



**REPORT OF THE ON-SITE FIFTH-YEAR REVIEW COMMITTEE
SUBMITTED AS PART OF A FIFTH-YEAR INTERIM REPORT
New Sites Added Since Last Reaffirmation**

Statement Regarding the Report

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees.

Name of the Institution: Florida State College at Jacksonville

Date of the Review: April 8-11, 2019

SACSCOC Staff Member: Dr. Patricia Donat

Chair of the Committee: Dr. Carol A. Corbat
Chair and Professor of Biology
Louisiana State University at Alexandria
Alexandria, LA

Part I. Overview and Introduction to the Institution

Florida State College at Jacksonville is an institution serving approximately 45,000 students (~18,000 FTE) in Duval and Nassau counties Florida. The institution operates four campuses and three centers including the main campus in downtown Jacksonville. Florida State College at Jacksonville offers 140 academic programs ranging from certificates to bachelor's degrees. Thirteen bachelor's degrees are currently offered. Campuses and centers concentrate on certain programs such as health care or arts, such that not all courses are available on all campuses. Approximately 40% of the students are enrolled in the Associate of Arts program intended for transfer to a baccalaureate program.

The institution offers dual enrollment credit to middle and high school students via three means. Traditional dual enrollment involves a student taking a college course for dual credit taught at their high school by a teacher certified by the institution. Early admission dual enrollment students attend college full time their senior year. And, Early College dual enrollment students typically begin dual enrollment classes at their high school in 9th grade, take more dual enrollment at the high school in tenth grade, and then travel to the institution or take online courses during their junior and senior year, culminating in an Associate in Arts or Associate in Science degree by the time of high school graduation. Dual enrollment students in three types of dual enrollment programs make up about 12% of the credit enrollment of the institution and accounted for 2852 students in fall 2018.

Florida State College at Jacksonville has expanded dual enrollment offerings since its last reaffirmation. The Committee visited three of these sites. Although the institution offers only a small number of courses at these three sites at present, the institution is approved to offer more than 50% of some academic program at these sites in the future.

Jean Ribault High School
3701 Winton Drive
Jacksonville, FL 32208

Jean Ribault High School is a Duval County public school, with about 140 students enrolled in some type of dual enrollment. Both traditional dual enrollment and Early College high school students are enrolled. On-site classes include an American History sequence and Strategies for Success in College, Career and Life (SLS 1103).

Approved May 8, 2014 and implemented Fall 2014.

Harvest Community School
2360 St. Johns Bluff Road
Jacksonville, FL 33246

Harvest Community School is a private Christian K-12 school also in Duval County and has 29 students in dual enrollment. Both traditional dual enrollment and Early College high school students are enrolled. On-site classes include SLS 1103 and a majors Principles of Biology sequence.

Approved May 8, 2014 and implemented Fall 2014.

Yulee High School

85375 Miner Road
Yulee, FL 32097

Yulee High School is a public high school in Nassau County and has about 250 dual enrollment students this academic year. Both traditional dual enrollment and Early College high school students are enrolled. There are 8 on-site classes this year including the Principles of Biology sequence, Introduction to Education, English Composition I and II, College Algebra, Marine Biology, and SLS 1103.

Approved May 8, 2014 and implemented Fall 2014.

Part II. Assessment of Compliance

Section 1: The Principle of Integrity

1.1 The institution operates with integrity in all matters.

(Integrity) [CR]

(Note: This principle is not addressed directly by the institution.)

The On-Site Fifth Year Review Committee reviewed the documents supplied by the institution and interviewed many administrators, faculty, staff, and students of the institution. The Committee also requested several additional documents not initially provided by the institution. In all cases, institutional personnel have been open and forthcoming in answering questions and have provided whatever information the committee requested, if it existed. The Committee has no reason to believe that the institution operates with anything but integrity in all matters.

Section 5: Administration and Organization

5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

(Qualified administrative/academic officers)

The institution employs a number of administrative and academic officers including President, Provost, Vice Presidents, Associate Provosts, Associate Vice Presidents, and Deans. Documentation provided included job descriptions for each administrative position that detailed expected minimum qualifications and preferred qualifications. Resumes for selected personnel were supplied upon request and indicated that the administrators met the qualifications specified. Additionally, documents were provided that described structured procedures for hiring and annual evaluation, and the Committee verified that annual evaluations were completed on a sample of both administrative and academic officers. All evidence examined supported the institution's case for compliance.

Section 6: Faculty

6.2 For each of its educational programs, the institution

6.2.a Justifies and documents the qualifications of its faculty members.
(Faculty qualifications)

The institution justifies and documents dual enrollment faculty qualifications through a process outlined in Exhibit A, Section II, Item E of each Dual Enrollment Articulation Agreement negotiated with each public school district and private school where dual enrollment courses are offered. Additionally, the institution outlines credentialing requirements in Faculty Credentialing Guidelines posted with additional faculty resources on the college website. Dual enrollment faculty teaching transfer courses must meet minimum credentialing requirements of a master's degree and eighteen graduate semester credit hours of discipline specific coursework. Dual enrollment faculty teaching workforce courses must meet minimum credentialing outlined in individual workforce program credentialing matrices. Dual enrollment instructors teaching SLS1103 must complete internal training and all dual enrollment faculty must complete an initial orientation and annual training conducted each August.

The On-Site Fifth Year Review Committee reviewed Faculty Rosters, dual enrollment faculty transcripts, Dual Enrollment Program Application for Credentialing, faculty credentialing matrix for liberal arts, faculty credentialing matrix for documentation of orientation for dual enrollment faculty, and documentation of dual enrollment instructor participation in mandatory training for SLS1103. Additionally, the On-Site Fifth Year Review Committee interviewed the Provost & Vice President of Academic Affairs, Associate Provost of Arts and Sciences, Associate Provost of Career Technical and Baccalaureate Programs, Executive Director of Articulations, Interim Dean of Humanities, Dean of Science, and Interim Department Chair of Mathematics.

6.2.b Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
(Program faculty)

Students enroll in dual enrollment courses taught at the high school site sometimes as early as their middle school years and are advised by high school guidance counselors. Courses at the high school are taught by fully-credentialed faculty members under the supervision of Academic Deans and Department Chairs. In the Early College High School model, juniors and seniors transition to the college campus to complete additional coursework en route to the completion of the AA or AS degree. Early Enrollment and Early College High School students enroll in online or face-to-face regularly scheduled sections open to all college students at the institution's campuses, where courses are taught by fully-credentialed full time and adjunct faculty.

The institution conducts regular curriculum review and annual Program Review. A diverse set of administrators, faculty, and staff members serve the program and

curriculum review process. Dual enrollment student data is utilized in the review process, however, as employees of the school district, dual enrollment faculty do not directly participate. Dual enrollment faculty are informed annually of curricular and catalog changes during the required annual orientation conducted each August.

Textbooks are vetted by the institution and provided to each high school site. Dual enrollment faculty members employed by the school district participate in assessment activities and are provided regular professional development opportunities.

To further ensure program quality, dual enrollment faculty are evaluated annually. The process is initiated by the Dean. Course syllabi, assignments, and exams are reviewed by the appropriate Dean and/or Department Chair. Additionally, the Dean conducts an annual classroom observation. However, in the case of dual enrollment faculty working on high school sites, there is insufficient evidence of student survey data and the finalization of the process whereby the faculty member receives analysis and results.

The On-Site Fifth Year Review Committee reviewed standardized course syllabi, blackboard course shells, and assessments. The Committee also reviewed the 2017-2018 Mathematics Assessment plan, which provided additional evidence of dual enrollment student data inclusion in the program review process. Additionally, the On-Site Fifth Year Review Committee interviewed seven dual enrollment instructors, Provost & Vice President of Academic Affairs, Associate Provost of Arts and Sciences, Associate Provost of Career Technical and Baccalaureate Programs, Executive Director of Articulations, and Interim Department Chair of Mathematics.

6.2.c Assigns appropriate responsibility for program coordination.
(*Program coordination*)

All credit-bearing academic programs are organized under the Provost & Vice President for Academic Affairs. All degree programs then fall under the Associate Provost for Liberal Arts and Sciences and the Associate Provost for Baccalaureate, Career, and Technical Education. Program Managers, Department Chairs, and Deans provide oversight for curriculum development. All AS, BS, and BAS degree programs utilize advisory committees to ensure the relevance of curriculum. To help facilitate programmatic work of faculty, the Provost maintains a Senior Academic Leadership Team.

Dual enrollment activities at high school sites receive administrative oversight under the Executive Director of Articulation and five Dual Enrollment Coordinators. Dual Enrollment Articulation Agreements outline operational standards. Dual enrollment faculty at high school sites are under the direction of the appropriate Dean, Department Chair, and Program Manager. Dual enrollment faculty receive regular communications and maintain all the rights and privileges of all adjunct faculty in the institution.

The On-Site Fifth Year Review Committee reviewed the organizational chart for Academic Affairs, General Education Review Project deliverables, Curriculum Committee Roster, Dual Enrollment Articulation Agreements, as well as faculty and administrator job descriptions. Additionally, the On-Site Fifth Year Review Committee interviewed seven dual enrollment instructors, the Provost & Vice President of Academic

Affairs, Associate Provost of Arts and Sciences, Associate Provost of Career Technical and Baccalaureate Programs, Executive Director of Articulations, Interim Dean of Social and Behavioral Sciences, Dean of Communications, Department Chair of Biological Sciences, Department Chair of Communications, and Interim Department Chair of Humanities.

Section 8: Student Achievement

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

8.2.a Student learning outcomes for each of its educational programs.
(Student outcomes: educational programs)

The institution has identified the following general education outcomes as required by Florida State Statute 1007.25 (3): Communication, Information Literacy, Scientific Reasoning, Quantitative Reasoning, Global Sociocultural Responsibility, and Critical Thinking. Broadly, the process begins with the identification of each individual program mission, assessment planning, gathering results, analyzing data, and improving student learning.

Outcomes assessment begins with faculty and program administrators who identify the mission of each program and identify learning outcomes. While faculty generally develop assessment plans, identify outcomes and identify targets, the Office of Institutional Effectiveness more clearly identifies assessment activities and annual timelines. Assessment, data collection, and improvement plan discussions are facilitated by the academic administrator over each program. The institution has created the Outcomes Assessment Coordinator position to handle the challenges of logistics and communication with full and part time faculty, including dual enrollment faculty. Outcomes Assessment Coordinators are full-time faculty members who receive reassigned time in exchange for their role in facilitating the assessment process. In addition, the Faculty Senate created an Assessment Steering Committee to facilitate discussion of assessment activities.

All faculty, including dual enrollment faculty, conduct both direct (exams, quizzes, student presentations) and indirect assessments (surveys and student self-evaluations). Courses taught exclusively to dual enrollment students utilize a variety of assessment tools under the direction appropriate Dean, Department Chair, Program Manager with technical assistance provided by the Outcomes Assessment Coordinator, who also serves as a full-time faculty member.

The On-Site Fifth Year Review Committee reviewed Taskstream in the institution's Assessment Management System, Outcomes Assessment website, and the 2018-2019 Oral Communications Assessment Plan, which provides evidence of dual enrollment data. The institution provided examples of course level dual enrollment participation and

evidence of dual enrollment faculty professional development related to assessment of programs. Additionally, the On-Site Fifth Year Review Committee interviewed seven dual enrollment instructors, the Vice President of Institutional Effectiveness and Advancement, Associate Vice President of Institutional Effectiveness, Assistant Director of Outcomes Assessment and Strategic Planning, and Outcomes Assessment Coordinator.

Section 11: Library and Learning/Information Resources

11.1 The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. *(Library and learning/information resources) [CR]*

Although institutional library and learning resources and services are available through both face-to-face and electronic formats, dual enrollment student awareness and ability to access resources was limited. Each of the seven campuses and centers has a “library and learning resources commons” (LLC). Because there is some specialization of the campuses, (e.g., health care or arts), there is also some specialization in the resources available at each site. Although institutional personnel indicated that dual enrollment students are given the same access to learning resources as any other student at the institution, dual enrollment students need a campus ID card and computer logon to access the LLC at the campuses or centers as well as the online resources. Florida has an academic library consortium that provides numerous databases, ebooks, and periodicals to colleges and universities throughout the state and these resources are accessible to all students at the institution, including dual enrollment students with appropriate credentials.

Although there are 16 FTE library faculty at the institution, including full-time faculty at many of the campuses and centers, dual enrollment sites may not be adequately covered by institutional (or site-based) librarians. Institutional libraries are open an adequate number of hours per week for face-to-face assistance and use, but dual enrollment students, particularly those in traditional dual enrollment, do not appear to visit the institution’s main campus or centers. Although librarians are also available by email, text messaging, and chat, dual enrollment students do not appear to access support via these methods.

Although training in the use of library and learning resources is available to both faculty and students, dual enrollment students did not appear to be consistently aware of these resources and faculty and student use of resources was limited. The LLC publishes a Handbook available online, that describes resources available, policies, and use. Additionally, the LLC produces approximately 165 LIBGUIDES, which are available electronically. These organize information for courses and provide guidance on features and services available. Every developmental education instructor must complete a required orientation, which includes an introduction to the LLC. The LLC compiles data on monthly use of the LLC LIBGUIDE on Dual Enrollment Library Resources, and an examination of that data indicated between 25 and 150 users per month accessed the resource.

Tutoring services provided through the LLC include face-to-face tutoring by peer tutors and professional staff at each campus and center as well as online tutoring by Brainfuse. Dual enrollment students may access both types of tutoring, but do not appear to do so.

In summary, while access to resources was available in theory, the On-site Fifth-year Review Committee, through conversations with the high school students and the high school teachers teaching dual enrollment classes, found that in practice the resources were not used, nor were dual enrollment students necessarily aware of the availability. Instructors were aware from the orientation they received from the institution that the students should be able to access the resources, but the high school instructors did not require them to do so as part of their dual credit classes. Several times instructors mentioned that students just “googled” information or used online resources such as websites that would not typically be suitable resources for college-level courses. Two of the sites visited had no high school library or librarian while the third site (Yulee High School) had a media specialist and a library, though the holdings were not sufficient for college work. That high school media specialist was capable and willing to help students access the institution’s library resources, but did not know if students were actually using the resources.

Students taking traditional dual enrollment classes in the high schools with a credentialed high school teacher, largely did not know about tutoring services or library resources and most had not ever used them, either electronically or by traveling to campus. Some of these services may be covered in the SLS course, but the students evidently have not internalized this information or it has not been reinforced with them that they need to use institutional resources for their college classes. Students taking classes only at their high school did not have FSCJ identification cards, and, although some knew they were available on campus, they couldn’t get to campus or didn’t know where to go. Most high school students were not accessing their FSCJ email or student portal unless they were taking an online class from the institution. Faculty had not referred their students to library resources, academic counseling, or tutoring and were not giving classroom assignments that required use of library resources. Interviews with dual enrollment students in the Early College dual enrollment option revealed that they did make use of the library and tutoring available at the institution, but that they started doing so when they started taking classes on campus.

The On-site Fifth-year Review Committee did not find sufficient evidence that students in the traditional dual enrollment courses were able to effectively use library and learning resources.

Recommendation 1: The Committee recommends that the institution provide adequate and appropriate library and learning/information resources, services, and support for its mission.

Section 12: Academic and Student Support Services

12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.
(Student support services) [CR]

During the on-site interview, discussion ensued regarding ways students learn about dual enrollment opportunities and the student support services available at the institution. Students and their families are notified of the dual enrollment opportunities through high school recruiting events, Parent Academy workshops, Edward Jones Financial Workshops, College Fairs, word-of-mouth, legacy connections, etc. The student support resources and services are reiterated in the Student Life Skills courses and through field trips to the institution for the Early College students (not available to all).

It is evident that the Dual Enrollment Coordinators are passionate about their job and believe they are the resource that guides the students throughout the student life cycle. During conversation with teachers and students, it became evident that there is a disconnect in what the institution believes it is providing in regard to resources and services and what teachers and students understand are available resources and services. Most notable is the disconnect between the Dual Enrollment Coordinators and the Dual Enrollment Students. During all conversations the students uniformly acknowledged that they didn't know and/or utilize the Dual Enrollment Coordinator. The students rely heavily on the high school guidance counselor to answer any question, to provide needed resources, and to advise them regarding course selection. The students who take classes at the high school rely heavily on their instructor for assistance rather than utilizing the variety of available tutoring services. Both the high school counselors and teachers could better promote the institutional resources and services to the students to ensure a comparable experience despite location of the course.

Students with transportation issues can't fully utilize institutional resources and services, and most who solely take classes at a high school do not have an institutional ID, which further limits opportunities to access resources.

Per the Executive Director of Articulation, the institution only requires advisement at orientation. During orientation a basic academic plan is created for the student. There is a suggested check-in with an advisor at the 30-hour mark, but there isn't another mandatory advisement session. It may be helpful for dual enrolled students to work more closely with a trained academic advisor to ensure a good blend of courses each semester and to ensure proper pre-requisites are being met to meet their academic goals.

Admissions, advising, career development, and tutoring are services provided to the dual enrollment students. The students also have access to the Student Assistance Program and Assessment and Certification Centers. While the services and resources are available, communication needs to be strengthened so the faculty and dual enrollment students, no matter what type, understand and are encouraged to utilize institutional resources and services. The Student Life Skills course currently appears to be the way that students learn information about student resources and services. It did not appear that information regarding services and resources was reiterated throughout the program and emphasized during review of the syllabus for each course and, as a result, there is limited awareness of and use of available resources. Hence, the institution has not adequately demonstrated that it provides appropriate resources to support its dual enrollment students.

Recommendation 2: The Committee recommends that the institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Section 13: Financial and Physical Resources

- 13.7 The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.
(Physical resources)

The On-Site Fifth Year Review Committee's review of the physical facilities and resources supports the institution's case for compliance with this standard. This was evidenced through the on-site tours provided by the institution and through documents that showed each school is accredited by AdvancEd, which prescribes certain standards for facilities.

Facilities for the courses currently offered at the three high schools visited were adequate and generally appropriate. However, it would be helpful for the institution to carefully monitor the schedule for courses that may require specialized facilities, such as laboratory courses, to ensure that these facilities will meet the needs of students enrolled in college-level courses.

APPENDIX A

Roster of the On-Site Fifth Year Review Committee

Dr. Carol A. Corbat – CHAIR
Chair, Department of Biological Sciences
Louisiana State University at Alexandria
Alexandria, LA

Dr. Damon W. Kennedy
Vice President of Instructional Services
Midland College
Midland, TX

Ms. Donna Holley Webb
Director of Enrollment Management
Abraham Baldwin Agricultural College
Tifton, GA

SACSCOC Staff:
Dr. Patricia L. Donat
Vice President
SACSCOC
Decatur, GA

APPENDIX B

List of Recommendations Cited in the Report of the On-Site Fifth-Year Review Committee

Standard 11.1 (Library and Learning/Information Resources), Recommendation 1.
The Committee recommends that the institution provide adequate and appropriate library and learning/information resources, services, and support for its mission.

Standard 12.1 (Student Support Services), Recommendation 2.
The Committee recommends that the institution provides appropriate academic and student support programs, services, and activities consistent with its mission.