instructional Designers. These master course shells can be used for online, hybrid, or traditional instructional delivery. The master course shells include course content, grading rubrics, streaming video, discussion boards, grading center, common syllabus, and all the elements required by the district board of trustees.

Any curriculum change or substantive modification must be approved by the program advisory committee, department faculty, dean, campus president, curriculum committee, and Administrative Offices (AO). Faculty present the proposed curriculum changes to the full curriculum committee chaired by the Faculty Senate President. Final approval of curriculum changes rests with the Florida Department of Education and, in some cases, the Southern Association of Colleges and Schools Commission on Colleges.

Tuition Reimbursement
Faculty and staff are reimbursed in an amount not to exceed $4,000 per fiscal year for tuition and fees. Faculty, staff, and their eligible dependents may receive tuition reimbursement or tuition waivers for matriculation or tuition fees paid for courses taken at FSCJ.

Support for Professional Development
The college has a professional development budget to support faculty attendance at state-wide, national, and international conferences. Attending conferences enhances the knowledge, skills, and capabilities that contribute to high performance in the classroom (or virtual classroom). The opportunity to network with peers and learn from each other should not be understated. Faculty are now required to share a summary of what they learned at the conference.

Business Unit Professional Development Funds Expended			
	2010-2011	2011-2012	2012-2013
Professional Development Funds	$1,674	$5,727	$1,016

*Source: Morris Bellick, Kent Campus Director of Administration

Curriculum Committee Membership
The College policies for the Curriculum Committee are outlined in <u>APM 09-0304</u>. [108] The appointment and two year rotation, of Curriculum Committee member coincides with the election of an incoming Faculty Senate President prior to the new academic year. The newly

---

[108] http://www1.fccj.org/policies/apms/vol_IX/09-0304.doc

elected Faculty Senate President shall request the Associate Vice President for Liberal Arts and the Associate Vice President for Career Degree Programs, working with the Provost and Division Vice Presidents, to provide a list of names of full-time faculty candidates to represent respective areas. The Faculty Senate President may add names of full-time faculty candidates to the candidate lists. The Faculty Senate President, in collaboration with the Associate Vice President for Liberal Arts and the Associate Vice President for Career Degree Programs will then recommend the appointment of a full-time faculty member from the lists of candidates to represent the respective area. The Faculty Senate President will notify the faculty member of their nomination to determine if the candidate would accept the appointment if approved, and to ascertain that the faculty member's class schedule does not conflict with the committee's scheduled meetings.

The recommended full-time faculty candidate must inform his/her instructional program manager or appropriate dean to secure his/her support. The program manager or dean will then provide the appropriate Campus President with justification for support/non-support of the appointment. The Campus President will then advise the Faculty Senate President whether the nomination is supported. If not supported, the Faculty Senate President, in collaboration with the appropriate AVP, shall then reinitiate the process. A final list of candidates will be provided to the Provost, Campus Presidents and appropriate Division Vice President no later than June 1st for final review. On behalf of the instructional leadership, the Provost will be responsible for notifying all candidates of their appointment no later than June 15th.

Committee members, who miss two (2) consecutive meetings, having not sent an alternate representative to the Curriculum Committee's scheduled meetings, shall be removed from the committee and replaced as outlined in this section.

The membership of the Curriculum Committee shall be appointed for two-year terms that coincide with the term of the incoming faculty senate president.

- President of Faculty Senate or designee
- Adult Education (1)
- School of Arts and Sciences (1 faculty member from each area)
  - Communications
  - Humanities & the Arts
  - Mathematics
  - Natural Sciences
  - Social & Behavioral Sciences
- School of Business Faculty (1)
- School of Education Faculty (1)
- School of Health Sciences Faculty (1)
- School of Technological Sciences Faculty (1)
- School of Public Safety Faculty (1)
- Florida Coast Career Tech Faculty (3)
- Learning Resources Faculty (1)
- SGA president (1)
- Associate Vice President of Liberal Arts and Sciences
- Associate Vice President of Career Degree Programs
- Associate Vice President of Academic Foundations
- Chairperson of the Center for the Advancement of Teaching and Learning

- Registrar
- Student Success Dean (1)
- Academic Dean (5); One from each campus, (including Open Campus)

Program Advisory Committee Representation
A faculty representative serves on each program advisory committee. This participation with industry representatives helps to build faculty knowledge skills and capabilities that contribute to high performance. The Business Unit hosts an annual meet and greet for full-time faculty and advisory committee members.

ACBSP Self-Study Preparation
Guidelines from the Accreditation Council for Business Schools and Programs (ACBSP) help FSCJ faculty adjust degree programs for quality and currency. When a program is due for an accreditation self-study and site visit, program administrators, staff, and faculty draft a comprehensive self-study, which is then reviewed by the Dean, Campus President, Associate Vice President of Institutional Effectiveness and Accreditation.

ACBSP Conference Participation
Faculty and staff participation at ACBSP conferences improves knowledge of curriculum development and how instructional development activities of the Business Unit support the achievement of the business unit's mission. This is achieved by networking, participating in conference workshops, and sharing best practices with peers internationally.

Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

Each institution should develop and use a written system of procedures, policies, and practices for the management and professional growth of faculty members. Written information should be available to faculty members concerning the system. These procedures, policies, and practices normally include:
- **Faculty development**
- **Tenure and promotion policies**
- **Evaluation procedures and criteria**
- **Workload policies**
- **Service policies**
- **Professional expectations**
- **Scholarly expectations**
- **Termination policies**

Institution Response

A. Explain how the business unit faculty and staff access the operational policies and procedures manual.

The business unit faculty and staff access the operational policies and procedures manuals including the Administrative Procedures Manual,[109] Rules of the District Board of Trustees,[110] and Collective Bargaining Agreement[111] online through the FSCJ employee portal.

---

[109] http://www.fscj.edu/district/policies-procedures/index.php
[110] http://www.fscj.edu/district/policies-procedures/index.php
[111] http://www.fccj.org/campuses/mccs/HumanResources/faculty/2011-13_faculty_cba.pdf

B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

The Administrative Procedures Manual is located both <u>online</u>[112] and in the resource room.

Summary of Standard 5 – Faculty and Staff Focus

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 5 - Faculty and Staff Focus.

Strengths:

- **Strong Faculty Team.** The business unit is comprised of a small collegial team of full-time faculty members and administrative personnel who are dedicated to student success.
- **Instructional Technology and Distance Education Learning**. Training and support available to faculty and staff through the Office of Learning Research and Development allows the business unit to provide quality online courses and remain current with instructional technologies.
- **Institutionally Sponsored Professional Development.** The institution strongly encourages faculty, staff, and administration to participate in professional development activities. The Dean of Career Education is committed to supporting quality professional development for faculty. The Office of Learning Research and Development provides training needs opportunities for all full-time and adjunct employees to upgrade skills and explore new teaching methods.
- **Employee Evaluation**. All FSCJ employees participate in an evaluation process that helps identify strengths and areas for improvement.
- **Hiring Process.** The business unit's hiring practices have resulted in a strong, committed team of staff and faculty.
- **Faculty of Practitioners**. All faculty have extensive experience in the world of business and bring their expertise and ancecdotes into the classroom.
- **Multiple Modalities**. All full-time and adjunct faculty have the skills and abilities to teach in traditional, hybrid, or online modalities.

Opportunities for Improvement:

- **Adjunct Faculty Orientation.** The College is developing a college-wide adjunct faculty orientation to replace the previous campus adjunct faculty orientations. The college-wide orientation will provide professional development opportunities, discussions on pedagogy, classroom management, and activities designed to connect adjunct faculty with the college and students.
- **Common Master Course Shell Development**. Common master course shells have been developed for all upper division business baccalaureate programs and the College will be developing all lower division business master course shells.
- **Ratio of Semester Credit Hours Taught by Full-Time to Adjunct Faculty**. The Business Unit will track the semester credit hours taught by full-time and adjunct faculty ratios and use these data to support hiring of additional full-time or adjunct faculty.

---

[112] http://www.fscj.edu/district/policies-procedures/index.php

Standard 6: Process Management

STANDARD 6: PROCESS MANAGEMENT

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

- **Knowledge of essential elements and operations of a business**
- **Knowledge of business ethics**
- **Computer literacy**
- **Global business awareness**
- **Critical thinking and research skills**

Business programs require at least the following: 25 percent professional component, 25 percent general education component, and 25 percent business major component (courses for the associate degree beyond the professional component devoted appropriately to the student's area of concentration). For transfer degree programs with documented justification, the business major component and/or the professional component may be satisfied by non-business courses.

Criterion 6. 1 Curriculum

Institution Response

A. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

The Business Unit manages key processes for design and delivery of its educational programs and offerings by routinely reviewing courses and programs and seeking input and suggestions from the students, faculty, business community, program advisory committees, and College administrators.

The Florida Department of Education (FLDOE)[113] publishes approved curriculum frameworks[114] for Business Unit programs on its web site. The frameworks drive the content of the Business Unit programs. The College has established processes for designing and delivery of education programs and offerings.

All curriculum changes or modifications must be sequentially approved by the Business Unit faculty, Program Advisory Committee, Dean of Career Education, Campus President, College Curriculum Committee, Provost, and the District Board of Trustees.   Faculty present the proposed curriculum changes to the College Curriculum Committee chaired by the Faculty Senate President.   The advisory committee makes recommendations for program revisions to ensure the relevancy of its programs. Final approval of curriculum changes rests with the Florida Department of Education. Substantive changes must also be approved by the Southern Association of Colleges and Schools Commission on Colleges.

---

[113] http://www.fldoe.org/
[114] http://www.fldoe.org/workforce/dwdframe/be_cluster_frame13.asp

B. Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

The Business Unit ensures that courses taught by full-time and adjunct faculty are of comparable quality and consistency by ensuring minimum learning outcomes for all sections of each course are identical and based on required Florida state curriculum frameworks and included in the syllabi. Common course shells have been developed for all courses in the Business Unit and ensure a common course description, title, rubric, and student learning outcomes for all assigned faculty.

The faculty credentialing process is the same for full-time and adjunct faculty and meets the SACSCOC guidelines. All adjunct faculty are evaluated annually. This evaluation includes a standardized classroom observation utilized for full-time and adjunct faculty. Recommended textbooks are approved by the curriculum committee and adopted by the Business Unit for each course. Therefore, full-time and adjunct faculty use the same textbook and syllabus in all sections of the same course.

Criterion 6.2 Professional Component

At least 25 percent of the business curriculum must consist of a professional component including four of the following areas of study:
A. Accounting
B. Computer information applications
C. Quantitative methods of analysis
D. Principles of economics
E. Business in society - the international environment, legal/political environment, and ethical business behavior
F. Marketing
G. Entrepreneurship/free enterprise
H. Finance
I. Management
Specific courses are not mandated and equal time is not expected to be allocated to each area. Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component.

Courses that satisfy the professional component cannot be used to satisfy the general education component or the business major component.

Institution Response
A. Complete the Professional Component portion of **Table 6 Curriculum Summary** for each program.

See the following tables located at the end of Criterion 6.4:
- Table 6.1: Accounting Technology.
- Table 6.2: Business Administration.
- Table 6.3: Office Administration.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

All Business Unit programs comply with the 25% Professional Component standard requirement.

Criterion 6.3 - General Education Component

The general education component must include at least 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals: (Note: All ten areas do not have to be included.)
1. **Written, interpretive, and oral facility with the English language**
2. **An historical perspective**
3. **An understanding of the role of the humanities in human experience**
4. **A personal ethical foundation**
5. **An understanding of social institutions and the obligations of citizenship**
6. **Knowledge of science or mathematics and its applications**
7. **An understanding of contemporary technology**
8. **An understanding of the principles as well as the investigative strategies of the social sciences**
9. **An appreciation of the fine and performing arts**
10. **A global perspective**

The content of general education courses may include more than one of the foundation objectives listed above. Some business courses, if conceived and taught in relation to the institution's definition of general education, may be used to satisfy the general education component.

Courses that satisfy the general education component cannot be used to satisfy the professional component or the business major component.

Institution Response

A. Complete the General Education Component portion of **Table 6 Curriculum Summary** for each program.

See the following tables located at the end of Criterion 6.4:
- Table 6.1: Accounting Technology.
- Table 6.2: Business Administration.
- Table 6.3: Office Administration.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

All Business Unit programs comply with the 25% minimum General Education standard requirement.

Criterion 6.4 - Business Major Component

At least 25 percent of the associate degree or associate of applied science degree must be devoted to courses appropriate to the student's business major beyond the professional component.

Programs that lead to an associate degree in business should be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment. Institutions offering degrees in business should have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option should be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major should provide the following:

- **Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements**

- **The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major**

- **The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component**

- **Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience**

Courses that satisfy the business major component cannot be used to satisfy the professional component or the general education component.

Institution Response

A. Complete the Business Major Component portion of **Table 6 Curriculum Summary** for each program.

   See the following tables located at the end of Criterion 6.4:
   - Table 6.1: Accounting Technology.
   - Table 6.2: Business Administration.
   - Table 6.3: Office Administration.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

   All Business Unit programs comply with the 25% Business Major Component standard requirement.

Table 6.1
Curriculum Summary

Name of Program: A.S. in Accounting Technology

Total Number of Hours in Degree: 64 Semester Credit Hours

Professional Component

Course Number	Course Title	Area of Study	Semester Credit Hours
GEB1011	Introduction to Business	E,D,F,G,I	3
BUL2131	Business Law I-The Legal Environment of Business	E,G	3
CGS1100	Microcomputer Applications for Business and Economics	B,E,D	3
CGS2512	Spreadsheet Concepts and Practices	B	3
OST 1581	Professional Development in the Work Environment	E	3
	* Professional Electives	A,B,D,E,H,I	6
		Total Credit Hours:	21
		Percent of Total	32.81%

General Education Component

Course Number	Course Title	Educational Goal	Semester Credit Hours
ECO2013	Principles of Economics I	6,10	3
ENC1101	English Composition	1	3
MAC1105	College Algebra	6	3
OST2335	Applied Business Communications	1,4	3
	Social and Behavioral Sciences	5, 8,10	3
	Humanities	3	3
		Total Credit Hours	18
		Percent of Total	28.13%

Business Major Component

Course Number	Course Title	Credit Hours
ACG2021	Financial Accounting	4
ACG2030	Accounting Capstone	3
ACG2071	Managerial Accounting	3
ACG2100	Intermediate Accounting I	3
ACG2110	Intermediate Accounting II	3
ACG2450	Computerized General Ledger Accounting	3
ACG2500	Governmental and Not-For-Profit Accounting or ACG 2680 Introduction to Forensic Accounting	3
TAX2000	Individual Taxes	3
	Total Credit Hours	25
	Percent of Total	39.06%

* Professional Electives

ACG2500   Governmental and Not-For-Profit Accounting or ACG2680 Introduction to Forensic Accounting
APA2501   Payroll Accounting
BUL2242   Business Law II
CGS2542 Database Concepts for Microcomputers
MAN2021   Principles of Management
FIN2100   Personal Finance
ECO2023   Principles of Economics II
OST1355 Introduction to Information and Records Management

Table 6.2
Curriculum Summary

Name of Program: A.S. in Business Administration

Total Number of Hours in Degree: 64 Hours

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
BUL2131	Business Law I-The Legal Environment of Business	E,G	3
ECO2013	Principles of Economics I	C,D	3
ECO2023	Principles of Economics II	C,D	3
SPC2608	Fundamentals of Public Speaking	E	3
QMB2100	Business Statistics or STA2023 Elementary Statistics	C,E	3
	* Professional Electives	B,E,F,G,H,I	3
		Total Credit Hours:	18
		Percent of Total	28.13%

General Education Component

Course Number	Course Title	Educational Goal	Credit Hours
ENC1101	English Composition	1	3
ENC1102	Writing About Non-Fiction	1	3
MAC1105	College Algebra	6	3
	Natural Science with Lab	6	3
	Natural Science	6	3
	Social and Behavioral Sciences	5,8,10	3
	Humanities	3	3
		Total Credit Hours	21
		Percent of Total	32.81%

Business Major Component

Course Number	Course Title	Credit Hours
GEB1011	Introduction to Business	3
GEB2930	Business Administration Capstone	3
MAN2021	Principles of Management	3
MAR2011	Principles of Marketing	3
ACG2021	Financial Accounting	4
ACG2071	Managerial Accounting	3
CGS1100	Microcomputer Applications for Business and Economics	3
MAC2233	Calculus for Business and Social Sciences	3
	Total Credit Hours	25
	Percent of Total	39.06&

* Professional Electives

ADV2000   Advertising
CGS2554 Introduction to E-Business
FIN2000 Principles of Finance
MAN2043   Quality Management
MAN2125   Supervision and Performance Improvement
MAN2582   Introduction to Project Management
SBM2000   Small Business Management
SLS1301 Career Planning and the World of Work
SLS1401 Computerized Career Exploration
SLS1931 Selected Topics in Student Life Skills

Table 6.3
Curriculum Summary

Name of Program: A.S. in Office Administration

Total Number of Hours in Degree: 63 Hours

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
CGS1100	Microcomputer Applications for Business and Economics	B,E,D	3
CGS2512	Spreadsheet Concepts and Practices	B	3
OST1324	Business Mathematics	H	3
OST1384	Introduction to Customer Service	F	3
OST1581	Professional Development in the Work Environment	E	3
OST2501	Office Systems Management	B,I	3
		Total Credit Hours:	18
		Percent of Total	28.57%

General Education Component

Course Number	Course Title	Educational Goal	Credit Hours
ENC1101	English Composition I	1	3
INP1390	Human Relations in Business and Industry	8	3
OST1336	Fundamentals of Business Communications	1	3
	Mathematics	6	3
	Communications	1	3
	Humanities	3	3
		Total Credit Hours	18
		Percent of Total	28.57%

Business Major Component

Course Number	Course Title	Credit Hours
OST1100	Keyboarding/Introduction to Word Processing	3
OST1108	Keyboard Skill/Speed Building	3
OST1943	Internship	3
OST2335	Applied Business Communications	3
OST2771	Word Processing I	3
	*OA Elective	3
	*OA Elective	3
	*OA Elective	3
	*OA Elective	3
	Total Credit Hours	27
	Percent of Total	42.86%

* OA Elective Options

ACG2021	Financial Accounting or APA1001 Applied Accounting
CGS1060	Introduction to Information Technology
CGS1580	Introduction to Desktop Publishing
CGS2542	Database Concepts for Microcomputers
GEB1101	Introduction to Business
HSC1531	Medical Terminology (for Health Professions)
MAN2021	Principles of Management
MAN2582	Introduction to Project Management
OST1145	Data Entry Applications
OST1355	Introduction to Information and Records Management
OST1464	Computers in the Medical Office
OST1611	Introduction to Medical Transcription
OST2773	Word Processing II

Criterion 6.5 Off-Campus Operations and Unique Items

The accreditation process includes a review of all business program academic activities at all levels. If an institution has a branch campus or campuses where an entire degree can be earned, then the accreditation process will include all locations and alternative instructional deliveries at one time unless otherwise agreed upon prior to conducting the self-study.

Institution Response

A. Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

The following table and associated graph illustrate the total SCHs generated for the institution and each business unit program. Campus-specific data is not available.

BUSINESS UNIT STUDENT SEMESTER CREDIT HOURS (SCHs)			
Program**	2010-2011	2011-2012	2012-2013* *Fall 2012 and Spring 2013*
Accounting Technology	8,793	8,760	7,600
Business Administration	44,819	43,404	35,209
Office Administration	8,308	7,590	6,400
Business Unit Total SCHs***	42,401	47,398	46,948
Institution Total SCHs***	759,984	734,366	536,206

*   This data is based on two semesters instead of three as FSCJ is in the middle of the reporting period.
**   Program SCHs include duplicated head counts due to multiple programs of study.
***   Total SCHs are the unduplicated total SCH equivalents generated for FSCJ for each academic year.

B. Identify any branch campus at which it is possible for students to complete a degree program.

Although select courses within each of the Business Unit programs are offered at multiple campuses and centers, the full degree programs are offered only at one location.

All courses in the Accounting Technology Program are offered at Kent Campus, and select courses are allocated to other FSCJ campuses. All courses in the Business Administration Program are offered at Kent Campus, and select courses are allocated to other FSCJ campuses. All courses in the Office Administration Program are offered at Downtown Campus, and select courses are allocated to other FSCJ campuses.

C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc.).

The College is currently undergoing a significant reorganization under interim leadership while the national search for a college president is completed. The current Dean for Career Education at the Kent Campus is being reassigned to South Campus effective July 1, 2013. The Dean for Career Education at Downtown Campus is being reassigned to Kent Campus effective July 1, 2013.

Criterion 6.6 Minimum Grade Requirement

Business students must achieve a minimum grade average of "C" for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade distribution and student learning outcomes and demonstrate that faculty are informed and involved in improving the evaluation process.

Institution Response

A. Provide evidence that business students from an associate degree program have a minimum grade average of "C", such as a letter of certification from the registrar or a catalog statement.

As stated in the FSCJ catalog: "In order to be awarded the associate in science degree, students must have met the following requirements:

1. Earned a cumulative grade point average of 2.0 ("C") at Florida State College in courses eligible toward the associate in science degree programs (A.S. Florida State College GPA).
2. Earned an all–college cumulative grade point average of 2.0 ("C") on all courses attempted, including transferred credits. (All college cumulative.)
3. Completed at least 25 percent of credit semester hours required for the degree at Florida State College.
4. Completed the minimum required semester hours, as specified by the degree, of which a minimum of 15 semester hours must be General Education requirements.
5. Earned a grade of at least a "C" in each course used to satisfy the General Education Requirements.
6. Students must have fulfilled all financial obligations to the College before they may graduate.[115]

B. Describe how the institution ensures compliance regarding minimum grade requirements.

---

[115] http://floridastatecollegecatalog.fscj.edu/preview_program.php?catoid=25&poid=4361

The institution ensures compliance regarding minimum grade requirements as follows.

Students who do not meet the academic standards for satisfactory academic progress will initially be placed on academic warning. All students placed on academic warning have a hard hold placed on their student record, are unable to register for courses, and must meet with an academic advisor to develop an improvement plan. This plan includes intervention strategies to help the student improve academic success. Intervention strategies include peer tutoring, professional tutoring, and student life skills workshops. Once an intervention plan is completed, students are eligible to enroll for up to twelve semester credit hours.

Students who maintain a 2.0 semester grade point average and complete at least fifty percent of the enrolled courses are placed on *warning with progress* and are permitted to enroll in successive semesters.

Students who fail to maintain a 2.0 semester grade point average are placed on academic probation, have limited enrollment of nine semester credit hours, and must develop new strategies to accompany their initial success plan.

Students on academic probation who fail to maintain a 2.0 semester grade point average are placed on academic suspension and are ineligible to enroll for one full semester.

Criterion 6.7 Learning and Academic Resources

Comprehensive and current learning resources should be available to students and faculty which includes library services, tutorial support, open labs, media services, instructional technology support, etc. Students receiving instruction at remote sites should have access to learning and academic resources. Library holdings should be sufficient in size and scope to complement the total instructional program of the business unit, to provide incentive for individual learning, and to support research appropriate for the faculty.

Institution Response

A. Describe the business unit faculty's participation in the library's acquisitions program to ensure the availability of current business learning resources.

The Business Unit faculty's participation in the library's acquisitions program to ensure the availability of current business learning resources

In order to ensure the availability of current materials, the Library/Learning Commons (LLC) works closely with the Business Unit faculty. The associate deans of the LLC periodically attend the faculty department meetings to provide updates on new student learning resources and request input on additional types of databases, e-materials, and print media needed to support instruction and learning.

B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.

Off-campus students have access to the same research and reading assignments as on-campus students through the online library. Access to these resources is available on-site or via Internet access to the College library web page. Additionally, the "Ask-A-Librarian" service provides access to individualized on-line reference services for all students and staff.

Students and faculty have access to the Florida State College collection of 170,169 titles; 210,357 book volumes; and an audio-visual collection of 19,943 items (per June 30, 2011 CCLA reports). In addition, students and faculty have access to e-book titles and research databases through the Florida State College at Jacksonville Library/Learning Commons' collections.

Florida State College at Jacksonville is part of a statewide automated information system which electronically connects state college and community college library collections. Use of the online catalog (LINCC) allows access to the Florida State College at Jacksonville collections, other college library collections, electronic databases, and worldwide information resources.[116]

C. Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.).

The availability and utilization of other learning and academic resources are provided by the Library/Learning Commons (LLC) and includes library services and resources, information literacy instruction, academic tutoring, student-centered facilities, and innovative technology. The LLC is committed to facilitating accessibility of services and resources that contribute to students' success in a global knowledge economy. Service areas of the LLC include, but are not limited to, Library Services, Learning Centers/Commons, Academic Success Centers, and Technical Services. Utilization of learning and academic resources is provided in Appendix P.

Criterion 6.8 Support Services

The business unit should have adequate institutional support services such as administrative, clerical, technical, laboratory, and advising support to meet the needs of its programs.

Institution Response

A. Describe the level of institutional support services available to the business unit.

The institutional support services available to the Business Unit provide a wide array of support services that assist in the delivery of a high quality education. These services include College facilities essential to the preparation and delivery of course content, agencies that assist faculty and staff in mastering and employing the latest technology, and policies that ensure faculty have the academic freedom and support to

---

[116] http://www.fscj.edu/mydegree/library-learning-commons/information.php

advance their own level of knowledge and that of their students. This discussion summarizes the variety of these support services:

- **Campus Security.** Provides a safe and secure environment for students, guests, and employees through sound security measures, rendering of first aid and other assistance, and maintaining a professional and courteous relationship with all on campus.
- **Emergency Alert System.** Communicates vital information to employees and students during and after a campus emergency. This emergency alert system is displayed on the college web site and alerts students and faculty about any emergency or closure of the college.
- **Early Alert System**. Allows faculty to alert advisors when student performance drops below a certain level that could negatively impact student academic standing.
- **Library/Learning Commons.** Offers academic support services within an optimal learning environment by providing a variety of learning, research, and teaching resources – physical and virtual – to students, faculty, and staff of the College.
- **Office of Institutional Research and Planning.** Exists to provide information that will improve the management of College resources, quality of educational programs and services, and the process of developing programs and services responsive to community needs and interests. The Office also exists to provide assistance and direction in the conduct of special research studies and evaluative designs so that research project originators can complete quality products.
- **Print Services.** Each campus has a print services department where faculty, staff, and administrators can utilize print services for large print runs.
- **Facilities Management.** Each campus has a facilities management department which maintains campus facilities.
- **Network Operations Center (NOC).** Provides computer network services and maintenance on the College's servers.
- **Instructional Designers.** Provide guidance to subject matter experts in course development and design.
- **Multimedia Specialists.** Provide the Business Unit with multimedia resources to enhance instructional delivery.
- **Information Technology Services.** Supports the College by managing all facets of computer and network services. Develops, executes, and maintains the College Strategic Technology Plan. Based at Deerwood but present on all campuses.
- **Administrative Staff Support.** The Business Unit has a team of administrative staff on each campus that supports instructional activities.
- **Web Design and Maintenance Services.** The Information Technology department maintains the college web site and provides design and maintenance services.
- **Intranet.** Provides students, administrators, faculty, and staff with needed information, tools, and processes.
- **Marketing Services.** The College has a marketing department that specializes in marketing services.
- **Campus Food Services.** Each campus has food services where students, faculty, staff, and administrators can procure meals without leaving campus.

- **Bookstore.** Each campus has a bookstore where students can purchase books and needed supplies.
- **Career Development Center.** Provides students, alumni, and prospective students with career planning and development services through career exploration activities and partnerships with the local workforce board.
- **Fitness Center.** Each campus has a fitness center for student or employee use.
- **Financial Aid.** The College offers many types of financial aid to students who would not be able to further their education without such support, including federal and state grants, loans, scholarships, student employment, and talent grants.
- **Veterans Services.** The College uniquely supports the educational development of service members and their spouses through the Military, Public Safety, and Security Division of the College. Comprehensive advising services from the point of application are available and accessible in a one-stop environment.
- **Services for Students with Disabilities.** The College ensures that its services, activities, facilities, and academic programs are accessible to and usable by all qualified students in accordance with the Americans with Disabilities Act (ADA). The Office of Services for Students with Disabilities implements and coordinates reasonable accommodations and services to promote full participation of individuals with disabilities.
- **Curriculum Services.** The Curriculum Services Office is committed to providing the highest quality service to faculty, administrators and staff. The office advises and assists proposal originators, appropriate deans, or instructional supervisor through the process with overall development of the curriculum proposal, specific instructions on procedures, and submission to assure compliance with College and State guidelines. The Curriculum Office facilitates the college-wide Curriculum Committee. The Curriculum Office maintains and updates Catalog, Orion Course Dictionary, and Statewide Course Numbering System (SCNS). The Curriculum Office supports the college's mission to provide the highest quality programs and courses to ensure a positive experience for students.
- **Academy for Professional Development (AFPD).** The College offers many training opportunities to employees through the AFPD. These courses are offered in traditional, hybrid, and online formats for faculty access locally or at a distance.

B. Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.

The Business Unit manages its relationship with support services to promote student success and achieve its mission by employing an instructional officer, instructional program managers, full-time support staff, and part-time support staff at each campus. The number and position titles of full-time and part-time support staff vary from campus to campus. These staff positions assist the Dean and Associate Dean to serve students and achieve the mission of the business unit. The Dean of Career Education office is staffed from 7:30 a.m. until 6:00 p.m. during the work week.

All business schools and programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

Institution Response

A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.

The Business Unit encourages and recognizes faculty and staff innovation and creativity in the following ways:

The FSCJ Foundation Endowed Chair Program establishes awards for faculty that represent a way to acknowledge and celebrate excellence among faculty and recognize their contributions to the College, the community and profession. Specific to the Business Unit is the *The Roland S. Kennedy Endowed Chair for Innovation for Excellence in Business.*

The FSCJ International Conference on College Teaching and Learning features hundreds of faculty presentations, interactive workshops and faculty awards. These awards, *The Distinguished Faculty Award*, *The Award for Innovative Excellence in Teaching, Learning, and Technology, The Ernest L. Boyer International Award for Excellence in Teaching, Learning, and Technology* and *The Best Paper Award* offer international recognition and cash awards ranging from $1,000-$5,000.

The Business Unit supports faculty recipients of the National Institute for Staff and Organizational Development (NISOD) Teaching Excellence Awards and funds their attendance to the NISOD Conference in Austin, Texas, each year.

Small grants are all awarded each semester to assist Business Unit faculty in improving the learning process. These grants support a large range of activities including, but not limited to, classroom research; design or redesign of classes and programs; preparation of web-based courses and/or introduction of technology to support learning; and support for bringing highly creative educational leaders to FSCJ as a foundation to introducing new and innovative learning strategies.

B. Provide evidence of innovations and creativity that have been implemented by the business unit.

Evidence of innovations and creativity that have been implemented by the Business Unit includes:

Capstone Course and Business Simulations
The capstone course ensures that the professor can promote and enhance the student experience. The Business and Accounting Capstone courses offer innovation and creativity using business simulations and practice sets. In the business simulations, students working in groups run a company and are in competition with their peers. In the accounting practice sets, the student must work independently to enter transactions and close an accounting cycle. The Office Administration program utilizes internships as their external learning experience and capstone course.

Use of iPads as Instructional Learning Tools
All full-time faculty are issued an iPad to enhance instructional delivery in the classroom. Instructors have the capability to project iPad applications through the multimedia projector onto the projection screen using a variety of iPad instructional applications including Show Me™ and YouTube to enhance lectures.

Development of Supplemental Instructional Materials
Faculty use a diverse array of technological tools to supplement instructional materials. They utilize various resources from the College's extensive online Library/Learning Commons collections as well as from other online resources. Online instructional games such as Jeopardy Labs are utilized to deliver course material in an interactive, fun environment that encourages active participation and studying.

Online Course Shells
Online master course shells have been developed using faculty as subject matter experts and instructional designers. Master shells have been developed for all upper division courses and lower division master shells will be developed in FY2014.

Use of Online Games
Accounting faculty utilized an online instructional version of the game of Jeopardy to stimulate student teamwork and competition.

Student Team Projects
The world of business functions in teams. Students are assigned team projects and work as a team to complete assigned activities.

SMART classrooms
All classrooms are classified as SMART classrooms and contain Elmo projectors, multimedia projectors, network computers, projection screens, Wi-Fi, and white boards.

Virtual Office Hours
All full-time faculty are required to hold ten office hours per week, two hours of which may be virtual.

Criterion 6.10 Articulation and Transfer Relationships

For the purpose of defining roles, relationships, and procedures which promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangement. On-going communication is the key to effective articulation. A product of this communication process should be a course equivalency document that specifies the type and amount of credit that an institution accepts in transfer. Institutions are encouraged to implement articulation agreements whereby associate degree graduates can obtain junior status and the equivalent of two years' credit toward specified baccalaureate degrees.

Institution Response

A. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.

Bellevue University	Capella University	Columbia College
Flagler College	Florida A & M University	Florida Atlantic University
Florida Gulf Coast University	Florida International University	Florida State College
Florida State University	Fort Hays State University	Franklin University
Jacksonville University	Life University	Norfolk State University
Northcentral University	Nova Southeastern University	Regis University
Strayer University	University of Central Florida	University of Florida
University of Maryland	University of North Florida	University of South Florida
University of West Florida	Webster University	

B. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)

Copies of all agreements as well as guidelines can be found online at:
http://www.fscj.edu/mydegree/transfer-services/articulation-transfer.php

C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.

The mechanisms in place that avoid requiring students to duplicate coursework completed at another institution includes Transcript Evaluation, National Association of Credential Evaluation Services (NACES), Portfolio Assessment, Credit by Examination, College Course Challenge Exams (CCCE), Credit for ACE-approved Training, Interinstitutional Articulation Agreements, Credit for Work, Certifications, or Formal Training, Credit for Military Training, Dual Enrollment, and Credit for Experiential Learning.

Transcript Evaluation

Student transcripts from all colleges attended are evaluated for Florida State College degree–seeking students and vocational certificate students only. All courses attempted at the freshman and sophomore levels are evaluated. Transfer credit and the assigned whole grades are used in the calculation of the cumulative grade point average. Upper division courses will only be evaluated when they are substantially equivalent to courses offered at Florida State College. Florida State College does not evaluate transcripts for external agencies.
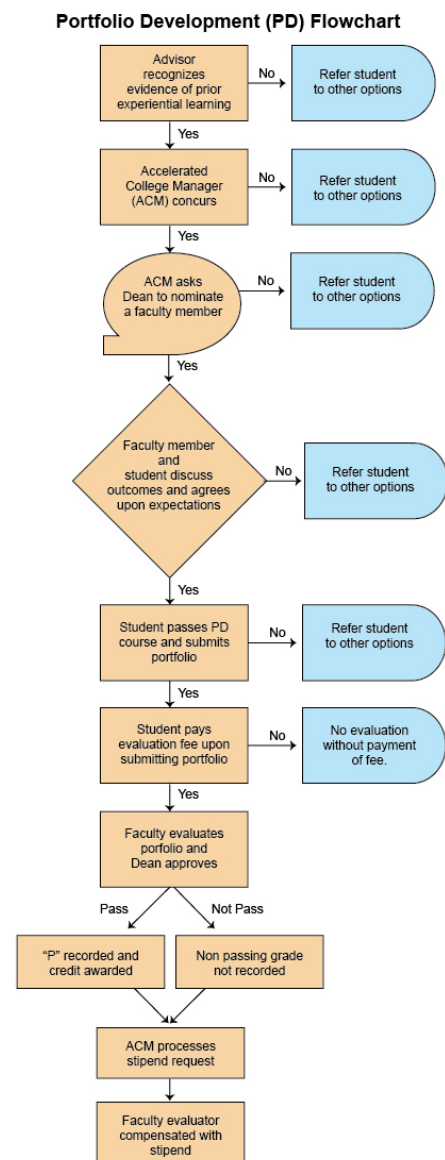
Transfer credit may be accepted from degree granting institutions that are accredited at the collegiate level by an appropriate regional or national accrediting agency that is recognized by the U.S. Secretary of Education. Courses are also accepted from institutions recognized and participating in the Florida Department of Education Statewide Course Numbering System. Transfer courses are subject to a course–by–course evaluation process to determine if the course is equivalent to courses offered at Florida State College.

For courses that are initially deemed nontransferable to Florida State College at Jacksonville, the following supporting documentation must be submitted, by the student, for each course requested for reconsideration:

- A copy of each course syllabus must include course title, course length, course description, text used
- Verification of faculty credentials including college transcripts, professional licensure and/or certifications, and work experience in the field.

The course syllabus must be the syllabus from the specific course section and semester that appears on the transcript. The faculty credentials must reflect the credentials at the time that the professor taught the course specified on the transcript.

Quarter credit hours from external colleges are converted to semester credit hours at the rate of one–quarter hour is equivalent to 0.67 semester–hours. For example, a three–quarter credit hour course becomes a two–semester hour course and a five–quarter credit hour course becomes a three and one–third–semester credit hour course. If quarter hours have been transferred, consult with your academic counselor/advisor to ensure that program credit hour requirements will be met.

Portfolio Development (PD) Flowchart

- Advisor recognizes evidence of prior experiential learning — No → Refer student to other options
- Yes ↓
- Accelerated College Manager (ACM) concurs — No → Refer student to other options
- Yes ↓
- ACM asks Dean to nominate a faculty member — No → Refer student to other options
- Yes ↓
- Faculty member and student discuss outcomes and agrees upon expectations — No → Refer student to other options
- Yes ↓
- Student passes PD course and submits portfolio — No → Refer student to other options
- Yes ↓
- Student pays evaluation fee upon submitting portfolio — No → No evaluation without payment of fee.
- Yes ↓
- Faculty evaluates porfolio and Dean approves
  - Pass → "P" recorded and credit awarded
  - Not Pass → Non passing grade not recorded
- ACM processes stipend request
- Faculty evaluator compensated with stipend

National Association of Credential Evaluation Services (NACES)
Among the national resources utilized by the College to ensure that the acceptance of credits is consistent with requirements and quality of its own degree programs and that the acceptance reflects collegiate level study are the National Association of Credential Evaluation Services (NACES) for the evaluation of foreign educational credentials, the American Council on Education (ACE) for the evaluation of military credits and the American Association of Collegiate Registrars and Admission Officers (AACRAO) for best practices in credit transfer.

The College's policy and process for awarding academic credit from other institutions is outlined in the <u>Florida State College Board Rule 10.16 Transfer Credits</u>[117] and in the <u>Administrative Procedure (APM) 10-0603 – Transfer and Award of Academic Credit for Prior Learning</u>.[118] Included is the process for students to appeal the denial of transfer credits by the College. Faculty and Academic Deans are appropriately involved where indicated to further ensure that course work and learning outcomes are at the collegiate level and comparable to the College's own degree programs. Together, the Board Rule and APM express the College's guidelines and practices regarding the transfer and award of academic credit for prior learning.

The process for determining and awarding advanced placement is accomplished through assessment of Credit for Prior Learning (CPL). CPL may be awarded through any one of the following:

Portfolio Assessment
The College provides the Portfolio method for seeking credit. As described in the <u>College Catalog</u>,[119] students seeking credit using portfolio development must contact the Accelerated College Program office before registering for the Portfolio Development for Prior Learning course (SLS 1371 Portfolio Development for Prior Learning or CWO 0404 Portfolio Development for Prior Learning - Workforce Credit). Once enrolled, students learn how to complete a portfolio documenting prior learning as it relates to a specific course in the selected program of study. The student may then submit portfolio(s) for faculty evaluation and recommendation to award college credit.

Completing the portfolio development course and submitting a portfolio for evaluation does not guarantee approval for college credit. A flowchart of the process of portfolio development and evaluation is included in this section.

Credit by Examination
<u>Florida Statute 1007.27</u>[120] stipulates that the Articulation Coordinating Committee (ACC) establish passing scores and course and credit equivalents for Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), International Baccalaureate (IB), and College-Level Examination Program (CLEP) exams. The ACC course equivalencies can be found in the publication, Articulation Coordinating Committee Credit-by-Exam Equivalencies. The DSST (DANTES) and

---

[117] http://www1.fccj.org/policies/boardrules/10-16.doc
[118] http://www1.fccj.org/policies/apms/vol_X/10-0603.doc
[119] http://floridastatecollegecatalog.fscj.edu/index.php?catoid=25
[120] http://www.flsenate.gov/laws/statutes/2011/1007.27

Excelsior College exam equivalents are authorized by State Board of Education Rule 6A-10.024(7)(f)(g).[121]

Florida State College at Jacksonville, as well as all other public community colleges and universities in Florida, are required to award the minimum recommended credit for AP, AICE, IB and CLEP exams per the Articulation Coordinating Committee Credit-by-Exam Equivalencies.

As stated in the College Catalog, students may earn up to 45 semester hours credit toward an associate degree through credit–by–examination. This may be a combination of International Baccalaureate (IB), Advanced Placement (AP), College Level Examination Program (CLEP), DANTES subject standardized tests (DSST), Cambridge Advanced International Certificate of Education (AICE), Excelsior College Examinations (ECEs).

College Course Challenge Exams (CCCE)
College Course Challenge exams are a Florida State College-developed assessment program for awarding credit for prior learning and experience to Florida State College students. By successfully completing a CCCE assessment, students are awarded a grade of A, B, or C on their transcripts in the subject for which they are assessed.

Credit for ACE-approved Training
College credit may be awarded through the American Council on Education (ACE) College Credit Recommendation Service for valuable non-college training, certifications and apprenticeships. Non-college or corporate training includes training that is provided by organizations other than a college or university, including training that is provided by corporations, associations, government agencies, the U.S. military and other employers. Credit for such educational experiences may be granted in accordance with the recommendations of the ACE when applicable to the program of study.

Credit for Experiential Learning
Per the Florida State College Catalog, individuals who have submitted an application for admission to the College as degree–seeking students may obtain college credit for theory and knowledge acquired through life or work experiences that are equivalent to college level coursework. The optimal way to accomplish this is through standardized examination and testing. The College's procedures for awarding credit for experiential learning and other means of acceleration are published in the Guide to Acceleration at Florida State College at Jacksonville.

Credit for Work, Certifications, or Formal Training
As described in the Florida State College Catalog, non–college training includes "training that is provided by organizations other than a college or university, including industry–sponsored training and industry–recognized certifications." The College awards credit for non-credit coursework in accordance with the recommendations of the American Council on Education (ACE) when applicable to the student's program of study.

---

[121] http://www.fldoe.org/articulation/pdf/6A-10-024.pdf

Credit for Military Training

The College awards credit to students, including distant learners, for military training. The evaluation of military training is conducted by the American Council on Education (ACE) through one of two agencies, Army / American Council on Education Registry Transcript System and the Sailor / Marine American Council on Education Registry Transcript Service. According to the College Catalog, credit may also be awarded for coursework successfully completed at military institutions that include, but are not limited to these:

- CCAF – Community College of the Air Force
- ARNGI – Army National Guard Institute
- USCGI – United States Coast Guard Institute
- U.S. Naval Academy
- U.S. Military Academy
- U.S. Air Force Academy

Dual Enrollment

The guidelines for the College to award credit for Dual Enrollment courses follow Florida Statute 1007.271.[122] To determine equivalencies of high school courses to College credit courses, the College uses the Dual Enrollment Course – High School Subject Area Equivalency List provided by the Florida Department of Education. The quality of Dual enrollment courses is maintained because the courses are taught by College faculty or by high school faculty who are credentialed and evaluated by College administrators in the same way as adjunct College faculty.

Inter-institutional Articulation Agreements

The awarding of credit through dual enrollment is also guided by the appropriate Interinstitutional Articulation Agreements, for example the Duval County School Board and the Nassau County School District. The College maintains interinstitutional articulation agreements with the local school districts in its service area in accordance with Florida Statute 1007.22.[123] The statute states that Interinstitutional articulation agreements are reviewed annually in compliance with Florida Statute 1007.271(21),[124] which states that "a dual enrollment articulation agreement shall be completed and submitted annually by the Florida College System institution to the Department of Education on or before August 1."

All of these are assessed by SACSCOC-qualified faculty members.

D. Describe the student advisement process that counsels students as to the transferability of course work.

The student advisement process that counsels students as to the transferability of course work depends upon the requirements of the transfer institution. Students transferring from a Florida public college or university to a public state college or university are protected by the Statewide Articulation Agreement 6A-10.024.[125] Student rights as an associate in arts graduate are protected under this agreement.

---

[122] http://www.flsenate.gov/laws/statutes/2012/1007.271
[123] http://www.flsenate.gov/Laws/Statutes/2011/1007.22
[124] http://www.flsenate.gov/laws/statutes/2012/1007.271
[125] http://www.fldoe.org/articulation/pdf/6A-10-024.pdf

Florida's Statewide Course Numbering System
Courses in this catalog are identified by prefixes and numbers that were assigned by Florida's Statewide Course Numbering System (SCNS). This numbering system is used by all public postsecondary institutions in Florida and 27 participating nonpublic institutions. The major purpose of this system is to facilitate the transfer of courses between participating institutions. Students and administrators can use the online SCNS to obtain course descriptions and specific information about course transfer between participating Florida institutions. This information is at the SCNS website.

Each participating institution controls the title, credit, and content of its own courses and recommends the first digit of the course number to indicate the level at which students normally take the course. Course prefixes and the last three digits of the course numbers are assigned by members of faculty discipline committees appointed for that purpose by the Florida Department of Education in Tallahassee. Individuals nominated to serve on these committees are selected to maintain a representative balance as to type of institution and discipline field or specialization.

The course prefix and each digit in the course number have a meaning in the SCNS. The listing of prefixes and associated courses is referred to as the "SCNS taxonomy." Descriptions of the content of courses are referred to as "statewide course profiles."

Equivalent courses at different institutions are identified by the same prefixes and same last three digits of the course number and are guaranteed to be transferable between participating institutions that offer the course.

Transfer of any successfully completed course from one participating institution to another is guaranteed in cases where the course to be transferred is equivalent to one offered by the receiving institution. Equivalencies are established by the same prefix and last three digits and comparable faculty credentials at both institutions.

Transfer credit must be awarded for successfully completed equivalent courses and used by the receiving institution to determine satisfaction of requirements by transfer students on the same basis as credit awarded to the native students. It is the prerogative of the receiving institution, however, to offer transfer credit for courses successfully completed that have not been designated as equivalent.

Outside the State of Florida
Advisors guide students through checking the transfer requirements of the intended institution and the specific program of study. There is a wealth of information on the College Transfer Services[126] website.

The Florida State College Transfer Guide[127] includes detailed information under the following major areas:

- Transferring to a State University: An Overview
- Application Procedures
- Advantages of Transferring with an Associate of Arts Degree

---

[126] http://www.fscj.edu/mydegree/transfer-services/
[127] http://www.fscj.edu/mydegree/transfer-services/university-transfer-guide/index.php

- Transferring With an Associate in Arts Degree
- Transferring Without an Associate in Arts Degree
- Independent Colleges and Universities of Florida (ICUF)
- Resources
- Final Checklist

Summary of Standard 6 – Process Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6 - Process Management.

Strengths

The strengths of Florida State College at Jacksonville relate to Standard 6-Process Management include the following:

- **Curriculum Changes.** A comprehensive curriculum change process that involves all stakeholders to ensure all changes result in improvement and value added.
- **Faculty Evaluations.** Annual faculty evaluations ensure that standards of consistency and quality are achieved in all course offerings. The evaluations include both adjunct and full time faculty.
- **Academic Advisors**. Experienced and well trained academic advisors provide expert advice to the students to facilitate the successful completion of the curriculum and minimize the instances of unsatisfactory student performance.
- **Advanced Technological Resources**. The College maintains a technology-rich Academic Resource Center staffed with student assistants, student and peer tutors, and an open computer lab for student use.
- **Prior Learning Assessment**. The College has established a process to evaluate and transcribe credit for prior learning.
- **Florida State Frameworks**. The Florida Department of Education has developed a common course numbering system and program frameworks that define minimum learning outcomes and content.

Opportunities for Improvement

The opportunities for improvement for Florida State College at Jacksonville relate to Standard 6-Process Management include the following:

- **Innovative Teaching Methods**. The Business Unit continues to recognize and support the development of innovative teaching techniques.
- **Master Course Shell Development and Maintenance**. The Business Unit supports the development and maintenance of master course shells for all undergraduate courses.
- **Faculty Communications.** An opportunity exists to increase faculty communication across programs within the Business Unit.

SELF-STUDY SUMMARY

1. Provide a brief summary of the self-study that includes an overview of the strengths and opportunities for improvement identified at the end of each standard.

   Strengths in the Business Unit include a strong faculty team of business practitioners, considerable support from local business and industry, and a culture of empowerment within the Business Unit. Well-defined program goals, objectives, and policies that align with those of the institution and campus are a source of strength as well. The college provides an adequate budget for the Business Unit, and its facilities and technological learning tools in the classroom are exceptional. The Business Unit is also fortunate to benefit from Florida Department of Education standardized, state-wide frameworks which align business programs throughout the state.

   Opportunities for improvement in the Business Unit include better processes for collecting actionable and relevant data, including all stakeholder feedback and satisfaction. In addition, the course learning outcomes should be reviewed for increased alignment with program outcomes. The Business Unit could also improve assessment and analysis of student services and their utilization. Common master course shells for all courses in the Business Unit will be developed during the 2013-2014 fiscal year. Improved communication and stronger relationships between full-time and adjunct faculty are being explored.

2. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

   There are none.

3. Explain how student achievement will be made public.

   Student achievement will be made public through the programs' home pages on the College web site, through communication with the program advisory committees, by word of mouth, and via the local media. The Business Unit has created a *Program Success Information for the Community* link from its program home pages and is updated annually.

Appendices