

2011-2012 MAJOR PRIORITIES END-OF-YEAR STATUS REPORT

	B	C	D	E	F	G	H	I	J	K	L
1	Name of Major Priority	Purpose of the Major Priority	Associated College Goal	Assigned Cabinet Member	Team Members	Mid-Year Status of Achievement	Summary of Mid-Year Status of Achievement	End-of-Year Status of Achievement	Description	Data and Resource Allocation	Evaluation of Priority
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3	Technical College	The purpose of this major priority is to launch and develop the Florida Coast Career Tech. The purpose of FCCT is to provide a world class technical education to our students that is responsive and relevant to the human resource needs of the region's employers.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Brian Mann, Vice President and Executive Director, Florida Coast Career Tech	Martin Smith	In development and execution	Completed: 1) Mission statement; 2) year one staffing plan implemented; 3) enrollment development strategy; 4) enrollment development plan implementation; 5) employer engagement plan implementation; 6) program specific needs assessment in progress; and 7) marketing plan implemented. Under development: 1) social media based community launch; 2) FCCT culture development across all campuses and centers; 3) FCCT campus presence; 4) FCCT internal processes and committees; 5) FCCT employer processes and committees; and 6) process documentation and continuous quality process system.	Being Executed at this time	Completed: Mission statement; 2) year one staff hired; 3) enrollment development strategy solidified; 4) enrollment development plan has been implemented and continues to evolve; 5) employer engagement plan has been developed fully and implementation has begun; 6) program specific needs assessment near completion; and 7) marketing plan has been implemented; 8) Social media based community has been launched; 9) FCCT currently has a staff member located at three of the campuses. Under development: 1) FCCT culture development across all campuses and centers continues to progress; 2) Continue to enhance the FCCT campus presence; 3) Advancing FCCT internal processes and committees through APMs and Campus Cabinet/Leadership Meetings; and 5) process documentation and continuous quality process system still at early stages of development.	1) Use enrollment data to create program capacity reports. These reports drive where enrollment development efforts should be focused. 2) Use application and registration data to measure enrollment development success. 3) College has made the decision to invest financial and personnel resources in the student job placement system. 4) Campus Presidents have made space available for FCCT staff on their campuses.	The progress of this major priority has gone exceptionally well. The enrollment development system is performing better than expected and data indicators should reflect that fact in early spring '13. An innovative student job placement system concept was developed that promises to not only increase FCCT students chances of finding employment, but also helps improve program content through employer feedback making students even more marketable. This major priority clearly addresses FSCJ's mission by enhancing the lives of our students and significantly contributing to the economic development of Northeast Florida.
4	Governance Model	The governance model is established to ensure the meaningful participation of the College's constituent groups in the decision making processes at the College.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Steven Wallace, College President	Dr. Christal Albrecht, Dr. Christine Arab, Dr. Judith Bilsky, Mr. Steve Bowers, Dr. Margarita Cabral-Maly, Dr. Barbara Darby, Dr. Donald Green, Ms. Jana Kooi, Ms. Susan Lehr, Dr. Brian Mann, Ms. Jeanne Miller, Dr. Tracy Pierce, Dr. Rob Rennie, Mr. Robert Stamp, RADM Jim Stevenson, Jr., USN (ret.), Dr. Steven Wallace, Dr. Denis Wright	In development and execution	The Governance Model remains fully operational as we work through updates with affected constituencies. As of February 2012, approximately a third of the plan has been updated. The fully updated plan will go the District Board of Trustees for approval on June 5, 2012.				

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5	Enhanced Admission Processes	The organization of the college into divisions and the elevation to the level II baccalaureate institution required modification of admissions processes to better serve students and to meet the specific needs of each division. The purpose of this initiative is to appropriately align all admissions processes to provide an extraordinary student experience and to meet the specific processing needs of each division.	4. Provide to students an extraordinarily positive experience in every engagement with the College.	Dr. Tracy Pierce, Vice President of Student Development and Community Education	Peter Biegel, Rosalind Harris	Being executed at this time	The following objectives have been achieved, or will be achieved, relative to this initiative: 1. Alignment of District Welcome Center to provide best possible service to new students. 2. Alignment of Campus Welcome Centers to provide best possible services to new students presenting on campus. 3. Complete revision of College Admissions Policy stratified according to divisional requirements. 4. Enhanced acceptance process and program manager interface with Orion for Baccalaureate admissions. 5. Implementation of new admission, registration, and payment portal for continuing education students. 6. Implementation of admissions priority dates for each term and session (implementing Summer 2012). 7. Enhanced process for program of study selection, verification and control (implementation beginning Summer 2012). 8. Design and development of First Year Experience college onboarding program (see related initiative of the same name).	Being executed at this time	The following objectives have been achieved: 1. Alignment of District Welcome Center to provide best possible service to new students. 2. Alignment of Campus Welcome Centers to provide best possible services to new students presenting on campus. 3. Complete revision of College Admissions Policy stratified according to divisional requirements. 4. Enhanced acceptance process and program manager interface with Orion for Baccalaureate admissions. 5. Implementation of new admission, registration, and payment portal for continuing education students. 6. Implementation of admissions priority dates for each term and session. 7. Enhanced process for program of study selection, verification and control. 8. Design and development of First Year Experience college onboarding program. To be completed in 2012-13: 1. Implementation of first year experience program. 2. Divisionalized application procedure and student interface for state college and technical college.	Enrollment management data, student engagement and satisfaction data, welcome center student contact data are representative of the types of data used in this initiative. Resources are from normal operating budgets.	This initiative is designed to impact the college's mission of enhancing access and student satisfaction to ensure that enrollment is optimized. It is critically important that our processes enable all students who desire to pursue higher education are able to do so. This is the essence of our access mission.

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6	First Year Experience	The College has identified the onboarding of new students as a significant strategy for improvement of student engagement and integration into the College's academic and social community. Data from SENSE and CCSSE support an enhanced orientation strategy. The purpose of the First Year Experience program is to successfully manage the transition of new students into the institution and to integrate new students into the intellectual, cultural and social climate of the college.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Tracy Pierce, Vice President of Student Development and Community Education	Kim Hardy, Denis Wright, and a large task force	In development and execution	Following a successful pilot of an academically focused orientation in the summer of 2010, a joint faculty and administrative team re-conceptualized orientation as a first year process instead of an episodic event. Faculty experiences in the pilot drove the creation of a three-stage approach to orientation: stage one admissions, stage two advising, and stage 3 learning. On January 13, 2011, the concept team turned the policy and program recommendation over to a task force. The task force has accomplished the following: 1. Drafted curriculum for each of the stages. 2. Entered into production of curriculum materials and Web resources to support students at each stage. 3. Identified a systems flow for students and student information across stages and into enrollment. 4. Created a staffing plan, including all roles, responsibilities and reporting relationships, to support the initiative.	Being Executed at this time	Following a successful pilot of an academically focused orientation in the summer of 2010, a joint faculty and administrative team re-conceptualized orientation as a first year process instead of an episodic event. Faculty experiences in the pilot drove the creation of a three-stage approach to orientation: stage one admissions, stage two advising, and stage 3 learning. On January 13, 2011, the concept team turned the policy and program recommendation over to a task force. The task force has accomplished the following: 1. Drafted curriculum for each of the stages. 2. Entered into production of curriculum materials and Web resources to support students at each stage. 3. Identified a systems flow for students and student information across stages and into enrollment. 4. Created a staffing plan, including all roles, responsibilities and reporting relationships, to support the initiative. Production of FYE resources (websites, curriculum materials and student resources) continues as the College seeks appropriate funding for the staffing plan required to successfully implement this initiative.	This initiative is supported by extensive data including: retention data, student satisfaction data, student engagement data, industry FYE best practices data, and institutional data derived formally and informally from the pilot program. Resources required for program development have been assigned from normal college budgets. However, resources to implement have not yet been identified.	The importance of this initiative to the goals of the college cannot be overstated. The impact of quality first year experience programs on college retention and completion is well documented in academic literature. The College, through a very broad, inclusive process, has designed an exceptional model and approach for an FYE program for a community/state college student population. Implementation hinges on the availability of resources to staff this program appropriately.
7	Service Excellence Initiative	The purpose of Service Excellence is to explicitly define the College's expectations for service excellence, align organizational infrastructure to those expectations, and begin a practice of measurement and improvement toward the standard. As an initiative, service excellence emerges from the 2008 Student Success Strategic Plan and ongoing evidence from SENSE and CCSSE as well as other ad hoc surveys that service standard improvements are of importance to the overall student experience.	4. Provide to students an extraordinarily positive experience in every engagement with the College.	Dr. Tracy Pierce, Vice President of Student Development and Community Education	Chris Arab, Peter Biegel	Being executed at this time	The College allocated required funding for this initiative during the 2011-12 mid-year budget re-allocation process. The project is in the early stages of execution.	Being Executed at this time	College leadership has identified the college's service values and service philosophy. Subsequent collegewide training, assessment development and process improvement will occur in the 2012-13 year.	Student satisfaction and student engagement data undergird the pursuit of this initiative. Resources were received from a 2012 mid year budget reallocation.	This initiative has a direct relationship to college goal four: Provide to students an extraordinarily positive experience in every engagement with the College

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8	Collegiate Life (FT students)	On becoming a baccalaureate institution, the college leadership recognized an increased duty to provide a collegiate life program that enhances the academic experience and contributes to the overall developmental experience of a college education. Subsequently, the institution adopted college goal two that explicitly articulates collegiate learning dimensions of ethical leadership, social responsibility, informed civic engagement, cultural appreciation, multi-cultural awareness and continued learning. As a commitment to this college goal, the Collegiate Life initiative seeks to align co-curricular activities through student life and leadership to achieve learning outcomes along these broad developmental dimensions.	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.	Dr. Tracy Pierce, Vice President of Student Development and Community Education	Kim Hardy	Being executed at this time	The pursuit of this initiative has been characterized by the achievement of the following related objectives. 1. Creation of a taxonomy of current and potential student experiences under the major learning dimensions of College Goal Two. 2. Alignment of current student life and leadership activities with the relevant learning dimensions described in College Goal two, according to the taxonomy referenced above. 3. Development of a faculty steering committee to evaluate current programming within the taxonomy and to evaluate, recommend and implement modifications and adaptations of programming for stronger curricular relationships and stronger student participation. 4. Survey of faculty to determine broad faculty interest in programmatic partnership, integrating the collegiate life experience with the core curriculum. 5. Creation of specifications and RFI for a digital portfolio system to track student learning along these dimensions and to provide students with a system to demonstrate applicability of learning experiences to other career and personal interests.	Being Executed at this time	The pursuit of this initiative has been characterized by the achievement of the following related objectives. 1. Creation of a taxonomy of current and potential student experiences under the major learning dimensions of College Goal Two. 2. Alignment of current student life and leadership activities with the relevant learning dimensions described in College Goal two, according to the taxonomy referenced above. 3. Development of a faculty steering committee to evaluate current programming within the taxonomy and to evaluate, recommend and implement modifications and adaptations of programming for stronger curricular relationships and stronger student participation. 4. Survey of faculty to determine broad faculty interest in programmatic partnership, integrating the collegiate life experience with the core curriculum. 5. Creation of specifications and RFI for a digital portfolio system to track student learning along these dimensions and to provide students with a system to demonstrate applicability of learning experiences to other career and personal interests. Institutional effectiveness measures for student life and leadership have been completely aligned to the learning outcomes expressed in College goal 2. All collegiate life strategies, programming and activities will be evaluated and supported to the extent they contribute to the accomplishment of these important learning outcomes.	Resources are provide through the normal revenue and budget associated with the student services and activities fee. Data used to support the initiative derive from student engagement data, student satisfaction data, and data collected from faculty surveys. The combined effect is expected to positively impact student retention, completion and employer satisfaction with graduates.	This initiative is a direct implementation of college goal two: 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

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9	Lifestyle Integration (PT students)	The Lifestyle Integration initiative recognizes that a high percentage of the College's student population is part time students with many competing responsibilities such as career and family that must integrate with degree pursuits. The College's baccalaureate degrees have captured, as they were designed to capture, prospective students who lacked access to traditional university degrees because of these life-stage responsibilities. The purpose of the Lifestyle Integration initiative is to assess every touch point of part-time students with the college and to optimize that touch point for part-time, predominantly non-traditional learners.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Tracy Pierce, Vice President of Student Development and Community Education	Kim Hardy	In development and execution	Objectives accomplished in pursuit of this initiative in include the following. 1. Alignment of the District Welcome Center to focus on new students with optimal customer support in first year admissions, enrollment, advising and financial aid services. 2. Establishment of Welcome Center customer contact/call center stations at each campus to improve capability to serve existing students remotely. 3. Evaluation and planned enhancement of Collegiate Life initiatives to enhance online and remote participation for students who do not have time to be on campus. 4. Evaluation and refinement of accelerated college completion programs and methods and professional development of campus staff to begin moving accelerated methods from "boutique" programs to a more pervasive deployment through the college.	In development and execution	Objectives accomplished in pursuit of this initiative in include the following. 1. Alignment of the District Welcome Center to focus on new students with optimal customer support in first year admissions, enrollment, advising and financial aid services. 2. Establishment of Welcome Center customer contact/call center stations at each campus to improve capability to serve existing students remotely. 3. Evaluation and planned enhancement of Collegiate Life initiatives to enhance online and remote participation for students who do not have time to be on campus. 4. Evaluation and refinement of accelerated college completion programs and methods and professional development of campus staff to begin moving accelerated methods from "boutique" programs to a more pervasive deployment through the college. 5. Establishment of "returning adult" phone line in the welcome center with targeted advising and support of this population. Moving into 2012-13, the college will more aggressively market accelerated degree completion mechanisms and enhance part-time student access to collegiate life programming.	This initiative is designed from and is expected to positively impact student satisfaction and student engagement metrics. The combined effect is predicted to impact college retention and completion.	The fully student focused nature of this initiative links it to each of the four major college goals addressing the student experience: Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative. 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. Optimize access to College programs and services. Provide to students an extraordinarily positive experience in every engagement with the College.
10	Financial Aid and Scholarship Processes	This project will result in more efficient delivery of financial aid to students.	3.Optimize access to College programs and services.	Mr. Steve Bowers, Vice President of Administrative Services	Michele Bowles	Being executed at this time	New procedures for monitoring satisfactory academic progress and for reviewing student loan applications being executed. Star Opportunity Scholarship fund increased 13% over prior year and in execution. Additional staff to campus financial aid and scholarship offices in place. Replacement options for scholarship search software for student ease of use and added functionality to be reviewed and executed in Spring 2012; completion target June 2012.	Being executed at this time	SAP procedures revised again to increase program options for students. New scholarship software programs, from Academic works, are in place since March 2012 and improve student access to scholarship awards.	Budget funding provided for new software and IT staff installed on time.	New procedures minimize student debt from loans and revised SAP appeal procedures bring College into compliance with federal regulations. New scholarship software improves access to student aid.

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11	College Completion Strategy	The purpose of this major priority is to develop a set of recommendations regarding the enhancement of college completion rates.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Donald Green, Executive Vice President/transitioning to Dr. Judith Bilsky, Vice President and Provost	Margaret Clark, Kim Hardy, BJ Hausman, Donna Martin, Holly Masturzo, Jim Simpson, Jamie Stewart	In Development	Thus far, a collegewide advisory board has met once and will meet again this semester. Institutional research is in progress regarding college completion rates, and a white paper with the advisory board's recommendations will be forthcoming by the end of the Spring 2012 semester.	In development and execution	The committee met twice in the Spring 2012 semester and generated a set of recommendations to be transcribed in a white paper by the end of July 2012.	The following data reports prepared by the Office of Student Analytics and Research informed the advisory board's recommendations: Highest Failure and Withdrawal Courses: Fall 2010-Spring 2011; Student Success/Retention: Fall 2009 Through Fall 2011; FTIC College Ready/AA Completion Analysis; College Writing Impact on General Education Course Success and Degree Completion.	The recommendations generated by the advisory board will provide a resource to the QEP Development Team, particularly the work group tasked with focusing on degree completion, thereby supporting the College's commitment to optimizing access to College programs and services as well as preparing students for distinctive success in their academic, career, and personal goals.
12	SIRIUS College Completion & HB1255 Collaboration	Assist high school students to pass the college entrance exams prior to completing high school. Initial pilot is with Duval County High Schools.	3.Optimize access to College programs and services.	Dr. Donald Green, Executive Vice President, Instruction and Student Services	Patti Levine Brown, Rick Granger, and Ruth Dellinger. Coordination with Duval Schools provided by Leila Mousa.	Being executed at this time	The 5 Pilot Schools have completed the first semester of their Sirius College Readiness courses in reading and math. The 5 Pilot Schools have also administered the PERT exam to students. Data are being collected and analyzed for results. DCPS has purchased the materials for continuing the Sirius Pilot in the same 5 schools for the second semester. FSCJ and DCPS staff participated in a collaborative meeting to discuss the use of the Sirius curriculum in all DCPS high schools during the 2012-13 school year. Ongoing meetings will be scheduled as decisions are made by the school system as to how to meet the mandates of HB 1255 and the requirement of college readiness remediation.	Discontinued by the school district at the close of Spring Term, 2012. Discussions are underway concerning expansion of the pilot at a future date.	Four of the five schools in the Fall pilot continued the pilot in Spring Term, 2012. Data were gathered and analyzed for Fall Term; data collection and analyses for Spring Term are still under review. Major concerns for future expansion of the project include the need for the school district to add additional PCs and to acquire a learning management system (LMS) in order to host on-line components necessary to improve student retention and success.	The Office of Learning, Research & Development provided access to SIRIUS courses in mathematics and reading as well as the software, and provided faculty consultation to the faculty at the schools involved in teaching the courses. The Office of Student Analytics provided data analysis, and the college supported an overall coordinating position for the project.	The project is aimed at improving the pass rate required in math and reading for college credit course while students are still at the secondary level. If successful, this project could reduce the number of students requiring remediation at college entrance, which is one of the most critical concerns of the College as a whole.

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13	Threat Assessment Processes & Management Team	Develop a collegewide plan for Threat Assessment and Threat Management to provide Campus Presidents with a structured plan for evaluation and response.	3.Optimize access to College programs and services.	Dr. Denis Wright, South Campus President	Fred Culvyhouse, DAS; Stan Jurewicz, MPSS; Sherry David, Risk Manager; Steve Park, Dean of Student Success, Kent; Amy Perkins, DAS, North; Jana Kooi, Campus President, Open; Lisa Moore, General Counsel's Office; and Dr. Bitu Haynes, Faculty, Licensed Psychotherapist, South	In development and execution	APM has been developed and submitted to President's Cabinet. Awaiting final decision on implementation.	2: APM has been discussed by President's Cabinet and changes made. Will be finalized this summer for a fall 2012 implementation.	The final APM language is still under discussion but will be finalized later this summer.	Training materials have been purchased and will be used for the training to be held during Fall convocation week.	This is a very important initiative and will provide the college with a protocol for response in non-immediate threat situations on the campuses.
14	Student Assistance Program	Changing environmental conditions including the prolonged recession resulted in significant anecdotal evidence from faculty and student success staff of increasing types of stress and other emotional issues that are not conducive to academic success or a health environment for teaching and learning. The purpose of the student assistance program initiative was to provide a mechanism for students to independently seek or be proactively referred to counseling services from appropriately trained and licensed counselors to manage social and emotional issues that have a probability of impacting academic performance.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Tracy Pierce, Vice President of Student Development and Community Education	Peter Biegel/Student Success Deans	Priority has been completed	The following objectives have been accomplished and this initiative is effectively completed. 1. Adaptation of relevant policies and procedures. 2. Development of campus referral procedures. 3. Staff and Faculty training. 4. Fall 2011 program roll-out. 5. Student marketing and awareness. 6. Counseling services provided to 370 students in first term.	Priority has been completed	The following objectives have been accomplished and this initiative is effectively completed. 1. Adaptation of relevant policies and procedures. 2. Development of campus referral procedures. 3. Staff and Faculty training. 4. Fall 2011 program roll-out. 5. Student marketing and awareness. 6. Counseling services provided to 370 students in first term.	Data driving the development of the initiative was in the form of informal staff and faculty assessment of the situation, best practices of higher education and situational analysis of the higher education environment.	This initiative is in direct support of the college's first goal which is to prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative. This initiative has been received exceptionally well by faculty and students and helps to ensure a healthy educational environment for the accomplishment of all goals.

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15	Instructional Materials Consolidation Pilots II & III	Ensure that every FSCJ student has complete course materials at time of entry into the course, thus helping to increase student retention and success. Pilot study using SIRIUS course materials to combine payment for course materials with payment for college tuition and fees during the registration/payment process.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Donald Green, Executive Vice President, Instruction and Student Services	Peter Shapiro, Darlene Pike, Larry Snell, Chris Martin, Lori Collins, Nancy Yurko	Being executed at this time	The following numbers of FSCJ students have participated in the pilot study: 10,548 in Spring 2011, 6,788 in Summer 2011, and 11,199 in Fall 2011.	In development and execution. Some minor development matters are still underway.	The major attributes of this project have been completed, including single sign-on. A remaining activity is the development of software which will permit use of FSCJ 's LMS by other than normally registered students without time-consuming hand-entry of data. This is needed for Dual Enrollment students, Pathways, etc...	This project required staff expertise and programming assistance from the offices of Procurement, Finance, Registrar, Liberal Arts and the Tech Team, with coordination form the Office of Learning, Research and Development.	This major priority was required in order to ensure that students in all SIRIUS classes obtained the required course materials, thus helping to increase student retention and success, both integral to College goals.
16	Brewer Early Learning Center Lab School	FSCJ, through a partnership with the City of Jacksonville and the Chapelle Early Learning Centers to operate Brewer Center. The intent was to use the center as a laboratory school and internship site for the Baccalaureate in Early Childhood Education, thereby providing students with hands on learning experience in a real world setting.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Christal Albrecht, Downtown Campus President	Lynn Mobley, Director of Administrative Services, Dean of Education	Priority has been changed	Due to withdrawal of funding from the City of Jacksonville, the Brewer Center was closed August 19, 2011. Inventory was completed and equipment belonging to the college was returned to the college. The City was invoiced for expenses owed and they paid in full.	Priority has changed.	a) the Brewer early learning center operated for 3 years but due to funding cuts was closed. B) Brewer Center was closed. C) We still desire to operate a lab school to support our ECE BS program but will need to pursue that through another means.	No funds are required since we no longer run the program. In the future, if we establish a lab school, funds would be required for a building or a partnership.	A lab school would provide additional learning opportunities for our ECE BS students. We have adequate placement for students in the local childcare centers and elementary schools.
17	Student Debt Minimization	The purpose of this priority is to minimize the borrowing behavior of our students, to educate students regarding appropriate conditions and uses for student loans, and to improve their overall awareness and knowledge in topics of personal finance.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Tracy Pierce, Vice President of Student Development and Community Education	Mr. Bowers, Kim Hardy, Michele Bowles, Matthew Davis	Being executed at this time	This initiative has been in development and now execution over two academic years. During this time the College has completed new procedures for reviewing student loan applications, developed a new financial literacy tutorial for students actively pursuing loans, implemented procedures to assess, and possibly control student borrowing at appropriate debt trigger points, and developed a broad personal finance awareness co-curricular program called "Save the Moolah." This program is being implemented as of March 2012.	Being executed at this time	This initiative has been in development and now execution over two academic years. During this time the College has completed new procedures for reviewing student loan applications, developed a new financial literacy tutorial for students actively pursuing loans, implemented procedures to assess, and possibly control student borrowing at appropriate debt trigger points, and developed a broad personal finance awareness co-curricular program called "Save the Moolah." This program is being implemented as of March 2012.	Supporting data for this initiative included analysis of student loan and borrowing patterns and environmental scanning of societal conditions, particularly the economic state of the community and nation.	This initiative is directly related to multiple college goals. Impact on the mission and on the education of students will be contingent of faculty partnership in the use of the "Save the Moolah" program. Success will increase the level of social responsibility of students as they learn to manage their personal finances in a way that supports long-term quality of life.

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18	Student Employment	to connect the strategic interests of the student with the opportunities to develop real world work experience that the College has to offer.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Christine Arab, Vice President of Human Resources	Barbara Hunter, Sonja Cross, Janet Meigs, Michelle Bowles	In Development	Ms. Hunter and team have reviewed all information collected during past 18 months related to how student employment has been delivered on the campuses in a decentralized leadership model, including the gap analysis. Project planning has begun with the goal of Office of Student Employment opening Sept.1	no change			
19	Nickname	The purpose of this initiative is to develop a new college nickname consistent with and appropriate for a state college, to enhance the brand associated with the college's athletic programs, and to increase institutional identity and student identification with the College.	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.	Dr. Tracy Pierce, Vice President of Student Development and Community Education	John Kerr, George Sanders	Being executed at this time	After multiple iterations of brainstorming, testing, surveys, focus groups and refinements, the nickname "The Blue Wave" was selected. Another series of creative development and refinement including student focus groups and ongoing dialog with student athletes led to the final development of The Florida State College Blue Wave logo. The logo was presented to the Board at its Strategic Conversation in February. The full roll out of the logo is being planned for April and conversion of athletics and other implementations for the 2012-13 academic year.	completed	After multiple iterations of brainstorming, testing, surveys, focus groups and refinements, the nickname "The Blue Wave" was selected. Another series of creative development and refinement including student focus groups and ongoing dialog with student athletes led to the final development of The Florida State College Blue Wave logo. The logo was presented to the Board at its Strategic Conversation in February and the full roll out of the logo occurred in April 2012. All uniforms and athletic facilities are being converted to the new logo, and student government is collaborating on a broad implementation.	Surveys and focus groups were used to support decision making in the selection of the name and logo. Resources were from normal college budgets. A one year special appropriation was made in the athletics budget to support new uniforms for all sports.	Research in the arena of student development theory and college completion strategy supports the positive relationship between student identity development and student-institution identification. Inherent in that equation is the need for the institution to have strong identification anchors to which students can link and from which students can draw efficacy enhancing elements for self-identity development. This initiative, much more than a logo on the basketball court, will ultimately contribute to strong organizational identification and positive impacts on retention, completion and student success.
20	Faculty Contract	Negotiate the new collective bargaining agreement that governs terms and condition of employment for FT faculty.	3.Optimize access to College programs and services.	Dr. Christine Arab, Vice President of Human Resources	Jeanne Miller and Don Green, External Labor Attorney	Priority has been completed	Collective Bargaining Agreement was ratified by the Faculty and the Board of Trustees on December 6, 2011	no change			
21	Faculty Rank Advancement	Develop the Administration's recommendation for the Board of Trustees to recognize exemplary faculty through the establishment of the Trustees Professor rank.	3.Optimize access to College programs and services.	Dr. Christine Arab, Vice President of Human Resources	College President and Cabinet	In development and execution	A draft recommendation has been presented to Cabinet and is under consideration	no change			

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22	Academic Success Center Curriculum, Courseware & Processes	The purpose of this major priority is to foster ongoing enhancement of Academic Success Center curriculum, courseware, and processes.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Donald Green, Executive Vice President/transitioning to Dr. Judith Bilsky, Vice President and Provost	The Academic Success Center Council, which consists of college-wide faculty, staff, and administrators, is instrumental to the design and execution of this priority.	In Development	A major priority on which the Academic Success Center Council has focused thus far in the 2011-2012 academic year is the development of end-of-course assessments to replace the state exit exams which are being retired at the end of the Summer 2012 semester. Faculty, in consultation with testing specialists, are developing end-of-course assessments for the six developmental courses, with an anticipated completion date of August 2012.	In development and execution	As of July 2012, final exams have been created by faculty teams for reading, writing, and math. The exams are currently being reviewed by internal and external faculty, and a pilot is scheduled for July 23 to August 8, 2012. Upon completion of item analysis, the exams will be implemented for Fall 2012 ASC courses.	Resources from the College's Title III grant are supporting the development and review of the new ASC final exams.	The priority is scheduled for completion by the anticipated August 2012 date and will serve to further the College's commitment to preparing students for distinctive success in their academic, career, and personal goals.
23	Pathways Academy 2.0	Pathways Academy 2.0 involves a continuous improvement of Pathways Academy and the implementation of the Gateway to College National Network Model. Both efforts are focused on students earning their HS diploma while completing dual enrollment courses.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Christal Albrecht, Downtown Campus President	Erica Trent, Pathways Academy Director	In development and execution	The Gateway to College model is being implemented. Students have been enrolled in the database and are being tracked. We exceeded the number of newly enrolled students. In addition, we examined the organizational structure of the Pathways Academy Gateway to College model and decided it was in the best interests of the program and students to combine the duties of the curriculum coordinator and the guidance counselor and hire an Assistant Director.	In development and being executed.	a) the GtCNN model has been implemented. We have interviewed for the Assistant Director position and will hire for fall 2012. We will continue the GtCNN program. B) no changes. C) we are also adding the SIRIUS developmental ed project to Pathways Academy in fall 2012.	Pathways Academy will use its funds to purchase SIRIUS products for the students for fall 2012.	Pathways Academy allows FSCJ to serve students who otherwise may not be able to earn a HS diploma. It provides students with opportunity to earn college credit through the dual enrollment program and is in keeping with our access mission.
24	General Education Goals Assessment Plan	This priority is associated with the Assessment of Student Learning Outcomes. Through on-going assessment of our students' competencies, the appropriate General Education disciplines can plan effective program improvement.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Judith Bilsky, Vice President and Provost	Dr. Nancy Webster-Yurko/ Professor Youlanda Henry	In development and execution	Each General Education discipline area has determined their assessment strategies for their defined competency areas and is executing those strategies now. Data is scheduled to be returned to the office of Liberal Arts and Sciences before the end of March in order to prepare reports for the faculty groups by Mid April. Once the reports of assessment results are distributed, the groups will begin their strategy for the annual summary report to be input to Weave and their next year's action plan.	Priority for this academic cycle has been completed-but assessment of General Education is an ongoing initiative	Each General Education discipline completed their assessment activities and received their data. The data was distributed to the faculty prior to the IE days in May. Faculty groups used the data to develop their annual reports and develop their action plans to be executed during the 2012-2013 academic year.	Resources used to provide data for faculty groups--primarily reassigned time for head of General Education Assessment Task Force, who prepared faculty reports from submitted assessment results	This initiative is an important component of the overall assessment of student learning outcomes at the College, which speaks to the College's first College-wide goal. Only through a continuous process of assessment of learning outcomes can the educational program be improved.

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25	Strategic Planning Model	The purpose of this priority is to design a visual depiction and tracking of the strategic planning activities of the College.	The College will be innovative, resourceful, effective and accountable in the pursuit of these goals. Student completion of degrees and certificates is a priority. Standards of performance for employees and organizational units will be of the highest order with a clear expectation of continuous quality improvement. Ultimate accountability shall pertain to demonstrated outcomes and other definitive evidence of success pursuant to the College's comprehensive institutional effectiveness program.	Dr. Donald Green, Executive Vice President/transitioning to Dr. Judith Bilsky, Vice President and Provost	All Cabinet Members, Lynne Crosby	In development and execution	A visual depiction of strategic planning activities has been developed, however it would be helpful include a flow chart for each of the planning activities. The Major Priorities serve as the primary feature of the Strategic Planning Model. Other components of strategic planning activities include budget planning, facilities planning, the collegewide strategic planning council, and campus-based strategic planning. Documentation of these activities needs to be collected, along with a description of their relationship to resource allocation and use of data. All of these activities are reviewed twice/year at the President's Cabinet Retreat, to enhancing institutional visioning, analyze strengths and areas for improvement, current and future major priorities, and staffing needs. The strategic planning council has modified its approach, and has not awarded any council initiatives to date in this fiscal year.	In development and execution	An end-of-year evaluative report of President's Major Priorities for 2011-2012 has been prepared by the appropriate Cabinet members and compiled by Dr. Crosby. President Wallace has drafted a visual image of the new strategic planning model to be launched in August 2012. This will include two-year Major Priorities and a set of Initiatives developed by the appropriate President's Cabinet members. Several cabinet members are working to define key terms used in the College's cabinet level dynamic planning process. This information will most likely be housed, tracked and published.	Each Major Priority of 2011-2012 is expected to be reported with a discussion of use of data and resource allocation. The new model can include similar information to demonstrate the use of data to inform strategic planning, and the impact of strategic planning on resource allocation and other decisions.	Redesigning the College's strategic planning model will assist the College in clear identification, tracking, evaluation and communication of the accomplishment of the President's Major Priorities and Collegewide Initiatives, thus demonstrating contribution toward accomplishment of the College mission.

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26	Institutional Effectiveness	The purpose of this priority is to monitor and improve the implementation of 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 and unit within the institution identifies expected outcomes consistent with the mission of the College. Then assessment tools to measure and analyze the degree of its performance and levels of success in achieving its proscribed goals are developed, administered and analyzed. Ultimately, the purpose of assessment is to make improvements based upon the assessment data.	The College will be innovative, resourceful, effective and accountable in the pursuit of these goals. Student completion of degrees and certificates is a priority. Standards of performance for employees and organizational units will be of the highest order with a clear expectation of continuous quality improvement. Ultimate accountability shall pertain to demonstrated outcomes and other definitive evidence of success pursuant to the College's comprehensive institutional effectiveness program.	Dr. Donald Green, Executive Vice President/transitioning to Dr. Judith Bilsky, Vice President and Provost	All Cabinet members, Lynne Crosby, Roxanne Jordan, Holly Masturzo, Naomi Sleaf, Joy Haney, Stephanie Fisher, and members of the Collegewide Institutional Effectiveness Committee	Being executed at this time	At this time, Number of Programs and Units Participating in Annual IE Assessment Cycle: 124 Academic Programs and Disciplines; 12 Educational Support Services Units; 54 Administrative Support Services Units; 5 Human Performance Enhancement Units; 12 Community/Public Service Units. 207 Total Programs and Units. OIEA revises this list, based on development of new programs or units, and inactivation of existing programs. The Collegewide Institutional Effectiveness Committee is developing recommendations for improving the outcomes assessment process of Institutional Effectiveness.	In development and execution	At this time, Number of Programs and Units Participating in Annual IE Assessment Cycle: 127 Academic Programs and Disciplines; 12 Educational Support Services Units; 55 Administrative Support Services Units; 5 Human Performance Enhancement Units; 17 Community/Public Service Units; for a total of Total Programs and Units. OIEA revises this list, based on development of new programs or units, and inactivation of existing programs. The Collegewide Institutional Effectiveness Committee developed recommendations for improving the outcomes assessment process of Institutional Effectiveness, including use of revised rubrics for assessing the annual IE Assessment Plans and Reports; changing the format of the IE Committee feedback; development of an annual recognition of programs and units related to IE Assessment efforts; enhancing employee awareness of IE Assessment; and recommending procedures for monitoring progress and implementing appropriate modifications within the IE Cycle. As the Committee prepares for the first meeting of the 2012-2013 academic year, the substantial recommendations offered by the Working Groups may guide the setting of goals and early meeting agendas.	The IE assessment process asks each program and unit to collect and analyze data, and then use that data to make decisions to improvement programs, services, functions and student learning. These decisions can link to resource allocation, changes in teaching and services, acquisition of new equipment and other resources, etc. in order to make improvements. The College provides resources to faculty members involved in the IE Committee review and assessment of program/unit IE Assessment plans and reports.	This Major Priority is an important component of the overall effectiveness efforts at the College. This process assists each program and unit in assessing its outcomes, as they relate to the College's mission and Goals. This process is based upon continuous improvement, with the ultimate goal of improving the quality of the institution and achievement of the mission.

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27	SACS (including new QEP)	The purpose of this Major Priority is to prepare the institution for reaffirmation activities and required reports, continually comply with SACSCOC Substantive Change policy, and develop a new Quality Enhancement Plan.	The College will be innovative, resourceful, effective and accountable in the pursuit of these goals. Student completion of degrees and certificates is a priority. Standards of performance for employees and organizational units will be of the highest order with a clear expectation of continuous quality improvement. Ultimate accountability shall pertain to demonstrated outcomes and other definitive evidence of success pursuant to the College's comprehensive institutional effectiveness program.	Dr. Donald Green, Executive Vice President/transitioning to Dr. Judith Bilsky, Vice President and Provost	All Cabinet members, Lynne Crosby, Naomi Sleaf, Joy Haney, Stephanie Fisher, members of related committees	Being executed at this time	Substantive Change Team developed APM on Substantive Change. The Office of Institutional Effectiveness and Accreditation (OIEA) developed collegewide process, and associated forms and employee training for Substantive Change. OIEA continually notifies and seeks approval of Substantive Changes from SACSCOC as appropriate. OIEA following up with appropriate employees on remaining incomplete Readiness Audit items. OIEA and OGC assisting with revisions to Board Rules and APMs. OIEA conducted training for employees serving as lead writers for the required Compliance Certification for each standard. OIEA facilitated a QEP Topic Selection Committee that implemented web surveys, focus groups, white papers, etc., and presented information to President/Cabinet for decision. Final selection and announcement of QEP topic will be made as soon as possible, in order to move on to the Plan development phase.	In development and execution	a) Substantive Change process was updated and submitted to SACSCOC. OIEA completed training of Compliance Certification Team and Cabinet members serving as internal reviewers of draft SACSCOC narratives and evidence for Compliance Certification Report. b) OIEA continues to work with OGC and President's office regarding revisions to Board Rules and APMs. OIEA has interviewed, conducted reference checks, and identified external consultants to review SACSCOC narratives/evidence. President made QEP topic announcement to College community. OIEA worked with appropriate Cabinet members to identify QEP Plan Development Team members. QEP Plan Development team was launched in April 2012. c) OIEA continues to collect revised drafts of narratives and evidence and forward to Cabinet members for review. OIEA is making revisions to narratives based on Cabinet review, and or working with employee lead writers to make the revisions. QEP Plan Development team is working on refinement of QEP plan, and a subset of the team is preparing to attend the SACSCOC Summer (QEP) Institute.	OIEA and QEP Plan Development team are working closing with IT and Student Analytics and Research to conduct additional inquiries into student data to assist in refining the QEP topic and strategies for tackling the topic. The development of the QEP plan requires resources, including faculty stipends for QEP Plan Development Team members, books/materials, travel to SACSCOC conferences, possible piloting of assessment instruments, and solicitation of a QEP consultant. These QEP-related expenses were allocated in the FY 2013 (2012-2013) budget.	The SACSCOC reaffirmation process, including development of a QEP and submission of Compliance Certification Report, is designed to enhance the quality of institutions. The College is using this process to update policies, procedures, identify areas for improvement, and ultimately support better accomplishment of the College's mission and goals.

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28	Key Performance Indicators (feedback systems)	The purpose of this major priority is to assist the institution in identifying and tracking strategic key performance indicators. Those include indicators related to enrollment management, student achievement, CPR, resource allocation, and state reporting accountability measures.	The College will be innovative, resourceful, effective and accountable in the pursuit of these goals. Student completion of degrees and certificates is a priority. Standards of performance for employees and organizational units will be of the highest order with a clear expectation of continuous quality improvement. Ultimate accountability shall pertain to demonstrated outcomes and other definitive evidence of success pursuant to the College's comprehensive institutional effectiveness program.	Dr. Donald Green, Executive Vice President/ transitioning to Dr. Judith Bilsky, Vice President and Provost	Theresa Lott, Lynne Crosby, Judith Bilsky, Brian Mann, Greg Michalski, Jim Simpson, Nancy Yurko, Pete Biegel, Sandra Willis, Paul Herman, Janice Amos, Kathleen Ciez-Volz.	In development and execution	CPR process is executed annually and data is available for several years. Student Analytics and Research and Collegewide Data Reporting offices are working on the design and development of a Fact Book to house much of the strategic KPI data from year to year.	1) in development	a) Theresa Lott, Dr. Bilsky, and a representative team have begun to meet regularly to discuss Performance Indicators. The team decided to use data that the College already has, and/or that Theresa Lott will need to report to the state, and will help the College implement its Key Performance Indicators. A subset of Performance Indicators can be used in SACSCOC Federal Requirement 4.1: Performance Indicators specified in the proposed Florida College System Strategic Plan; CPR data; Academic Success Center data; ETS Proficiency Profile Data, Licensure exam pass rate data, and Adult High School data. At least one piece of data should reflect each division (MPSS, FSC, FCCT, Community Ed (as it relates to Adult High school). Some of the state performance indicators include online course success, which is also critical for 4.1. Some pieces of data will cover many divisions.	Tracking and use of data is the focus of this Major Priority. The IT Collegewide Data Reporting office currently is seeking to fill vacancies and hire contracted employees to assist with data reporting needs. Approval for these additional resources has been granted and interviews are underway.	Execution and completion of this Major Priority will allow the College to track, monitor, and respond to changes in performance indicators at the College. Publishing this information to the College community will keep stakeholders informed, and help to demonstrate how the institution is monitoring accomplishment of the mission.
29	USDOE Regulations (new)	Ensure the college is complying with USDOE Regulations	3.Optimize access to College programs and services.	Dr. Donald Green, Executive Vice President/ transitioning to Dr. Judith Bilsky, Vice President and Provost	Theresa Lott, Michelle Bowles, Jim Simpson	In development and execution	All major components of the "gainful employment" provisions that were effective July 1, 2013 have been implemented by the College.	All major components of "gainful employment" provisions that were effective July 1, 2013 have been implemented by the College.	Program disclosure information has been placed on program web sites. Program costing was automated. Misrepresentation training with video and assessment was completed. USDOE implementation of those components is unknown at this time.	Programming is still needed to enhance "clock hour" attendance. ORION Steering Committee has increased the priority and should be completed in Fall 2013. Major components of "gainful employment" as related to debt repayment, and prior USDOE approval were overturned by court decision in June 2006. USDOE implementation of those components is unknown at this time.	Provisions that went into effect October 2011 have been fully implemented. Some automatic systems were developed for program disclosure. Training has been developed and all student services and WF faculty have gone through the training. Failure to comply with USDOE regulations has the impact of reducing access to financial aid for programs.

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30	Academic Success Center (outcome evaluation)	The purpose of this major priority is to ensure an iterative approach to outcome evaluation for Academic Success Center courses and programs.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Donald Green, Executive Vice President/transitioning to Dr. Judith Bilsky, Vice President and Provost	An Academic Success Center institutional effectiveness team, involving faculty leadership from Professors Marilyn Metzcher-Smith, Mimi Folk, and Jamie Stewart, is responsible for the development, execution, and tracking of this major priority.	In Development	The Academic Success Center institutional effectiveness team is in the process of implementing the I.E. plans for the reading, writing, and math programs as well as the advising and facilities components of the ASCs. Thus far, assessments have been disseminated, via a random sampling model, to ASC faculty for dissemination in their courses, and the data will be analyzed this spring. In addition, a series of faculty and student focus groups were conducted on the campuses in the fall term, and data will be analyzed and reported this spring.	Priority completed	The institutional effectiveness plans for the ASC outcome evaluations were executed for reading, writing, math, and the administrative programs.	Qualitative data collected via a series of focus groups in addition to quantitative data prepared by the faculty as well as the Office of Student Analytics and Research facilitated the completion of this priority.	Implementation of the priority revealed the need for ongoing enhancement of the ASC reading, writing, mathematics, and administrative programs, all of which support the College's commitment to preparing students for distinctive success in their academic, career, and personal goals.
31	Orion III	The purpose of Orion III is to enhance the stakeholder experience through improved interfaces and expanded support for new technologies, devices, and features; including deeper integration to external systems.	4.Provide to students an extraordinarily positive experience in every engagement with the College.	Dr. Rob Rennie, Vice President of Technology	IT Leadership Team	In development and execution	The services layer and mobility features are in full production and preparation for integration to new cloud services is in progress.	no change			
32	Administration Systems Replacement Planning	Replacement of the Finance and HR modules of Orion will enable increased productivity of staff.	4.Provide to students an extraordinarily positive experience in every engagement with the College.	Mr. Steve Bowers, Vice President of Administrative Services	Larry Snell, Peggy Boord, Chris Arab, Rob Rennie	In Development	Replacement of installed Imaging Systems, with expansion for finance and purchasing, in contract negotiations. Replacement of current function by Spring 2012, expansion for finance and purchasing by December 2012. Hiring of IT consultant for main Orion replacement to execute in spring 2012. Issuance of RFP for Orion replacement summer 2012. Preparation of budget for Orion replacement started with February Board action to reserve \$2 million. Further reserve action expected August 2012. Start installation of Orion replacement Dec. 2012 with completion of first modules, HR and Payroll, by June 2013. Additional modules, purchasing, financial aid, facilities, general ledger targeted for installation June/July 2014.	Imaging system replacement contract executed and implementation will be in fall term. Expansion to finance and purchasing departments in spring term. RFP for ERP replacement aborted and will be reissued in fall for best of breed module replacement. \$2 million funded by DBOT in Feb. 2012. HR/Payroll module RFP expected in spring term 2013 for installation fall 2013.	Imaging contracting complete, installation in next 6 months. ERP replacement focus changed to module replacement versus entire replacement.	\$100,000 allocated in budget for imaging expansion to finance and purchasing. \$2 million allocated by DBOT for ERP replacement project.	New IT systems will greatly improve the productivity and quality of staff, resulting in better service to students and lower costs.

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33	Technology Refresh	The purpose of the Technology Refresh is to provide students with the best possible technology-enhanced learning environment and to ensure currency.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Rob Rennie, Vice President of Technology	IT Leadership Team	Being executed at this time	The first major acquisitions and depreciations have been executed resulting in a sustainable inventory of computing equipment. Two more iterations of the process employed will result in a sustainable four-year refresh cycle.	no change			
34	Performance-Based Pay Plan Redesigns	To revise performance based pay programs to align with the changes to employee evaluations systems and to help leverage the collegewide organizational development effort to create a College culture of extraordinary human performance	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Christine Arab, Vice President of Human Resources	Human performance Collaborative members, task force team members from CEC and APC, external consultants, B. Hunter, M. Ferren, etc.	In Development	Currently in project planning phase based on Green Paper approval by Cabinet, and mid-year budget reallocation to support continued engagement of consultant teams	no change			
35	Business Administration (BS)	Address local and regional unmet educational and workforce needs for students and employers by providing/broadening access to a bachelor degree in this field.	5.Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson	Being executed at this time	Program is being delivered. FTE enrollment has grown from 23% of bachelor degree level FTE in 2010-11 to 44% in Spring 2012	3) Program has been fully executed and expansion sites identified.	Program has been fully executed and expansion sites identified.		
36	Biomedical Sciences (BS)	Address local and regional unmet educational and workforce needs for students and employers by providing and broadening access to a bachelor's degree in this field.	5.Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson	Being executed at this time	The Degree program has been approved by SACS and began enrolling students in Fall 2011.	Program has been fully executed and expansion sites identified.	Program has been fully executed and expansion sites identified.		
37	Converged Communication (BS)	Develop and submit proposals to Florida Department of Education and the Southern Association of Colleges and Schools (COC) for a new bachelor of science degree.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Denis Wright, South Campus President	Dr. Margaret Clark and supporting help from the office of the Associate V.P. for Workforce and the Institutional Effectiveness staff.	In development and execution	Received approval from Florida DOE but awaiting decision from SACS-COC as of February 13, 2012. Have developed course planning, informational material for publication, informal list of potential advisory committee members, and adjunct faculty recruitment plan. All of these plans await the SACS-COC decision before we can begin. Still planning a Fall 2012 start.	3: Approval from SACS-COC received in April, 2012. Currently receiving applications and accepting students for Fall 2012 start of the program.	Course schedule rotation has been developed for years 1 and 2 of the program and faculty have been selected for Fall 2012 courses. Working on identifying Spring 2013 faculty. Have requested another FT faculty for Fall 2013.	Fulltime faculty member transferred from DTC to SC/DWC. A baccalaureate program advisor position requested for fall 2012 and another FT faculty member requested for Fall 2013.	Full implementation of the B.S. program in Converged Communications will provide an excellent 4-year degree option to students interested in pursuing careers in media related industries and jobs.

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38	Logistics (BAS)	Address local and regional unmet educational and workforce needs for students and employers by providing and broadening access to a bachelor's degree in this field.	5.Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson	In Development	The District BOT has approved activities to begin development of this degree program proposal, and a letter of intent has been submitted to the Division of Florida Colleges. A need/demand analysis is underway, and meetings have been held with advisory groups.	1. In Development	Labor market survey was completed and letter of intent was submitted to the Division of Florida Colleges. Curriculum development is underway.		
39	Financial Services (BS)	Address local and regional unmet educational and workforce needs for student and employers by providing and broadening access to a bachelor's degree in this field.	5.Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson	In Development	The Financial Services baccalaureate proposal has been completed and submitted to the Division of Florida Colleges for forwarding to the State Board of Education for approval at its April 2012 meeting.	1. In Development	State Board of Education will consider the proposal in July 2012 meeting. If approved, curriculum package will need to be prepared and SACS approval obtained.		
40	Digital Media (BAS)	Address local and regional unmet education and workforce needs for students and employers by providing/broadening access to bachelor's degree in this field.	5.Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson	In development and execution	The program was approved by SBOE in 2011 and the curriculum was approved in Fall 2011. The program received SACSCOC approval and will begin enrolling students in Fall 2012	2. In development and execution	SBOE approval obtained in Fall 2011. SACS approval was obtained in Spring 2012. First students will enroll in Fall 2012.		
41	Human Services (BS)	Address local and regional unmet educational and workforce needs for students and employers by providing/broadening access to a bachelor's degree in this field.	5.Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson	In Development	The baccalaureate proposal for Human Services has been completed and submitted to the Division of Florida Colleges for forwarding to the State Board of Education for approval consideration at their April 2012 meeting.	3. In Development	Following a Labor Market Analysis that supported the workforce need, the bachelor degree program in Human Services was developed and was approved by the State Board of Education in March of 2012. A team consisting of current faculty and staff members has developed the curriculum for the program. The curriculum will be presented to the curriculum committee in September of 2012. The initial letter to SACSCOC requesting approval was submitted in June 2012. We are currently waiting to see if a prospectus will have to be sent to SACSCOC. The program is targeted to begin in Fall 2013.		
42	Healthcare Administration /Services (AS/BS)	Address local and regional unmet educational and workforce needs for students and employers by providing/broadening access to bachelor degrees in this field.	5.Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson	In Development	Preliminary labor market study was completed. It was recommended that the College consider the program as a concentration under the BAS Supervision degree.	3. In Development	Next step is for Cabinet to prioritize bachelor development plan.		
43	Medical Laboratory Technology (BS)	Address local and regional unmet educational and workforce needs for students and employers by providing/broadening access to a bachelor's degree in this field.	5.Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson	In Development	Preliminary analysis has been performed, utilizing Mayo and Shands reports, which indicated that the program would serve 25 or fewer students. UNF is planning to offer the program. Waiting on further cabinet action.	3. In development	Next step is for Cabinet to prioritize bachelor development plan.		

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44	Interior Design (BS)	Address local and regional unmet educational and workforce needs for students and employers by providing/broadening access to a bachelor's degree in this field.	5. Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson	Priority has been dropped due to further considerations	Insufficient labor market demand to support the program. Program was removed from the major priority list.	5. Priority has been dropped due to further considerations	NA		
45	Cardiovascular Technician (AS)	Address local and regional unmet educational and workforce needs for students and employers by providing/broadening access to an associate's degree in this field.	5. Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson	In development and execution	The labor market study indicated sufficient demand to support the program. North Campus has taken the lead in development and will house the program at the Nassau Center. FSCJ BOT has approved the program. Perkins funds were allocated to purchase the equipment and equipment has been purchased. Program will admit its first students in the 2012-2013 academic year. The program is awaiting SACS approval.	2. In development and execution	The curriculum for the program was developed and approved by the Curriculum Committee and the District Board of Trustees in April of 2011. The prospectus for the program was submitted to SACSCOC in June of 2012 for review and approval. We are currently waiting for the approval of the program from SACSCOC. An interim instructional program manager was hired in May of 2012 to continue to develop the program. The plan is to admit the first class of 24 students in 2013 after approval is received from SACSCOC and the U.S. Department of Education. The program will be located at the Betty P. Cook Nassau Center in the "Red" Bean Technical Center. The program will seek initial accreditation from the Commission on Accreditation of Allied Health Education Programs.		
46	Instructional Services (AS)	Address local and regional unmet educational and workforce needs for students and employers by providing/broadening access to an associate degree in this field by evaluating the feasibility of offering the program	5. Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson	Priority has been completed	Feasibility study indicated sufficient employer demand to support the program. Program is on the Region 8 targeted program list. WorkSource has supported the recommendation to develop. Next steps is for a Campus to elect to develop the program.	6. Priority has been completed	Next step is for a Campus to elect to develop the program.		
47	Gaming /Simulations / Animation (AS)	Address local and regional unmet educational and workforce needs for students and employers by providing/broadening access to an associate's degree in this field.	5. Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson	Priority has been completed	Labor market study was completed in 2010 which indicated that Region 8 did not have sufficient employment to support the program. Recommendation was not to develop the program at this time and to reinvestigate the feasibility of offering the program at a later time.	6. Priority has been completed.	Decision has been made to cease development of the program at this time.		
48	Diagnostic Medical Sonography (AS/Certificate)	Address local and regional unmet educational and workforce needs for students and employers by providing/broadening access to an associate's degree in this field.	5. Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson	In Development	Labor market study indicated that sufficient workforce demand existed to support the program. WorkSource confirmed the FSCJ findings. Occupation on Region 8's targeted occupation list and high wage/high skill list. Waiting on a Campus to begin development of the program.	6. Priority has been completed	Next step is for a Campus to elect to develop the program.		

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49	Avionics (Certificate)	Address local regional unmet educational and workforce needs for students and employers by providing/broadening access to a program in this field.	5. Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Judith Bilsky, Vice President and Provost	Jim Simpson Dr. Margarita Cabral-Maly Gene Milowicki	Priority has been dropped due to further considerations	The only state authorized curriculum frameworks for this program exist as a PSAV program. Currently four PSAV curriculum frameworks exist for avionics ranging from 600 to 2120 clock hours in length. An avionics program currently exists in the FCCT inventory as a "suspended" local level PSAV program (FSCJ POS 5900). The Avionics program which had an effective date of 20061 was suspended due to low enrollment and low program performance on College CPR measures.	6. Priority has been completed.	Avionics content has been developed into a course and will be embedded in AMT program. Content redefined in AMT program.	Non-applicable	This will enhance the depth and scope of Airframe Power and Mechanic Technology Program.
50	International Communications & Technology Institute	To apply FSCJ's specialty in IT-based instructional design to the needs of Information Security practitioners.	3. Optimize access to College programs and services.	RADM Jim Stevenson, Jr., USN (ret.), Vice President of Military, Public Safety and Security Division	Dr. Paul Herman	In Development	Three of ultimately ten electronic device-based training modules are complete; compliance with industry standards is being established; and marketing overtures are being launched. Some five electronic device-based training modules are complete; industry approval of FSCJ modules as appropriate for Continuing Education Units is secured; and at least one set of fee-paying InfoSec professional are participating.	Priority Dropped			The proposal for ITTI was very weak and not cost effective for the college.
51	Florida Tactical Training Center	To provide the latest in firearms training to military personnel and members of the federal, state and local law enforcement communities.	1. Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	RADM Jim Stevenson, Jr., USN (ret.), Vice President of Military, Public Safety and Security Division	Frank Mackesy, Rick Lewis, J.T. Revenaugh	In Development	The mid-year review indicates that a limited number (4) of law enforcement agencies are contracting to use the Florida State College Tactical Weapons Center, Cecil for their firearms training. The possibility of a strategic plan for various components of the MPSS organization is under discussion for possible implementation in April, 2012. If the strategic plan is implemented the marketing and use of this training facility will be integrated into the overall plan to ensure maximum utilization of the facility. The strategic plan will include the components of a long-range relationship with Cecil Commerce Center to include the possible development of a state-of-the-art firing range and training facility to be developed and built on an expanded parcel of land. This would entail a 40 year lease and the use of PECO dollars for development.	Being Executed			The Florida Tactical Training Center has a total of nine current agencies renting the range. We are in the early stages of meeting with JAA officials to negotiate a 40 year lease on approximately 1300 acres for development of a state-of-the-art law enforcement training center. In addition, we have developed and gotten approval to instruct civilians in gun safety and provide the training that would allow them to seek a concealed weapons permit. This will provide additional revenue for the College.

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52	Sirius Academics	Develop high quality, online interactive faculty development programs and high quality, interactive general education courses emphasizing critical thinking for delivery in all modes at low costs to Florida State College at Jacksonville students and to students at colleges and universities forming the SIRIUS Academics educational consortium.	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.	Dr. Donald Green, Executive Vice President, Instruction and Student Services	Jack Chambers, Pete Shapiro, Bill Ganza, and Jeff Kissinger	In development and execution	Faculty development program has been updated, 25 SIRIUS Academics courses have been completed and are in use by about 30,000 student duplicated headcounts annually, and 24 colleges and universities have joined the SIRIUS Academics educational consortium. Within the coming year the number of completed courses is expected to reach 34.	In development and execution.	A total of 27 SIRIUS courses are now available and work is ongoing on an additional 9 courses. During FY 2011/12, approximately 28,349 student registrations for SIRIUS courses were noted at FSCJ, with an additional 5,190 in the educational consortium, for a total of 33,539. The educational consortium now includes 30 institutions.	SIRIUS covers the costs of its staff and expenses generated by sales. The college provides office space.	SIRIUS continues to increase its courses and its income from sales, which during FY 2011/12 covered SIRIUS salaries and expenses with about \$300,000 remaining at year end. SIRIUS goals of increasing student retention and success while decreasing student costs are in line with and support the College's goals.
53	Criminal Justice Center & Range	To provide comprehensive and up-to-date training for professionals in the law enforcement field. This training is to include best in-field PSAV programming while exploring and implementing opportunities for enhanced training through the development of CWE type courses.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	RADM Jim Stevenson, Jr., USN (ret.), Vice President of Military, Public Safety and Security Division	Frank Mackesy, Rick Lewis	In Development	PSAV programming continues to progress as scheduled. The exploration and design of new CWE courses is currently under development and should be offered to the law enforcement community in a limited capacity prior to the end-of-year status report.				The CJC continues to deliver PSAV Basic Law Enforcement, Basic Corrections and Crossover from Corrections to Basic Law Enforcement courses. A small number of CWE courses have been submitted and approved for delivery. CJC personnel will continue to develop and submit for approval additional CWE courses. Providing this type of training will increase revenue to the College and will enhance the working abilities for Law Enforcement professionals.
54	Commercial Driving Course & Building	Phase 1 and Phase 2 of the Commercial Vehicle Driving program is essential to the growth and sustainability of this FCCT program. The program graduates 12 students every 16 weeks and places them in the Florida workforce.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Margarita Cabral-Maly, Kent Campus President and Interim Provost	Executive Director, Paul McNamara Morris Bellick Chuck Stratmann John Kuterka	Being executed at this time	Phase 1 of the project is completed and Phase 2 is under construction and is on-time and " on budget".	Phase I of this project has been completed. Phase II is being executed at this time.	The CDL track (Phase I) is completed and CDL Building is on schedule to be completed by 10/1/12. Structural walls, roof and engineering aspects complete.	The CDL Phase I project was funded with PECO funds and Phase II project is resourced through College Capital Improvement Fund.	This priority provides for growth of the CDL program and expanded access. Promotes preparation of students for distinctive success.

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55	Bartram	The new Bartram Degree Completion Center will predominantly serve adult students seeking to complete Bachelors Degrees. Courses will be delivered via a hybrid format and will include a wide range of academic disciplines. This Center will provide business and industry training for corporate community members, as well.	3.Optimize access to College programs and services.	Ms. Jana Kooi, Open Campus President	Dr. Sheri Litt, Open Campus Academic Dean; Melanie Clark, Open Campus Associate Dean of Student Success; Dr. Jose Fierro, Open Campus Associate Dean; Dawn Button, Open Campus Operations Manager ; Karen Arlington, Interim Program Manager; FSCJ Facilities Planning Department: Chuck Stratmann, AVP, Facilities Planning; Rose Zurawski, Facilities Planning Manager; Linda DeLeo, Facilities Planner	In Development	The campus and the facilities department have conducted facility tours and identified key architectural elements needed in the new Center. The Campus has provided a space plan with extensive detail on the projected needs. A Request for Qualification for an architectural services is underway. Twenty firms have responded and the process is expected to be completed in time to be included on the March 6 BOT Agenda.	In Development -- this initiative is a multi-year project.	Information provided by Facilities shows that 50,000 square feet of the Bartram Center facility is currently survey recommended and expected to cost \$16.7 million. Reynolds, Smith and Hills, Inc. have been selected as the Architect and planning and design meetings are underway. The building's construction is expected to be bid in two phases: site work with an expected completion date in June of 2013, and construction with an expected completion date in May of 2015. The furniture and equipment for the building is expected to be bid, as needed, with completion expected in June of 2015. Move in is anticipated in November 2015.	Based on an analysis of projected population growth and the level of educational attainment for people living in the nearby zip codes, the location selected for the Bartram Center represents a logical choice for a program designed to encourage degree completion. Among 25-to-34-year-olds, Jacksonville lags in college completion. 31% of U.S. adults age 25 to 34 have completed a bachelor or graduate degree, compared to 22% in the Jacksonville market. 49% of the population age 18 to 34 that has "some college" but no degree lives within the census tracts served by South and Deerwood which is adjacent to the area selected for the Bartram Center. Resources for building the Bartram Center are addressed in the official five year Capital Improvement Plan (CIP) approved by the Board of Trustees on June 5, 2012.	This initiative fulfills College President Major Priorities: #1) Secure the reaffirmation of the College's accreditation while improving student completion (b) Continued development of the Academic Success Centers (d) Collaborative, forward looking student learning outcomes (f) Innovative Quality Enhancement Plan to increase student completion of degrees and certificates. #3) Achieve the economic recovery and sustainability of the College (b) Blue Wave Enterprise Strategy
56	Institute for Food Safety	The IFS Phase I has been very successful. This priority is focused on expanding the institute by developing a 30,000 sq. ft. free standing building to house the IFS Phase 2.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Christal Albrecht, Downtown Campus President	Dr. Kathryn Birmingham; Maggie Hightower, Foundation office	In Development	A capital campaign was launched in October 2012, to raise funding for the building. To date, \$1,000,000 has been donated (\$4,000,000 goal). A new website and glossy collateral materials have been developed and will begin being distributed in February, 2012. Since there are no PECO funds, the building will be constructed with externally raised funding.	in development	a) building has been designed and is survey ready. Capital campaign was launched. B) the projected building size increased to 44,000 square feet. C) continued fund raising is required before construction can begin.	Since there are no PECO funds, the building will be constructed with externally raised funding.	The IFS phase I has been a successful start-up public-private partnership with Eurofins Laboratory. Further expansion of the laboratory into a free-standing building will allow for enhanced revenue generation.

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1	Name of Major Priority	Purpose of the Major Priority	Associated College Goal	Assigned Cabinet Member	Team Members	Mid-Year Status of Achievement	Summary of Mid-Year Status of Achievement	End-of-Year Status of Achievement	Description	Data and Resource Allocation	Evaluation of Priority
2								Select 1) In Development; 2) In Development and Execution; 3) Being executed at this time; 4) Priority has been changed; 5) Priority has been dropped due to further considerations, or 6) Priority has been completed.	Please describe: a) what aspects of the Major Priority have been completed, b) what aspects have been changed, and c) what aspects of the priority are under development.	Please describe use of College data and/or resource allocation in order to develop and execute this Major Priority.	Please provide a brief overall evaluation of the Major Priority. Please briefly describe how this priority impacts the institution, and supports effective accomplishment of the mission.
57	Academic Health Center	To construct a state-of-the-art educational facility that provides increased enrollment capacity for health care programs, provides for interdisciplinary teaching and learning among health care faculty and students, encompasses a Wellness Clinic that supports the delivery of health care services to students, employees and community members by physicians, health care faculty and students in an authentic practice setting.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	Dr. Barbara Darby, North Campus President	Dr. Neal Henning, Steve Park, Steve Bowers, Robert Stamp, Chuck Stratmann	In development and execution	The Academic Health Center has been designated the Mary and Jim Winston Academic Health Center. A private fund development campaign in support of the Center has been completed and the Mary and Jim Winston Academic Health Center Leadership Council has been established to plan and implement the public phase of the fund development campaign to capitalize the initiative. The Council is being led by Foundation Board of Governors member, Carl Cannon. The public phase of the campaign will be launched early spring 2012. KBJ Architectural Firm has developed the initial Schematic Design documents and budget estimate for inclusion in the fund development campaign materials. The construction of the multi-level 120,500 square-foot Center has been conceptualized into 4 phases.	In development	The facility will host expanded state-of-the art classrooms and simulation laboratories, a Wellness Clinic where faculty and students provide authentic interdisciplinary health care services to community members, employees and students. A large teaching and conference-supporting auditorium will be included in Phase 4 of the building program. Phase I of the construction project will be a single story structure of approximately 19,500 square feet with a net construction cost of \$10.7 million. It will include the Wellness Clinic, a Nursing Simulation Laboratory, a Physical Therapist Assistant Program Laboratory and a One-Stop Student Intake and Services Center for healthcare students. Educational specifications and the schematic design drawings have been completed by KBJ Architects. Construction timeline for Phase I is 2013 – 2015.	The facility will bear the names of Mary and Jim Winston, prominent members of our community, whose generosity has benefited many people and institutions in the Jacksonville area. Funding for the facility will be from multiple sources including a Florida State College Foundation led fundraising campaign that has completed the private phase with a target goal of \$3.4 million and is now in the public phase.	Will provide increased capacity, and thus access, to students interested in health care programs.
58	Burn Plane	Acquisition of Aircraft Fire Fighting & Rescue (ARFF) simulator for the purpose of certifying fire personnel to FAA standards.	1.Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.	RADM Jim Stevenson, Jr., USN (ret.), Vice President of Military, Public Safety and Security Division	Frank Mackesy	In development and execution	Bids received and opened for simulator, placed on Feb. Board agenda. Process of soliciting bids for infrastructure/site work and new ARFF vehicle instituted for May Board approval. After comprehensive review of specifications with the design team, purchasing, and college consultants requests for bid for the ARFF simulator were solicited. Two bids were received, evaluated and deemed in compliance with the request. Conditional award of the bid is on the Feb. Board agenda. Subsequent to award of the bid, a solicitation has been developed for requisite site work and infrastructure. In addition, a Request for Information has been issued by Purchasing for the subsequent solicitation of bids for an ARFF vehicle.	Being Executed		The total cost of the project is approximately \$2,500,000.00 requiring a College match of 20% or \$500,000.00.	When constructed, the ARFF, combined with the other training props at the Fire Academy of the South, will represent one of the premier training sites for military and firefighting personnel in the Northeast Florida region. When completed, this initiative will mirror the College-wide goals of preparing students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative, provide to students an extraordinarily positive experience in every engagement with the College and contribute significantly to the ongoing economic development of the Northeast Florida region.
59	Saft Learning Center	This proposed Renewable Energy Storage Learning Center is a private and public partnership. The project will promote the feasibility, benefits and reliability of a grid connected storage enabled Photovoltaic system to train green energy technology workforce.	5.Contribute significantly to the ongoing economic development of the Northeast Florida region.	Dr. Margarita Cabral-Maly, Kent Campus President and Interim Provost	Dr. Steven Wallace and Exec. Director, Paul McNamara	In Development	Case statement and building renderings are underway and site procurement is in negotiation. Capitalization plan has yet to be finalized.	In development	The building renderings are completed, partnership commenced with SAFT, land negotiations underway with city and case statement 75% completed.	Design fees were paid to RS&H, for building design prototype.	Project is underway and will approximately take two years to complete the partnership project.