FSCJ Florida State College at Jacksonville

Florida State College at Jacksonville

SACSCOC Fifth-Year Interim Report

Dear SACSCOC Evaluator,

Florida State College at Jacksonville has compiled its SACSCOC Fifth-Year Interim Report within this self-contained PDF. Signatures Attesting to Integrity (Part I), the Institutional Summary Form (Part II), the Fifth-Year Compliance Certification (Part III), and the QEP Impact Report (Part V), can be accessed via the left menu. Please note FSCJ was not required to submit a Fifth-Year Follow Up Report (Part IV). All supporting documentation, which is marked throughout the report with in-text numbering, is searchable and accessible without internet connection. For technical assistance with the report, please contact Ms. Kelsey Kyne, Director of Outcomes Assessment & Strategic Planning at, (904) 632-3283 or KKyne@fscj.edu. Ms. Kyne will also provide print materials, by request.

Thank you for your service as a SACSCOC Evaluator.

Sincerely,

Marie F. Gnage, Ph.D.
Vice President, Institutional Effectiveness & Advancement
SACSCOC Liaison

Part I Signatures Attesting to Integrity

I-1 Signatures Attesting to Integrity

By signing below, we attest that Florida State College at Jacksonville *(name of institution)* has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: 9/9/2019

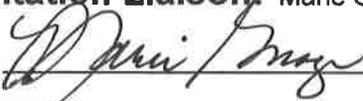**Accreditation Liaison:** Marie Gnage, Ph.D. *(name of Accreditation Liaison)*

Signature: _____

Chief Executive Officer: John Avendano, Ph.D. *(name of Chief Executive Officer)*

Signature: _____

By signing below, we attest that Florida State College at Jacksonville has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

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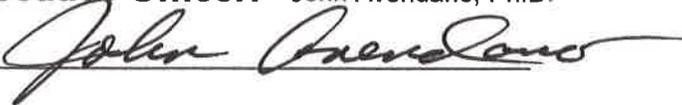
Part II The "Institutional Summary Form Prepared for Commission Reviews"

GENERAL INFORMATION

II-A1 Institution Information

Name of Institution
Florida State College at Jacksonville

Name, Title, Phone number, and email address of Accreditation Liaison
Marie F. Gnage, Ph.D., Vice President for Institutional Effectiveness and Advancement, (904) 632-5094, Marie.Gnage@fscj.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Kelsey Kyne, Director of Outcomes Assessment and Strategic Planning, (904) 632-3283, KKyne@fscj.edu

IMPORTANT:

Accreditation Activity (Check one)

☐ Submitted at the time of Reaffirmation Orientation

☐ Submitted with Compliance Certification for Reaffirmation

☐ Submitted with Materials for an On-Site Reaffirmation Review

☑ Submitted with Compliance Certification for Fifth-Year Interim Report

☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review

☐ Submitted with Merger/Consolidations/Acquisitions

☐ Submitted with Application for Level Change

Submission date of this completed document: 9/9/2019

EDUCATIONAL PROGRAMS

II-B1 Level of offerings

Level of offerings (Check all that apply)

- ☑ Diploma or certificate program(s) requiring less than one year beyond Grade 12
- ☑ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- ☑ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- ☑ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- ☑ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- ☐ Professional degree program(s)
- ☐ Master's degree program(s)
- ☐ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- ☐ Doctoral degree program(s)
- ☐ Other (Specify)

II-B2 Types of Undergraduate Programs

Types of Undergraduate Programs (Check all that apply)

- ☑ Occupational certificate or diploma program(s)

- ☑ Occupational degree program(s)

- ☑ Two-year programs designed for transfer to a baccalaureate institution

- ☑ Liberal Arts and General

- ☑ Teacher Preparatory

- ☑ Professional

- ☐ Other (Specify)

GOVERNANCE CONTROL

II-C1 Governance Control

Check the appropriate governance control for the institution:

☐ Private *(check one)*

    ☐ Independent, not-for-profit

    Name of corporation OR
    Name of religious affiliation and control:

    ☐ Independent, for-profit *

    If publicly traded, name of parent company:

☑ Public state *(check one)*

    ☐ Not part of a state system, institution has own independent board

    ☐ Part of a state system, system board serves as governing board

    ☐ Part of a state system, system board is super governing board, local governing board has delegated authority

    ☑ Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction."

INSTITUTIONAL INFORMATION FOR REVIEWERS

II-D1 **History and Characteristics**

Provide a <u>brief</u> history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

Narrative

History

Florida State College at Jacksonville is a political subdivision of the State of Florida and a member of the Florida College System. The institution was established by legislative act in 1963 as Florida Junior College (FJC) and admitted its charter class in 1966. Three years later, the College was accredited by SACS as a Level I institution. In 1968, FJC expanded its mission with the addition of vocational and adult education programs. The College also offered courses on the nearby U.S. Navy bases, which continues to the present day. In 1987, FJC was renamed Florida Community College at Jacksonville (FCCJ) reflecting the myriad of educational opportunities available to all segments of the community. In December 2006, SACSCOC awarded the College membership at Level II, per a letter dated January 2007. Subsequently, the College was approved by the State of Florida and SACSCOC to offer additional baccalaureate degrees. In July of 2009, the State of Florida passed legislation which formally approved the College to be renamed as Florida State College at Jacksonville.

Mission Statement

The College mission is to provide high value, relevant life-long education that enhanced the intellectual, social, cultural and economic development of our diverse community.

Geographic Service Area

Florida State College at Jacksonville serves over 42,000 students throughout Duval and Nassau Counties and globally through distance learning through FSCJ Online. The Northeast Florida region is comprised of urban and rural populations. Jacksonville is located 25 miles south of the Georgia border, and is a rapidly growing metropolitan city with approximately 900,000 residents.

Composition of Student Population

Enrollment (2017-18 Reporting Year)	
Unduplicated Headcount	42,446
Full Time Equivalent (FTE) enrollment	16,808
Percent Enrollment by Gender (2017-18 Reporting Year)	
Women	58.9%
Men	41.1%
Percent Enrollment by Race/Ethnicity (2017-18 Reporting Year)	
Black	26.3%
White	45.8%
Hispanic	11.2%
Two or More	3.0%
Other Minority	5.4%
Not Reported	8.4%
Age (2017-18 Reporting Year)	
Under 18	10.1%

18 to 21	29.4%
22 to 24	13.6%
25 to 29	16.0%
30 to 34	9.9%
35 to 39	6.6%
40 to 49	8.9%
50 and Over	5.3%

Unique or Distinctive Features

The College is a large, complex multi-campus institution. College-owned campuses are essentially a 'main campus' as the College does not have a traditional central 'main campus.' College satellite centers are College-owned facilities under the direct administration of one of the branch campuses. The College also offers courses at several off-campus instructional sites which are non-College-owned facilities. The College operates with a "One College" concept to better serve students, reflect its organizational structure and operations, and fulfill its mission. This concept also reflects upon student enrollment patterns.

Admissions Policies

At the lower level, the College is an open admission institution, admitting any individual who possesses a standard high school diploma or G.E.D. Some associate in science degree programs, particularly in the area of health sciences, have limited admissions, due to specialized program accreditation requirements. These programs set specific standards for admission, including factors such as grade point average in prerequisite courses and scores on standardized entrance examinations. The baccalaureate degree programs also have a selective admission process which requires students to possess the appropriate "feeder" associate degree program as well as meet other course prerequisites or competency requirements.

II-D2 List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

Narrative

As a Level II institution, Florida State College at Jacksonville is accredited by SACSCOC to award baccalaureate and associate degrees. In addition, as a Florida College System (FCS) institution, FSCJ is authorized by Florida Statute 1004.65[1] to grant associate in arts degrees, associate in science degrees, associate in applied science degrees, career education workforce certificates, awards and diplomas. Florida Statue 1004.65 also states that FCS institutions may "provide access to and award baccalaureate degrees in accordance with law." During the 2018-19 academic year, the College offered the following degree and certificate types. The College also indicates the number of graduates for each credential offered.

Degree/Certificate Type	Number of Graduates (includes fall term 2018, spring term 2019, summer term 2019
Associate in Arts (A.A.)	2,445
Associate in Science (A.S.)	888
Associate in Applied Science (A.A.S)	14
Technical Certificate (T.C.)	2,267
Advanced Technical Certificate (A.T.C.)	6
Bachelor of Applied Science (B.A.S.)	376
Bachelor of Science (B.S.)	351
Bachelor of Science in Nursing (B.S.N.)	113
Workforce Certificate (W.C.)	1,607

For the Degree and Certificate types listed above, the College offers the following majors/concentrations. The College refers to these as "programs."

Associate in Arts Degree

Program Name	Institutional Program Number
Associate in Arts (University Transfer)	1108

Associate in Science Degrees

Program Name	Institutional Program Number
Accounting Technology	2201
Architectural Design and Construction Technology	2202
ASL/English Interpreting	221A
Aviation Administration (incl. Air Traffic Control)	2360
Aviation Maintenance Administration	2365

Aviation Maintenance Management	2150
Biomedical Engineering Technology	2271
Biotechnology Laboratory Technology	2199
Building Construction Technology (Construction Management)	2234
Business Administration	2213
Cardiovascular Technology	2125
Computer Information Technology	2153
Criminal Justice Technology	2239
Culinary Management	2259
Dental Hygiene	2300
Digital Media/Multimedia Technology	2152
Early Childhood Management	2203
Emergency Administration and Management	2404
Emergency Medical Services (E.M.S.)	2251
Engineering Technology (Advanced Manufacturing)	2320
Environmental Science Technology	2166
Fire Science Technology	2911
Funeral Services	2161
Health Information Technology	2277
Histologic Technology	2262
Hospitality and Tourism Management	2214
I.T. Security	2158
Industrial Management Technology	2378
Interior Design Technology	2389
Medical Assisting Advanced	2315
Medical Laboratory Technology	2220
Network Systems Technology	2156
Nursing (R.N.)	2330
Nursing (R.N.) (Bridge Option for Paramedics and Licensed Practical Nurses)	2335
Occupational Therapy Assistant	2355
Office Administration	2265
Ophthalmic Technician	2180
Paralegal Studies (Legal Assisting)	2299
Physical Therapist Assistant	222A
Professional Pilot Technology	2258
Radiation Therapy	2163
Radiography (Degree Completion)	2254
Radiography (Florida State College at Jacksonville Option)	2154

Respiratory Care	2244
Supply Chain Management	2127
Theatre and Entertainment Technology (Entertainment Technology)	221B

Associate in Applied Science

Program Name	Institutional Program Number
Automotive Service Management Technology	A236

Technical Certificates

Program Name	Institutional Program Number
Accounting Technology Management	6224
Accounting Technology Operations	6223
Accounting Technology Specialist	6221
Advanced Computer-Aided Technical Design	6012
Advanced Manufacturing (Automation)	6040
Advanced Network Virtualization	6111
Automotive Service Technician	6236
Aviation Airframe Mechanics	6115
Aviation Powerplant Mechanics	6117
Biotechnology Laboratory Specialist (Health Science)	6199
Biotechnology Specialist (Manufacturing)	6198
Business Entrepreneurship	6257
Business Management	6251
Business Operations	6250
Business Specialist	6253
Chemical Laboratory Specialist	6501
CNC Machinist/Fabricator	6041
Computer Aided Technical Design	6011
Computer Programming Specialist	6956
Criminal Justice Technology Specialist	6420
Culinary Arts	6051
Database Development Specialist	6955
Digital Forensics	6112
Digital Media/Multimedia Production	6402
Digital Media/Multimedia Production (Motion Graphics/3-D)	6403
Digital Media/Multimedia Video Production	6400
Emergency Administrator and Manager	6405
Emergency Medical Technician	6394

Engineering Technology Support Specialist	6042
Environmental Science Technician	6022
Fire Officer Supervisor	6455
Florida Funeral Director	6154
Food and Beverage Management	6050
GIS (Geographic Information System) Technician	6203
Graphic Design Production	6401
Guests Services Specialist	6052
Hazardous Materials Specialist	6021
Healthcare Informatics Specialist	6165
Home Staging Specialist	6399
Homeland Security and Emergency Manager	6404
Information Technology Analysis	6281
Information Technology Support Specialist	6280
IP Communications	6114
Logistics and Transportation Specialist	6127
Mechatronics	6044
Medical Assisting Specialist	6015
Medical Information Coder/Biller	6155
Network Enterprise Administration	6113
Network Infrastructure	6110
Network Support Technician	6109
Office Management	6359
Office Specialist	6101
Office Support	6100
Paramedic	6393
Pneumatics, Hydraulics and Motors for Manufacturing	6043
Radiation Therapy Specialist	6153
Rooms Division Specialist	6053
Scientific Workplace Preparation	6502
Stage Technology	6210
Web Development Specialist	6954

Advanced Technical Certificate

Program Name	Institutional Program Number
Paralegal Studies	4104

Bachelor of Applied Science Degrees

	Institutional

Program Name	Program Number
Computer System Networking and Telecommunications	S300
Digital Media	S500
Information Technology Management	S301
Logistics	S100
Public Safety Management	S400
Supervision and Management	S100

Bachelor of Science (B.S.) Degrees

Program Name	Institutional Program Number
Biomedical Sciences	T300
Business Administration	T200
Communication and Media	T400
Early Childhood Education	T100
Financial Services	T210
Human Services	T500

Bachelor of Science in Nursing Degree

Program Name	Institutional Program Number
Nursing	N200

Workforce Certificates

Program Name	Institutional Program Number
Air Conditioning, Refrigeration and Heating Technology	5604
Air Conditioning, Refrigeration and Heating Technology I	5776
Air Conditioning, Refrigeration and Heating Technology II	5777
Automotive Collision Technology Technician	5806
Aviation Airframe Mechanics	5712
Aviation Powerplant Mechanics	5734
Commercial Foods and Culinary Arts	5960
Commercial Vehicle Driving	5100
Correctional Officer	5759
Cosmetology	5743
Crossover From Correctional Officer to Law Enforcement Officer	5798
Dental Assisting	5649
Diesel Systems	5826
Diesel Systems I	5836
Electricity (Construction)	5632

Facials Specialty	5711
Fire Fighter I/II	5720
Florida Law Enforcement Academy	5797
Global Logistics and Supply Chain Technology	5320
Insurance Claims Adjuster	5728
Insurance Customer Service Representative	5727
Insurance General Lines Agent	5723
Life Insurance Marketing	5726
Massage Therapy	5700
Medical Assisting	5648
Mortgage Loan Originator (20-Hour SAFE Comprehensive Mortgage Loan Originator)	5747
Nursing Assistant (Articulated)	5131
Office Assistant	5905
Paramedic	5793
Personal Lines Insurance Agent (20-44)	5737
Pharmacy Technician	5771
Practical Nursing	5657
Real Estate Sales Agent	5733
Specialized Career Education, Basic	5290
Surgical Technology	5667
Welding Technology	5789

The College also offers the following non-credit programs.

Non-Degree Seeking

Program Name	Institutional Program Number
Adult English for Speakers of Other Languages (ESOL)	8500
Adult ESOL College and Career Readiness	8501
Applied Academics for Adult Education	8525
Citizenship	8520
English Literacy for Career and Technical Education (ELCATE)	8503
GED® Integrated Preparation: High School Equivalency Program	8517
GED® Preparation: High School Equivalency Program	8515

Certificate of Professional Preparation

Program Name	Institutional Program Number
Educator Preparation Institute	F222

Evidence

[1] Florida Statute 1004.65

II-D3 **Off–Campus Instructional Locations and Branch Campuses**

List all locations where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Table 1: Off-campus instructional sites—asite located geographically apart from the main campus at which the institution offers *50 % or more* of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below*. The list should include only those sites reported to and approved by SACSCOC*. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC *approval letter*	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
FSCJ Betty P. Cook Nassau Center	76346 William Burgess Blvd., Yulee, FL 32097	predates substantive change	2000	Programs offered[1]	Yes
FSCJ Cecil Center North	5640 New World Ave., Jacksonville, FL 32221	predates substantive change	1999	Programs offered[2]	Yes
FSCJ Cecil Center South	13450 Lake Fretwell St. Jacksonville, FL 32221	predates substantive change	1999	Programs offered[3]	Yes
FSCJ Deerwood Center	9911 Old Baymeadows Rd., Jacksonville, FL 32256	predates substantive change	1994	Programs offered[4]	Yes
FSCJ Downtown Campus	101 W. State St., Jacksonville, FL 32202	predates substantive change	1977	Programs offered[5]	Yes
FSCJ Fire Academy of the South	2700 Fire Fighter Memorial Dr., Jacksonville, FL 32246	predates substantive change	1990	Programs offered[6]	Yes
FSCJ Kent	3939 Roosevelt	predates	1979	Programs	Yes

Campus	Blvd., Jacksonville, FL 32205	substantive change		offered[7]	
FSCJ North Campus	4501 Capper Rd., Jacksonville, FL 32218	predates substantive change	1971	Programs offered[8]	Yes
FSCJ South Campus	11901 Beach Blvd., Jacksonville, FL 32246	predates substantive change	1971	Programs offered[9]	Yes
Andrew Jackson High School	3816 North Main St., Jacksonville, FL 32206	02/12/2013	Fall 2002	Of courses offered, no combination meets 50% or more of a single program	Yes
Douglas Anderson High School	2445 San Deigo Rd., Jacksonville, FL 32207	05/30/2012	Summer 2011	Of courses offered, no combination meets 50% or more of a single program	Yes
Duncan Fletcher High School	700 Seagate Ave., Neptune Beach, FL 32266	05/30/2012	Fall 2011	Programs offered[10]	Yes
Edward H. White High School	1700 Old Middleburg Rd., Jacksonville, FL 32210	02/12/2013	Fall 2002	Of courses offered, no combination meets 50% or more of a single program	Yes
Englewood High School	4412 Barnes Rd., Jacksonville, FL 32207	05/30/2012	Fall 2011	Of courses offered, no combination meets 50% or more of a single program	Yes
First Coast High School	590 Duval Station Rd., Jacksonville, FL 32218	05/19/2014	Fall 2011	Of courses offered, no combination meets 50% or more of a single program	Yes
Harvest Community School	2360 St. Johns Bluff Rd., Jacksonville, FL 32246	05/19/2014	Fall 2014	Of courses offered, no combination meets 50% or more of a single program	Yes
Jean Ribault High School	3701 Winton Dr.,	05/19/2014	Fall 2014	Of courses offered, no	Yes

	Jacksonville, FL 32208			combination meets 50% or more of a single program	
Naval Air Station (NAS) Jacksonville	Building 110, Yorktown Ave., Jacksonville, FL 32212	01/19/2012	Prior to 1989	Programs offered[11]	Yes
Naval Station (NS) Mayport	3604 Mayport Rd., Bldg. 460, NS Mayport, 32228	01/19/2012	Prior to 1989	Programs offered[12]	Yes
Samuel W. Wolfson High School	7000 Powers Ave., Jacksonville, FL 32217	02/12/2013	Fall 2002	Of courses offered, no combination meets 50% or more of a single program	Yes
Sandalwood High School	2750 John Prom Blvd., Jacksonville, FL 32246	05/30/2012	Summer 2011	Programs offered[13]	Yes
West Nassau High School	1 Warrior Dr., Callahan, FL 32011	05/30/2012	Summer 2011	Programs offered[14]	Yes
Yulee High School	85375 Miner Rd., Yulee, FL 32097	05/19/2014	Fall 2014	Programs offered[15]	Yes

Table 2: Off-campus instructional sites at which the institution offers **_25-49%_** of its credit hoursfor a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. **_Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site._** For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC _letter accepting notification_	Date Implemented _by the institution_	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
A. Phillip Randolph Academies of Technology	1157 Golfair Blvd., Jacksonville, FL 32209	12/04/2012	Fall 2012	Of courses offered, no combination meets 25-49% of a single program	Yes
Aetna Life	841 Prudential	02/20/2012	Fall 2009	Of courses	Yes

Insurance Company	Dr., Jacksonville, FL 32207			offered, no combination meets 25-49% of a single program	
Arlington Country Day School	5725 Fort Caroline Rd., Jacksonville, FL 32277	03/15/2012	Summer 2011	Of courses offered, no combination meets 25-49% of a single program	No; Fall 2010
Atlantic Coast High School	9735 R.G. Skinner Pkwy., Jacksonville, FL 32256	10/17/2013	Fall 2013	Programs offered[16]	Yes
Baldwin Middle-Senior High School	291 Mill St. W, Baldwin, FL 32234	10/17/2013	Fall 2013	Of courses offered, no combination meets 25-49% of a single program	Yes
Beaches Chapel School	610 Florida Blvd., Neptune Beach, FL 32266	03/15/2012	Fall 2011	Of courses offered, no combination meets 25-49% of a single program	Yes
Darnell-Cookman School of the Medical Arts (High School)	1701 N. Davis St., Jacksonville, FL 32209	10/23/2014	Fall 2014	Of courses offered, no combination meets 25-49% of a single program	Yes
Fernandina Beach High School	435 Citrona Dr., Fernandina Beach, FL 32034	3/15/2012	Summer 2011	Programs offered[17]	Yes
Florida Air National Guard	14300 Fang Dr., Jacksonville, FL 32218	09/30/2013	Fall 2013	Programs offered[18]	Yes
Frank H. Peterson Academy of Technology	7450 Wilson Blvd., Jacksonville, FL 32210	03/15/2012	Summer 2011	Of courses offered, no combination meets 25-49% of a single program	Yes
Hilliard High School	1 Flashes Ave., Hilliard, FL 32046	03/15/2012	Summer 2011	Programs offered[19]	Yes
Jacksonville University	2800 University Blvd. N., Jacksonville,	10/18/2012	Fall 2012	Of courses offered, no combination	Yes

	FL 32211			meets 25-49% of a single program	
Mandarin High School	4831 Greenland Rd., Jacksonville, FL 32258	12/16/2013	Spring 2014	Programs offered[20]	Yes
Naval Air Station (NAS) Pensacola	Building 3460, Room 1713, Skyhawk Dr., Pensacola, FL 32508	01/19/2012	Fall 2008	Of courses offered, no combination meets 25-49% of a single program	Yes
Oakleaf High School	4035 Plantation Oaks Blvd., Orange Park, FL 32065	05/14/2015	Fall 2015	Of courses offered, no combination meets 25-49% of a single program	Yes
River City Science Academy	7565 Beach Blvd., Jacksonville, FL 32216	10/26/2015	Fall 2016	Programs offered[21]	Yes
Robert E. Lee High School	1200 S. McDuff Ave., Jacksonville, FL 32205	03/15/2012	Fall 2011	Programs offered[22]	Yes
Sonshine Christian Academy	45082 S Kings Rd., Callahan, FL 32011	12/4/2012	Fall 2012	Of courses offered, no combination meets 25-49% of a single program	Yes
Terry Parker High School	7301 Parker School Rd., Jacksonville, FL 32211	03/15/2012	Fall 2011	Of courses offered, no combination meets 25-49% of a single program	Yes
Trinity Christian Academy	800 Hammond Blvd., Jacksonville, FL 32221	10/13/2016	Fall 2016	Programs offered[23]	Yes
University of Florida (UF) Shands Hospital Jacksonville	655 W. 8th St., Jacksonville, FL 32209	02/12/2012	Summer 2006	Of courses offered, no combination meets 25-49% of a single program	Yes
University of North Florida	1 UNF Dr., Jacksonville, FL 32224	09/04/2012	Fall 2012	Of courses offered, no combination meets 25-49%	Yes

				of a single program	
Westside High School (formerly Nathan Bedford Forrest High School)	5530 Firestone Rd., Jacksonville, FL 32244	10/30/2013	Fall 2013	Programs offered[24]	Yes
William M. Raines High School	3663 Raines Ave., Jacksonville, FL 32209	12/4/2012	Fall 2012	Programs offered[25]	Yes
Wounded Warrior Project – TRACK Center	7020 A.C. Skinner Pkwy., Ste. 150, Jacksonville, FL 32256	05/30/2012	Fall 2008	Of courses offered, no combination meets 25-49% of a single program	Yes

*Table 3: Branch campus—*an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, **_and_** (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported to and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC *approval letter*	Date Implemented *by the institution*	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

Note: Per the SACSCOC definition of "Branch Campus" as stated in the Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement (Third Edition: 2018, First Printing), none of the College's instructional locations qualify as a branch campus.

Evidence

[1]   FSCJ Nassau Center 50+

[2]   FSCJ Cecil Center North 50+

[3]   FSCJ Cecil Center South 50+

[4]   FSCJ Deerwood Center 50+

II-D4 **Distance and Correspondence Education**

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Narrative

SACSCOC approved FSCJ to offer distance education in a letter from the Commission dated 07/03/2001. A list of the College's educational programs where 50% or more of the credit or clock hours are delivered through distance education modes is provided in the table below. The table also indicates if the program is delivered via synchronous or asynchronous technology and whether or not the distance education components of the program are offered at a specific site.

Institutional Program Number	Program Title	Degree Type	Synchronous/Asynchornous Technology	Delivered at Specific Site?
1108	Associate in Arts (University Transfer)	Associate in Arts	Asynchronous	No
2201	Accounting Technology	Associate in Science	Asynchronous	No
2213	Business Administration	Associate in Science	Asynchronous	No
2153	Computer Information Technology	Associate in Science	Asynchronous	No
2239	Criminal Justice Technology	Associate in Science	Asynchronous	No
2265	Office Administration	Associate in Science	Asynchronous	No
2127	Supply Chain Management	Associate in Science	Asynchronous	No
2262	Histologic Technology	Associate in Science	Asynchronous	No
2389	Interior Design Technology	Associate in Science	Asynchronous	No
2158	I.T. Security	Associate in Science	Asynchronous	No
2299	Paralegal Studies (Legal Assisting)	Associate in Science	Asynchronous	No
2203	Early Childhood Management	Associate in Science	Asynchronous	No
2404	Emergency Administration and Management	Associate in Science	Asynchronous	No
2156	Network Systems Technology	Associate in Science	Asynchronous	No

5301	Information Technology Management	Bachelor of Applied Science	Asynchronous	No
S110	Logistics	Bachelor of Applied Science	Asynchronous	No
S400	Public Safety Management	Bachelor of Applied Science	Asynchronous	No
S100	Supervision and Management	Bachelor of Applied Science	Asynchronous	No
S300	Computer Systems Networking and Telecommunications	Bachelor of Applied Science	Asynchronous	No
T200	Business Administration	Bachelor of Science	Asynchronous	No
T100	Early Childhood Education	Bachelor of Science	Asynchronous	No
T210	Financial Services	Bachelor of Science	Asynchronous	No
T500	Human Services	Bachelor of Science	Asynchronous	No
N200	Nursing	Bachelor of Science	Asynchronous	No
6224	Accounting Technology Management	Technical Certificate	Asynchronous	No
6223	Accounting Technology Operations	Technical Certificate	Asynchronous	No
6221	Accounting Technology Specialist	Technical Certificate	Asynchronous	No
6257	Business Entrepreneurship	Technical Certificate	Asynchronous	No
6251	Business Management	Technical Certificate	Asynchronous	No
6250	Business Operations	Technical Certificate	Asynchronous	No
6253	Business Specialist	Technical Certificate	Asynchronous	No
6420	Criminal Justice Technology Specialist	Technical Certificate	Asynchronous	No
6399	Home Staging Specialist	Technical Certificate	Asynchronous	No
6280	Information Technology Support Specialist	Technical Certificate	Asynchronous	No
6127	Logistics and Transportation Specialist	Technical Certificate	Asynchronous	No

6359	Office Management	Technical Certificate	Asynchronous	No
6101	Office Specialist	Technical Certificate	Asynchronous	No
6100	Office Support	Technical Certificate	Asynchronous	No
6954	Web Development Specialist	Technical Certificate	Asynchronous	No
5728	Insurance Claims Adjuster	Workforce Certificate	Asynchronous	No
5727	Insurance Customer Service Representative	Workforce Certificate	Asynchronous	No
5723	Insurance General Lines Agent	Workforce Certificate	Asynchronous	No
5726	Life Insurance Marketing	Workforce Certificate	Asynchronous	No
5747	Mortgage Loan Originator (20-Hour SAFE Comprehensive Mortgage Loan Originator)	Workforce Certificate	Asynchronous	No
5737	Personal Lines Insurance Agent (20-44)	Workforce Certificate	Asynchronous	No
5733	Real Estate Sales Agent	Workforce Certificate	Asynchronous	No

II-D5 Accreditation

1. List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.
2. If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.
3. List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).
4. Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

Narrative

1. Table 1 lists all agencies that currently accredit FSCJ and any of its programs and indicates the date of last review for each.

Table 1: Agencies currently accrediting FSCJ and its programs

Institutional Program Number	Program Name	Degree Type	Accrediting/Approval Agency	Date of Last Accreditation/ Reaffirmation/ Approval
N/A	N/A	N/A	Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	2014
2201	Accounting Technology	Associate in Science	Accreditation Council for Business Schools and Programs (ACBSP)	2013
221A	ASL/English Interpreting	Associate in Science	Commission on Collegiate Interpreter Education (CCIE)	2012
2213	Business Administration	Associate in Science	Accreditation Council for Business Schools and Programs (ACBSP)	2013
T200	Business Administration	Bachelor in Science	Accreditation Council for Business Schools and Programs (ACBSP)	2019
2125	Cardiovascular Technology	Associate in Science	Commission on Accreditation of Allied Health Education Programs through the Joint Review Committee on Education in Cardiovascular Technology (JRC- CTV)	2014
2259	Culinary Management	Associate in Science	American Culinary Federation Education Foundation (ACFEF)	2012
5649	Dental Assisting	Workforce Certificate	American Dental Association Commission on Dental Accreditation (CODA)	2019

2300	Dental Hygiene	Associate in Science	American Dental Association Commission on Dental Accreditation (CODA)	2019
T210	Financial Services	Bacehlor in Science	Accreditation Council for Business Schools and Programs (ACBSP)	2019
2161	Funeral Services	Associate in Science	American Board of Funeral Service Education (ABFSE)	2014
2277	Health Information Technology	Associate in Science	Commission on Accreditation for Health Informatics and Information Management (CAHIIM)	2006
2262	Histologic Technology	Associate in Science	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2012
2214	Hospitality and Tourism Management	Associate in Science	Accrediting Commission for Programs in Hospitality Administration (ACPHA)	2012
S110	Logistics	Bachelor of Applied Science	Accreditation Council for Business Schools and Programs (ACBSP)	2019
2220	Medical Laboratory Technology	Associate in Science	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2012
N200	Nursing	Bachelor of Science in Nursing	Accreditation Commission for Education in Nursing (ACEN)	2017
2330	Nursing (R.N)	Associate in Science	Accreditation Commission for Education in Nursing (ACEN)	2012
2335	Nursing (R.N.) (Bridge Option for Paramedics and Licensed Practical Nurses)	Associate in Science	Accreditation Commission for Education in Nursing (ACEN)	2012
2355	Occupational Therapy Assistant	Associate in Science	Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)	2018
2265	Office Administration	Associate in Science	Accreditation Council for Business Schools and Programs (ACBSP)	2013
2180	Ophthalmic Technician	Associate in Science	International Council of Accreditation	2018
2299	Paralegal Studies	Associate in Science	American Bar Association (ABA)	2016

6393	Paramedic	Technical Certificate	Commission on Accreditation of Allied Health Education Programs(CAAHEP) through the Committee on Accreditation of Education Programs for the EMS Professions (CoAEMSP)	2016
222A	Physical Therapy Assistant	Associate in Science	Commission on Accreditation in Physical Therapy Education (CAPTE) through the American Physical Therapy Association (APTA)	2015
2244	Respiratory Care	Associate in Science	Commission on Accreditation of Respiratory Care (CoARC)	2010
S100	Supervision and Management	Bachelor of Applied Science	Accreditation Council for Business Schools and Programs (ACBSP)	2019
2167	Surgical Services	Associate in Science	Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)	2015
5667	Surgical Technology*	Workforce Certificate	Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)	2015

*SACSCOC approved program closure effective Summer Term 2020

2. SACSCOC is FSCJ's primary accreditor for access to USDOE Title IV funding.

3. No USDOE recognized agencies (national or programmtic) have terminated the institution's accreditation. FSCJ has not voluntarily withdrawn from any national or programmatic accrediting agency.

4. FSCJ was not subject to sanction or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report.

II-D6 **Relationship to the U.S. Department of Education**

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Narrative

Florida State College at Jacksonville's previous Program Participation Agreement (PPA) with the USDOE indicated a Provisional Certification through December 31, 2016[1]. The College's current PPA, which expires on December 31, 2020[2], does not indicate a Provisional Certification.

Evidence

[1]   FSCJ PPA exp 10.31.2016

[2]   FSCJ PPA exp 10.31.2020

Part III The Fifth-Year Compliance Certification

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)* **[CR]**

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead their respective areas of responsibility within the College.

The following narrative includes a summary of the College's hiring process, evaluation process, and administrative and academic officer qualifications.

Hiring Process

Board Rule 3.1[1], *Authority to Hire*, provides the authority and overall guidance for the selection, appointm and transfer of College employees. All positions are advertised on the College's website. In addition, positi may be advertised in industry appropriate mediums as suggested by the hiring manager.

The College maintains a database of job descriptions as defined under Board Rule 3.23[2], *Job Classificat Descriptions.* The District Board of Trustees (DBOT) has delegated authority to prescribe minimum qualific to the College President or designee. Each description shall contain the position classification title, core functions and responsibilities, and minimum qualifications. Hiring managers have the option to add preferre qualifications to a job description.

The interview and recommendation process conform to the College process identified in Administrative Procedure Manual (APM) 03-0304[3], *Selection of Full-Time Administrative/Professional Personnel.* The se committee uses the job description and minimum and preferred qualifications to evaluate and vet applicant This includes a review of education and experience with questioning to elicit more detail. A slate of semifin selected by the search committee is forwarded to the hiring manager for review, interviews, and final decis When applicable, applicants may participate in open campus forums or other activities to accept feedback members of the College.

Upon selection, Human Resources verifies that the selected candidate meets the minimum qualifications a has the necessary credentialing, education, and experience. The selected candidate is also required to sub to a background check and if required a drug screen.

Evaluation Process

All College employees receive an annual performance evaluation per APM 03-1201[4], *Performance Evalu of Administrative, Professional, Career and Adjunct Employees*[4]. Administrative and academic staff are evaluated using the Performance Impact Workplace tool[5]. This tool evaluates the employee on areas of performance including professionalism, achievement focus, judgement, and problem solving. The evaluatio tool has 21 overall competencies for rating. The rating scale is Unsatisfactory, Needs Improvement, Meets Requirements, Exceeds Job Requirements, and Superior Performance. Each competency receives a ratin then the employee receives an overall rating.

At a supervisor's discretion, an employee may be placed on a Performance Improvement Plan (PIP)[6], wh

intended to make the employee aware of the issues regarding their work performance, as well as any issue that are affecting others in the work environment. The plan will detail the specific deficiency and the correc action and standard that is expected. The plan will also identify any resources including professional development and mentoring for the employee to access. At the conclusion of the PIP time period, the emp will receive another evaluation.

If an employee disagrees with an evaluation or PIP, they may prepare a written rebuttal, which would be attached to the evaluation or PIP when placed in the personnel file. Evaluations and PIPs are not subject t complaints or grievances.

All administrators and academic officers received overall ratings of Exceeds Job Requirements or Superior Performance on their 2018 evaluations.

In May 2019, the College implemented a new evaluation system called myIMPACT[7]. The new process emphasizes employee engagement and fosters more frequent, relevant, and timely feedback between supervisors and employees. Reviews are to coach and encourage employees by acknowledging where expectations are met and to discuss strategies to improve job performance where needed. Ratings are competency-based and consist of a three-point rating scale: Meets Expectations, Meets Some Expectation Does Not Meet Expectations. Each of these competencies align with the mission, vision, values, and objec of the College, and are divided into three areas: Collegewide, Department, and Job Specific. There is not a overall rating. As of May 2019, all administrators and academic officers received Meets Expectations on th competency ratings. (*Note: Administrators who only show myIMPACT evaluations were not present for th previous evaluation cycle.)

Administrative and Academic Officers

All administrators employed by the College are approved by the College President, with notice sent to the on the basis of their educational qualifications, work experience, references, and required background screening. The academic qualifications and pertinent work experience have been summarized for each in tables presented below. All current administrative staff meet or exceed the minimum qualifications for employment in the respective, assigned role.

The College's organizational chart[8] shows the division of services – Student Services[9], Institutional Effectiveness & Advancement[10], Online & Workforce Education[11], Business Services[12], and Academ Affairs[13]. Each division is headed by a vice president (VP) who reports directly to the College President.

In the tables below, each VP and their direct reports are identified. Their titles, job descriptions, academic credentials and other qualifications, and experience are summarized. The VPs and their direct reports are responsible for carrying out the major functions of the institution. Within the Provost/VP Academic Affairs division, the academic deans are also listed with their education and experience summarized. These dean have oversight over the credit-bearing academic programs at the College. Information is also provided for Executive Dean of Library Services.

Table 5.4-1: Roster of Administrative Staff Qualifications, President's Cabinet - District Leadership (as of A 2019)

NAME	TITLE	ACADEMIC CREDENTIALS & OTHER QUALIFICATIONS	EXPERIENCE	EVALUATION(S)
Dr. John Wall[14]	Provost/VP Academic Affairs[15]	• Ph.D., Social Psychology, Minor Statistics – Pennsylvania State University • M.S., Psychology – Pennsylvania State	• Dean, Arts and Sciences, Downtown Campus – Florida State College at Jacksonville • Associate Dean,	Evaluation[16] myIMPACT Evaluation[17]

		University • B.S., Psychology – University of Florida	Arts and Sciences, Deerwood Center – Florida State College at Jacksonville • Professor, Psychology – Florida State College at Jacksonville	
Dr. Linda Herlocker [18]	VP, Student Services[19]	• Ed.D., Educational Leadership – University of South Florida • M.B.A, General Management – National University • B.A., English – Pennsylvania State University	• AVP, Admissions & Records – Valencia College • Dean of Students – Valencia College • Dean, Academic Affairs – Hillsborough Community College • Dean, Student Services – Hillsborough Community College	myIMPACT Evaluation[20] Has been in position for only one evaluation cycle (2018-19 cycle)
Mr. Albert Little[21]	VP, Business Services[22]	• M.S., Accounting/Information Systems – Middle Tennessee State University • B.S., Accounting – Lipscomb University	• VP, Finance and Administrative Services – Brevard Community College (now Eastern Florida State College) • VP, Finance and Administration/CFO – St. Johns River State College	Evaluation[23] myIMPACT Evaluation[24]
Dr. Marie Gnage [25]	VP, Institutional Effectiveness & Advancement [26]	• Ph.D., English – Florida State University • M.A., English – University of Southwestern Louisiana, Lafayette • B.S., English – Alcorn A&M College	• Campus President/Regional Vice President – West Virginia University, Parkersburg • President – West Virginia University, Parkersburg • Campus President, Downtown Campus – Florida State College at Jacksonville	Evaluation[27] myIMPACT Evaluation[28]
Ms. Jana Kooi[29]	VP, Online & Workforce Education[30]	• M.A., Educational Leadership – Western Michigan University • B.A., Elementary and Secondary Education and Communications – Calvin College	• Campus President, Open Campus & Deerwood Center – Florida State College at Jacksonville • President,	Evaluation[31] myIMPACT Evaluation[32]

				Northwest Campus – Pima Community College
				• President, Community Campus – Pima Community College
				• AVP, External Academic Affairs – Triton College
				• Associate Dean, Continuing Education – Triton College
				• Director, Continuing Education – Muskegon Community College

Table 5.4-2: Roster of Administrative Staff - Provost/VP Academic Affairs Office (as of July 2019)

NAME	TITLE	ACADEMIC CREDENTIALS & OTHER QUALIFICATIONS	EXPERIENCE	EVALUAT
Dr. Kathleen Ciez-Volz [33]	Associate Provost, Curriculum & Instruction[34]	• Ed.D., Educational Administration – University of Texas at Austin • M.A., English – University of Florida • B.A., English – University of Florida	• Executive Dean, Academic Foundations – Florida State College at Jacksonville • Director, Academic ad Instructional Program Development – Florida State College at Jacksonville • Interim Associate Dean – Florida State College at Jacksonville	Evaluation myIMPACT Evaluation
Dr. Sheri Litt[37]	Associate Provost, Baccalaureate, Career & Technical Education[38]	• Ph.D., Higher Education Administration – University of Florida • M.S.W., Clinical Social Work and Administration – Florida State University • B.F.A., Design – Pratt Institute • A.S. – Nassau Community College	• Dean, Arts and Sciences/ College Integrative Leader – Florida State College at Jacksonville • Interim Campus President, Open Campus – Florida State College at Jacksonville • Associate Dean, Workforce Development – Florida State College at Jacksonville • Associate Dean,	Evaluation myIMPACT Evaluation

			• Business and Professional Studies – Florida State College at Jacksonville • Professor, Business – Florida State College at Jacksonville	
Dr. Ian Neuhard [41]	Associate Provost, Liberal Arts & Sciences [42]	• Ed.D., Higher Education Administration – University of Florida • M.P.S., Community Services Administration – Alfred University • B.S., English Language Arts Education – University of Central Florida • A.A., General Education – Valencia Community College	• Campus President, South Campus – Florida State College at Jacksonville • Provost/VP Academic Affairs – Florida State College at Jacksonville • Campus President, Kent Campus and Cecil Aviation Center - Florida State College at Jacksonville • Dean, Baccalaureate Programs – Indian River State College • Statewide Director, Academic Programs and Teacher Preparation – Division of Community Colleges and Workforce Education, Florida DOE	Evaluation myIMPACT Evaluation
Dr. Rich Turner[45]	Executive Director, Academic Operations[46]	• Ed.D., Educational Leadership – Liberty University • Ed.S., Educational Leadership – Liberty University • M.B.A, Management –Brenau University • B.S., Business Administration – University of Maryland University College	• AVP, Enrollment Management – Florida State College at Jacksonville • Dean, Enrollment Management – Florida State College at Jacksonville • Interim Dean, Student Success – Florida State College at Jacksonville • Acting Associate Dean, Liberal Arts – Florida State College at Jacksonville (Kent Campus) • Assessment and Certification Center Manager – Florida State College at Jacksonville (Kent Campus)	Evaluation myIMPACT Evaluation
Ms. Donna Martin[49]	Executive Director, Nassau	• Ed.S., Higher Education/Developmental	• Interim Dean, Student Success – Florida	Evaluation

	Center[50]	Education – Appalachian State University • M.S., Mathematical Science – University of North Florida • B.S., Mathematics – University of Central Florida	State College at Jacksonville • Associate Dean, Library/Learning Commons – Florida State College at Jacksonville • Professor, Mathematics – Florida State College at Jacksonville	myIMPACT Evaluation
Dr. Richard Greene[53]	Dean, Arts & Sciences[54]	• Ed.D., Educational Leadership – University of North Florida • M.A., English – University of North Florida • B.A., English/History – Regents College	• Dean, Arts and Sciences-Liberal Arts Program – Florida State College at Jacksonville • Associate Dean, Liberal Arts – Florida State College at Jacksonville • Chair of Communications Department/Professor, Communications – Florida State College at Jacksonville • Manager, Learning Assistance Center –Florida State College at Jacksonville	Evaluation myIMPACT Evaluation
Dr. Mamdouh Babi[57]	Dean, Career Education[58]	• Ph.D., Electrical and Computer Engineering –Cleveland State University • M.S., Computer and Information Systems – Bellevue University • B.S., Electronics Engineering and Technology – University of Nebraska	• Dean, Academic Affairs – ITT Technical Institute • Dean, Engineering & Technology – Mamoun University for Science and Technology • Chair, Information & Technology – ITT Technical Institute	Evaluation myIMPACT Evaluation
Ms. Annette Barrineau [61]	Dean, Career Education[58]	• M.B.A., Texas Tech University • B.B.A., Marketing – University of Texas at Austin	• Associate Dean, Career Education – Florida State College at Jacksonville • Vice President, Administrative Affairs – St. Johns River State College • Assistant to President/Director of Personnel – St. Johns River Community College	Evaluation myIMPACT Evaluation

			• Acting Dean – Florida School of the Arts/St. Johns River Community College • Faculty Director, Management Training Program – Western Texas College	
Dr. Neal Henning [64]	Dean, Career Education[58]	• Ph.D., Higher Education Administration/Educational Leadership – University of Nebraska-Lincoln • M.S., Business Education – University of Nebraska-Lincoln • B.S., Business Education – University of Nebraska-Lincoln	• Dean, Health Services – Florida State College at Jacksonville • Director, eTech College of Wisconsin – Wisconsin Technical College System • Assistant Campus Director/Director of Distance Learning – Southeast Community College – Beatrice	Evaluation myIMPACT Evaluation
Dr. Tara Haley[67]	Dean, Education & Human Services[68]	• Ed.D., Educational Leadership – University of North Florida • M.S., Marriage and Family Therapy – St. Thomas University • B.A., Journalism and Psychology – Duquesne University • Licensed Marriage and Family Therapist (LMFT) • Florida Certified Clinical Educator	• Instructional Program Manager, Human Services – Florida State College at Jacksonville • Assistant Principal – Palmer Catholic Academy • Supervisor/Therapist – Children's Services – St. Johns County Health and Human Services • Project Manager, TANF (Temporary Assistant for Needy Families) – Archways Behavioral Healthcare • Academic Counselor – Center for Talented Youth Program – John Hopkins University	myIMPACT Evaluation Has been i position for one evalua cycle (2018 cycle)
Dr. Douglas Brauer[70]	Dean, Engineering Technology & Industry[71]	• Ph.D., Education & Human Resource Studies, Colorado State University • M.S., Industrial Engineering – University of Illinois • B.S., Industrial Technology – Illinois State University	• VP, Economic Development & Innovative Workforce Solutions – Richland Community College • Dean, Workforce Development & Community Services – Moraine Valley Community College • Global Manager, Manufacturing Operations &	myIMPACT Evaluation Has been i position for one evalua cycle (2018 cycle)

			• Engineering – Andrew Corporation • Senior Manager, Manufacturing Operations Planning – Life Fitness Company • Director, International Technology Transfer, Network Systems Division – Panduit Corporation • Director, Corporate Engineering Development – Panduit Corporation	
Dr. Mary Ebener[73]	Dean of Nursing [74]	• Ph.D., Nursing – University of Florida • M.S., Nursing – Andrews University • B.S.N. – Illinois Wesleyan University	• Faculty, Accelerated Bachelor of Science in Nursing – East Coast Polytechnic Institute University • Associate Dean of Nursing – Florida State College at Jacksonville • Campus College Chair/Faculty – College of Nursing, University of Phoenix • Nurse Educator – Community Hospice of Northeast Florida	myIMPAC Evaluation Has been i position fo one evalua cycle (2018 cycle)
Mr. Tom Messner [76]	Executive Dean, Library Services [77]	• MLIS – University of Oklahoma • B.S., Business Administration	• Director, Library Services – Barry University • Library Director – Northeastern State University • Interim Executive Director of Libraries – Northeastern State University • Head of Access Services Assistant/Senior Assistant Librarian – University of Tulsa	Evaluation myIMPAC Evaluation
Dr. Sondra Evans[80]	Dean, Arts & Sciences (Natural Sciences)[54]	• D.P.M., Podiatric Medicine – Temple University College of Podiatric Medicine • B.S., Biology – Clark Atlanta University • Professional Educator Certificate, Biology – Florida International University	• Dean, Mathematics and Natural Sciences – Florida State College at Jacksonville • Associate Dean, Mathematics and Natural Sciences – Florida State College at Jacksonville	Evaluation myIMPAC Evaluation

			• Professor, Biological Sciences – Florida State College at Jacksonville	
Dr. Jeffrey Hess[83]	Dean, Arts & Sciences (Communication) [54]	• Ed.D. – University of North Florida • M.A., Speech Communication – Eastern Illinois University • B.A., Theatre Arts – Eastern Illinois University • A.A., Liberal Arts – Rock Valley College	• Associate Dean, Career Education – Florida State College at Jacksonville • Instructional Officer, Liberal Arts – Florida State College at Jacksonville • Director, Pre-Collegiate Instructional Programs – Florida State College at Jacksonville • Professor, Speech Communication – Florida State College at Jacksonville	Evaluation myIMPACT Evaluation
Dr. Eddy Stringer[86]	Dean, Arts & Sciences (Mathematics) [54]	• Ph.D., Mathematics – Florida State University • M.A.T., Mathematics – University of Florida • B.A., Mathematics – Albany State University	• Department Chair, Mathematics (Interim) – Florida State College at Jacksonville • Associate Dean, Mathematics – Tallahassee Community College • Science, Technology, Engineering, Mathematics (STEM) Center Director – Tallahassee Community College • Faculty, Mathematics – Florida State College at Jacksonville	myIMPACT Evaluation Has been i position fo one evalua cycle (201 cycle)
Ms. Talani Torres[88]	Dean, Arts & Sciences (Humanities) (Interim)[54]	• M.F.A., Dance/Choreography – University of North Carolina – Greensboro • B.A., Psychology – Florida International University • A.A. – Miami Dade Community College	• Director, Dance – Florida State College at Jacksonville • Professor – Florida State College at Jacksonville • Instructor, Dance – Meredith College	myIMPACT Evaluation Has been i position fo one evalua cycle (201 cycle)
Mr. Billy Thomas[90]	Dean, Arts & Sciences (Social & Behavioral Science) (Interim)[54]	• M.A., Christian Education – Southern Baptist Theological Seminary • Educational Psychology Counseling Certification, Counselor – University of	• Department Chair, School of Arts and Sciences, Social and Behavioral Sciences – Florida State College at Jacksonville	myIMPACT Evaluation Has been i position fo one evalua

| | | | North Florida
• B.A., Religion – Stetson University
• A.A., General Studies – Florida Junior College | • Academic Success Coach, Counselor Coordinator – Florida State College at Jacksonville
• Director, Library and Learning Services – Florida State College at Jacksonville
• Learning Center Manager, Library and Learning Services – Florida State College at Jacksonville
• Director, Adult Degree Program – Jacksonville University
• Director, Faculty and Curriculum, Adult Degree Program – Jacksonville University | cycle (201⁸ cycle) |

Table 5.4-3: Roster of Administrative Staff - VP Student Services Office (as of July 2019)

NAME	TITLE	ACADEMIC CREDENTIALS & OTHER QUALIFICATIONS	EXPERIENCE	EVALUATION
Dr. Erin Richman [92]	AVP, Student Success[93]	• Ph.D., Psychology – University of Georgia • M.S., Psychology – University of Georgia • B.A., Psychology – University of Central Florida	• Director, Academic Partnerships and Initiatives, Student Affairs Division – University of Georgia • Executive Director Institutional Innovation/ Presidential Fellow – Florida State College at Jacksonville • Acting Executive Director, FSCJ Foundation – Florida State College at Jacksonville • Professor, Psychology – Florida State College at Jacksonville	Evaluation[94] myIMPACT Evaluation[95]
Ms. Pamela Walker[96]	AVP, Student Support[97]	• M.B.A., Management – American Intercontinental University • B.B.A., Organizational	• Dean of Student Success - Florida State College at Jacksonville • Campus Enrollment Leader, Florida State College at Jacksonville • Enrollment Services Coordinator, Florida State College at Jacksonville	myIMPACT Evaluation[98] Has been in position for only one evaluation cycle (2018-19 cycle)

NAME	TITLE	ACADEMIC CREDENTIALS & OTHER QUALIFICATIONS	EXPERIENCE	EVALUATION
			Management – Edward Waters College	
Ms. Jacquelyn Thompson [99]	AVP, Enrollment Management [100]	• M.Ed. – University of Florida • B.S. – University of Florida	• Learning & Development Manager - Luminar Technologies • Director, Enrollment Services - Valencia College • Director, Student Services - Seminole State College • Manager, eStudent Services - Seminole State College	myIMPACT Evaluation[101] Has been in position for only one evaluation cycle (2018-19 cycle)
Ms. Jacqueline Schmidt [102]	Registrar & Director Student Records [103]	• M.B.A. – Lewis University • B.A., Mathematics – Lewis University	• Registrar – Lewis University • Assistant/Associate Registrar – Lewis University	myIMPACT Evaluation[104] Has been in position for only one evaluation cycle (2018-19 cycle)

Table 5.4-4: Roster of Administrative Staff – VP Institutional Effectiveness & Advancement Office (as of Ju 2019)

NAME	TITLE	ACADEMIC CREDENTIALS & OTHER QUALIFICATIONS	EXPERIENCE	EVALUATIO
Dr. Jerrett Dumouchel [105]	AVP, Institutional Effectiveness [106]	• Ed.D., Educational Leadership – University of North Florida • M.A., Pure Mathematics – Western Michigan University • B.S., Mathematics – Illinois State	• Interim AVP, Institutional Effectiveness – Florida State College at Jacksonville • Dean, Mathematics (Collegewide) – Florida State College at Jacksonville • Dean, Arts and Sciences, South Campus – Florida State College at Jacksonville • Professor, Mathematics –	Evaluation [107] myIMPACT Evaluation [108]

		University • A.S. – Heartland Community College	Florida State College at Jacksonville	
Dr. Deborah Fontaine [109]	AVP, Strategic Priorities[110]	• Ph.D., Curriculum and Instruction – University of Florida • M.A., English –University of South Carolina • B.A., English – Presbyterian College • A.A., St. Johns Community College	• Director, Outcomes Assessment and Strategic Planning – Florida State College at Jacksonville • Presidential Fellow - Florida State College at Jacksonville • Professor, Communications, North Campus – Florida State College at Jacksonville • Co-Chair - FSCJ's Quality Enhancement Development Team	*Dr. Fontaine has not completed an evaluation cycle
Mr. Cleve Warren [111]	Executive Director, FSCJ Foundation[112]	• Executive M.B.A. –Jacksonville University • B.S., Banking & Finance – University of North Florida	• Interim VP, Finance and Administrative Services - Florida State College at Jacksonville • President & CEO - Essential Capital Finance • Chief Operating Officer and Majority Partner-The Players Group International, GP/CapTrust Financial Advisors • Senior VP - Community First Bank • Chief, Economic Development - City of Jacksonville • Executive Director, Florida Black Business Investment Board • VP and Senior Lending Officer - Barnett Bank	Evaluation [113] myIMPACT Evaluation [114]
Ms. Jennifer Peterson [115]	Director, Resource Development [116]	• M.Ed., College Student Affairs Administration – University of Georgia • B.A., History – Florida State University	• Certified Grant Professional • Resource Development Officer – Florida State College at Jacksonville • Educational Program Specialist – University of Georgia • Admissions Counselor, Undergraduate Admissions – University of Georgia	Evaluation [117] myIMPACT Evaluation [118]
Ms. Jill Johnson	Chief Communications	• B.A, Communications	• Director, Human Resource Services –	Evaluation [121]

| [119] | Officer[120] | – University of North Florida | Duval County Public Schools
• Director, Communications – Duval County Public Schools
• Supervisor, External Communications and Media Relations – Duval County Public Schools
• Public Relations Manager – Florida Department of Environmental Protection, Northeast District
• Public Relations Specialist – City of Jacksonville
• Public Relations/Advertising Coordinator – WJCT Public Broadcasting | myIMPACT Evaluation [122] |

Table 5.4-5: Roster of Administrative Staff – VP Online & Workforce Education Office (as of July 2019)

NAME	TITLE	ACADEMIC CREDENTIALS & OTHER QUALIFICATIONS	EXPERIENCE	EVALUATION
Dr. Cedrick Gibson[123]	AVP, Workforce Development & Entrepreneurship [124]	• Ph.D., Business Administration – Northcentral University • M.Ed., Educational Leadership and Administration – Jones International University • M.S., Aeronautical Science, Management and Safety Systems – Embry Riddle Aeronautical University	• Campus President, Kent Campus and Executive Chair, School of Business, Professional Studies and Public Safety – Florida State College at Jacksonville • Regional Director, Small	Evaluation [125] myIMPACT Evaluation [126]

		• M.B.A., Aviation – Embry Riddle Aeronautical University • B.B.A. – University of Florida	Business Development Center – Indian River State College • Dean, Business Technology – Indian River State College • Assistant Professor, School of Business – Indian River State College	
Mr. James Stevenson [127]	Executive Director, Economic Development & Public Safety Programs [128]	• M.S., Information Systems – Naval Post Graduate School, Monterey, CA • B.A., Political Science – Tulane University	• VP, Military, Public Safety & Security Division - Florida State College at Jacksonville • Executive Director, Military Education, Florida State College at Jacksonville • U.S. Navy Rear Admiral (Ret)	Evaluation [129] myIMPACT Evaluation [130]
Dr. Ujjwal Chakraborty [131]	Dean of Arts & Sciences[54]	• Ph.D., Chemistry – University of Kentucky, Lexington • M.S., Chemistry –Indian Institute of Technology • B.S., Chemistry – University of Calcutta	• Interim Department Chair, Physical Sciences – Florida State College at Jacksonville • Professor, Chemistry – Florida State College at Jacksonville • Lab Coordinator, Department of Chemistry – University of North Florida	myIMPACT Evaluation [132] Has been in position for only one evaluation cycle (2018-19 cycle)
Ms. Sabrina Mixson[133]	Executive Director, Compliance & Operations,	• Ed.S., Educational Leadership – Nova Southeastern University	• Director, Program Development (TRIO) –	Evaluation [135] myIMPACT

	Workforce Education[134]	• M.A., Organizational Management – University of Phoenix • B.A., Sociology/Social Work – Bethune Cookman College	Florida State College at Jacksonville • Coordinator, GEAR UP Program – Florida State College at Jacksonville • Program Director, Out Of School Suspension Program – St. Paul Community Empowerment Center	Evaluation [136]
Ms. Karen Arlington [137]	Director, Online & Workforce Operations[138]	• M.Ed., Instructional Leadership and Organizational Development – Jacksonville University • B.A. – Duke University	• Program Manager, FSCJ Online & Workforce Operations – Florida State College at Jacksonville • Program Manager, Instruction, FSCJ Online – Florida State College at Jacksonville • Program Manager, Florida Regional Consortium for Technology Enabled Learning Solutions – Florida State College at Jacksonville • Center Manager, Assessment and Certification, South Campus –	Evaluation [139] myIMPACT Evaluation [140]

| | | | | Florida State College at Jacksonville
• Project Coordinator, Open Campus President's Office – Florida State College at Jacksonville
• Marketing Manager – EG Controls
• VP, Operations – William H. Coleman, Inc. | |

Table 5.4-6: Roster of Administrative Staff – VP Business Services Office (as of July 2019)

NAME	TITLE	ACADEMIC CREDENTIALS & OTHER QUALIFICATIONS	EXPERIENCE	EVALUATION
Mr. Jamey Huser[141]	AVP, Facilities [142]	• M.B.A. – University of North Florida • B.S., Civil Engineering – Georgia Institute of Technology • Registered Professional Engineer • Project Manager Professional • LEED Accredited Professional • LEED AP Building Design and Construction • LEED AP Operations and Maintenance • OSHA Authorized Trainer	• VP, Global Real Estate - JP Morgan Chase • Sr. Program Manager/Company Safety Officer - RS&H Inc.	Evaluation [143] myIMPACT Evaluation [144]
Ms. Anita Kovacs	AVP, Finance[146]	• M.B.A. – University of	• Controller – Southern Florida	Evaluation [147]

[145]		Phoenix • B.S., Accounting – Florida Southern College • B.S., Finance – Florida Southern College	State College • Senior Public Accounts Auditor II – Auditor General, State of Florida • Senior Public Accounts Auditor I – Auditor General, State of Florida • Public Accounts Auditor III – Auditor General, State of Florida • Public Accounts Auditor II – Auditor General, State of Florida	myIMPACT Evaluation [148]
Mr. Mark Lacey[149]	Chief Human Resource Officer[150]	• M.B.A., Spring Hill College • B.S., Human Resource Management – University of South Alabama	• Associate Director, Human Resource Services – University of Florida • Manager - Federal Employee Benefits Group, Inc. • Assistant Director, Human Resource – Florida State University • Training Supervisor - World Omni Financial Corp/Southeast Toyota Finance	Evaluation [151] myIMPACT Evaluation [152]
Mr. Ronald Smith[153]	Chief Information Technology Officer[154]	• B.S. - Southern Illinois University • ITIL Certified • SourceFire Certified Professional • Cisco Certified Network Professional • Cisco Certified Design Professional • Microsoft Certified Systems Engineer • Linux Certified • A Certified Service Technician	• Executive Director, Information Technology – Florida State College at Jacksonville • Director, Information Technology – Florida State College at Jacksonville • Network Design and Support Manager – Florida State College at Jacksonville • Network Systems Specialist – Florida State College at Jacksonville • Network	Evaluation [155] myIMPACT Evaluation [156]

			Application Specialist – Florida State College at Jacksonville	
Mr. Stephen Stanford [157]	Executive Director, Budget, Financial Planning & Auxiliary Services [158]	• M.B.A., Finance – University of North Florida • B.S.S.E. –University of North Florida • B.A. – University of Mississippi • Certified Managerial Accountant	• Director of Integrated Systems Division - W.W. Gay Fire & Integrated Systems • Office Manager - Anne Stanford State Farm Insurance Agency	Evaluation [159] myIMPACT Evaluation [160]
Ms. Debbie Monnseratt [161]	Executive Director, Risk Management [162]	• M.S., Justice – University of North Florida • B.A., Criminal Justice – University of Alaska Anchorage • Health Care Risk Management Certificate, University of Florida	• Insurance and Risk Coordinator - UF Health Insurance Program • Property and Casualty Risk Manager - UF Health Jacksonville	Evaluation [163] myIMPACT Evaluation [164]
Ms. Kristine Hibbard [165]	Director, Financial Aid [166]	• M.B.A. – Everest University • B.B.A. – University of North Florida	• Director, Student Success – Altierus Career College • Director, Finance – Alterius Career College • Student Finance Representative – Alterius Career College	myIMPACT Evaluation [167] Has been in position for only one evaluation cycle (2018-19 cycle)
Mr. Romualdo Marquinez [168]	Assistant General Counsel[169]	• J.D. – Saint Louis University School of Law • M.Acc., Accounting – University of North Florida • B.S., Accounting, University of Florida	• Claims Counsel/Assistant Vice President – Fidelity National Financial, Inc. • Partner – Huseman & Marquinez, P.A.	Evaluation [170] myIMPACT Evaluation [171]
Mr. Gordon	Director, Security[173]	• M.A., Human Resourse	• Director, Public Safety –	Evaluation [174]

Bass[172]		Development – Webster University • M.A., Security Management – Webster University • B.S., Interdisciplinary Studies/Criminal Justice - Liberty University • A.A., Criminal Justice – Florida Junior College	Jacksonville University • Undersheriff – Nassau County Sherriff's Office • Director, Department of Corrections • Chief, Detective Division – Jacksonville Sheriff's Office • Chief, Community Affairs Division – Jacksonville Sheriff's Office • Assistant Chief, Patrol – Jacksonville Sheriff's Office • Lieutenant, Patrol Division – Jacksonville Sheriff's Office	myIMPACT Evaluation [175]

Summary

The credentials, competence, and experience of administrators who are employed to provide administrativ academic leadership and supervision demonstrate that the College has qualified administrative and acade leaders who provide oversight and lead the institution. Each individual who holds such a position has been selected and appointed according to Board Rules and Administrative Procedures and has received approv from the District Board of Trustees. They are evaluated annually per College policy.

Evidence

[1] Board Rule 3.1 Authority to Hire

[2] Board Rule 3.23 Job Classification Descriptions

[3] APM 03-0304 Selection of Full-Time Admin & Professionals

[4] APM 03-1201 Performance Evaluation

[5] Performance Impact (Blank)

[6] Performance Improvement Plan

[7] FSCJ Employee Training Demo_2019-08-05

[8] Org Chart - FSCJ

[9] Org Chart - Student Services

[10] Org Chart - Institutional Effectiveness & Advancement

[11] Org Chart - Online & Workforce Education

[12] Org Chart - Business Services

[13] Org Chart - Academic Affairs

[14] John Wall Resume

[15] Provost and Vice President for Academic Affairs

[16] John Wall Evaluation

[173] Director of Security

[174] Gordon Bass Evaluation

[175] Gordon Bass myIMPACT Evaluation

Section 6 Faculty

6.1 **The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.** *(Full-time faculty)* **[CR]**

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) employs an adequate number of full-time faculty members to support the mission and goals of the institution.

The following narrative demonstrates this adequacy as evidenced by the following factors: faculty job descriptions and a Collective Bargaining Agreement (CBA)[1] that emphasizes teaching and professional academic responsibilities; processes to assess faculty sufficiency; a budget process that focuses on instruction and supports teaching and learning goals; and a full-time faculty performance evaluation system that addresses teaching, professional development, and College engagement.

College Mission and Goals

During the 2018-19 academic year, the College employed 376 full-time faculty members to support the institution's mission[2], which reads, "Florida State College at Jacksonville provides high value, relevant life-long education that enhances the intellectual, social, cultural and economic development of our diverse community."

Additionally, the College has a robust strategic planning process that, most recently, culminated in the FSCJ Strategic Plan 2017-20[3], in which three major Strategic Priorities (goals) are delineated. The faculty support those goals in the following ways:
1. Provide a Student-Centered Education - The College's full-time faculty address the teaching, learning, and curricular needs of its students as detailed in the Full-Time Professor Job Description[4]. The faculty are the essential mechanism for providing a student-centered education and enhancing the intellectual development of our community by delivering content through daily interactions with students.
2. Impact Community - Faculty work alongside community and business partners to develop and nurture relationships to create learning experiences that meet and anticipate the workforce needs of local employers. Program offerings are often evaluated to reflect the area's labor market data.
3. Increase Institutional Capacity - Faculty primarily teach and hold office hours, but they also engage in a number of other professional activities such as reviewing curriculum and programs to improve effectiveness and impact on student success, mentoring new full-time and adjunct faculty members, serving on campus and Collegewide committees and councils, supporting the development of learning outcomes and assessment measures, and participating in various professional development activities that contribute to both the mission and the strategic priorities. Faculty may also serve as subject matter experts for the development and revision of courses and instructional materials in traditional, hybrid, and online modalities.

Specific Responsibilities of Full-Time Faculty

The responsibilities for full-time faculty are designed to advance the mission and goals of the College, and are described in the College's CBA with United Faculty of Florida-Florida State College at Jacksonville. As an open access institution that is focused primarily on teaching and learning, research and publishing are not among the expectations for faculty.

Specific expectations for full-time faculty are described in Article 26[5], *Workload,* within the CBA. Specified requirements include:
- Full-time faculty work a 180-day contract in which they must spend 40 hours per week on College activities.
- Of the 40-hour week, 30 must be scheduled with teaching and office hour responsibilities.

- Full-time faculty must teach at least 30 workload units across two academic terms. A workload unit is roughly equivalent to a credit hour, with the caveat that courses with lab components operate on "partial points" in which assigned workload units for a course fall below the course's contact hours per week, but are greater than or equal to credit hours awarded for the course. As a practical matter, the majority of faculty teach at least 10 courses over two terms to make their load requirements, although some teach fewer.
- The remaining 10 scheduled hours are to be used for College-related professional activities that are identified collaboratively with the faculty member's supervising administrator. This time typically includes opportunities and assignments for work on committees and other initiatives including program review, outcomes assessment, curriculum and course development, and work with advisory boards, as appropriate.
- During contract days when a teaching faculty member has no scheduled classes as part of their base load, the following activities may be scheduled: program development, course development, committee and task force service, student advising and recruiting, participation in College-sponsored professional development, approved internships and professional residencies, certification training, professional meetings, tutoring, working in the learning lab, development of work-based learning agreements, in field research, and approved special projects.

Faculty Sufficiency Evaluation

An examination of budget expenditures as shown in Table 6.1-1 below reveals that the category of instruction is, appropriately, the highest institutional expenditure at the College. This provides further evidence that the College maintains a strong commitment to providing an adequate number of full-time faculty despite recent enrollment declines and concomitant budget reductions.

Table 6.1-1: Summary of Current Unrestricted Fund Expenditures, Fiscal Year 2017-18

Function	Cost in Dollars	Percentage of Total Cost
Instruction	56,415,747	41
Academic Support	23,021,537	17
Student Services	16,090,471	12
Institutional Support	24,402,537	18
Physical Plant Operations	18,286,682	13
Total	138,216,974	100

The number of full-time faculty at the College fluctuates slightly from year-to-year based on student enrollment trends and budgetary considerations. Faculty employment decisions occur each spring and are linked to the College's annual budget cycle[6], which begins with planning in February and culminates with the District Board of Trustees adopting a budget in May or June for the subsequent fiscal year that begins on July 1.

Changes to the number of faculty associated with any program generally occur through one of three processes.
1. Faculty retirements result in an evaluation of the vacated position to determine if it should be re-staffed in support of the same program, or reallocated to increase the number of faculty in a different program.
2. The question of ongoing need for a position versus the need to reallocate the position to a different program is one of the core criteria in determining whether to offer eligible faculty a continuing contract following five years of satisfactory service. The continuing contract process is described within the CBA, Article 13[7], *Continuing Contracts*.
3. The annual budget process provides a mechanism for creating supporting initiatives that request new money to meet College needs. Funding for faculty lines can be requested through this process, as needed.

Full-Time Faculty and FTE Enrollment

The Full-Time Faculty and Enrollment[8] chart illustrates the trend for full-time faculty positions at the College over the prior 10 years. While Full-Time Equivalency (FTE) enrollments have decreased in accordance with national trends for open access institutions, the ratio of full-time faculty to full-time equivalent enrollments has improved significantly at the College from a high of one full-time faculty member for every 59 FTEs in 2010-11, to one full-time faculty member for every 43 FTEs in 2017-18. As a matter of practice, the College strives to achieve an overall ratio of full-time faculty to FTE enrollment that is below 1 to 50. The institution greatly values the mission-critical role of full-time faculty, and strives to maintain its investment in these positions to ensure that the teaching and learning goals of the College are fully supported.

Full-Time and Part-Time Faculty Utilization

The College's academic administrators annually review the utilization of full-time and part-time (adjunct) faculty. As shown in Figure 14 from the FSCJ Fact Book 2016-17[9], the percentage of full-time faculty employed at the College has been above 33% of instructional staff since 2014-15 and, for the most recent year reported, the percentage of full-time faculty is almost 35%.

As a benchmark for comparison, the aggregate percentage of full-time faculty reported by the 28 institutions within the Florida College System 2016 Fact Book[10] is 27% of all instructional employees. In terms of employing an adequate number of full-time faculty to support the educational mission of the institution, the College is surpassing the system average of its sister institutions in the state of Florida.

Perhaps more importantly, reflecting its mission of teaching and learning, the College's intent is also to have at least 50% of college credit sections taught by full-time faculty during the fall and spring terms. For fall 2017, of the 3,176 sections offered, 1,843 sections were taught by full-time faculty (58%). For spring 2018, of the 3,481 sections offered, 1,840 sections were taught by full-time faculty (53%) according to an internal analysis entitled Updated Plan Courses Taught by Full-Time Instructors[11].

Faculty Performance Evaluation

The College has policies and procedures to ensure that faculty are evaluated against standards designed to focus effort and attention on carrying out the College's core mission. The requirements for evaluating full-time faculty are specified in the CBA, specifically Article 11[12], *Faculty Evaluation,* which states that the goal of the evaluation process is, "to encourage and recognize excellence in faculty performance and to provide the opportunity for faculty members and their supervisors to discuss performance regularly and in a consistent manner throughout the College."

Faculty on annual contract are evaluated every year and faculty on continuing contract are evaluated once every three years, although supervising administrators may evaluate the continuing contract faculty member more frequently if concerns arise about quality of instruction or methodology. Evaluations are constructed from multiple sources of data, including the findings of in-class observations, the results of the evaluation of instruction by student survey of course sections taught by the faculty member, student results, and pertinent anecdotal information relevant to the faculty member's overall performance. The supervising administrator meets at least twice with the faculty member during the evaluation process - once for a conference to discuss findings of an in-class observation and once to discuss the final evaluation, which is generated using a template that can be found in the CBA's Appendix B[13], *Evaluation of Faculty (Forms)*. The evaluation template requires the supervisor to rate the faculty member's performance on 35 specific items across five dimensions, as described in Table 6.1-2 below.

Table 6.1-2: Faculty Evaluation Dimensions

Evaluation Dimension	Sample Item for Dimension
Basic Responsibilities	Participates in College planning and evaluation activities

Service and Professionalism	Serves the College by providing expertise to College committees and task forces
Professional Development	Stays current in reference to teaching methodology and any specific licensing or certification requirements
Specific Responsibilities for Teaching Faculty	Engages in ongoing curriculum development in specific courses and programs

Summary

The College employs an adequate number of full-time faculty members to support the mission and goals of the institution.

Evidence

[1] CBA 8.2016 - 8.2019

[2] FSCJ Mission Vision Values

[3] Strategic Plan 2017-20

[4] Professor

[5] CBA 8.2016 - 8.2019 - Article 26, Workload

[6] Budget Development Process and Timeline

[7] CBA 8.2016 - 8.2019 - Article 13, Continuing Contracts

[8] FT Faculty - FTE 2009-19

[9] Fact Book 2016-17

[10] FCS Fact Book 2016

[11] Updated Plan Courses Taught By FT Instructors

[12] CBA 8.2016 - 8.2019 - Article 11, Faculty Evaluation

[13] CBA 8.2016 - 8.2019 - Appendix B

6.2.b For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. *(Program faculty)*

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

For each of its educational programs, Florida State College at Jacksonville (hereafter referred to as the College) employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

The Role of Faculty

Faculty at FSCJ are appointed by the District Board of Trustees, pursuant to the College President's recommendation, to fill an approved, budgeted position. Faculty primarily teach and hold office hours but, they also engage in a number of other professional activities such as curriculum and program development and review, the development of learning outcomes and assessment measures, and professional development. Faculty may also serve as subject matter experts for the development and revision of courses and instructional materials in traditional, hybrid, and online modalities.

Full-time faculty are collectively organized and represented by the United Faculty of Florida—Florida State College at Jacksonville (the Faculty Union). The terms and conditions of employment are negotiated periodically with representatives of the College's administration and documented in the Collective Bargaining Agreement (CBA). The CBA defines the expectations of full-time faculty members in Article 26 on Workload[1].

The load calculations and instructional expectations may vary depending on whether the full-time faculty is teaching credit or clock hour courses. For full-time faculty teaching credit courses, Article 26 states that full-time faculty will have a contract length of 180 days and work 40 hours per week on College activities. Thirty hours will be scheduled (including 10 office hours) and the remaining hours are to be used for College-related professional activities as previously noted.

For full-time faculty teaching clock hour courses, the expectations and guidelines are further established in CBA Appendix E on Workload Calculation[2]. The expectations and guidelines are the same for these faculty except that the faculty teaching load is 25 hours in the classroom, with the remaining hours to be used for College-related professional activities.

Overload assignments, also outlined in Article 26 of the CBA, are made to meet student and instructional needs by mutual agreement between the appropriate academic administrators and faculty members. Full-time faculty members teaching credit courses may not exceed 24 workload units in any given term without special permission. Article 26 references a workload unit as a unit associated with each course in the College's curriculum inventory and non-teaching work hours assigned per week. The workload unit value for each course assignment shall be as referenced in the master course outline developed through the College's Curriculum Committee process. Full-time faculty members teaching clock hour courses have overload calculations based on 30 hours per workload unit. A full-time faculty job description[3] is included in the sample documentation for this section. The College does not utilize graduate assistants to teach any courses.

Academic administrators who meet SACSCOC credentialing requirements, such as department chairs and instructional program managers, may teach as adjunct faculty members, or as part of their administrative assignments depending on the needs of the institution as noted in the Department Chair Job Description[4] and the Instructional Program Manager Job Description[5]. Adjunct faculty primarily teach and hold office hours but, they may also be engaged to develop curriculum, course materials, and courseware depending on their individual levels of expertise as noted in the Adjunct Instructor Job Description[6].

Opportunities to Evaluate Faculty Sufficiency

The number of full-time faculty at the College fluctuates slightly from year-to-year based on student enrollment trends and budgetary considerations. Faculty employment decisions occur each spring and are linked to the College's annual budget cycle[7], which begins with planning in February and culminates with the District Board of Trustees adopting a budget in May for the subsequent fiscal year, beginning on July 1.

Changes to the number of faculty associated with any program generally occur through one of three processes.

1. Faculty retirements result in an evaluation of the vacated position to determine if it should be re-staffed in support of the same program or reallocated to increase the number of faculty in a different program.
2. The question of ongoing need for a position versus the need to reallocate the position to a different program is one of the core criteria in determining whether to offer eligible faculty a continuing contract following five years of satisfactory service.
3. The annual budget process provides a mechanism for creating supporting initiatives to meet College needs that require new money. Funding for faculty lines can be requested through this process, as needed.

Analysis of Full-Time Faculty by Program

Academic administrators annually review the percentage of course sections taught by full-time and part-time faculty for each of its academic programs to ensure the integrity and quality of these programs and curricula. For this analysis, an academic program is defined as a planned program of study that leads to an associate degree (Associate in Science (A.S.), Associate in Applied Science (A.A.S.), or Associate in Arts (A.A.)), baccalaureate degree (Bachelor of Science (B.S.), Bachelor of Applied Science (B.A.S.), or Bachelor of Science in Nursing (B.S.N.)), or Workforce Certificate (W.C.). The general practice at the College is to have no fewer than 25% of all College credit sections taught by full-time faculty for each of its academic programs.

The analysis of full-time faculty by credit program for the fall 2017 and spring 2018 terms[8] shows that three of the College's 56 credit programs were below the threshold of having 25% of sections taught by full-time faculty in both terms. The Human Services B.S. was below the target in both the fall 2017 and spring 2018 terms. However, the program is a relatively new degree offering at College and enrollment has grown rapidly. The need for additional full-time human services faculty has been identified through program review and additional faculty will be hired in the 2019-20 academic year.

Scheduling anomalies account for the other two instances of being below the 25% threshold in the fall of 2017. Both Biomedical Engineering Technology A.S. and Environmental Science Technology A.S. are small programs in which one additional section taught by full-time faculty would have resulted in exceeding the 25% criterion. Faculty who teach in these programs also teach in other related programs and disciplines at the College. Close monitoring of faculty assignments during schedule construction and the add/drop period, in particular, will help to keep the College above the 25% threshold for each term going forward.

A separate analysis of clock hour Workforce Certificate (W.C.) programs[9] reveals that 10 of 36 certificate programs fell below the threshold of having 25% of sections taught by full-time faculty in the fall 2017 and spring 2018 terms. These programs fall into two categories: 1) Public Safety programs are traditionally, and most effectively, taught by active-duty law enforcement officers and firefighters, and 2) Programs experiencing low enrollments. Due to low student enrollments, qualified part-time faculty have been identified to carry out the teaching functions of the program. Qualified support staff, including instructional program managers, assist faculty in carrying out administrative functions of program operations. Rationale for each program below the 25% threshold is provided within the analysis[9].

Program Integrity – Administrative Oversight of Faculty and Academic Programs

All credit degree programs at the College are organized under the Provost/Vice President for Academic Affairs who is the Chief Academic Officer. These degree programs are grouped under two associate provosts according to degree type. The A.A. is administered by the Associate Provost for Liberal Arts and Sciences. The Associate Provost for Baccalaureate, Career, and Technical Education (BCTE) is responsible for the following degree types: A.S., A.A.S., B.S., B.A.S., and B.S.N. Academic deans serve as administrators of these programs. These academic administrators supervise program leads who assist in the supervision of faculty and staff, facilitation of initiatives and curriculum, and provide instruction in a specific subject or discipline as needed. This organizational structure facilitates the work of the faculty, and ensures that the College employs a sufficient number of full-time faculty members to ensure curricular and program quality, integrity, and review for each of its academic programs.

The BCTE organizational chart[10] provides an example of this structure. The full list of Academic Affairs administrators and program leads[11] is also included in the sample documentation for this section. Likewise, the full organizational chart for Academic Affairs[12] provides additional detail about the structure of the division, including the other members of the Provost's senior academic leadership team.

All W.C. clock hour programs at the College are organized under the Vice President for Online and Workforce Education. Most of these certificate programs receive oversight from the Executive Director, Career and Technical Programs (formerly known as the Executive Director of Economic Development and Public Safety programs) in the Workforce Education Division. Some W.C. programs are managed by associated academic departments to promote alignment with program facilities and career pathways. Each certificate clock hour program is managed by either a director or a program manager who is responsible for at least one program and possibly up to three depending on total enrollment. These academic managers supervise faculty and staff, coordinate initiatives and curriculum, and provide instruction in a specific subject or discipline as needed. This organizational structure facilitates the work of the faculty, and ensures that the College employs a sufficient number of full-time faculty members to ensure curricular and program quality, integrity, and review for each of its academic programs.

The organizational chart for the Executive Director of Career and Technical programs[13] provides an example of this structure. A list of programs with their leadership is included in the sample documentation for this section. Likewise, the full organizational chart for the Online and Workforce Education division[14] provides additional detail about the structure, including the other members of the Vice President's leadership team.

Program Review

When it comes to program review, the College has a process in place to examine critical information about the need, delivery, quality, and operation of each of its academic programs. Most W.C., A.S., B.S., and B.A.S. degree programs have advisory committees consisting of industry partners, community stakeholders, faculty, and administrators. These advisory committees, as shown in the list of 2018-19 BCTE Advisory Committees[15], meet periodically throughout the year to review program performance data, and to ensure that any changes to the academic programs or curricula are meeting student, industry, and community needs. Moreover, the College maintains consistent processes and expectations for advisory committees[16]. In some cases, programs may have individual Program Advisory Committees or related programs may share or have joint committee meetings, as appropriate. Program Advisory Committee information is shared among programs and as needed to meet curriculum and grant requirements.

Program performance data and data on current and future workforce need is also examined through program review by faculty and administrators in the BCTE Division, as well as Workforce Education, as part of an internal program review process that helps to identify needs such as academic equipment, materials and supplies, internship or clinical opportunities, new faculty, or additional support staff. The need for new academic programs, or the need to discontinue academic programs, may also be revealed through the program review process. The program review schedule is provided in the BCTE

Program Review Presentations[17]. In addition, a sample program review document prepared for the Pharmacy Technician W.C.[18] provides more detail.

Additionally, many programs such as those related to nursing, dental, and business, also have program-specific accreditation standards and site visits that help to ensure programmatic quality and operation. Deans, instructional program managers and faculty members often lead or participate in the preparation for these site visits, including the preparation of written reports and supporting documentation. A complete list of program-specific accreditations is documented in the BCTE Accreditation Agency List[19]. In some cases, outside agencies, such as the Florida Department of Law Enforcement, must certify training programs and centers in order for the College to grant credentials.

The basic structure of the A.A. degree is established by the Florida Legislature in the Florida Statute 1007.25[20], *General education courses; common prerequisites; other degree requirements*. This statute defines the A.A. degree as consisting of no more than 60 credits, of which 36 credits are general education courses, and 24 credits are elective courses that prepare students for transfer into specific, upper-division majors within the State University System, the Florida College System, or other public and private baccalaureate degree-granting institutions. Within this broad structure, institutions have considerable freedom to determine how many credits reside within each general education discipline, and to determine which courses may count as electives within the A.A. degree. At the College, a General Education Review Committee meets at a minimum of once every three years to review and, if necessary, revise all of the course outlines within each of the general education categories, and to make recommendations about related aspects of the A.A. degree program that appear in the College Catalog. A faculty member chairs this committee which consists primarily of discipline council chairs who represent faculty teaching A.A. general education courses in the various disciplines within the School of Liberal Arts and Sciences.

Some of the key deliverables for the faculty chair of this committee (who receives reassigned time for this project) are shown below. The deliverables for the General Education Review Project[21] show the full set of expectations for this role, including:
- Review and, if necessary, recommend revisions to the College Catalog with regard to the A.A. Mission and Purpose, the General Education Paradigm/Philosophy, the General Education Knowledge Bases and Intellectual Competencies, and Values associated with General Education.
- Review and, if necessary, recommend revisions to the General Education curriculum with specific attention to the credit hour distribution among General Education discipline categories, specific courses included with each of the categories, and the learning outcomes associated with courses, General Education, and the A.A. degree as a program of study.

Curricular Quality and Integrity – The Role of the Curriculum Committee and Faculty Senate

When program review, general education review, advisory committee action, or changes mandated by the Florida Legislature/Florida Department of Education necessitate an adjustment to an academic program or its curriculum, recommendations for change are submitted to the College's Curriculum Committee for review and approval. Faculty can initiate modifications at any time via the Curriculum Committee process. Academic administrators help to coordinate this process, such as when the Florida Department of Education mandates changes to the A.S. degree frameworks. When this occurs, appropriate faculty members are contacted to initiate the necessary course or program modifications. Working in this way, faculty are always the initiators and first reviewers of proposed changes to academic programs or curricula.

This type of process is necessary at the College since program coordination duties do not appear in faculty job descriptions, contracts, or the CBA. However, the CBA does specifically provide for faculty engagement in course development, program development, and committee work (such as serving on faculty discipline committees and the Curriculum Committee). The make-up of the Curriculum Committee is primarily faculty and administrators from each of the four academic schools at the

College: School of Business, Professional Studies, and Public Safety; School of Health, Education, and Human Services; School of Liberal Arts and Sciences; and School of Technology and Industry. The 2018-19 Curriculum Committee Roster[22] shows the complete membership of this group.

Chaired by a full-time faculty member at the College, the Curriculum Committee provides an important mechanism for faculty across the many disciplines at the College to review, discuss, and revise the programs and curricula under the guidance of faculty subject matter experts and their representative academic administrators.

As part of its participatory governance model, College faculty are represented by a Faculty Senate that acts as an advisory body to the College President and Cabinet, and represents the interests of faculty relative to academic matters, professional development, and committee appointments. Chaired by a full-time faculty member at the College, the College's Faculty Senate is not only an indication of faculty sufficiency but, also a mechanism for faculty to contribute to the continuous improvement of academic programs and the broader academic landscape at the institution. The Faculty Senate sign-in sheet[23] shows the broad representation of faculty from the College's various campus and center locations.

Summary

The College employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. These roles are reinforced in both the CBA, and in the job description for full-time faculty. During the budget process, academic administrators review faculty vacancies and the need for additional faculty in specific programs and make adjustments as needed to address faculty sufficiency. Additionally, an annual review of sections taught by full-time faculty in each program of study helps to maintain the proper ratios of full-time to part-time teaching assignments. The program review process in the Divisions of Liberal Arts and Sciences, Baccalaureate, Career, and Technical Education, and Workforce Education engages faculty in a systematic study of program quality, integrity, and review. Additional opportunities for analysis by faculty occurs during programmatic accreditation and advisory committee meetings. An interdisciplinary group of faculty also assures curriculum and program quality via regular meetings of both the Curriculum Committee and the Faculty Senate. All of these mechanisms provide a systematic, integrated, faculty-centric approach to ensure curriculum and program quality, integrity, and review.

Evidence

[1] CBA 8.2016 - 8.2019 - Article 26, Workload

[2] CBA 8.2016 - 8.2019 - Appendix E

[3] Professor

[4] Department Chair

[5] Instructional Program Manager

[6] Adjunct Instructor Job Description (Part-Time)

[7] Budget Development Process and Timeline

[8] Analysis of FT Faculty by Program Fall 2017 Spring 2018 Credit Programs

[9] Analysis of FT Faculty by Program Fall 2017 Spring 2018 Clock Hour Programs

[10] BCTE Org Structure

[11] Academic Affairs Administrators and Program Leads

[12] Snapshot of Academic Affairs Org Chart

[13] Ex Director Career Technical Programs Org Chart

[14] Online and Workforce Education Org Chart

[15] 2018-19 BCTE Advisory Committees

[16] Advisory Committee Process

[17]   BCTE Program Review Presentations

[18]   Pharmacy Technician W.C. Presentation

[19]   BCTE Accredidation Agency List

[20]   Florida Statute 1007.25

[21]   Deliverables for General Education Review Project--Spring 2018

[22]   Curriculum-Committee Roster

[23]   Faculty Senate Sign-In Sheet 2018-19

6.2.c For each of its educational programs, the institution assigns appropriate responsibility for program coordination. *(Program coordination)*

_X_ Compliance ___ Partial Compliance ___ Non-Compliance

Narrative

For each of its educational programs, Florida State College at Jacksonville (hereafter referred to as the College), assigns appropriate responsibility for program coordination.

Responsibility for coordination of each of the College's educational programs and its curriculum is assigned to individuals who have appropriate levels of knowledge, expertise, experience, and academic credentials. In this context, an educational program is defined as an organized program of study leading to an associate degree, a bachelor's degree, or a workforce certificate. Details on program coordinators for each respective degree/certificate type and their qualifications are linked below:

Associate in Arts (A.A.)[1]
Associate in Science (A.S.) and Associate in Applied Science (A.A.S.)[2]
Bachelor's Degrees (B.A.S., B.S., B.S.N.)[3]
Workforce Certificates (W.C.)[4]

At the College, educational programs are organized under academic managers who may serve as deans, directors, executive directors, or instructional program managers for administrative accountability. In all cases, a qualified dean, academic department chair, instructional program manager, or faculty director/faculty lead are assigned to provide program-level coordination, and to engage the appropriate faculty subject matter experts when curriculum or programmatic requirements need to be revised. Within this structure, the Curriculum Committee's forms and processes help to facilitate broad input from appropriate faculty members, a thorough review by interdisciplinary faculty and administrators, and decisions that will ultimately be implemented by the assigned educational program coordinator.

Academic leaders in all areas are required to have subject matter expertise in one or more of the programs or disciplines that report to them, as noted in the example job descriptions for Dean of Arts and Sciences[5] and Dean of Education and Human Services[6]. Deans often teach courses (although not required to do so) in their individual areas of expertise when they have the appropriate faculty credentialing in accordance with the College's Administrative Procedure Manual (APM) 03-0310[7], *Qualifications for Instructional Employees*. To assist with program management and curricular coordination, both academic and workforce programs also make use of department chairs, instructional program managers, faculty directors, and faculty leads who have additional specific subject matter expertise. Qualifications for academic department chairs are listed in the Department Chair Job Description[8], and qualifications for instructional program managers are documented in the Instructional Program Manager Job Description[9]. Faculty directors and faculty leads are dual roles at the College (instructional and program/curricular coordination). The duties and functions for faculty directors and faculty leads vary depending on the needs of the specific educational programs, and their program-specific accreditation requirements. In some cases, these programs are also supported by lab managers or equipment technicians who ensure that all necessary facilities and equipment are well functioning and available for students.

In terms of curricular coordination, faculty members with specific subject area expertise are consulted by their program leadership whenever courses within a program (or entire programs of study) need to be modified. Faculty can initiate modifications at any time via the Curriculum Committee process. Appropriate signatures from faculty and academic administrators are obtained throughout the process [10]. Academic administrators or managers sometimes help to coordinate this process, such as when the Florida Department of Education mandates changes in Associate in Science degree frameworks or if industry licensing standards mean changes in instructional content for associated workforce

certificate programs. Once such a notification is received (typically by the Provost/Chief Academic Officer or the institutional contact for a specific program area), appropriate faculty members are then contacted by their program coordinators to initiate the necessary course or program modifications through the Curriculum Committee process.

Working in this way, faculty are always the initiators and primary reviewers of proposed changes to academic programs or curricula. The College's Curriculum Committee process strongly encourages faculty proposal initiators to consult with other faculty subject matter experts on the development or modification of a course, or academic program, through department meetings, discipline councils, or other programmatic meetings of faculty. This helps to assure full stakeholder participation and review by multiple subject matter experts who are teaching the course or courses to be modified.

Summary

As the above narrative details, for each of its educational programs, the College assigns appropriate responsibility for program coordination.

Evidence

- [1] Associate in Arts Program Coordination
- [2] Associate in Science Program Coordination
- [3] Bachelor's Degrees Program Coordination
- [4] Workforce Certificates
- [5] Dean of Arts and Sciences
- [6] Dean of Education and Human Services
- [7] APM 03-0310 Qualifications for Instructional Employees
- [8] Department Chair
- [9] Instructional Program Manager
- [10] Curriculum Proposal

Section 8 Student Achievement

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. *(Student achievement)* **[CR]**

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) identifies, evaluates, and publishes goals and outcomes for student achievement, appropriate to the College's mission, the nature of the students it serves, and the kinds of programs offered. The College uses multiple measures to document student success.

Adopted by the College's Cabinet, the College has identified four measures to document student success[1]: 1) IPEDS Graduation Rate, 2) Fall-to-Fall Retention Rate, 3) Completion Counts, and 4) Entry-Level Wages.

In response to SACSCOC's August 15, 2018, request to member institutions to identify a self-selected undergraduate student completion metric[2], the College selected the IPEDS "traditional" Overall Graduation Rate (150% standard time)[3]. This metric also serves as one of the College's four measures to document student success.

Mission, Strategic Priorities, and FCS Performance Funding Model

The College's mission[4] is to provide high value, relevant, life-long education that enhances the intellectual, social, cultural, and economic development of our diverse community. An extension of the College's mission, the 2017-20 Strategic Plan[5] focuses on a singular goal: to increase the student success.

This goal is achieved through the realization of three strategic priorities: 1) Provide a student-centered education, 2) Impact community, and 3) Increase institutional capacity. Each of the College's measures of student achievement align directly to one or more components of the institution's mission and strategic priorities.

As a Florida College System (FCS) institution, the College also participates in the state's Performance Based Funding Model[6], which includes measures related to retention rates, completion rates, job placement/continuing education rates, and entry-level wages. Recognizing the importance of this model to the financial health of the College, three out of four of the College's student achievement measures also align with the performance funding model. Table 8.1-1 illustrates each student achievement measure's alignment to the College mission, strategic priorities, and FCS Performance Funding Model.

Table 8.1-1: Student Achievement Measure Alignment to Mission, Strategic Priorities, and FCS Performance Funding Model

Student Achievement Measure	Alignment to Mission	Alignment to Strategic Priority	Alignment to FCS Performance Based Funding Model
IPEDS Graduation Rate	Intellectual, social, and cultural development	1, 2	
Fall-to-Fall Retention Rate	Intellectual, social, and cultural development	1, 2	Retention Rates

Completion Counts	Intellectual, social, and cultural development	1, 2	Completion Rates
Entry-Level Wages	Economic development	1, 2	Entry-Level Wages

Programs Offerings and Student Goals

The College has set goals for student achievement that are reflective of the programs offered and the nature of the students it serves. As an open-access institution serving the diverse educational needs of the residents of Duval and Nassau counties, the College offers programs that are primarily intended to immediately prepare graduates to enter the workforce or continue their education. Per the 2018-19 Catalog[7], the College offers 13 baccalaureate degrees, one Associate in Arts degree, 49 Associate in Science degrees, one Associate in Applied Science degree, 60 Technical Certificates, one Advanced Technical Certificate, and 36 Workforce Certificates (PSAV/Clock Hour programs). The College also offers six Non-Degree Seeking programs and one Certificate of Professional Preparation.

The College supports the educational needs of a diverse student body. Per the College's 2016-17 Fact Book[8], the median student age was 25 years and the mean (average) was 28 years. In addition, in 2016-17, over 80% of FSCJ students attended college part-time. Over the five-year period covering 2012-17, the College's enrollments by race/ethnicity included 26.9% of students reporting as Black, 45.3% as White, 7.8% as Hispanic, 1.8% as Two or More, 4.7% as Other Minority, and 13.5% as Not Reported. These key pieces of student demographic data inform the College's student achievement measures, thresholds of acceptability, and achievement goals.

The identified measures of student achievement support the College's focus of preparing students to enter the workforce or to continue their education. Although the metrics the College uses in measuring student achievement are institutional level metrics encompassing all locations and modalities, the College is committed to the success of all of its students. The College acknowledges that these measures do not encompass all aspects of student achievement. It is for this reason that a definition of student success[9] was developed as an acknowledgement of all aspects of student success.

IPEDS Graduation Rate

The Integrated Postsecondary Education Data System (IPEDS) provides basic data needed to describe and analyze trends in postsecondary education. IPEDS collects data on the number of students who complete a postsecondary education program. As evidenced through the 11 years of data provided in Table 8.1-2, the College's minimum IPEDS Graduation Rate was 30% (2010) and the maximum was 37% (2017). The achievement goal for the IPEDS Graduation Rate is 38%, which would represent a maximum level not previously experienced at the College. Benchmarking against FCS institutions, 38% also represents a significant increase in the median graduation rate. The threshold of acceptability for this measure is 30%, which is the minimum graduation rate reported by the College over the reporting period.

Table 8.1-2: FSCJ and FCS Median IPEDS Graduation Rates

IPEDS Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FSCJ	35	32	30	31	32	33	35	36	35	37	35
FCS Median[1]	31	32	35	34	33	35	35	36	35	36	36

1This is a median of the individual FCS institution graduation rates.

Should the College's IPEDS graduation rate go below the threshold of acceptability, the institution will first gather and analyze information by conducting a detailed analysis of the IPEDS cohort with the graduation rate lower than 30%. Using the data from the analysis, the institution will identify key areas for improvement such as possible student groups or degree programs in which students are not graduating. The College will also review outcomes assessment data for those cohort years and

identified programs to determine possible improvements in student learning outcomes. This analysis will also include review of internal policies, processes, and suggested pathways that may have an adverse effect on graduation rates. Based on the findings of the analysis, the institution will focus on implementing and measuring institutional changes aimed at increasing student achievement measures. Knowing there is a six-year delay in measuring graduation rates, this process will continue until the College has two consecutive IPEDS graduation rates above 30%.

Fall-to-Fall Retention Rate

The College has identified its Fall-to-Fall Retention Rate as an additional measure of student success. To calculate retention, a cohort of students must be defined. For retention purposes, the College has defined the cohort as students enrolled in credit or clock-hour bearing courses in the fall term and registered and paid in a credit or clock-hour bearing course in the following fall. Completers within the first term up to and including the retention term, transient students, and non-degree seeking students were removed from the cohort.

Referencing the five years of retention data provided in Table 8.1-3, the minimum rate was 47.8% (fall 2016 to fall 2017) and the maximum was 50.8% (fall 2013 to fall 2014). The trend over the period is decreasing due to falling College enrollments. Using linear projection modeling, a 50% achievement goal for fall-to-fall retention would represent substantial progress. Using the most recent representative years' fall 2014 through fall 2017, the threshold of acceptability has been identified as a Fall-to-Fall Retention Rate of 45%.

Table 8.1-3: FSCJ Fall-to-Fall Retention Rate

	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018
FSCJ Retention Rate	50.8%	50.4%	49.9%	47.8%	50.2%

Should the College's Fall-to-Fall Retention Rate go below the threshold of acceptability, which is 45%, the institution will first gather and analyze information by conducting a detailed analysis of the cohort with the Fall-to-Fall Retention Rate lower than 45%. Using the data from the analysis, the institution will identify key areas for improvement such as possible student groups or degree programs in which students are not being retained. The College will also review outcomes assessment data for those cohort years and identified program(s) to determine possible improvements in student learning outcomes. This analysis will also include review of internal policies, processes, and suggested pathways that may have an adverse effect on retention rates. Based on the findings of the analysis, the institution will focus on implementing and measuring institutional changes aimed at increasing student achievement measures. Since there is a one-year delay in measuring Fall-to-Fall Retention Rates, this process will continue until the College has two consecutive cohorts with Fall-to-Fall Retention Rates above 45%.

Completion Counts

The College has identified annual Completion Counts as its third measure of student success. While this measure aligns to the FCS Performance Funding Model, the College has elected to use data collected as part of its Strategic Plan. Table 8.1-4 details the completion counts for Workforce Certificates (W.C.), Technical Certificates (T.C.), Associate in Science (A.S.) degrees, Associate in Arts (A.A.) degrees, and baccalaureate degrees for the years 2014-15 through 2017-18. It should be noted that the decrease in completion counts for W.C. over years 2016-17 to 2017-18 is attributed to the timing of data collection.

Table 8.1-4: Completion Counts

Credential	2014-15	2015-16	2016-17	2017-18
W.C.	1,422	1,160	1,148	951

T.C.	1,439	1,953	1,849	1,050
A.S.	1,063	1,033	1,007	812
A.A.	3,470	3,142	3,012	2,402
Baccalaureate	689	732	778	819

Table 8.1-5 indicates the threshold of acceptability and achievement goal for each of the completion counts for the credential types. The threshold of acceptability for W.C., A.S., and A.A. was set using linear modeling projections. The threshold of acceptability for T.C. completions is the most recent minimal actual value. The threshold of acceptability for baccalaureate completions was determined using an exponential smoothing model. For the achievement goals, exponential smoothing models were used to develop targets for the W.C., T.C., A.S., and A.A. programs. A linear projection model was used for the baccalaureate achievement goal.

Table 8.1-5: Completion Counts, Thresholds of Acceptability, and Achievement Goals

Credential	Threshold of Acceptability	Achievement Goal
W.C.	872	1,067
T.C.	1,050	1,402
A.S.	765	1,018
A.A.	2,091	2,735
Baccalaureate	799	953

Should any of the College's completion counts go below the threshold of acceptability, the institution will first gather and analyze information by conducting a detailed analysis of the award type with a completion count lower than the threshold of acceptability. Using the data from the analysis, the institution will identify possible student groups or degree programs that are not meeting expected outcomes. The College will also review outcomes assessment data from the identified programs to determine possible improvements in our student learning outcomes. This analysis will also include review of internal policies, processes, and suggested pathways which might be having an adverse effect on completions. Based on the findings of the analysis, the institution will focus on implementing and measuring institutional changes aimed at increasing student achievement measures. Knowing there is a one-year delay in measuring completion counts, this process will continue until the College has two consecutive cohorts of the award type with a completion count greater than the threshold of acceptability.

Entry-Level Wages

The College uses graduates' entry-level wages as its final measure of student success. The FCS Performance Based Funding Model provides data on graduates' wages one year following graduation, using the highest wage for full-time employment. The metric[10] is defined as the average wage of graduates found working full-time in the Florida Education and Training Placement Information Program (FETPIP) database compared to entry-level wages in the FCS institution's service area, as determined by the Florida Department of Economic Opportunity. The College's graduate performance and FCS average performance for years 2013-14 through 2015-16 is reported in Table 8.1-6. The threshold of acceptability is for graduates to earn 110% of wages relative to entry-level earnings within the College's service area. This threshold references the FCS system average mode for the prior three cohort years. The achievement goal is for the College's graduates to earn 115% of wages relative to entry-level earnings within the service area. The achievement goal reflects the trend of both the College and FCS average exceeding median statewide averages.

Table 8.1-6: FSCJ and FCS System Average Wages Relative to Service Area

Cohort	2013-14 Graduates	2014-15 Graduates	2015-16 Graduates

FSCJ	110.6%	112.55%	113.15%
FCS Average	110.2%	108.87%	110.76%

Should the College's entry-level wages go below the threshold of acceptability, the institution will first gather and analyze information by conducting a detailed analysis of the programs offered to determine the economic advantage for students. Using the data from the analysis, the institution will identify possible additional skills/competencies which will support higher wages. The College will also apply for grants focusing on short term training and efforts to streamline grants with similar outcomes and populations. This analysis will also include review of internal policies, processes, and suggested pathways which might be having an adverse effect on completions. Based on the findings of the analysis, the institution will focus on implementing and measuring institutional changes aimed at increasing student achievement measures. Knowing there is a delay in measuring entry-level wages, this process will continue until the College has two consecutive cohorts with entry-level wages above the threshold of acceptability.

Evaluation

The College evaluates its performance with respect to each of its identified measures of student achievement. Formal evaluation by Cabinet occurs concurrently with the annual review of performance of the College's Strategic Plan. Monitoring and dissemination of key data also occurs periodically including through the publication of the College's Fact Book[11].

Publication

In accordance with the Standard, the College publishes its student achievement measures, thresholds of accountability, achievement goals, and performance on its website[12]. This information is publicly available and updated annually.

Summary

The College identifies, evaluates, and publishes goals and outcomes for student achievement, appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The College uses the measures of IPEDS Graduation Rate, Fall-to-Fall Retention Rate, Completion Counts, and Entry-Level Wages to document student success.

Evidence

[1] Student Achievement Measures - Cabinet Adopted 01.16.2019

[2] 8.15.18 SACSCOC Email: Key Student Completion Indicator

[3] FSCJ Selection - SACSCOC Key Student Completion Indicator

[4] FSCJ Mission Vision Values

[5] Strategic Plan 2017-20

[6] 2018-19 Performance Funding Model, FCS

[7] 2018-19 FSCJ Catalog Programs

[8] Fact Book 2016-17

[9] Definition of Student Success

[10] Entry Level Wages-FCS Performance Based Funding Model 2018-19

[11] Fact Book 2016-17

[12] Student Achievement Website

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

  _X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) 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 student learning outcomes for each of its educational programs.

Program Missions and Learning Outcomes

The College's assessment process is one that supports faculty – its curriculum experts – to identify and assess program learning outcomes (PLOs) with the ultimate goal of improving student learning. As of the 2017-18 academic year, the College's academic programs are housed within four academic schools: Business, Professional Studies and Public Safety[1]; Health, Education and Human Services[2]; Liberal Arts and Sciences[3]; and Technology and Industry[4]. There is a common assessment process across schools and programs at the College, whether they award Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Applied Science (A.A.S.), baccalaureate degrees or Workforce Certificates (W.C.). Because Technical Certificates (T.C.) and Applied Technical Certificates (A.T.C.) are embedded in other A.S. programs, they are assessed simultaneously with the program in which they are housed.

The process of assessing student learning in academic programs begins with the identification of each program's mission and associated PLOs by faculty, with support from academic administrators and the Office of Institutional Effectiveness (OIE). When assisting faculty with establishing or updating their PLOs, OIE works with faculty to identify the six to eight PLOs that students will acquire as a result of completing the program of study. In the case of the A.A. degree, PLOs are synonymous with the College's general education outcomes[5], which were developed based on Florida College System recommendations[6]. Further, for the purposes of outcomes assessment, the A.A. is organized into six discipline areas: humanities, natural sciences, mathematics, oral communications, social and behavioral sciences, and written communication. Humanities encompasses the subdisciplines of humanities, fine arts, and foreign languages. Social and behavioral sciences encompasses the subdisciplines of anthropology, economics, history, political science, sociology, and psychology. Disciplines in the A.A. have the option to create and assess discipline-specific outcomes in addition to the prescribed A.A. PLOs. Each discipline-specific outcome connects to a broader A.A. PLO. Examples of PLOs are provided below in Table 8.2.a-1.

Table 8.2.a-1: Program Learning Outcome Examples

Program	PLO Descriptor	PLO Example
Aircraft Coating and Corrosion Control Technology W.C.[7]	Top Coat Application	The student will be able to demonstrate the proper skills for the preparation and application of the aircraft coating final top-coat process.
Environmental Science Technology A.S.[8]	Risk Analysis	Students will demonstrate the ability to perform a risk analysis involving hazardous materials.
Practical Nursing W.C.[9]	Dignity and Respect for Individuality	Students will provide care to reflect the values of dignity and respect for individuality.
Theatre and Entertainment	Operate Shop Equipment	Students will understand, operate, and maintain theatre and shop equipment in a proper and safe

Technology A.S.[10]		manner.
Associate in Arts (Social and Behavioral Sciences) [11]	Global and Sociocultural Responsibility	Students will demonstrate an understanding of their role as citizens and leaders in our society.

Further, programs are expected to assess each of their PLOs more than once during the College's ten-year regional accreditation cycle. Program missions and PLOs are revised as needed when faculty identify significant changes to the program's purpose and goals for student learning. The assessment process includes four major activities: the assessment plan, data collection and analysis, the improvement plan, and the status report, each of which is detailed throughout this narrative.

Assessment Plan

Following the College's academic year, the annual outcomes assessment process begins each Fall Term. During this time, OIE distributes the annual Academic Outcomes Assessment Procedures and Responsibilities document[12]. This document establishes procedures, responsibilities, and timelines for the assessment process and is communicated Collegewide via direct email from the Provost and Vice President of Academic Affairs[13] as well as through the OIE website[14].

In the Fall Term, faculty devise an assessment plan to carry out during the assessment cycle. In the assessment plan, faculty typically select two or three outcomes to assess during the cycle. Building out the plan, faculty identify the measures and corresponding methods of evaluation, expected level of student performance (targets), timeline, and personnel responsible for conducting the assessment. Programs identify at least two measures for each PLO to be assessed. One measure is a direct measure of student learning, while the second may be a direct or indirect measure of student learning. Reflecting the diverse nature of the College's programs, a wide variety of measures are employed to evaluate student learning. Table 8.2.a-2 details the variety and frequency of measures used during the 2016-17 and 2017-18 assessment cycles. Table 8.2.a-3 provides specific examples of measures used by programs Collegewide to evaluate student learning.

Table 8.2.a-2: 2016-17 and 2017-18 Assessment Measure Types and Frequency

Measure Type	Frequency
Assignment	114
External Exam	38
Internal Exam/Quiz	229
Portfolio	5
Presentation	20
Student Performance	78
Survey	80
Writing Sample	46
Total	**610**

Table 8.2.a-3: 2016-17 and 2017-18 Assessment Measure Examples

Program	Measure Type	Measure Example
Surgical Technology W.C. [15]	Internal Exam/Quiz	**PLO Descriptor:** Basic Sciences **Measure Description:** Students will be evaluated on two practice surgical technology exams. The evaluation will determine overall improvement from practice exam "A" to practice exam "B" in the anatomy and physiology area. **Expected Student Performance:** 80% of students will

		demonstrate an improvement level from exam "A" to exam "B" of 10% or greater. **Method of Evaluation:** Calculation of differences between exams **Timeline:** Spring 2017 **Responsible Personnel:** Professor Denise Dougherty
Converged Communications B.S.[16]	Assignment	**PLO Descriptor:** Written Communication **Measure Description:** Students will craft a written solution to a problem regarding an intellectual property dispute. **Expected Student Performance:** 75% of students will score a 4 or higher on the rubric. **Method of Evaluation:** 5-point rubric including components of organization, presentation of argument, and source citation **Timeline:** Spring 2017 **Responsible Personnel:** Professors Claire Rhodes and Isaac Brown
Dental Hygiene A.S.[17]	Student Performance	**PLO Descriptor:** Patient Care **Measure Description:** Students mix alginate impression material in preparation for taking impressions on manikins and peers. **Expected Student Performance:** 90% of students will complete the competency with one or less errors. **Method of Evaluation:** Rubric **Timeline:** Summer 2017 **Responsible Personnel:** Faculty and Instructional Program Manager
Associate in Arts (Oral Communications) [18]	Survey	**PLO Descriptor:** Communication Appreciation and Application **Measure Description:** Students will pick the top three most beneficial topics they learned by taking a speech course. Topics include small group experiences, workplace situations, nonverbal communication, and dealing with communication apprehension. **Expected Student Performance:** Students will identify the top three most beneficial topics. **Method of Evaluation:** Review of survey results **Timeline:** Spring 2018 **Responsible Personnel:** Faculty teaching selected courses/sections

To assist programs with the planning process and to ensure a consistent process across programs, OIE has developed a template[19] that programs may use to draft their assessment plans. Once complete, this plan is submitted to the appropriate academic administrator, who is most often a Dean or Instructional Program Manager (IPM). The academic administrator has oversight of the outcomes assessment process and is responsible for submitting the plan into the College's assessment management system. In the case of the A.A., six Outcomes Assessment Coordinators, who are faculty members with release time from each of the academic disciplines, submit their discipline's assessment work into the assessment management system. The Deans of Arts and Sciences, one representing each academic discipline, provide oversight for the Outcomes Assessment Coordinators.

Programs, especially those with large enrollments like the A.A., have the option to select a sample of sections from the courses they have identified for assessment. Once the program identifies these courses, they are forwarded to the Office of Institutional Research (IR) to identify appropriate sections for assessment. IR prescribes that all courses with fewer than 30 sections complete assessment activities in

all sections offered. If a course offers more than 30 sections, IR identifies an appropriate sample inclusive of all sites, modalities, and session lengths.

FSCJ Online, the College's hub for distance education and instructional design, also assists programs with assessment planning. At a program's request, FSCJ Online deploys online assessment activities into courses and sections selected for assessment via the course shells of the College's Learning Management System, Blackboard. This procedure maintains consistency in assessment instruments and data collection, and enhances the ease by which instructors and students access assessments.

Data Collection and Analysis

Following its development, faculty carry out the assessment plan by collecting data during the identified timeframe. The majority of programs conduct assessment during the cycle's Spring Term, but some programs assess during the Fall or Summer Terms, as appropriate to their course schedules.

All part- or full-time faculty who are teaching courses identified for assessment, whether as part of the high school dual enrollment offerings, at an off-site location, or teaching in an online modality, are expected to participate in assessment activities as outlined by the program's faculty. Academic administrators have oversight of the assessment activities to assist with communication to faculty and to make certain that all faculty understand that their participation is an expectation of their role as outlined in Administrative Procedure Manual (APM) 02-1601[20], *Institutional Effectiveness*.

Following data collection, faculty aggregate data across sections to arrive at a programmatic view of student performance. Faculty are then able to determine whether or not students met the expected level of student performance. In addition, faculty create an analysis of findings that provides insights into student learning which informs their improvement plans. Analyses vary across programs and assessment methods but may include:

- The number of students participating in the assessment;
- The number of students meeting the expected level of student performance and resulting percentage of overall student performance;
- An item analysis including areas where students excelled and were challenged; and
- Overall results of surveys including students' perceptions of their learning.

Programs that can be completed primarily via distance education disaggregate assessment data to compare student performance rates across modalities. Similarly, A.A. course sections selected for assessment that are associated with dual enrollment provide disaggregated results for this population. In addition, all programs are encouraged to disaggregate data based on location, modality, faculty's full- or part-time status, and session length, where possible. This practice enables faculty to identify differences in student performance. Faculty then provide their data, supporting documentation, and analysis to their academic administrator for entry into the assessment management system. Table 8.2.a-4 provides summarized excerpts of findings and analysis provided by programs that can be completed primarily via distance education and those that include dual enrollment course sections.

Table 8.2.a-4: Analysis of Assessment Results Examples

Program	Differentiated Assessment	Summarized Findings and Analysis
Computer Information Technology A.S.[21]	Distance Education	72/74 students passed the exam (150 points) with a score of 75% or better with 59 students making 90% or better on the exam. Out of the four students that did not pass the exam, two did not take the exam. The students produced the following results: Overall Results • 74% or below: 4 • 75-89%: 13

| | | • 90-100%: 59

Online Results
• 74% or below: 0
• 75-89%: 4
• 90-100%: 28 |
| Associate in Arts (Mathematics) [22] | Dual Enrollment and Distance Education | 37/39 sections reported data, with a total of 578 assessments. Overall, 75% of students got at least 3/5 questions correct.

Results by Location
• Dual Enrollment Locations: 85% of students got 3/5 questions correct

Results by Format
• Traditional Face-to Face: 73% of students got 3/5 questions correct
• Online: 81% of students got 3/5 questions correct
• Hybrid: 65% of students got 3/5 questions correct |

Improvement Plans

Critical to the assessment process is the use of collected data to seek improvements to student learning. In the Fall Term following data collection, programs create an improvement plan that indicates actions the program will take, based on assessment results and analysis, to seek improvements to student learning. At least one improvement plan is required for each PLO assessed in the designated cycle.

Table 8.2.a-5 indicates the categories of improvement plans and their frequency at the College over the 2016-17 and 2017-18 outcomes assessment cycles. Table 8.2.a-6 provides specific examples of improvement strategies used by programs. It is important to note that in order to obtain longitudinal data, programs have the option to assess the same outcomes for two years, with an improvement plan being developed at the end of the second year. This practice is acceptable as long as programs assess all PLOs more than once in the institution's ten-year regional accreditation cycle. As with the preceding steps in the outcomes assessment cycle, faculty devise the improvement plan and submit it to their academic administrator for entry into the assessment management system.

Table 8.2.a-5: 2016-17 and 2017-18 Categories of Improvement Plans and their Frequency

Strategy	Frequency
Additional instruction/practice	30
Adjust assessment approach/instrument	36
Adjust target	12
Change outcome	8
Develop/refer to resources	26
Faculty change/development	16
Other	4
Review assessment materials	28
Total	160

Table 8.2.a-6: 2016-17 and 2017-18 Improvement Plan Examples

Program	Strategy	Example
Firefighter I/II W.C.[23]	Additional instruction/practice	Prior to taking the test, students must 1) complete practice quiz, and 2) complete workbook chapter.

Ophthalmic Technician A.S.[24]	Develop/refer to resources	A study guide with review questions will be created to include the systemic disorders that have ocular manifestations, and the clinical findings of the ocular manifestations.
Network Systems Technology A.S.[25]	Adjust assessment methods	Even though student expectations were exceeded, an area identified for improvement was student reliability. Faculty added a start date into the approval process to increase reliability and start time.
Logistics B.A.S.[26]	Adjust target	Based on the target being exceeded for this measure, faculty increased the target to 85% of students will be rated "Meets Expectations" or higher on the rubric rather than 80%.
Associate in Arts (Natural Sciences)[27]	Change outcome	"Life in the Biological Environment" is a popular introductory course taken by a large number of students. Students are assessed using newly developed digital learning units. The first topic is "pH," a very common introductory biology concept.
Welding Technology W.C.[28]	Faculty change/development	Attend National Center for Construction Education and Research (NCCER) training and incorporate NCCER certifications to provide students with completion points and pre-graduation assessment of ability.
Dental Hygiene A.S. [29]	Other	Raise the minimum HESI-A2 score required for entry from 70th to 75th percentile.
Career Education for Students with Disabilities W.C.[30]	Review assessment materials	Grading methods will be examined for accuracy, and implementation of the new state-mandated curriculum will occur.

Status Reports

One term after its development, faculty indicate the status of the improvement plan via a status report, thus finalizing the assessment cycle. In addition to selecting whether an improvement plan is a) Completed, b) In Progress, or c) Not Started, faculty may provide a brief summary of the preliminary results of the improvement actions. The status report is provided to the program's academic administrator for entry into the assessment management system. Table 8.2.a-7 indicates the statuses of improvement plans over the 2016-17 and 2017-18 outcomes assessment cycles.

Table 8.2.a-7: 2016-17 and 2017-18 Status Reports and Frequency

Status Report	Frequency
Completed	185
In Progress	115
Not Started	5
Total	**305**

Assessment Reports

The four components of the assessment cycle, the assessment plan, assessment findings, improvement plan, and status report, culminate in each program's assessment report. The assessment report provides a comprehensive view of each program's assessment work and documents efforts to improve student

learning. Tables 8.2.a-8 through 8.2.a-11 provide summaries of assessment reports submitted by four programs: Office Administration A.S., Automotive Service Management Technology A.A.S., Welding Technology W.C., and the Associate in Arts (Excerpt from Mathematics discipline).

Table 8.2.a-8: Summary of Office Administration A.S. 2017-18 Assessment Report[31]

PLO Assessed	Measures	Expected Student Performance	Findings	Improvement Plan	Status Report
Students will demonstrate appropriate written communication skills needed to interact with both internal and external customers in a professional office environment.	Students will create cover letters to be evaluated on content, critical thinking, mechanics, and organization.	80% of students will be rated as "Proficient" or higher on the rubric.	A random sample of artifacts was assessed, with 80% of students meeting the expected level of performance.	Faculty will provide students with additional examples of cover letters and demonstrate how to research examples independently.	Completed
	Students will respond to a five-question survey related to their ability to communicate in the business environment.	80% of students will complete the survey.	96% of students completed the survey. 78% of students responded that they "agreed" or "strongly agreed" with their ability to communicate in the business environment.	To further increase response rates, the survey will become a mandatory requirement of the course.	Completed
Students will demonstrate skill in the use of technology and computer software needed to function in today's technology-driven office environment.	Students will create word processing reports where they will demonstrate their ability to bold, center, create headings, and make line-spacing adjustments.	80% of students will be rated as "Good" or higher on all rubric components.	100% of students were rated as "Good" or higher on all rubric components.	In the next cycle, faculty will assess students' proficiency in word processing via their ability to use functions such as SmartArt, diagrams, and text boxes.	Completed
	Students will respond to a five-question survey related to their ability	80% of students will complete the survey.	38% of students completed the survey. 100% of respondents rated their	To increase response rates, the survey will become a	Completed

			ability to use word processing software as a 3 or higher on a 5-point scale.	mandatory requirement of the course.	

Table 8.2.a-9: Automotive Service Management Technology A.A.S. 2017-18 Assessment Report[32]

PLO Assessed	Measures	Expected Student Performance	Findings	Improvement Plan	Status Report
Students will demonstrate an understanding of the importance of proper wheel alignment and how it affects vehicle handling and stability.	Students will perform a pre-alignment inspection to identify tire wear pattern, worn parts, and review a print out of vehicle alignment angles.	80% of students will be able to use alignment equipment to determine caster, camber, and toe angles.	86% (18/21) of all students could diagnose and prepare vehicle for alignment.	Scores were pulled from the online package, Electude, and do not reflect actual hands-on assessment. Moving forward, an actual hands-on assessment will be conducted using a real vehicle and industry standard alignment machine.	Completed
	Students will attach alignment targets to the vehicle while performing an alignment check.	80% of students will be able to determine if the measurements are within specifications.	43% (9/21) of all students correctly determined if the measurements are within specifications for vehicle alignment.		
Students will perform precision engine measurements and determine necessary action.	Students will use precision measuring tools to accurately measure cylinder bore and piston diameter.	80% of students will measure cylinder bores to within .001 inch of the manufacturer's specification.	62% of students measured cylinder bores within .001 inch of the manufacturer's specifications.	Add Snap-On precision measuring materials to curriculum, allowing students to earn Snap-On certification.	Completed
	Using precision measurement tools, students will accurately measure piston to cylinder bore clearance.	80% of students will determine if piston to cylinder wall clearance meets specifications.	62% of students were able to determine wall clearance.		

Table 8.2.a-10: Welding Technology W.C. 2017-18 Assessment Report[33]

PLO Assessed	Measures	Expected Student Performance	Findings	Improvement Plan	Status Report
All students must demonstrate knowledge of the symbols and codes used on welding drawings, procedure documents, and specification sheets.	All students will be measured by a written test on symbols and codes.	70% of students will pass the written test.	All seven students passed the exam above the marked benchmark.	Adopt Lincoln Welding Inc.'s ULinc curriculum to provide students thorough foundation for basic knowledge.	Completed
	All students will set up for a welding assignment by correctly interpreting symbols and codes to proper measurements and tolerances.	70% of students will pass the laboratory exercise.	All eight students met the applied benchmark		
Students' welds will ensure adherence to specifications and discontinuities.	Students must prepare materials for a weld. Instructor will determine specification accuracy by visual examination.	60% of students will score 80% or higher.	All eight students met the set benchmark.	Faculty will attend NCCER training and incorporate NCCER certifications to provide students with completion points and pre-graduation assessment of ability.	Completed
	Students will be assessed on the complete welding process from setup to making the weld. This will be completed through instructor observation and will be a timed process.	80% of students will score a "C" (less than 3.5 hours completion time) or greater.	90% (9/10) students met the benchmark.		

Table 8.2.a-11: Associate in Arts (Excerpt from Mathematics Discipline) 2017-18 Assessment Report[34]

PLO Assessed	Measures	Expected Student Performance	Findings	Improvement Plan	Status Report
Scientific/Quantitative Reasoning	Each faculty member teaching MAC 1105 will select a course assignment that addresses the criteria in the	70% of students will score at the "partially competent" or	Technique/strategy: 84% of students were "partially competent" or "competent." Appropriate steps:	In the direct measure, the lowest score on the rubric was for the accuracy of the answer.	Completed

	problem-solving rubric: technique/strategy; appropriate steps; accuracy of answer.	"competent" level for each criteria in the rubric.	82% of students were "partially competent" or "competent." Accuracy of Answer: 80% of students were "partially competent" or "competent." Calculation: 75% of students scored "partially competent" or "competent." Analyze and Interpret: 78% of students scored "partially competent" or "competent."	Many students know what they need to do, but when they need to use a calculator to evaluate an expression they make errors. The mathematics department will create a page on the Mathematics Tutoring Lib Guide providing instruction for various common scientific and graphing calculators.	
	Students will respond to a survey regarding their confidence/attitudes in problem solving in mathematics.	It is expected that students who take more advanced math courses will indicate increased confidence over students in early math courses.	Students taking advanced math courses indicated increased confidence over students in early math courses.		
Critical Thinking	Each faculty member teaching STA 2023 will select a course assignment that addresses the criteria in the critical thinking rubric: understand and model; calculations; analyze and interpret.	60% of students will score at the "partially "competent" or competent" level for each rubric criteria.	Understand and Model: 80% of students scored "partially competent" or "competent." Calculation: 75% of students scored "partially competent" or "competent." Analyze and Interpret: 78% of students scored	In the direct measure, the lowest score on the rubric was for the calculation of the answer. The errors are often in not understanding the order of operations that the calculator uses.	Completed

			"partially competent" or "competent."	The mathematics department will create a page on the Mathematics Tutoring Lib Guide providing instruction for various scientific and graphing calculators.	
	Students will respond to a survey regarding their confidence/attitudes in critical thinking in mathematics.	It is expected that students who take more advanced math courses will indicate increased confidence over students in early math courses.	Students who took more advanced math courses indicated increased confidence over students in early math courses.		

The assessment reports for each of the College's academic schools are also provided.

- School of Business, Professional Studies and Public Safety Assessment Reports 2016-17[35]
- School of Business, Professional Studies and Public Safety Assessment Reports 2017-18[36]
- School of Health, Education and Human Services Assessment Reports 2016-17[37]
- School of Health, Education and Human Services Assessment Reports 2017-18[38]
- School of Liberal Arts and Sciences Assessment Reports 2016-17[39]
- School of Liberal Arts and Sciences Assessment Reports 2017-18[40]
- School of Technology and Industry Assessment Reports 2016-17[41]
- School of Technology and Industry Assessment Reports 2017-18[42]

OIE Support of the Outcomes Assessment Process

OIE provides ongoing support to programs throughout the assessment process. This support includes evaluation of assessment work, professional development opportunities, consultations, and just-in-time resources.

To assist programs in the pursuit of continuous improvement and to ensure basic standards of quality, OIE evaluates each component of every program's assessment report. When a program is established, OIE reviews the program's mission statement[43] and PLOs[44] to ensure they meet basic standards of quality. Throughout a given cycle, a series of rubrics are used to evaluate the assessment plan[45], assessment findings[46], improvement plan[47], and status report[48]. In addition to a quantitative score, OIE provides qualitative and actionable feedback[49] to each program. Following each review, programs have the option to revise their assessment work and resubmit for an additional review. If a program does not meet expectations for quality assessment for two assessment cycles, OIE schedules a meeting with the program to review expectations and creates an assessment plan for the following cycle.

In addition, OIE facilitates professional development opportunities throughout the assessment cycle through the College's Office of Training and Organizational Development. The annual schedule of workshops[50] is planned to relate directly to the current phase of the assessment cycle and includes topics such as outcomes assessment basics, developing program learning outcomes and measures, and designing e-portfolios for assessment. All OIE-facilitated professional development opportunities are available to both faculty and staff.

Prior to the deadlines for the submission of assessment plans in the Fall Term and assessment findings

in the Spring Term, OIE offers working sessions to programs at each of the College's four campuses. Information on these sessions is distributed via Collegewide email[51] to ensure all stakeholders are aware of the opportunity. During these working sessions, faculty and academic administrators receive individualized guidance on the assessment process and have opportunities to discuss assessment strategies and receive technical assistance with entering data into the assessment management system.

Through its website[14], OIE also offers on-demand assessment resources to programs. These resources include guides related to developing PLOs and measures, templates to assist programs in devising their assessment plans, and the annual Academic Outcomes Assessment Procedures and Responsibilities document.

Summary

The College 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 student learning outcomes for each of its educational programs.

Evidence

- [1] School of Business, Professional Studies and Public Safety
- [2] School of Health, Education and Human Services
- [3] School of Liberal Arts and Sciences
- [4] School of Technology and Industry
- [5] FSCJ General Education Competencies
- [6] FLDOE General Education Steering and Faculty Committees Recommendations
- [7] Aircraft Coating and Corrosion Control WC PLOs
- [8] Environmental Science Technology AS PLOs
- [9] Practical Nursing WC PLOs
- [10] Theatre and Entertainment Technology A.S. - PLOs
- [11] SBS Discipline (A.A.) - PLOs
- [12] Academic Outcomes Assessment Procedures and Responsibilities 17-18
- [13] Outcomes Assessment Update - Provost Email
- [14] OIE OA Webpage
- [15] Surgical Technology W.C. - Assessment Plan 17-18
- [16] Converged Communications B.S.- Assessment Plan 16-17
- [17] Dental Hygiene A.S. - Assessment Plan 16-17
- [18] Oral Communications Discipline (A.A.) - Assessment Plan 17-18
- [19] Academic OA Template 17-18
- [20] APM 02-1601 Institutional Effectiveness
- [21] Computer Information Technology A.S. - Assessment Findings 17-18
- [22] Mathematics Discipline (A.A.) Assessment Findings 16-17
- [23] Firefighter I and II W.C. - Improvement Plan 17-18
- [24] Ophthalmic Technician A.S. - Improvement Plan 16-17
- [25] Network Systems Technology A.S. - Improvement Plan 17-18
- [26] Logistics B.A.S. - Improvement Plan 16-17
- [27] Natural Sciences Discipline (A.A.) - Improvement Plan 17-18

[28] Welding Technology W.C. - Improvement Plan 16-17

[29] Dental Hygiene A.S. - Improvement Plan 17-18

[30] Career Education for Students with Disabilities W.C. - Improvement Plan 16-17

[31] Office Administration A.S. - Assessment Report 17-18

[32] Automotive Service Technology A.A.S. - Assessment Report 17-18

[33] Welding Technology W.C. - Assessment Report 17-18

[34] Mathematics Discipline (A.A.) Assessment Report 17-18

[35] School of Business Professional Studies Public Safety Assessment Reports 2016-17

[36] School of Business Professional Studies Public Safety Assessment Reports 2017-18

[37] School of Health Education and Human Services Assessment Reports 2016-17

[38] School of Health Education and Human Services Assessment Reports 2017-18

[39] School of Liberal Arts and Sciences Assessment Reports 2016-17

[40] School of Liberal Arts and Sciences Assessment Reports 2017-18

[41] School of Technology and Industry Assessment Reports 2016-17

[42] School of Technology and Industry Assessment Reports 2017-18

[43] Mission Statement Review Rubric

[44] Program Learning Outcomes Review Rubric

[45] Assessment Plan Review Rubric

[46] Assessment Findings Review Rubric

[47] Improvement Plan Review Rubric

[48] Status Report Review Rubric

[49] Correctional Officer OA Review Feedback

[50] Outcomes Assessment Workshops 2018-19

[51] OIE Working Sessions Email

Section 9 Educational Program Structure and Content

9.1 **Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education.** *(Program content)* **[CR]**

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) provides educational programs that embody a coherent course of study, are compatible with the stated mission and goals of the institution, and are based upon fields of study appropriate to higher education.

This narrative will provide an overview of the institution's mission and goals as well as the policies and procedures designed to ensure program appropriateness and coherence. In addition, the narrative will illustrate that the College's degree and certificate programs are based upon fields of study appropriate to higher education, reflect coherence in sequencing, increasing complexity, and linkages between and among program components.

College Mission and Goals

The mission[1] of the College is to provide high-value, relevant life-long education that enhances the intellectual, social, cultural, and economic development of our diverse community.

The College's 2017-20 Strategic Plan[2] comprises one all-encompassing institutional goal to increase the success of College students through the pursuit of three strategic priorities:
   1. Provide a student-centered education
   2. Impact community
   3. Increase institutional capacity

The College's mission aligns closely with that of the Florida College System[3], which is to "provide access to high-quality, affordable academic and career educational programs that maximize student learning and success, develop a globally competitive workforce and respond rapidly to diverse state and community needs."

The College's curriculum policies and procedures are designed to ensure program appropriateness and coherence, relative to state requirements and accreditation standards. From September through June, faculty and academic administrators may submit a curriculum proposal to create, modify, inactivate, or reactivate courses or programs in accordance with the College's official curriculum development and approval process, as specified in Board Rule 9.1[4], *Curriculum*, and Administrative Procedure Manual (APM) 09-0304[5], *Curriculum Approval Process.* The Curriculum Committee Calendar[6], located on the Curriculum Services webpage, displays the Curriculum Committee meeting dates, the action items submission date, and the SACSCOC and/or Title IV submission dates.

Because the institution's organizational structure has changed significantly since the 2012 publication of APM 09-0304[5], *Curriculum Approval Process*, which outlines the existing process for curriculum approvals, Curriculum Services revised this document to reflect the College's current structure and related curriculum processes. Drafted versions of APM 09-0306[7], *Curriculum Committee and General Education Review Subcommittee*, and APM 09-0307[8], *Curriculum Process*, are currently pending review by faculty senators and members of the Senior Academic Leadership Team (SALT).

Cross-referenced to Board Rule 9.1[4], *Curriculum*, APM 09-0304[5], *Curriculum Approval Process*, specifies the constituency of the College's Curriculum Committee[9] and the General Education Review Subcommittee[10], accordingly encapsulated within the associated rosters. APM 09-0304 also prescribes the roles of faculty originators, academic administrators, Curriculum Committee members, and staff members in the Curriculum Services office. As the Curriculum Committee Calendar[6]

illustrates, the committee typically meets on the third Thursday of each month, September through June. The Curriculum Committee Roster[9] evidences a representative body of liberal arts and sciences faculty, baccalaureate and career technical education faculty, workforce certificate faculty, adult education faculty, and a faculty librarian. Academic administrators, student services professionals, including the Registrar and Director of Student Records, and a Student Government Association representative also serve on the committee. As non-voting members, Curriculum Services staff serve in secretarial and resource capacities.

The Curriculum Committee reviews submitted proposals and votes with a collective recommendation for final approval from the Provost/Vice President of Academic Affairs. Curriculum Services posts archived minutes[11] from Curriculum Committee meetings on the Curriculum Services' website, with documentation dating back to the 2011-12 academic year.

Program and Course Type Designation

The curriculum approval process requires that originators designate the proposed program type in Section II of the Program and Course Curriculum Proposal Form[12]. Originators must also specify the proposed course(s) type on the Course Learning Outcomes Assessment Form[13] for each course master outline. Additionally, originators determine the program and course types in accordance with the definitions in the Academic Programs section of the College Catalog[14]. These definitions reflect those in the Florida Administrative Code Rule 6A-14.030[15], *Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions.*

The curriculum proposal[16] for Computer Information Technology Associate in Science (A.S.) degree modifications, which was presented during the May 17, 2018, Curriculum Committee meeting, is included as evidence.

Career & Technical Education Programs and FLDOE Curriculum Framework Alignment

The College adheres to the guidelines established by the Florida Department of Education's (FLDOE) Career & Technical Education (CTE) Curriculum Frameworks[17] for the development, modification, replacement, or inactivation of associate in science degree programs, associate in applied science programs, embedded technical certificate programs, and workforce certificate programs. The May 17, 2018, curriculum proposal for a modified Computer Information Technology A.S.[16] degree program, with four career tracks and five embedded technical certificates, illustrates the close alignment between the College's career technical education programs and the CTE frameworks upon which they are built. The archived minutes[18] from the May 2018 Curriculum Committee meeting evidence the faculty's professional diligence and the committee's measured review of the proposal, which was subsequently approved by the Provost/Vice President of Academic Affairs.

The Computer Information Technology A.S.[19] adheres to the standards and benchmarks specified in the FLDOE curriculum framework[20]. The general education coursework (15 credit hours), the professional coursework (36 credit hours), and the professional elective coursework (9 credit hours) comprise the program requirements. The program, as designed, fulfills the FLDOE-determined purpose of offering a "sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge," as stated within the curriculum framework. In addition to specifying degree requirements and application procedures, including any applicable residency requirements, the program pages in the College Catalog frequently contain Recommended Course Sequence information, like that for Computer Information Technology A.S.[19], to assist students with course progression and timely degree completion. The carefully constructed sequence of courses illustrates the intentionality with which College faculty, with the support of academic administrators, design curriculum. To further ensure curricular coherence, Curriculum Services Specialists conduct technical and quality reviews of each submitted proposal before presentation to the Curriculum Committee.

In addition, Curriculum Services staff analyze the annual FLDOE Change Document[21], which provides information about career and technical education programs identified for inactivation,

replacement, or new development. Accordingly, Curriculum Services staff prepare a Change Document Summary[22] for affected programs to advise faculty and academic administrators about state-mandated changes in their program areas and the timeline for responding to them. This information is then disseminated Collegewide through the Academic Operations Bulletin[23].

Baccalaureate Proposal Development

For baccalaureate proposal development, the College follows the procedures outlined in Florida Statute 1007.33[24], *Site-determined baccalaureate degree access*, and Florida Administrative Code Rule 6A-14.095[25], *Site Determined Baccalaureate Access*. To assist faculty and administrators with state requirements for developing a bachelor's program, Curriculum Services staff created the Baccalaureate Degree Program Proposal[26] document.

Accreditation Curriculum Requirements

When developing and reviewing program content, the College, moreover, complies with requirements of applicable specialized accreditation agencies. A note about specialized program accreditation appears on the relevant program pages in the College Catalog. For example, under the Program Accreditation section of the Physical Therapist Assistant A.S. degree Catalog page[27], the following statement appears: "The Physical Therapist Assistant program at Florida State College at Jacksonville is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)." Adherence to the requirements of specialized accreditors further ensures that the College's educational programs are based upon fields of study appropriate to higher education.

Statewide Course Numbering System

In addition, the courses within each educational program are submitted for approval to the Florida Statewide Course Numbering System (SCNS) database[28] to ensure alignment between the proposed institutional course description and the state course profile description. The College offers approximately 1,700 courses, with course master outlines housed on the Curriculum Services website [29], which also provides links to current proposals for review and action, the current year's curriculum development calendar, and other curricular forms and resources.

Curriculum Proposal Process and Forms

The College's curriculum proposal process and forms are designed to ensure that proposed educational programs embody a coherent course of study and are based upon fields of study appropriate to higher education. As the Table of Contents[30] for the Program and Course Curriculum Proposal Form illustrates, faculty originators, in collaboration with their academic administrators, are responsible for providing such information as:

- **Proposal Background and Summary**, including information about the proposal's alignment with the College's strategic goal and priorities;
- **Program Information**, including federal and state identifiers, labor market data justifying the need for the program, and the support of the program advisory committee via meeting minutes; and
- **Program Accreditation**, including responses to an initial assessment of potential SACSCOC substantive change and the identification of any requirements from specialized accreditors.

Curriculum Services staff assist proposal originators with identifying the appropriate Classification of Instructional Program (CIP) and Standard Occupational Classification (SOC) codes for federal and state reporting. The proposal process also requires originators to provide a narrative and rationale for creating, modifying, or inactivating a program based upon occupational outlook and labor market data. For proposed curriculum actions involving baccalaureate, career, or technical education programs, proposal originators are required to obtain the written support of the respective program advisory committee and to include the associated meeting minutes within the proposal, as noted in the Program Information/Support section[12] of the College's Program and Course Curriculum Proposal Form. APM

09-0601[31], *Advisory Committee System*, establishes guidelines on the role and responsibilities of the program advisory committees relative to the College's curriculum approval process.

Technical and Quality Reviews

Each curriculum proposal undergoes a technical review by a Curriculum Specialist in the Curriculum Services office, as well as a quality review by either a Curriculum Specialist, or the Director of Curriculum Services. During the technical and quality reviews, Curriculum Services staff ensure that the proposal originators have fully addressed all relevant proposal questions. Additionally, the Program Information section[12] of the Program and Course Curriculum Proposal Form requires that originators designate the type of program that they are proposing—that is, a bachelor, associate, technical certificate, workforce certificate, or adult education program, among others. Curriculum Services verifies that the proposed program type accurately aligns with the legislative definition, as established in Florida Administrative Code Rule 6A-14.030[15], *Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions.*

In addition, for associate in science degrees, technical certificates, and workforce certificates, Curriculum Services confirms that the proposed curriculum matches the program content and length prescribed in the respective FLDOE Career & Technical Education Curriculum Frameworks[17]. For program-level submissions, Curriculum Services reviews the proposed Catalog program page in terms of program admission and graduation requirements; the sequencing of prerequisite, general education, professional core, and professional elective courses; as well as program concentrations and embedded technical certificates, as applicable.

Nursing Programs as an Example of Program Coherence

Through intentional curricular design, the College's educational programs reflect increasing complexity in the coursework and linkages between and among programmatic components. The nursing programs, for example, illustrate the College's commitment to progressive course complexity. The A.S. in Nursing (R.N.) requires that students complete prerequisite coursework in human anatomy and physiology I and II, chemistry, general education mathematics, and microbiology prior to program admission, as specified on the program page within the College Catalog[32]. Submitted to the Curriculum Services office on February 21, 2017, a proposal[33] for the A.S. in Nursing (R.N.) program, as well as the related A.S. in Nursing (R.N.) (Bridge Option for Paramedics and Licensed Practical Nurses) program, reveals a programmatic emphasis on course sequencing to ensure a coherent course of study. Upon additional review, the nursing faculty subsequently modified the program in a curriculum amendment[34], with the goal of enhancing curricular coherence.

Once admitted to the program, students must complete 30 credit hours in general education while completing their professional nursing coursework in the required sequence. As identified in the Nursing (R.N.) A.S. Course Sequence[32], the nursing courses reflect increasing complexity through carefully planned lecture, discussion, lab, and clinical learning experiences that culminate in a review course for the National Council on Licensure Exam-RN (NCLEX-RN) and testing for a licensure in registered nursing. The Course Sequence further reveals the linkages between and among the program components involving both course content and instructional delivery via lectures, discussions, labs, and clinicals.

The nursing programs also demonstrate the College's emphasis on creating laddered, or stackable, academic and career pathways for students. A student may start in the Practical Nursing Workforce Certificate (W.C.)[35] program and ultimately progress through the Bachelor of Science in Nursing (B.S.N.)[36] program. The College also offers Nursing (R.N.) (Bridge Option for Paramedics and Licensed Practical Nurses A.S.[37], entailing 10 credit-by-exam hours for students who previously completed a Paramedic W.C. or Practical Nursing W.C. This option facilitates an articulated pathway from a W.C. to an A.S., which in turn articulates into the College's B.S.N., as does an Associate in Arts (A.A.) degree. Consulting the state's Common Prerequisites Manual[38] when assisting faculty and academic administrators with curriculum proposals, Curriculum Services staff routinely advise about associate-to-baccalaureate pathways intentionally embedded into the programmatic design.

Course Sequencing

During the technical and quality reviews, Curriculum Services staff closely examine the proposed curriculum for accuracy in course sequencing, checking each course for any pre- or co-requisites in an effort to ensure that students experience a coherent course of study. To assist proposal originators with course sequencing and students' ability to complete the program, Curriculum Services introduced the Recommended Course Sequence by Term[39] as a new data field within the Program and Course Curriculum Proposal Form during the 2017-18 academic year. In this section of the proposal form, originators list the term-by-term course sequencing for the program. The Nursing A.S.[32] and Nursing B.S.N.[40] Catalog pages both contain the new Recommended Course Sequence by Term section. Curriculum Services accordingly reviews the recommended course sequencing for any hidden requisites that may compromise a student's degree progression.

During the technical review process, Curriculum Services staff members identify any proposals with potential SACSCOC substantive change implications for further review by the Office of Institutional Effectiveness (OIE). From the 2015 Fall Term to present day, staff members from OIE and Curriculum Services have met monthly via an inter-departmental committee to review pending curriculum proposals for potential substantive changes at the program or course levels. To facilitate Collegewide communication with faculty, academic administrators, academic advisors, and other curriculum stakeholders about pending and completed curriculum proposals, Curriculum Services updates the Curriculum Proposals At A Glance[41] document on a bi-weekly basis.

During the 2018 Summer Term, a subcommittee of the College's QEP Steering Committee created a set of A.A. program roadmaps for the top ten university transfer programs among College students. (As of the 2019 Fall Term, the A.A. program roadmaps are pending broad-based faculty and administrative review.) The draft A.A. Roadmap for Nursing[42] is linked as an example of current College efforts. The draft roadmaps reflect the College's goal of ensuring that A.A. degree-seeking students benefit from a carefully designed, coherent course of study. The College also plans to create course sequencing resources for the bachelor's program, thereby assisting students with creating their individual academic degree plans and aligning with their academic advisement reports (or degree audits).

In addition to the College Catalog, students can learn about the College's educational programs under Areas of Study[43] on the College website. By clicking on the link to Business[44] for example, students can view the various business degrees and certificates that the College offers. Upon clicking on a particular program, students can then review the Program Requirements[45], which are populated from the College Catalog. Each of the hyperlinked courses on the webpage, as in the College Catalog, provides the official course description as well as any course requisites, followed by credit and/or contact hour information. Directly aligned with the College Catalog, the website program information reflects intentionally designed, coherent courses of study.

Collegewide Program and Course Review

The College conducts a review of general education courses on a targeted three-year cycle, as detailed in APM 09-0304[5], *Curriculum Approval Process*, and cyclically reviews associate in science and baccalaureate courses as well as workforce certificates, adult education, and English for Speakers of Other Languages (ESOL) programs. Throughout the 2018-19 academic year, Curriculum Services facilitated a Collegewide faculty review via an interactive SharePoint site and plans to assist with a similar process for the other program areas during the 2019-20 academic year. These ongoing, iterative reviews help to ensure that each course in the active curriculum inventory also exists within one or more educational programs that embody a coherent course of study.

Additionally, in accordance with Florida Administrative Code Rule 6A-10.0331[46], *Deletion of Courses from Catalogs and Statewide Course Numbering System*, the College's APM 09-0304[5], *Curriculum Approval Process*, also addresses the policies and procedures for conducting an annual purge of courses not taught in five years, thereby ensuring that the College's curriculum inventory comprises current, relevant courses.

After receiving technical and quality reviews by Curriculum Services staff, curriculum proposals are submitted to the appropriate Associate Provost or Associate Vice President for approval before being advanced to the Curriculum Committee, a broadly representative entity consisting of faculty, academic administrators, Student Services professionals, staff members from the College's Online and Workforce Education division, and a Student Government Association member. Upon receipt of the appropriate Associate Provost's or Associate Vice President's signatory support, the proposals are submitted electronically for review by Curriculum Committee members as well as Collegewide faculty members, academic administrators, OIE staff members, and identified staff from Student Services and Business Affairs. Originators then present their proposal to the Curriculum Committee, which serves as a recommending body to the Provost/Vice President of Academic Affairs. Either the Curriculum Committee Secretary or Assistant Secretary records the minutes of each face-to-face meeting or electronic proceeding. The minutes are then archived on the Curriculum Services website[11]. Proposals involving substantive change necessitate additional communication with such approval authorities as the College's District Board of Trustees, SACSCOC, the FLDOE, and/or specialized accreditors.

The Curriculum System Input Process

Upon receiving the necessary institutional, accrediting, and/or state approvals, Curriculum Services enters course data in multiple curricular systems, including PeopleSoft (the Enterprise Resource System), Acalog (the platform upon which the College Catalog is built), the Curriculum Services website, and the Florida Statewide Course Numbering System (SCNS). Curriculum Services staff members also update course master outlines for access on the Curriculum Services website. Finally, Curriculum Services notifies the proposal originators, the Registrar's office, and the Office of Financial Aid and Scholarships of all completed course input. The Registrar's office accordingly creates or updates the academic advisement report for the proposed program. As the sample "What-If Reports" for the A.S. in Nursing[47] and the B.S. in Nursing[48] programs depict, the College's academic advisement reports are designed to mirror the program page in the respective College Catalog year, thus reflecting a coherent course of study.

Summary

The College's educational programs embody a coherent course of study, are compatible with the stated mission and goals, and are based upon fields of study appropriate to higher education.

Evidence

  [1]   FSCJ Mission Vision Values

  [2]   Strategic Plan 2017-20

  [3]   FCS Mission

  [4]   Board Rule 9.1 Curriculum

  [5]   APM 09-0304 Curriculum Approval Process

  [6]   Curriculum Committee Calendar Academic Year 2018-19

  [7]   APM 09-0306 Curriculum Committee and General Education Review Subcommittee (Draft)

  [8]   APM 09-0307 Curriculum Process (Draft)

  [9]   Curriculum Committee Roster Academic Year 2018-19

 [10]   GER Sub-Committee Roster Academic Year 2018-19

 [11]   Archived Curriculum Committee Minutes

 [12]   Curriculum Proposal Program and Course Form

 [13]   College Credit Course Outline and Course Learning Outcomes Assessment Form

[14]   Catalog-Academics - Academic Programs

[15]   Florida State Board of Education Rule 6A-14.030

[16]   Computer Information Technology Program and Course Curriculum Proposal

[17]   FLDOE 2018-19 CTE Curriculum Frameworks

[18]   Curriculum Committee Meeting Minutes 5.17.18

[19]   Catalog-Computer Information Technology A.S.

[20]   FLDOE Curriculum Framework - Computer Information Technology

[21]   FLDOE 2019-20 Change Document

[22]   FLDOE 2019-2020 Change Document Summary: FSCJ Programs

[23]   Academic Operations Bulletin - FLDOE Change Document

[24]   Florida Statute 1007.33

[25]   Florida State Board of Education Rule 6A-14.095

[26]   Baccalaureate Degree Guidelines for Program Proposal

[27]   Physical Therapist Assistant Catalog Page

[28]   FLDOE SCNS

[29]   Curriculum Services Website

[30]   Curriculum Proposal Program and Course Form

[31]   APM 09-0601 Advisory Committee System

[32]   Nursing (R.N.) College Catalog

[33]   Nursing R.N. and Nursing Bridge R.N.: Program and Course Modifications Proposal

[34]   Amendment 1: Nursing R.N. and Nursing Bridge R.N.: Program and Course Modifications Proposal

[35]   Practical Nursing (W.C.) College Catalog

[36]   Nursing (B.S.N.) College Catalog

[37]   Nursing (R.N.) (Bridge Option) College Catalog

[38]   FLDOE Common Prerequisites Manual

[39]   Curriculum Proposal Program and Course Form

[40]   BSN Recommended Course Sequence

[41]   Curriculum Proposal at a Glance

[42]   Draft Recommended Roadmap - Associate in Arts (University Transfer Major) - Nursing

[43]   Website Areas of Study

[44]   Business Programs Webpage

[45]   Business Administration BS Program Requirements

[46]   Florida State Board of Education Rule 6A-10.0331

[47]   What If Report - Nursing R.N.

[48]   What if Report - Nursing B.S.N.

9.2 **The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.** *(Program length)* **[CR]**

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) uses semester credit hours as the common measure of course completion at the associate and bachelor degree levels. A bachelor's degree is earned through successful completion of a minimum of 120 semester credit hours, and an associate degree is earned through the completion of a minimum of 60 semester credit hours. The College does not offer graduate programs. The College does not offer combined degree programs.

Per the 2018-19 College Catalog[1], the College offers 13 bachelor degree programs that each require a minimum of 120 semester credit hours for completion, as prescribed on each program's page within the Catalog. The College's inventory of bachelor's programs includes:
- Seven Bachelor of Science (B.S.) degree programs, including one Bachelor of Science in Nursing (B.S.N.) degree program; and
- Six Bachelor of Applied Science (B.A.S.) degree programs.

Per the 2018-19 College Catalog[1], FSCJ offers 49 associate degree programs that each require a minimum of 60 semester credit hours for completion. The College's inventory of associate degree programs includes:
- One Associate in Arts (A.A.) degree program;
- Forty-seven Associate in Science (A.S.) degree programs; and
- One Associate in Applied Science (A.A.S.) degree program.

All of the institution's 13 bachelor and 49 associate degree programs meet the program length standards and adhere to the appropriate Florida Department of Education (FLDOE) requirements, including the FLDOE Career & Technical Education Curriculum Frameworks[2] for A.S. degrees and embedded technical certificates; the Statewide Articulation Manual[3]; Florida Statutes 1007.23[4], *Statewide articulation agreement,* and 1007.25[5], *General education courses; common prerequisites; other degree requirements*; and Florida Administrative Code Rules 6A-10.024[6], *Articulation Between and Among Universities, Florida Colleges, and School Districts*, and 6A-14.030[7], *Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions*.

Per Administrative Procedure Manual (APM) 09-0304[8], *Curriculum Approval Process*, the institution has a structured way of approaching curriculum. All curriculum changes, as well as new proposed courses and programs, undergo a formalized curriculum review process, which includes Program and Course Curriculum Proposal[9] completion and submission to the Curriculum Services office for technical and quality review. Section II of the curriculum proposal includes fields related to FLDOE Curriculum Frameworks. In addition, an embedded hyperlink[10] from the curriculum proposal redirects the originator to the FLDOE Curriculum Frameworks.

During the technical and quality review process, the program's length is verified to align with the FLDOE requirements, SACSCOC expectations, and any pertinent specialized accreditor benchmarks. Once the curriculum proposal is completed and reviewed for accuracy and compliance, it is submitted to the appropriate Associate Provost for signatory support prior to being formally presented to the Curriculum Committee, which consists of faculty members, academic administrators, representatives for the College's Student Services division and the Online and Workforce Education division, and a

Student Government Association member. Upon receiving the committee's recommendation, the Provost/Vice President of Academic Affairs reviews and determines approval of the curriculum proposal. Proposals involving significant changes necessitate additional communication with such approval authorities as the College's District Board of Trustees, SACSCOC, FLDOE, and/or specialized accreditors.

The College adheres to APM 10-0501[11], *Graduation - Degrees, Certificates and Diplomas*, along with required coursework and total credit hours for each program which are listed in the College Catalog. This information is also specified on the College's A.S. program roadmaps[12], which provide students with suggested course progression. The same information for the selected program of study for each student is reflected on the student's Academic Advisement Report (AAR)[13], or degree audit, in the College's enterprise resource planning system, PeopleSoft.

Collegewide, program length is monitored via a review of publicly-posted pending curriculum proposals, which are available through the Curriculum Services website[14]. Prior to each Curriculum Committee Meeting, Curriculum Services sends a Collegewide email[15], inviting review and feedback for pending curriculum proposals. While all College stakeholders have access to pending curriculum proposals, the Registrar's Office, Office of Institutional Effectiveness, and Office of Financial Aid and Scholarships conduct regular reviews to ensure program length complies with each office's respective policies and the expectations of SACSCOC and USDOE. Further, these offices meet monthly to discuss potential impacts of pending curricular actions, including those related to program length.

Summary

The College uses semester credit hours as the common measure of course completion at the associate and bachelor degree levels. A bachelor's degree is earned through successful completion of a minimum of 120 semester credit hours, and an associate degree is earned through the completion of a minimum of 60 semester credit hours. The College does not offer graduate programs. The College does not offer combined degree programs.

Evidence

[1] 2018-19 College Catalog

[2] FLDOE Curriculum Frameworks

[3] Statewide Articulation Manual

[4] Florida Statute 1007.23

[5] Florida Statute 100.725

[6] Florida State Board of Education Rule 6A-10.024

[7] Florida State Board of Education Rule 6A-14.030

[8] APM 09-0304 Curriculum Approval Process

[9] Curriculum Proposal Program and Course Form

[10] Curriculum Proposal Program and Course Form

[11] APM 10-0501 Graduation-Degrees Certificates and Diplomas

[12] Roadmap - Nursing (A.S.)

[13] Academic Advising-A.A. What-If Report

[14] Curriculum Services Website

[15] Curriculum Services Communication Regarding March 2019 Proposals

Section 10 Educational Policies, Procedures, and Practices

10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (Public information)

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

Academic Calendar

The College's District Board of Trustees published Board Rule 2.15[1], *College Calendars and Official College Holidays and Closings*, which specifies that the academic calendar should be included in the College catalog. Furthermore, the College established the process for developing the academic calendar in Administrative Procedure Manual (APM) 10-1003[2], *Development of College Calendars*.

Prior to each registration period, the current academic calendar is published in the College catalog, which is available online for students, both in-person and via distance education, and the public. Term-specific calendars with important dates are also published on the public website for constituents to view. Additionally, a term-specific At-a-Glance document is shared electronically and printed for distribution at each location for students and the public. Examples of the calendars are provided below:
- College Catalog Academic Calendar[3]
- Term and Session Calendar[4]
- Summer Term At-a-Glance[5]

Workforce Certificate (W.C.) programs follow the published Academic Calendar and offer classes in three terms: fall, spring and summer. Students participating in these Clock Hour programs may also use the College catalog Academic Calendar[3], Term and Session Calendar[4], and Term At-a-Glance [5] documents to find key registration deadlines. However, class start and end dates may vary due to program contact hour requirements. W.C. programs include contact hour and attendance requirements, which may vary by program. Each student participating in a W.C. program, like the Dental Assisting W.C.[6], receives a detailed Student Handbook, which includes details of attendance expectations.

Grading Policies

The grading system for credit and W.C. courses at the College is defined in APM 10-0602[7], *Grading System and Faculty Grading Responsibilities*. The grading system for pre-collegiate studies at the College is defined in APM 10-0608[8], *Grading and Standards of Progress: Pre-Collegiate Studies, Adult Education and English for Speakers of Other Languages (ESOL)*. The College's online catalog is an additional source of information regarding grading policies[9].

Faculty members are required to include grading policies in their syllabi. Each course syllabus, regardless of delivery method (online, hybrid, or face-to-face), must include all student responsibilities impacting grade, grading criteria (examples: tests, portfolios, quizzes, case studies, simulations, rubrics, etc.), and the make-up policy. The required components of the syllabus are specified in APM 09-0201[10], *Instructional Consistency: Official Course Description, Official Course Outline, and Required Syllabus Components*. Examples of syllabi are provided for the following delivery methods:
- ENC 1102 Face-to-Face[11]
- ENC 1102 Hybrid[12]
- ENC 1102 Online[13]

Cost of Attendance and Refund Policies

Each academic year, the cost of attendance is published both on the College website[14] and in the College catalog[15]. Board Rule 4.19[16], *Fees, Charges and Refunds*, outlines provisions for refunds of tuition, assessment, and other fees. The College also maintains APM 04-0801[17], *Payment Deadlines and 100% Refund Date*, and APM 04-0804[18], *Refunds of Tuition, Assessments and Other Fees*, to outline the procedures for refunding overpayments of credit registration fees, non-credit registration fees, library fines, and all other types of refunds. The procedures apply to refunding for students as well as for third-party guarantors. Information concerning refund policies and processes are also available to students and the public in the College's online catalog[19]. Specific dates by term for refunds are also included in the Term At-a-Glance[5] document and the detailed Term and Session Calendar[4].

Summary

The College makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

Evidence

- [1] Board Rule 2.15 College Calendars and Official College Holidays and Closings
- [2] APM 10-1003 Development of College Calendars
- [3] College Catalog Academic Calendar 18-19
- [4] 2018-19 Term and Sessions Calendar
- [5] Summer 2019 At-A-Glance
- [6] 2018-19 DA Program Student Handbook
- [7] APM 10-0602 Grading System and Faculty Grading Responsibilities
- [8] APM 10-0608 Grading and Standards of Progress
- [9] Catalog-Grading Policies
- [10] APM 09-0201 Instructional Consistency
- [11] ENC1102 Face-to-Face Syllabus
- [12] ENC1102 Hybrid Syllabus
- [13] ENC 1102 Online Syllabus
- [14] Cost of Attendance
- [15] Catalog-Tuition
- [16] Board Rule 4.19 Fees, Charges and Refunds
- [17] APM 04-0801 Payment Deadlines and 100% Refund Date
- [18] APM 04-0804 Refunds of Tuition, Assessments and Other Fees
- [19] Catalog-Student Financial Services

  ENC1102 Online Template

10.3 The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. *(Archived information)*

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

The College's official catalogs include pertinent information about course and program of study requirements and are digitally archived to serve former and returning students. Created via the software platform Acalog the College catalog is available in both PDF[1] and interactive, web-based digital[2] formats and comprises the following sections:

- **Homepage**-The homepage includes the College's mission statement, vision statement, locations, an overview of academic programs, and accreditation information.
- **Academics**-This section consists of the following subsections:
  - Academic Calendar
  - Academic Engagement
  - Academic Programs
  - Adult Education
  - College Preparatory
  - Military and Veterans Programs
  - Online Learning Opportunities
  - Prior Learning Assessment
  - Transfer and Articulation Agreements
- **Programs**-This section provides information on each of the College's academic programs.
- **Course Descriptions and Information**-This section includes a description of the Statewide Course Numbering System (CSCNS) along with a list of courses taught at the College. Available via the digital catalog, the database of courses is searchable by course prefix, code, or keyword.
- **Student Services**-This section includes information about the following:
  - Academic and Career Advising
  - Admissions and Enrollment
  - Financial Aid
  - Graduation and Commencement Ceremony
  - Library and Learning Commons
  - Student Engagement
  - Student Financial Services
  - Student Resources
- **Appendix**-The Appendix displays links to such information as Grading Policies, Procedures for Academic and Non-Academic Appeals, and Standards of Academic Progress/Academic Standing.
- **Looking for a Different Catalog?** Available in the digital format, this section contains links to archived catalogs, from academic year 2017-18 to 1966-67.

Institutional Policies and Procedures for Producing the College Catalog

Since the 2012-13 academic year, the offices of Curriculum Services and Student Records have jointly produced a digital, web-based version of the College catalog. Curriculum Services is responsible for working with faculty and academic administrators to review and update the Programs and Course Descriptions and Information sections of the College catalog, while Student Records is responsible for working with identified College personnel to review and update the Academics, Student Services, and Appendix sections of the publication. Throughout the catalog production process, Curriculum Services and Student Records communicate with staff members in Marketing and Communications about the

recommended changes, which are then also incorporated within the College website's program pages to ensure consistency and accuracy.

A staff member from the Curriculum Services office disseminates a Collegewide email[3] to all faculty, all academic administrators, and identified colleagues in the Office of Institutional Effectiveness, Student Services, Business Services, and other institutional areas about the creation of the next year's College catalog based on a review of the current year's catalog. This communication provides guidelines and a timeline for submitting requested changes to the Curriculum Services department. The communication also contains information about the final submission deadline for new curriculum proposals to be included in the next year's College catalog. Additionally, the communication advises faculty and academic administrators to cross-reference the curriculum content in the draft College catalog with the coinciding program page on the College's website, thereby ensuring that students, other College constituents, and the public receive consistent information across all media.

Following the input of requested editorial changes to the College catalog, faculty and academic administrators receive an email with a link[4] to a draft copy of the next academic year's College catalog, with an invitation to review it for accuracy prior to publication. Student Records staff members co-presently facilitate a similar process for the non-curricular sections of the College catalog, wherein specific offices are tasked with reviewing subsections under their purview[5]. This second level of review helps to ensure the quality of the College catalog's content and editorial accuracy. Upon receipt of the reviewers' feedback, Curriculum Services staff members enter the requested changes in Acalog; however, any changes involving the curriculum content, requisites, and course sequencing necessitate a curricular proposal by the specified due date.

Access to Archived College Catalogs

Available on the College's website, digital catalog archives date back to 1966-67, the College's inaugural academic year. To access an archived catalog, former and returning students, College constituents, and members of the public can click on the section titled "I'm Looking For[6]," located as the second major link on the homepage of the College's publicly accessible website. From there, a set of alphabetically organized links is displayed to students' and other constituents' most frequent informational needs. In this section, there appears a link to "Catalog[7]," featuring the current edition[8], followed by a section titled "Florida State College at Jacksonville Archives." From this archival listing, former and returning students, admissions officials at other institutions, employers, members of the public, and other stakeholders can access over fifty academic years of College catalogs.

Maintenance of Archived Versions of College Catalogs

The College annually maintains its archives of catalogs through a joint effort among the Curriculum Services, Student Records, and the Marketing and Communications departments. Upon finalizing production of the next academic year's College catalog—typically in April or May—Curriculum Services notifies the Marketing Web Communications Manager and the Assistant Director of Marketing, requesting assistance with posting the next academic year's catalog on the website.

Since the mid-2000s, the College has digitized the production of catalogs and no longer maintains printed copies. However, faculty directors, instructional program managers, deans, and other College personnel regularly request PDF versions of the current edition to remain in compliance with specialized accrediting agencies and other approval bodies. Curriculum Services routinely furnishes a PDF copy of the catalog upon request.

Notification of Changes to Course Offerings or Credential Requirements

Per the requirements of the College's Administrative Procedure Manual (APM) 09-0304[9], *Curriculum Approval Process*, changes to course offerings or the requirements for students to earn a specific credential must be submitted as a proposal to the Curriculum Committee and the Provost/Vice

President of Academic Affairs. The College catalog serves as the institution's official communication with students and the College community about approved changes to course offerings and program requirements.

The College's curriculum proposal process requires originators to assess the potential impact of proposed changes to program requirements on currently enrolled students and to establish a teach-out plan to ensure that students have an opportunity to complete the requirements of their program plan, as specified in their respective College catalog. Any proposal involving a teach-out plan denotes substantive change to an educational program, and therefore necessitates written notifications and/or approval requests be sent to the College's District Board of Trustees, SACSCOC, the Florida Department of Education, and/or specialized accrediting agencies. Through the curriculum proposal process, originators are required to attach a copy of the College's standard letter notifying impacted students of a pending program closure and advising them of options to complete their current program or transfer to other programs.

The sample notification letter from the Digital Media/Multimedia Technology curriculum proposal[10] illustrates the College's approach to informing students of a program inactivation. In this case, the sample pertains to the Digital Media/Multimedia Video Production and Digital Media/Multimedia Production (Motion Graphics 3-D) technical certificate programs. Students are advised of the timeframe for completing their program of study as well as the option of updating their academic record. This sample represents the College's standard operating procedure for addressing any proposed substantive change involving courses or the requirements for students to earn a specific credential.

Summary

The College ensures the availability of digitally archived, publicly accessible college catalogs with relevant information about course and degree requirements intended to serve former and returning students sufficiently.

Evidence

[1] 18-19 College Catalog

[2] 18-19 College Catalog Digital

[3] Review in Preparation for the 2018_2019 College Catalog

[4] Invitation to Review DRAFT College Catalog

[5] 2019-20 College Catalog Production (Non-Curriculum Content)

[6] Website - I'm Looking For

[7] Website - I'm Looking For - Catalog

[8] Website - I'm Looking for - Catalog - Archived Catalogs

[9] APM 09-0304 Curriculum Approval Process

[10] Curriculum Proposal_ Digital Media_Multimedia Technology 2018-26

10.5 The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (Admissions policies and practices)

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) publishes admissions policies that are consistent with the College mission. Recruiting materials and presentations accurately represent the College's practices, policies, and accreditation status. The College ensures independent contractors and agents that support recruitment and admissions activities uphold the same principles and policies as institutional employees.

The following narrative will include the College mission, open-access nature of the institution, general admissions policies and categories, recruitment materials and presentations, and how the College works with independent contractors for recruitment and admissions.

College Mission

The mission[1] of the College is to provide high value, relevant life-long education that enhances the intellectual, social, cultural, and economic development of our diverse community.

FSCJ faculty and staff are held to the following institutional values[1]:
- Integrity
- Excellence in teaching and learning
- Culture of honesty and trust
- Creativity
- Respect for diversity

College employees must also uphold certain standards of conduct as established in Administrative Procedure Manual (APM) 03-0203[2], *Standards of Employee Conduct*.

The College's admissions policies, which are established in Board Rule 10.1[3], *Requirements for Admission*, support the College's mission of providing high value, relevant life-long education that enhances the intellectual, social, cultural, and economic development of our diverse community. This Board Rule is consistent with the standards common for open-access institutions.

Open Access Nature of Institution

The College operates primarily as an open-access institution, per Florida Statute 1004.65[4], for its non-credit and credit programs, with the exception of some Limited and Selective Access (LSA) associate degree programs and baccalaureate programs. College admissions policies adhere to the standards expressed by the state of Florida in this guiding statute:

Florida Statute 1004.65[4] - *Florida College System institutions: governance, mission, and responsibilities*:
As comprehensive institutions, Florida colleges shall provide high-quality, affordable education and training opportunities, shall foster a climate of excellence, and shall provide opportunities to all while combining high standards with an open-door admission policy for lower-division programs. Florida colleges shall, as open-access institutions, serve all who can benefit, without regard to age, race, gender, creed, or ethnic or economic background, while emphasizing the achievement of social and educational equity so that all can be prepared for full participation in society.

Per Board Rule 2.1[5], *Equal Access/Equal Opportunity: Non-Discrimination, Harassment or Retaliation*, the College supports equal access and equal opportunity for all applicants.

General Admissions Policies

College policies minimize barriers and limitations to the College's services; reflective of the College's mission[1], these policies assume that almost every learner has a place within the College's programs, which include adult basic education, high school completion, postsecondary adult vocational programs (workforce certificates), associate degrees, technical certificates, baccalaureate degrees, and non-credit continuing education, professional development, and personal enrichment. Reasons for denial of admission or enrollment are also detailed in these policies. These policies[6] are clearly stated in the College catalog and are consistently implemented through the Office of Student Recruitment and Admissions.

The general admissions eligibility criteria that apply to all students (as noted in the catalog) are below:
1. Individuals under the age of 18 with a significant disciplinary criminal record may be excluded from admission at the discretion of College Administration.
2. Pursuant to Florida Statute 1001.64(8)(a)[7], *Florida College System institution boards of trustees; powers and duties*, the College may consider the past actions of any individual applying for admission or enrollment. The College may deny admission or enrollment to an individual because of misconduct if determined to be in the best interest of the College. An individual designated as a sexual predator by any court will not be admitted to or enrolled with the College. An individual identified as a sexual offender by any court may be considered for admission or enrollment using procedures established by the administration. These procedures are identified in APM 10-0701[8], *Admissions - Sexual Predators/Sexual Offenders*. This APM details the differentiated application and admissions process for sexual predators and sexual offenders which includes review of other criminal offenses and status by the College's Threat Assessment Team. Admitted students will be instructed to schedule an intake appointment to meet with the appropriate Dean and Security Officer prior to registration to discuss responsibilities and conditions or restraints on attendance and presence at the College. Further, any student designated as a sexual offender who is admitted has a duty to notify the College of any subsequent arrests within 48 hours of being released.
3. Students who have been declared a sexual predator or sexual offender admitted prior to the adoption of this Rule and are in continuous enrollment may continue their education. Those admitted will be allowed on a College campus only as may be required to complete a program of study at the College.
4. Selective Admissions: Some associate degree, baccalaureate degree, technical certificate, and workforce certificate programs have additional admissions requirements as established by College Administration, State Statute, or State Board of Education rule. Admission requirements for all Selective Admission programs will be published on the program curriculum pages within the College catalog. An example of this can be found on the program curriculum page[9] for Medical Assisting Advanced (2315) Associate in Science.

Program requirements are listed in the College catalog[10]. Examples of program requirements for a baccalaureate degree[11] ,an associate degree[12], and a workforce certificate[13] are also provided. The College also adheres to the Florida College System's (FCS) policies for community colleges, such as Florida College Statute 1007.263[14], *Florida College System institutions; admissions of students*.

The College's general and special admissions eligibility requirements[15] are published in each issue of the College catalog as well.

> **Admissions Categories** - Enrollment procedures for students entering the College's credit and workforce certificate programs are different for students in varying circumstances. Each category [16], listed below, is described in more detail within the College catalog.
> - First-Time-In-College Degree Seeking
> - Incoming Transfer Degree Seeking

- Students Seeking a Second Degree
- Non-Degree-Seeking
- High School
- Military
- International (FSCJ does not conduct international recruiting.)

Open-access programs are bolstered by practices that assure compliance with College and state admission policies. Documents such as the High School Diploma Validation form[17] and training materials aid in the evaluation of high school transcripts[18] and outline select processes[19] and support policy, process, and procedure. Please note: student names have been redacted from the referenced training materials.

LSA programs follow admissions policies that are specific to their program, as they each require additional information and prequalifying factors in order to be accepted. Processes for admission into each LSA program are noted within the College catalog.

The Dental Hygiene Associate in Science (A.S.) program is one example of a credit-bearing program with a specific admissions policy. As the program's catalog page[20] states, "Acceptance into the Dental Hygiene program is based upon academic performance and other criteria. One class is admitted each fall term. To be considered as a qualified applicant, individuals must complete the following by the application deadline:

1. Complete an application for Florida State College at Jacksonville.
2. Have a complete dental hygiene application[21] on file.
3. Complete the Health Education Systems, Inc. Admissions Test (HESI-A2) and include the results in the dental hygiene application file.
4. Submit a completed Dental Hygiene Observation Form[22], contained within the application packet linked above.
5. Forward official college transcripts to the dental program office.
6. Complete the required pre-requisite courses with a minimum grade of 'C.'"

Each academic year, the Admissions Committee for the Dental Hygiene A.S. meets to review the program applications and identify which applicants meet the published standards. Meeting minutes[23] from the 2017 Admissions Committee meeting are included as evidence. Please note: student names have been redacted from the referenced meeting minutes.

The Dental Assisting Workforce Certificate (W.C.) is one example of a workforce certificate program with a specific admissions policy. As the program's catalog page[13] states, "Admission to this program is limited and is based on academic performance and other criteria". One class is admitted each fall term. To be considered as a qualified applicant, individuals must complete the following by the application deadline.

1. Complete a Florida State College at Jacksonville application.
2. Complete a Dental Assisting paper application[24]
3. Provide Test of Adult Basic Education (TABE) scores or waiver.
4. Submit an official (unopened) High School completion transcript (no diplomas) or college transcript or an official copy of GED® test scores.

Each academic year, program applications are reviewed to identify which applicants meet the published standards. Students who meet all entrance criteria are accepted into the program (on a space available) basis until the first day of class.

Recruitment Materials and Presentations

The College's recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution.

FSCJ Recruitment
FSCJ's Office of Student Recruitment and Admissions provides a diverse outreach curriculum to

both internal and external audiences. These efforts include the dissemination of a wide variety of College materials, in both print and digital formats, as further detailed in the subsequent Marketing and Communications section.

In addition to the dissemination of College materials, the College also provides a variety of presentations. Examples from the current presentation curriculum can be found below:

- Why FSCJ?[25] – This presentation focuses on the merits of an FSCJ education and is typically provided as part of classroom visits and open house events.
- FSCJ Promise[26] – The FSCJ Promise presentation focuses on the eligibility, benefits, and application process for FSCJ Promise, a tuition-free program for targeted students in the College Service Area.
- How to Pay for College[27] – How to Pay for College is a financial aid and literacy presentation outlining the steps and ways for which a student can fund their education.
- Career Coach[28] – The Career Coach presentation provides an outline for career exploration using the College's Career Coach web portal that allows individuals to explore careers by location, demand, salary, and more.

Collaborations with Marketing and Communications Department
FSCJ's Marketing and Communications department works collaboratively with the College's Office of Student Recruitment and Admissions in an effort to recruit prospective students from various populations including traditional, college-bound high schoolers, and non-traditional working adults who are either finishing their degrees or starting college for the first time.

The College uses a mix of both traditional and digital marketing strategies to target specific demographics. Examples of tactics in use include:

- FSCJ Website[29] – FSCJ developed and maintains its public-facing website. The site was redesigned in 2016 with prospective students' best interests in mind. The site's navigation, content, and structure were built to best serve the needs of students who have an interest in the College and its programs of study. By keeping the ownership of the website in-house, the College is better equipped to monitor and maintain the accuracy of all information presented.
  - The SACSCOC accreditation statement is included on the standard footer[29] throughout the site.
- At-A-Glance Brochure[30] – The At-A-Glance Brochure is an overview document that outlines all credit and non-credit academic program offerings, as well as quick facts, steps to enrollment, and College locations.
- Targeted Emails[31] – Email is used to reach prospects who have an application on file but have not yet enrolled in classes. Key messaging in the emails includes registration information, important dates, advising appointments and services, and financial aid/payment information.
- UNF Connect Brochure[32] – The UNF Connect Brochure is a collateral piece that highlights the FSCJ UNF Connect program, which allows students to earn their Associate in Arts at FSCJ and guarantees the transfer to a University of North Florida (UNF) bachelor's degree program.

Communication and collaboration between the Office of Student Recruitment and Admissions and the Marketing and Communications department is key to ensuring an accurate and consistent message is presented in interactions with prospective students and community stakeholders. This strong working relationship is essential to support the College's ability to be both proactive and reactive to the unique needs of the highly diverse student population served. By actively listening to entering students' questions, strategic community partners' workforce needs, and College stakeholders' goals, the recruitment and marketing and communications teams are primed to accurately and effectively represent the College for the benefit of all.

To assure accuracy of materials developed through this relationship, additional content review and approval is requested through departmental deans, program managers, and faculty prior to dissemination.

Independent Contractors

The College works with external vendors to enhance the efforts of the Office of Student Recruitment and Admissions. These vendors are carefully selected to ensure their mission, vision, and values align with those of the College, as outlined in APM 03-0203[2], *Standards of Employee Conduct*. Examples of the agreements between external vendors are noted below:

Carnegie Communications – The College contracted with Carnegie Communications in 2017 to evaluate and address the needs of the diverse market through analysis of enrollment trends, district population and market share, regional competition, target audience, and industries served.

Carnegie Communications is held to the same principles and policies as College employees. An amendment to the Carnegie Communications Services Agreement was entered on October 30, 2017, which states that the company is allowed access to certain information related to College students which is protected from disclosure by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. Section 1232g; and Carnegie is deemed a "school official" for purposes of FERPA, as Carnegie is undertaking certain activities that the College would otherwise undertake itself; and the parties amended the Agreement so that the College's student-related information is made expressly confidential, and thus can be transferred to Carnegie in compliance with FERPA.

Full Measure Education – The College contracted with Full Measure Education (FME), a mobile communications company, in 2018 to conduct personalized campaigns to incoming students for the fall term. The focus was to use targeted SMS (Short Message Service) campaigns to help prospective students complete applications, register for orientation, and schedule advising appointments.

FME is held to the same principles and policies as College employees. The company's subscription agreement states, "Company shall comply, as though it were Client, with all of the requirements of the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g) and the regulations adopted thereunder (34 C.F.R. §99) that address disclosures to third parties of student information, and other local, state, and federal laws regulating the use and dissemination of Client's constituent information. Client appoints Company as "School Official" as that term is used in Title 34, Code of Federal Regulations §§99.7(a)(3)(iii) and 99.31(a)(1) for purposes of responding to requests that come to it for "education records" as that term is defined under 20 U.S.C. §1232g(a)(4), with respect to course enrollments and other information needed to provide content to students."

Campus Management – The College contracted with Hobson's, Inc. (now Campus Management, Inc.) in 2013, to subscribe to their Connect CRM (Constituent Relationship Management) services. The Connect platform provides opportunities to engage students throughout the student lifecycle utilizing a wide variety of tools for communication.

Campus Management is held to the same principles and policies as College employees. The company's Master Services Agreement, signed December 20, 2013, states, "College and Hobson's shall strictly adhere to any and all applicable Federal and State laws, regulations or guidelines, as well as any professional or ethical codes, relating to the use of data, including, without limitation, all restrictions relating to the privacy of any personally identifiable information or other information."

Additionally, "Hobson's and any third-party acting on behalf of Hobson's agree to store and use the College Data in compliance with all applicable federal, state and local laws, statutes, rules, and regulations including, but not limited to, those rules promulgated under HIPAA and FERPA ('Government Rules')."

"Both parties acknowledge and agree College is a political subdivision of the State of Florida and its performance is limited by Florida Statutes including, but not limited to, 218.73, 218.74, and 768.28. As such, College's performance under this agreement and any amendments hereto or attachments connected herewith, shall at all times be subject to any and all federal/state laws/regulations and District Board of Trustee Rules which are applicable to the College's operations, commitments, and/or activities in furtherance of any terms specified herein."

In accordance with the SACSCOC's Advertising and Student Recruitment Policy[33], the College and individuals acting on its behalf exhibit integrity and responsibility in student advertising and recruitment.

Supporting information is kept on file and readily available for review. One example is the College catalog[10] which is easily accessible on the website and includes all admissions policies, enrollment requirements, and procedures for all types of students. In addition, the catalog includes program and course information, prerequisites as well as opportunities and requirements for financial aid, and is annually updated to ensure relevance and accuracy, according to APM 10-1002[34], *Annual College Catalog Preparation, Production and Publication*.

As stated in the SACSCOC policy noted above, the College's recruitment team is comprised of well-qualified student recruiters and enrollment development coordinators whose credentials, purposes, and position or affiliation with the institution are clearly specified. The College follows federal guidelines regarding compensation for student recruitment and admission activities and also avoids commission-based recruitment practices to remain in compliance with the Principles of Accreditation and U.S. Department of Education regulations. Enrollment coaches host regular training sessions[35] and hold recruiters accountable for completing assigned training modules[36] within the first three months of employment.

Summary

The College publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The College also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Evidence

[1] FSCJ Mission Vision Values

[2] APM 03-0203 Standards of Employee Conduct

[3] Board Rule 10.1 Requirements for Admission

[4] Florida Statute 1004.65

[5] Board Rule 2.1 Equal Access Equal Opportunity Non-Discrimination, Harassment or Retaliation

[6] Catalog-Student Services-Admissions

[7] Florida Statute 1001.64

[8] APM 10-0701 Admissions-Sexual Predators/Sexual Offenders

[9] Catalog-Medical Assisting Advanced (2315) (A.S.)

[10] 18-19 College Catalog

[11] 18-19 College Catalog_Program Requirement B.S.

[12] 18-19 College Catalog_Program Requirement A.S.

[13] 18-19 College Catalog_Program Requirement W.C.

[14] Florida Statute 1007.263

10.6 An institution that offers distance or correspondence education:
  a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
  b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
  c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity. *(Distance and correspondence education)*

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) offers distance education and:
a. ensures that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives credit.
b. has a written procedure protecting the privacy of students enrolled in distance education courses or programs.
c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

The College does not offer correspondence education courses or programs. The following narrative, arranged by the sections of 1) Verification of Student Identify, 2) Student Privacy, and 3) Costs Associated with Verification of Student Identity, demonstrates compliance.

Verification of Student Identity

Student Computing Account

Upon acceptance to the College, students are provided with a free computing account, an account that is required to gain centralized, authenticated access to basic network resources. The Acceptable Use Policy[1] governs the use of College-owned computer resources, and services. Computing policies are included in the Student Handbook[2] and the College Catalog[3].

A unique user-ID (log-on name) and password is required for each student to access their assigned account. User-IDs uniquely identify specific individuals. Student user-IDs are eight characters and are non-descript, consisting of letters and numbers. The assigned single, unique user-ID is used on all computer platforms (UNIX, Windows, etc.) where authenticated access is required. Persons are not allowed to change the student user-IDs for any reason. In order to minimize the threat of compromise, the following account policies are enforced:
  • Password length minimum of alphanumeric characters (mixture of lower, upper, and numeric)
  • Password minimum length must be at least eight characters, and no more than 16 characters
  • Passwords must be unique and cannot be reused
  • Users must change their password at initial login after a password creation or reset
  • After more than one hour idle time on any system, there is a session timeout
  • Passwords must be reset every 60 days

Passwords must not be stored in a manner or place where unauthorized persons might gain access to them. Passwords must never be shared or revealed to anyone. The account owner is responsible for any and all actions linked with the assigned user-ID and password.

Students enrolled in all courses, including distance education courses, have access to the myFSCJ web portal[4] for resources such as student records and business services, as well as to appropriate course materials through the distance learning support platforms. The myFSCJ web portal provides a

single point of entry for transactions or activities, including open class searches, registration, grade viewing, transcripts, payments, and personal information update.

Students' email accounts are identified as studentID@students.fscj.edu. This account is used for College communications with the student, including internal courseware communications.

Student computing accounts will be active for a minimum of one year beyond the student's active enrollment period. After 12 months of non-enrollment, student accounts may be deleted in order to regain computer resources.

These policies and procedures are further explained in the Technology Policies and Procedures Manual sections on Network Login[5] and Email Policy[6].

Proctored Tests and Examinations

In addition to unique student computing accounts to access the Learning Management System (LMS), proctored testing is available to ensure that students completing tests are the same as those taking the online course. Students complete proctored examinations in a physical location or using online proctoring software (currently ProctorU via SmarterProctoring).

Students, including distance learners, enrolled in online courses requiring proctored exams have the option of scheduling and taking their examinations on-campus at the College's testing and proctoring locations, or off-campus at sites around the globe.

On-Campus Testing Procedures for Distance Learners

Proctored tests and exams are locally administered in College classrooms, computer labs, and assessment centers. While the Deerwood Assessment Center is the main physical testing site for distance learners, all campus locations also provide services to accommodate online student testing needs. In order to verify a student's identity at the campus proctoring sites, the College follows this procedural process:
- A current government-issued photo ID with signature or FSCJ student ID is required to test. These are the only forms of ID accepted. The student name on the identification must match the name in the student record (class roster).
- Only materials provided by the proctor (i.e., paper and pencils) or allowed by the faculty (e.g., calculators, pocket dictionary, formula sheet) are permitted in the testing area. These items are submitted to the proctors after the exam.
- Cell phones and other communication and electronic devices must be powered off and stored prior to testing.
- Personal items other than the photo ID and materials allowed by faculty will be stored prior to testing.
- Students are permitted to leave the testing area to use the restroom when necessary. Only one student is permitted to leave at a time.

These procedures are further explained in the Distance Learning Proctored Testing Handbook for Proctors[7].

Off-Campus Testing Procedures for Distance Learners

Procedures for using the online proctoring software, currently ProctorU via SmarterProctoring, are outlined on the online learning Remote Site Testing website[8]. Students are only able to schedule and access an exam with ProctorU by logging into the College's LMS and the online classroom with their unique student login. When a student logs in to take an exam, a photo of the student is taken as well as a photo of the student's government-issued or College student ID and compared to verify identity.

If students live outside the College service area, they may request approval to use a testing site near their location. These students submit an Online Remote Test Site and Proctor Approval Form[9].

Assessment Center personnel verify the site before testing is approved. Before a student is allowed to take a proctored examination, they are required to present a valid government-issued photo or College identification. The name on the identification must match the name of the test-taker on the class roster.

Student Privacy

Family Educational Rights and Privacy Act (FERPA)

The College protects the confidentiality and integrity of student records through adherence to FERPA. The Administrative Procedure Manual (APM) 10-0601[10], *Release of Student Information*, outlines the procedures that College personnel must follow when receiving requests for access to or release of student information.

Under FERPA and the College's policy, a student will be given access to the student's own record within a reasonable time after the submission of a written request to the custodian of that record. Suitable arrangements will be made by the College to permit the record to be reviewed in the presence of the custodian of the record, or that custodian's representative. The student has the right to challenge the content of any record they believe to be inaccurate, misleading, in violation of the student's rights, or otherwise inappropriate, and the student may insert into the record written explanation of any matter the record contains. A student must consent to the release of any student information other than directory information to a person or agency before such information is released. This consent must be in writing, signed, and dated, and must specify the information to be released, the reason for release, and the names of persons to whom the information is to be released.

The following information about an individual student is classified as "directory information" and will be released upon request to any person. The individual student has a right to submit a request in writing to the custodian of the student's record that all or any part of the directory information not be releasable. Upon submission of such a request, access to or release of directory information noted below will be withheld until further written instruction is received from a student or parent (if eligible):
- Name
- Major field of study
- Dates of enrollment
- Degrees, certificates, or diplomas received
- Honors received

The College Catalog[11] and the Student Handbook[12] provide information to students on FERPA and student rights. Information regarding FERPA and technology, and responsibilities for implementation and compliance, are included in the Technology Policies and Procedures Manual[13].

Protection of Data and Sensitive Information

The Technology Policies and Procedures Manual provides written procedures for protecting the privacy of data and sensitive information through its comprehensive authentication requirements for student and staff access to network resources[5], including the distance education support platforms. Additional policies and procedures for privacy and data protection include the following:
- **Internet Privacy Policy**-The College also protects the privacy of all students, including distance learners, through the application of the Internet Privacy Policy[14]. This policy stipulates that the College does not collect personal information about students or the public when they visit the College website unless they affirmatively choose to make such information available to the College.

- **E-Systems Security Information Classification**-Information must be classified by one of these descriptors to ensure appropriate security controls[15] are applied:
  - Public Information-Public information poses no risk to the College if it should become public, or it may already be in the public domain.
  - Sensitive Information-Sensitive information is intended for distribution within the College on a highly limited and restricted "need-to-know" basis only.

- **Encryption**-Data encryption[15] is used to protect the confidentiality of critical or sensitive information sources. These guidelines govern use of encryption:
  - All sensitive data should be encrypted.
  - Sensitive data must be encrypted when transmitted outside of physically secured areas.
  - Sensitive data must be encrypted when data resides in physically unsecured areas.
  - Sensitive data should be encrypted when not actively in use.
  - Sensitive data should be encrypted when stored on hard disks.
  - Data should be encrypted when transported in computer-readable storage media, such as magnetic tape, floppy disk, CD-ROM, or any other removable media.
  - Original documents should be deleted only after the user has demonstrated the ability to recover the original document from the encrypted data.

- **Enterprise Resource Planning (ERP) Systems and Applications Security-**The main component of the College's Enterprise Resource Planning (ERP) system includes the following PeopleSoft modules: Human Capital Management (HCM), Financial Supply Chain Management (FSCM), and Campus Solutions (CS) with Interaction Hub (iHub) as the front-end portal. This is currently hosted and managed by ERP Associates (ERPA) at one of CenturyLink's data centers. All user components are web-based and can be accessed by any browser or device. Like all of the College's major software, it is dependent on Microsoft Active Directory authentication.

  Default roles and assignments are built into employee positions. Access and elevated access to the ERP is managed by system owners or group managers from each functional area for the various modules on a need to know or have job basis as indicated in the APM 07-0102[16], *Enterprise Application Systems Access Privileges*, and the Technology Policies and Procedures Manual[17]. ERPA is responsible for the Operating System and Database surety. Role security development is designed and maintained by the Director of Information Systems within the Information Technology (IT) Department.

  Account terminations are initiated by Human Resources for departures and assignment changes. When employees change roles within the institution, their permissions are deleted and the new basic roles are assigned according to the new function. Elevated privileges need to be granted again by the functional area. The IT Operations staff handles the actual removal of these rights, based on the Human Resources notifications.

  IT has provided an automated report for each supervisor to verify the need for their employees' specific levels of access within the ERP. This is done on an annual basis.

- **Root/System Administrator Access**-The IT Department's policy is to grant individuals the least privileged access to a system that is required for them to accomplish their job function or task. Root access[18] on Collegewide UNIX servers, Enterprise Administrator access on the College Active Directory forest, and access to all network and telecommunications equipment is limited to the appropriate members of IT, under the direction of the Chief Information Officer (CIO) for the associated system.

  The CIO may approve sufficient rights to campus technical support personnel to access campus-based servers or network equipment at their locations on the basis of need. These rights may or may not be granted based on the demonstrated skills. End-users and groups are not allowed or provided the ability to grant Root or Administrator privileges to others.

  The College Enterprise Administrators group has Administrator privileges on all member servers in the College Active Directory forest and on all other servers and workstations on the production network. All servers and desktop computers must be placed in the Domains and Workgroups approved by the CIO. While faculty and staff are to be granted Local Administrator Level Access for their assigned laptops, Administrator access must still be granted to the Enterprise Administrators. The local Administrator account password is unknown to the end user and is stored on a central server for recovery when needed by the IT Department.

- **Physical Access to the Network Operations Center (NOC)**-The College's NOC, located in the Deerwood Center, houses computer operations, server farm, and the applications and network staff. As the central hub for the Collegewide network (intranet) and associated servers, internet, and the distance education support platform, the NOC requires and has in place sufficient physical access safeguards.

  The NOC is a stand-alone facility that is accessible 24 hours a day, 365 days a year. All entrances and secure spaces are monitored through video surveillance. Proximity card locks control all three entrances into the facility (one external and two internal). To gain access[19] through the electronically locked access points, an individual must possess a working access card approved by the CIO. All other IT Department spaces, including wiring closets, have the same controls.

Costs Associated with Verification of Student Identity

The College does not have an additional charge for verification of student identity. Verification of student identity is through a unique user-ID and account access provided by the College at the time of enrollment, and through proctored testing. Enrolled students using proctored testing services provided by the College are not charged a fee.

Students choosing to use a test proctoring vendor may be required to pay a proctored testing fee. Students pay the vendor for services and are not assessed a fee by the College.

Students are informed of proctored testing requirements and this potential for fees in the class enrollment information and notes as shown in the Class Enrollment Information and Notes example[20] and on the FSCJ Online website under Online Learning and Remote Site Testing[21].

Summary

The College has implemented a formal process to verify students' identities, not only for online students, but for all students. The College provides all students with a computing account and requires unique user-IDs, passwords and email addresses. On-campus and off-campus proctored exams are available as a means of ensuring that students completing the exams are the same as those taking the courses.

The College has and adheres to written policies and procedures for protecting the privacy of students enrolled in distance education courses through adherence to the procedures outlined in the Family Education Rights and Privacy Act (FERPA) and use of a secure login authentication system for access to student records, the student portal, and distance education support platforms. Further, the College carefully allocates access associated with root and system functions to protect the College and its information assets.

Students outside the local area, and students choosing to use a test proctoring vendor, may be required to pay a proctored testing fee. Students are informed of proctored testing requirements and this potential for fees in the class enrollment information and notes.

Evidence

[1] FSCJ-Acceptable Use Policy-Website

[2] Student Handbook 2018-19 Computing Policies Excerpt

[3] 18-19 College Catalog-Appendix-Computing Policies

[4] myFSCJ Student Employee Portal

[5] Technology Policy & Procedures - Network Login Excerpt

[6] Technology Policy & Procedures - Email Policy Excerpt

10.7 The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. *(Policies for awarding credit)*

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. The policies are overseen by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours, the College has a sound means for determining credit equivalencies.

Practices for Awarding Credit

The Florida State Board of Education establishes the amount and level of credit awarded for courses at all of the public colleges and universities in Florida, of which the College is one. The College adheres to Florida State Board of Education Rule 6A-14.030[1], *Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions*, which defines the unit of measure for each type of credit: college credit, clock hour, developmental credit, and institutional credit. The College's Administrative Procedure Manual (APM) 09-0206[2], *Awarding Credit Hours*, is modeled after Florida Statute 6A-14.030 and defines the value and types of credit offered at the College for college credit, clock-hour, developmental, and non-credit. A credit hour is defined as the amount of student work necessary to meet intended learning outcomes to earn a Carnegie unit via direct faculty instruction and/or other academic activities. One semester credit hour is equivalent to 15 contact hours with the instructor. A clock hour is equal to no less than 50 minutes. One vocational credit hour (clock hour) is equivalent to 30 contact hours of instruction.

The College is also guided by the State Board rule requiring a Statewide Common Course Numbering System (SCNS). Courses offered by all of Florida's public colleges and universities are included on the common course master list to provide consistency in the identification of courses, delivery of content in all modalities, and awarding of credit value. The common course numbering system assures that courses are transferable among all of the state's public higher education institutions and assures consistency in evaluating and reporting common course prerequisites. The common course numbering system requires that the course content and the credit hours awarded for each course conforms to specific standards.

Practices Establishing the Role of Faculty
The College has a dedicated Office of Curriculum Services to ensure that faculty has a role in reviewing the academic credit awarded for each course offered, regardless of instructional formats or delivery modes, including distance education. Each course in the curriculum shall have an official course outline, which includes the assignment of credit hours, contact hours by week, contact hours breakdown (i.e. discussion, laboratory, etc.), as well as course outcomes that must be achieved in all course offerings. Course outlines are approved through the curriculum process and maintained in the Curriculum Services Office as described in APM 09-0201[3], *Instructional Consistency: Official Course Description, Official Course Outline, and Required Syllabus Components*. This APM ensures instructional consistency for each course taught regardless of delivery or instructional mode.

The curriculum review process is used to approve course outlines and includes submission of a proposal to the Curriculum Committee for recommendation to the Provost and Vice President for Academic Affairs. Course outlines are reviewed on a minimum three-year cycle by a Collegewide discipline committee and are updated as necessary. Full-time faculty may initiate a review of an outline at any time. Exceptions to the curriculum review and revision process may be made for courses whose

content is defined by the Florida Department of Education, the Florida Legislature, or an accrediting agency.

The oversight function of faculty through this process is delineated in APM 09-0304[4], *Curriculum Approval Process.* The Faculty Senate President and Associate Provosts recommend full-time faculty to the Provost for appointments to the Curriculum Committee with concurrence from the appropriate Division Vice Presidents. The appointments on the committee are two-year terms. Membership is made up of full-time faculty and academic administrators, which includes subject matter experts, and is completely defined in APM 09-0304. Current membership rosters[5] for the academic year are found on the Curriculum Services public webpage[6].

This process is followed for distance education as well as off-campus instructional sites, such as those administered through articulation agreements for dual enrollment activity with K-12 school districts under the guidelines established by the Florida Department of Education through Florida Statute 1007.271[7], *Dual Enrollment Programs.* The College maintains articulation agreements with Duval County Public Schools and Nassau County School District, as well as charter and private schools. The awarding of credit in all of these courses complies with and is subject to the above state and College rules, policies, and procedures.

Credit for Prior Learning

The College may grant the amount and level of credit for prior learning and educational experiences as recommended by reputable external evaluation agencies; such agencies include the American Council on Education (ACE), military transcript from the Community College of the Air Force (CCAF), Army/American Council on Education Registry Transcript System (AARTS), Sailor-Marine American Council on Education Registry Transcript (SMART), or the National College Credit Recommendation Service (National CCRS). Credit may also be awarded through formal contractual agreements, articulation agreements, or memoranda of understanding.

In the matter of experiential learning, the College awards credit for certain experiential learning not derived from coursework. This awarding of credit includes credit by examination and portfolio development. Award of credit by these means is governed by APM 10-0603[8], *Credit for Prior Learning*, and the procedures are further explained in both the Portfolio Development Orientation and Self-Assessment[9] and the Faculty Guide to Portfolio Evaluation[10]. Policies and procedures for earning credits through these two mechanisms are disseminated to students through the College Catalog under Prior Learning Assessment[11].

Practices for Awarding Credit by Examination
Award of credit by examination is governed by State Statutes, Board Rules, and local policies and procedures. Board Rule 6A-10.024[12] covers *Articulation Between and Among Universities, Community Colleges, and School Districts*, and Florida Statute 1007.271[7], *Dual Enrollment Programs*, which requires the Articulation Coordinating Committee (ACC) to establish passing scores and course and credit equivalents for Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP) exams. Public colleges and universities in Florida are required to award credit for AP, IB, and CLEP as designated in the ACC Guidelines. The ACC Guidelines also address other examinations such as Defense Activity Test and Examination Services Subject Standardized Tests (DSST) and the Excelsior College Examinations as authorized by Florida State Board of Education Rule 6A-10.024.

The College's rules and policies on credit by examination are set forth in Board Rule 10.16[13]*, Acceptance of Credit for Prior Learning[13]*, APM 10-0603[8], *Credit for Prior Learning*, and supplemented in the "Credit By Examination" chapter[14] of the *Assessment and Certification Center Policy and Procedure Manual.*

At the College, a student may earn up to 75% of a program's clock or credit hours through credit-by-examination. A complete list of approved tests given appears on the College's website[15] along with minimum scores and course equivalents. Some of those tests include:

- Advanced Placement (AP)
- College Level Examination Program (CLEP)
- International Baccalaureate (IB)
- Defense Subject Standardized Tests (DSST)
- Cambridge Advanced International Certificate of Education (AICE)
- Excelsior College Examinations (ECEs)
- College Course Challenge Exam (CCCE), previously known as Proficiency Examination Program (PEP)

Credit Evaluation and Transfer from Other Accredited Institutions

The College awards credit to students, including distance learners, from other accredited institutions. The evaluation and transfer of credit are governed by Board Rule 10.16[13], *Acceptance of Credit for Prior Learning*, and APM 10-0603[8], *Credit for Prior Learning*.

Board Rule 10.16 contains this language:

"Credit earned at other colleges or universities accredited by one of the six regional accrediting associations will be accepted by Florida State College at Jacksonville and placed on the transcript, when there is an appropriate match in curricula. Credits awarded at institutions not regionally accredited may be accepted by Florida State College at Jacksonville and placed on the transcript if the credits represent collegiate level coursework with course content and level of instruction resulting in student competencies equivalent to those of students enrolled in comparable instruction at Florida State College at Jacksonville per FSCJ evaluation by an appropriate cadre of collegewide faculty."

The College's Registrar's Office evaluates transcripts and determines the amount and level of transfer credit to be granted following the acceptable practices outlined by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Students have the option to appeal the findings of this process through written request to the College Registrar. The process of appeal is outlined in the College's APM 10-0603[8], *Credit for Prior Learning*. The procedures for appealing the denial of transfer credit are published for students, including distance learners, in the College Catalog [16] and in the Student Handbook[17]. As noted above, students may appeal the denial of transfer of credit to the College Registrar.

Credit by Portfolio Development

The College awards credit based on well documented learning presented through the portfolio development program in accordance with APM 10-0603[8], *Credit for Prior Learning*. The College adheres to the Ten Standards for Assessing Learning as published by the Council For Adult and Experiential Learning (CAEL), and step-by-step, detailed procedures are provided in the Portfolio Development Orientation and Self Assessment[9], and the Faculty Guide to Portfolio Evaluation[10].

To ensure that credit awarded is consistent in amount and level of credit awarded in courses taught at the College, the portfolio development process operates on a strict course match model. Before credit is awarded, each portfolio is evaluated using the same learning outcomes as the course it is intended to satisfy. This review ensures that credit is awarded only if the learning documented in the portfolio meets the same outcomes required of a student completing the course at the College. This flowchart [18] depicts the process and the portfolio development document[19] is provided.

Practices Applying the Standards of Professional Organizations

Acceptable practices for awarding credit for noncredit coursework are reviewed during program-specific accreditation visits and program reviews by accrediting bodies such as the Accreditation Council for Business Schools and Programs (ACBSP) and the Accreditation Commission for Education in Nursing (ACEN). All peer-reviewed programs meet or exceed the stated accreditation standards. For example, the College's Accounting Technology Associate in Science (A.S.), Business Administration A.S., and Office Administration A.S. programs are accredited by the ACBSP. The ACBSP requires the College to engage in a process of self-study to demonstrate compliance with the ACSBP standards.

Professional accrediting bodies, advisory boards, agencies, and other organizations contribute to the College's development of courses and the determination of its practices for awarding credit by aligning

professional standards with specific learning outcomes. The practice of routine collaboration with these entities and of application of their professional and occupational standards is essential to meeting the established conventions and the dynamic needs of the workforce.

Current College affiliations include:
- Accreditation Council for Occupational Therapy Education (ACOTE)
- Accrediting Commission for Programs in Hospitality Administration (ACPHA)
- Air Traffic Collegiate Training Initiative (AT-CTI)
- American Bar Association (ABA)
- American Board of Funeral Service Education (ABFSE)
- American Occupational Therapy Organization (AOTA)
- American Registry of Radiologic Technologists (ARRT)
- American Society of Radiologic Technologists (ASRT)
- Cisco Systems
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
- Commission on Accreditation for Respiratory Care (CoARC)
- Commission on Dental Accreditation (CODA)
- Construction Management Advisory Council (CMAC)
- Dell
- Florida Department of Health
- IBM
- Microsoft
- Northeast Florida Builders Association (NEFBA)
- Occupational Safety and Health Administration (OSHA)
- Oracle
- Sun Microsystems

A list of current specialized program accreditations held by College programs can be found in Standard 14.1.

Policies for Awarding Credit for Noncredit Work

The College adheres to state-level policies including Board Rule 6A-10.024[12], *Articulation Between and Among Universities, Community Colleges, and School Districts*, and the State Board of Education Statewide Articulation Manual[20]. The state also maintains a list of Statewide Career and Technical Education Articulation Agreements[21]. All of these are published online and readily accessible. The agreements are intended to be a minimum guarantee of articulated credit and do not preclude institutions from granting additional credit based on local agreements. The College's policy for awarding credit for noncredit coursework and other educational experience is detailed in the APM 10-0603[8], *Credit for Prior Learning*.

Award of Credit for Military Training and Experience

Students may request an evaluation of military training and experience by submitting an official copy of their Joint Service Transcript (JST) to the Student Records Office for evaluation by the College's Military and Veteran's Service Center (MVSC). Credits for military training/learning are awarded based on American Council on Education (ACE) recommended credits and faculty recommendation. The evaluation process used to determine the course equivalencies involve comparison of the course information provided in the ACE Military Guide[22] along with the College's course descriptions and learning outcomes.

External Articulations–Industry Certifications

Students may be awarded credit for certain industry-recognized certifications by submitting a copy of the certification to their program manager for review. Credit may be granted if the certification is covered by the Statewide Career and Technical Education Articulation Agreements or by one of the College's own Industry Certification or External Training to Degree Articulation Agreements[23], such

as an agreement for the Biotechnician Assistant (CERHB001) to be articulated into the College's Biotechnology Laboratory Technology A.S. program[24]. The Statewide Articulation Manual describes the process by which faculty from across the state were convened, matched competencies across program curricula, and recommended the specific number of credits to be awarded to the State's Articulation Coordinating Committee. The College's non-credit articulation process is described in the next section ("Internal Articulations"). The College's external articulation agreements[25] are maintained and reviewed by the Office of Articulation.

Per College APM 10-0603[8], *Credit for Prior Learning*, credit is only awarded if the certificate matches an articulation agreement where it has already been evaluated as equivalent to one of the College's courses by the appropriate faculty members. The faculty evaluation process used to determine the course equivalencies includes comparison of performance objectives, course materials, detailed curricula, and established learning outcomes. This process is documented during the completion of the Industry Certification or External Training to Degree Articulation Agreement[23] and attested to by the signatures of the program's faculty, program manager and dean as well as the Associate Provost for Baccalaureate Career and Technical Education, the Executive Director of Articulation, and the Provost and Vice President for Academic Affairs.

Internal Articulations

Students may be awarded credit for certain College-sponsored degree and certificate programs by submitting a certificate or documentation of the coursework to their program manager. Credit may be granted if the certification is covered by one of the College's Internal Articulation Agreements. The College's Internal Articulation Agreements[26] are maintained and reviewed by the Office of Articulation.

Per College APM 10-0603[8], *Credit for Prior Learning*, credit is only awarded if the certificate matches an articulation agreement where it has already been evaluated as equivalent to one of the College's courses by program managers and faculty from both the noncredit program and the credit program. The faculty evaluation process used to determine the course equivalencies is similar to the process used by the state to determine course equivalencies as described in the Statewide Articulation Manual (Section C)[20] and includes comparing students' performance of hands-on tasks and demonstration of industry knowledge to College course performance standards. This process is documented in the course equivalency tables of an P.S.A.V. to A.S. Degree Articulation Agreement[27], such as the agreement for articulation of credit in to the Culinary Management A.S. program[28], and is attested to by the signatures of the program's faculty, program manager and dean as well as the Associate Provost for Baccalaureate Career and Technical Education, the Executive Director of Articulation, and the Provost and Vice President for Academic Affairs.

Guides and Resources

In order to assist College personnel in determining whether or not coursework taken on a noncredit basis is equivalent to a designated college credit experience, the College makes use of the following guides:

- The Guide for the Evaluation of Educational Experiences in the Armed Services prepared bi-annually by the American Council on Education (ACE)[22],
- The ACE National Guide to College Credit for Workforce Training[29], and
- The National College Credit Recommendation Service (NCCRS)[30].

Publication and Dissemination of Policies and Procedures
Students, including distance learners, are made aware of the administration and awarding of credit through the College Catalog and the Student Handbook as indicated in the narrative above.

Summary

The College publishes and implements policies for determining the amount and level of credit awarded

for its courses, regardless of format or mode of delivery. The policies are overseen by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours, the College has a sound means for determining credit equivalencies.

Evidence

[1] Florida State Board of Education Rule 6A-14.030

[2] APM 09-0206 Awarding Credit Hours

[3] APM 09-0201 Instructional Consistency

[4] APM 09-0304 Curriculum Approval Process

[5] Curriculum Committee Roster 18-19

[6] Curriculum Services Web

[7] Florida Statute 1007.271

[8] APM 10-0603 Credit For Prior Learning

[9] Portfolio Development Orientation and Self Assessment

[10] Faculty Guide to Portfolio Evaluation

[11] Catalog-Prior Learning Assessment

[12] Florida State Board of Education Rule 6A-10.024

[13] Board Rule 10.16 Acceptance of Credit for Prior Learning

[14] Assessment and Certification Centers - Chapter 25, Credit by Exam

[15] Assessments

[16] Catalog-Student Appeals

[17] 2018-19 Student Handbook

[18] Portfolio Development

[19] PLA Portfolio Rating Rubric

[20] Statewide Postsecondary Articulation Manual

[21] Statewide Career and Technical Education Articulation Agreements

[22] ACE Military Guide

[23] Articulation Agreement Industry Certification to A.S. Template

[24] Biotechnology Laboratory Technician IC to AS

[25] IC to AS summary January 2019

[26] PSAV Career Cert to AS degree Jan 2019

[27] Articulation Agreement PSAV to AS Template

[28] Articulation Agreement Commercial Foods Culinary Arts PSAV to Culinary Management AS

[29] ACE National Guide to College Credit for Workforce Training

[30] National College Credit Recommendation Service

10.9 The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. *(Cooperative academic arrangements)*

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) is in compliance with the Requirements of "Reaffirmation of Accreditation and Subsequent Reports" with regard to cooperative academic agreements in which academic partners provide instruction that results in courses and credits being transcripted by the College.

To ensure that the transcripted credit reflects instruction of equivalent quality to that offered by the College, two types of formal agreements are crafted to define appropriate parameters: Memoranda of Agreement (MOA) and contractual agreements. Policies and procedures are in place to execute and review these agreements on a regular cycle.

Cooperative Academic Agreements

The College is committed to its mission[1] of providing "high value, relevant life-long education that enhances the intellectual, social, cultural and economic development of our diverse community." In order to fulfill this mission, the College offers a wide variety of programs and credentials for the students in its service area. Some of these programs may require resources that the College cannot provide on its own, requiring the development of cooperative academic agreements with partners who can make these resources available to the College's students. Without these agreements, and the resources provided, there would be no mechanism through which the College could offer such program participation. The agreements are developed, executed, and reviewed in such a way to ensure the quality and integrity of the instruction provided by the partner institution or organization.

The College maintains two such cooperative academic agreements at this time, one regulated by a Memorandum of Agreement (MOA) with the University of North Florida (UNF) to provide access to Reserve Officer Training Corps (ROTC), and one by a contractual agreement with Sunrise Aviation, Inc., to provide flight training.

Reserve Officer Training Corps (ROTC)

The College maintains a MOA[2] with UNF, authorized by a division of the United States Army, to provide specialized military training to College students interested in becoming an officer in the United States Army. The agreement delineates the roles and responsibilities of each partner in providing College students access to the same coursework and field experiences available to ROTC students at UNF. The ROTC courses[3] offered by UNF, a SACSCOC accredited partner institution, serve as electives in the Associate of Arts (A.A.) degree awarded by the College.

The College provides clear notice to students regarding the nature of the academic collaboration with UNF. The ROTC program is described on the College's website[4] and delineates that students of the College may be enrolled as Military Science Leadership students, college program students, or Army ROTC scholarship students at UNF based on the program in which they are accepted. In addition, the official description of each of the four courses covered by this partnership within the College Catalog includes the following: "This course is held at the University of North Florida and is a collaboration between the ROTC partner affiliate and the College."

The College employs a program coordinator to oversee the agreement and to ensure compliance with the provisions outlined in the MOA, as well as all applicable College policies and procedures. The program coordinator recieves oversight from the Executive Director of Articulations and the Provost

and Vice President for Academic Affairs. As this MOA falls within the scope of APM 02-0703[5], *Written/Consortial Agreements-External Educational or Academic Program*, the program coordinator is responsible for the following:

- Coordination of access for UNF ROTC personnel to meet with prospective students for program recruitment purposes;
- Review of all agreement materials and information, to include the College's catalog and website, to ensure they clearly delineate the relationship between the College and the UNF ROTC program; and
- Ongoing monitoring and evaluation[6] of the agreement to include review of content, standards and performance of the faculty, and compliance with all SACSCOC Principles of Accreditation and policies.

Quality of the credit earned is ensured both through the parameters of the MOA and the College's Curriculum process and credentialing standards for program faculty. The agreement specifies that the courses associated with the program will be equivalent to academic credit granted at the University of North Florida. The courses (MSL 1001, MSL 1002, MSL 2101, and MSL 2102) were developed using standardized content provided by the United States Army, are found in the Florida State Course Numbering System[7], and were vetted through the College's curriculum process, resulting in Course Master Outlines[8] housed in Curriculum Services.

Faculty for the courses are Professors of Military Science at UNF, but are also designated by the College as Contingent Worker Adjunct Faculty (not paid by the College) and subject to SACSCOC credentialing standards. Credentials are verified by the program coordinator, as well as the School of Liberal Arts and Sciences, as the courses are accepted as electives in the A.A. degree. Faculty are subject to the same observation and evaluation standards as any other College adjunct faculty and students are given the opportunity to evaluate the courses and program.

The program coordinator will track student enrollment, progression, and completion and include this data in the Annual Program Report. In accordance with the MOA, students in the program are considered as members of the University of North Florida, Florida Corps of Cadets, and as such, may participate in any military function. Students will also receive equal opportunity in competing for Army SROTC scholarships.

Flight Training Instruction

The College has a contractual relationship with Sunrise Aviation, Inc., to provide high quality flight training instruction for the Professional Pilot Technology Associate in Science (A.S.), originally developed and signed in 2011[9], and revised and renewed in 2014[10], and 2016[11]. The contract delineates the responsibilities of each party in detail.

The College ensures the integrity of the arrangement and the use or reference to SACSCOC accreditation by providing clear notice to students regarding the collaboration and the role of Sunrise Aviation in the program. All flight training courses taught by Sunrise Aviation at the College include the following notice to students in the Catalog[12]: "Florida State College at Jacksonville provides the flight instruction through a College contracted flight school." In addition to making clear statements disclosing the nature of the collaboration, the College reviews materials, publications, or advertisements produced by Sunrise Aviation and related to the program to ensure they disclose the collaboration accurately and do not present themselves as accredited in any manner by SACSCOC.

The College employs a program manager who ensures the quality of the credits recorded on transcripts resulting from courses conducted by Sunrise Aviation. The program manager also oversees compliance with the provisions outlined in the contract as well as all applicable College policies and procedures. The contract provisions ensure that College faculty and administrators have oversight of the program and methods to ensure ongoing compliance with quality and standards. Through daily interaction with the flight training instructors, College faculty and administrators determine the following parameters of the program:

- Specific courses to be taught

- Scheduling of courses
- Content of the courses as defined by the standards from the Federal Aviation Administration (FAA) and the Florida Statewide Course Numbering System guidelines
- Review and approval of courses and content through the College Curriculum process
- Syllabus review to ensure compliance with standards
- Aircraft used in training
- Course materials
- Faculty qualification standards
- Integration of flight training with on-ground and flight simulation training
- Evaluation of student progress and awarding of grades

The contract establishes that all equipment, training, and staff are co-located at the College and authorizes the process by which periodic access and inspection of all equipment, records, and certifications will proceed in order to ensure ongoing quality of the program. All parties to the contract are involved collaboratively in the development and evaluation of the program. This agreement is also subject to the requirements of APM 02-0703[5], *Written/Consortial Agreements-External Educational or Academic Program*. Program administrators will be responsible for the following:

- Review of all agreement materials and information, to include the College's catalog and website, to ensure they clearly delineate the relationship between the College and Sunrise Aviation (listed as an FAA-approved Flight School).
- Ongoing monitoring and evaluation[13] of the agreement to include review of content, standards and performance of the faculty, and compliance with all SACSCOC Principles of Accreditation and policies.

Quality of the credit earned is ensured both through contractual oversight and external FAA review and certification. The College's course outcomes, as approved through the Curriculum Review process, align with FAA-required outcomes for pilot certifications. Flight training courses were developed using FAA-defined training requirements, standards and outcomes, which are found in the Florida State Course Numbering System. These requirements were vetted through the College's Curriculum process, resulting in Course Master Outlines housed in Curriculum Services. Sunrise Aviation conducts training in accordance with those FAA standards, and assessment is conducted by FAA-designated "check pilots" and examiners. Sunrise Flight Instructors must meet FAA requirements, both to hold Flight Instructor credentials and to maintain currency and proficiency.

College faculty-of-record for the courses verify that students meet the course completion requirements and check their progress against FAA standards. These faculty are subject to SACSCOC credentialing standards and these credentials are verified by the Human Resources Department, the program manager, as well as the School of Technology and Industry. Faculty are subject to the same observation and evaluation standards as any other College adjunct faculty, and students are given the opportunity to evaluate the courses and program.

The provisions of both the MOA between the College and the UNF ROTC program and the contractual agreement between the College and Sunrise Aviation ensure that credits transcripted under these collaborative academic agreements meet all SACSCOC Accreditation Requirements. College policies and procedures for review and renewal ensure maintenance of these standards.

Summary

The College ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The College maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

Evidence

[1] FSCJ Mission Vision Values

[2] ROTC MOU - UNF 2010

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]

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Consistent with its mission, Florida State College at Jacksonville (hereafter referred to as the College) provides appropriate academic and student support programs, services, and activities. These services are provided to all learners, including Dual Enrollment and distance learning students, and faculty, where appropriate. Academic and student support services are influenced by the College's mission, organization, and student body profile. These services are evaluated for appropriateness and effectiveness.

Mission

The College's mission[1] is to provide high value, relevant life-long education that enhances the intellectual, social, cultural, and economic development of our diverse community. As demonstrated in the table below, each of the College's major academic and student support services to be described in this narrative supports one or more aspects of the institutional mission. For example, advising supports students' intellectual development through the exploration of degree and career pathways. Likewise, the Center for Civic Engagement[2] provides students and faculty with relevant service learning opportunities in the community, which serves not only to collectively impact the northeast Florida community, but also to enhance the intellectual, social, and cultural development of participants and beneficiaries alike.

Academic or Student Support Service	Alignment to Mission
Dual Enrollment Coordinators	Intellectual, social development
Student Recruitment and Admissions	Intellectual, social development
Advising	Intellectual, social development
Career Development Centers	Social, economic development
Assessment and Certification Centers	Intellectual, economic development
Tutoring Services	Intellectual, social development
Center for Civic Engagement	Intellectual, social, cultural, economic development
Financial Assistance	Intellectual, economic development
Student Life & Leadership	Intellectual, social, cultural development
Faculty Support	Intellectual, social development

Organization and Delivery of Services

While each division of the College supports student success, three of the College's divisions – Academic Affairs, Business Services, and Student Services – primarily provide direct delivery of academic and student support services. Each of the College's divisions is led by a vice president who reports directly to the College President.

The division of Academic Affairs provides academic support services through the delivery of Assessment and Certification Centers, Academy for Teaching and Learning, tutoring services, and programming through the Center for Civic Engagement. Key positions include the Executive Director of Academic Operations, who oversees the Assessment and Certification Centers[3]; the Executive Dean for Library Services, who oversees tutoring[4]; and the Associate Director for Program Development,

who oversees the Center for Civic Engagement[2]. In addition, the Associate Provost for Curriculum and Instruction provides leadership for tutoring services and the Center for Civic Engagement.

The Business Services division administers the College's financial assistance and Training and Organizational Development programs. The Director of Financial Aid[5] provides oversight to financial assistance programs including student loans and scholarships. The Executive Director of Training and Organizational Development oversees the College's Training and Organizational Development and Academy for Teaching and Learning programs[6], including the Faculty Resource Centers.

The College's division of Student Services delivers a broad array of services including those related to recruitment and admissions[7], advising[8], disability services[9], student assistance programs[10], career development[11], and student life and leadership[12]. Key positions in this division include the Director of Student Recruitment and Admissions and the Registrar and Director of Student Records, who assist students through the admissions and matriculation processes. The Dean of Students manages a range of services including career development, disability services, student life and leadership, and the student assistance program. Finally, the Associate Vice President for Student Success oversees Collegewide[8] advising operations, military/veterans' services[13], and international admissions[14].

Student Body Profile

The College supports the educational needs of a diverse undergraduate student body. Using data from the Sections 3 and 4 of College's Fact Book[15], during 2016-17, approximately 11.5% of students were enrolled in baccalaureate programs, and the remaining 88% were enrolled in associate and certificate programs. In 2016-17, the median student age was 25 years and the mean (average) was 28 years. Over the five-year period of 2012-17, the College's enrollments by race/ethnicity included 26.9% reporting as Black, 45.3% as White, 7.8% as Hispanic, 1.8 % as Two or More, 4.7% as Other Minority, and 13.5 % as Not Reported. In addition, in 2016-17, over 80% of the College's students attended part-time.

In order to support this diverse student body, the College provides academic and student support services by a similarly diverse staff. Among academic advisors, for example, the staff ethnic composition reflects greater diversity than that of the student body, with 49% of advisors identifying as an ethnic minority.

With a large portion of its students enrolled part-time, it is important that the College delivers highly accessible support services to students who are balancing the obligations of work, family, and education. Thus, many support services can be accessed remotely without a student having to physically visit a campus.

In addition, academic and student support services are provided at campuses and centers that are situated throughout Duval and Nassau counties. Each location reflects the localized nuances of its immediate community. With Jacksonville being the largest geographic city in the continental U.S., locations are spread apart by many miles, as are the many sub-communities of the greater Jacksonville area.

Description of Services

Consistent with its mission, the College provides a broad range of services to all students. Students have access to services including recruitment and admissions[7], advising[8], career development[11], the Student Assistance Program[10], Assessment and Certification Centers[3], tutoring services[4], the Center for Civic Engagement[2], student life and leadership[12], and financial assistance programs[5]. The College also provides onboarding and ongoing support to faculty.

The College's Office of Student Recruitment and Admissions[7] conducts outreach to the local service area, which includes Duval and Nassau counties. Recruitment staff work with local school districts, non-profit organizations, and business and corporate partners to promote access and ensure students

know that the College is a viable option for their postsecondary studies. The staff facilitate a variety of events throughout the year, both off-site and at College campuses and centers to increase prospective students' knowledge. These events include, but are not limited to, Application and FAFSA Labs, BEACON (Bringing Economic and Career Opportunities Nearer), and collective impact events that focus on financial aid, education, and career planning.

Students may visit a Welcome Center in-person or virtually, and schedule an in-person or virtual/online appointment[8] to meet with a staff member or advisor regarding any aspect of their College experience. In-person and virtual services include application to the College, transition and onboarding, registration, program choice, transfer options, registration, student life, or financial assistance opportunities. The staff in the Welcome Centers are dedicated to providing each student with a quality interaction that combines a personalized, just-in-time experience within a learning-centered framework. Staff members regard each exchange as a teaching moment that transcends the immediate transactional requirements that the student presents. Welcome Centers ensure awareness and access to College services for both on-ground and distance learning students. Dual Enrollment students are primarily served by Dual Enrollment coordinators who are also located in Welcome Centers.

The College actively promotes virtual academic advising through Blackboard Collaborate and the student portal, myFSCJ, so that students can access support services from anywhere, and gain access to online appointment scheduling as well. New Student Orientation is also available in an online[16] format via myFSCJ so that students can receive the same vital information that on-ground students receive during on-campus new student orientations. The online orientation also provides an opportunity to request additional support if a student wishes. Finally, students may access job and salary data via Career Coach online[17] for nearly any field so they can assess various career paths independently or with an advisor. The expectations for virtual services are the same as those for on-ground services.

The College's Career Development Centers[11] provide students, alumni, and prospective students with career planning and development services on-ground and virtually. The centers assist students through personal exploration, career exploration, career matching and planning, decision-making, and workforce preparation. Through a partnership with the regional workforce board, the centers also provide job placement assistance to graduates. Distance education students have access to career development services through the resources available on the College's website and via email or phone.

The College has created the Student Assistance Program[10] to provide students with the resources they need to cope with College-related, personal, legal, or financial issues that may be affecting their studies and thus their ability to be successful. Services are free and confidential, and are available in-person, online, or by phone. These services include: 24-hour helpline; confidential crisis consultation and assessment; in-person counseling with a licensed network provider; individualized educational materials and resources; legal/financial consultation; risk assessment for substance abuse or behavioral problems; information on health and wellness, child care and other concerns; and help for the challenges in life. The Student Assistance Program ensures that any student has the ability to be successful and knows how to effectively use resources available to them that support collegiate success, as needed.

The College's Assessment and Certification Centers[3] provide services to students, community members, and faculty for ensuring examination integrity in a secure and test-friendly environment. The centers promote the academic, career, and personal goals of the individuals served online and in-person while also complying with National College Testing Association (NCTA) standards. The Assessment and Certification Centers facilitate dozens of assessments including Advanced Placement (AP) tests and the Scholastic Aptitude Test (SAT). Students physically able to access local testing can schedule on-campus assessment appointments directly through the College website. Distance learners requiring remote or alternate site testing can schedule those appointments by contacting a center by phone or email. The Assessment and Certification Centers enable students to effectively use resources that support collegiate success, as needed.

The Library and Learning Commons (LLC) provides academic tutoring[4] in core subjects such as

mathematics, reading, writing, and science. Tutoring support is provided in specialty areas such as health science at specific campus locations for both on-ground and online students where enrollment creates a demand for such coverage. Tutoring sessions are provided by degreed staff members and peer tutors at each LLC location, and on-ground and online students may also access tutoring via the Brainfuse service[18], an online tutoring portal. The LLC enables students to effectively use resources that support collegiate success.

The Center for Civic Engagement[2] works to foster service learning and civic engagement efforts deeply and consistently across the College. The center works with faculty members to create co-curricular experiences that impact the community while enhancing student learning. Both traditional and distance learning courses deliver service learning opportunities, which are coordinated through the Center for Civic Engagement. As the primary workforce development partner in the northeast Florida region, the College's co-curricular learning opportunities are designed to connect students to relevant volunteer and service opportunities, internships, and career development experiences that generate reciprocal economic impact for the learner and the community. The Center for Civic Engagement expands online and on-ground students' knowledge of future options and opens them to expanded next steps beyond completion, however, it does not typically serve Dual Enrollment students.

A robust menu of student life and leadership programming[12] contributes significantly to the comprehensive student services offered at the College, available to on-ground as well as online students. This programming includes student activities/organizations, Student Government Association, and volunteer opportunities. In addition, there are many opportunities for students to engage with the arts via participation in musical and theatrical productions and art gallery events. Under the umbrella of student engagement, the College also staffs an Office for Diversity and Social Change[19], which develops diverse educational programs and services that empower students to learn about the multitude of ways that their interconnecting identities shape their understanding of the world. Student engagement programming expands on-ground and online students' knowledge of diverse perspectives and of resources to empower their achievement; however, this programming is not typically geared for Dual Enrollment students.

In acknowledgement that comprehensive financial assistance is critical to providing optimal access and affordable education to students, the College offers many types of financial aid[5] to students who would not be able to further their education without such support, including federal and state grants, loans, scholarships, student employment, and talent grants. The College specifically values and commits to maintaining significant local scholarship resources. Individualized information on financial aid requirements, forms, scholarships, loans, and awards is available through myFSCJ, the Financial Aid webpage[5], and through individual advising sessions. Financial Aid programs educate students on how to pay for college, be a successful, persisting student, and effectively utilize resources that support collegiate success, as needed, and how to access those services.

The College provides ongoing support to all faculty via Faculty Resource Centers (FRC)[20] which are housed at each campus. FRC staff provide instructional design support and access to resources that can enhance teaching in the classroom or online. Faculty are also supported through the College's funding of professional development each year. Faculty are encouraged to submit proposals for their travel and participation at academic conferences, and then to share their experience with the College community upon their return. Through a competitive application process, faculty are selected and supported with funding to attend regional and national conferences in their academic disciplines or in the scholarship of teaching and learning, broadly defined.

The Academy for Teaching and Learning (ATL)[21] also provides faculty members with support services through learning opportunities that are connected to foundational and innovative classroom methods, research-based practices, and Collegewide conversations on teaching and learning. Specifically, the ATL offers academic colloquia, faculty inquiry groups, an adjunct academy, and a mentor commons, among other services.

The College also provides instructional design and media support services through both the Center for E-Learning and the Digital Media Productions teams. For example, the Digital Media Productions team

will, at an instructor's request, record classroom lectures and make digitized video available to faculty for use in their courses. Additionally, this team will assist faculty in recording instructional videos for use in their hybrid or online courses. Faculty can procure instructional design support for online courses via the Center for E-Learning, which provides guidance on best practices in course design, learning content, and other innovative methods for the online learning environment.

Evaluation of Services

At the institutional level, the College evaluates the adequacy of academic and student support services delivered to students via its annual Graduate Survey. In this survey, students are asked to rate certain aspects of their College experience including those related to advising, financial aid, student activities, career resources, and tutoring. Students rate these aspects on a scale of 0 = N/A or don't know; 1 = very poor; 2 = poor; 3 = adequate; 4 = good; 5 = very good. Of the aspects previously mentioned, respondents to the 2018 Graduate Survey rated advising the highest with a mean rating of 3.31 and career resources the lowest with a mean rating of 2.61[22].

The adequacy of support services available to faculty is primarily evaluated via an end-of-activity evaluation[23] administered by the Office of Training and Organizational Development. In this survey, participants are asked to rate the effectiveness of aspects of the activity including the usefulness of the activity, the knowledge of the presenter, and the relevancy to the participant's position. Participants also have the opportunity to provide open-ended feedback to improve future sessions. In addition, at the institutional level, the College administers the Personal Assessment of the College Environment (PACE) via the National Initiative for Leadership & Institutional Effectiveness (NILIE). In the 2017 PACE assessment, 73% of respondents indicated they were "satisfied" or "very satisfied" with the available professional development and training opportunities[24].

Summary

The College provides appropriate academic and student support programs, services, and activities consistent with its mission. These services are influenced by the institution's mission, organization, and student-body profile. The services described in the preceding narrative are provided to all students, regardless of education level or the modality in which they engage in coursework. Appropriate support services are also provided to faculty.

Evidence

[1]   FSCJ Mission Vision Values

[2]   Center for Civic Engagement Webpage

[3]   Assessment and Certification Centers Webpage

[4]   Tutoring Services Webpage

[5]   Financial Aid Webpage

[6]   FSCJ Training and Organizational Development

[7]   Admissions Webpage

[8]   Advising Webpage

[9]   Disability Resources Webpage

[10]   Student Assistance Program Webpage

[11]   Career Development Centers Webpage

[12]   Student Life & Leadership Webpage

[13]   Military and Veterans Services Webpage

[14]   F1 International Admissions Webpage

[15]   Fact Book 2016-17

[16]   Orientation Webpage

[17]   Career Coach Webpage

[18]   Brainfuse Online Tutoring

[19]   Diversity & Social Change Webpage

[20]   Faculty Resource Centers Webpage

[21]   Academy for Teaching & Learning Webpage

[22]   FSCJ 2018 Graduate Survey College Experience Ratings

[23]   Training Survey

[24]   Excerpt NILIE PACE Survey Results

12.4 The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC. *(Student complaints)*

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

The College provides formal processes to address written student complaints, including complaints from distance learners (remote to the institution's physical facilities), local students who enroll in distance education courses, and students taking courses at off-site locations. Detailed information concerning student complaint procedures is governed by College policy and administrative procedures, regardless of the student's location or selected instructional delivery methods. Policies for all new and current students are disseminated through the online College Catalog[1] and the Student Handbook[2].

Student Complaints

Overview

All students, including distance learners, follow the same processes and procedures established by the College for addressing student complaints. Students may submit written complaints at any campus Student Services Office or to any College administrator. Complaints are reviewed by the appropriate administrator for response.

The College offers various complaint procedures depending on the type of complaint alleged. Table 12.4-1 lists the categories of complaints at the College and the policies that govern them. Each of these categories are discussed throughout the narrative.

Table 12.4-1: Complaint Categories

Complaint Category	Board Rule	Policy
Student Allegations Against Other Students	• Board Rule 11.1[3], *Student's Rights and Responsibilities*	• APM 11-0601[4], *Student Discipline Procedures*
Student Grievances Against Employees	• Board Rule 11.1[3], S*tudent's Rights and Responsibilities* • Board Rule 3.1[5], A*uthority to Hire* • Board Rule 2.1[6], *Equal Access/Equal Opportunity: Non-Discrimination, Harrassment or Retaliation*	• APM 11-0602[7], *Student Appeals and Complaint Procedures* • APM 02-1303[8], *Discrimination, Harassment, Sexual Harassment or Retaliation* • APM 02-1701[9], *Due Process for Career Personnel* • APM 02-1702[10], *Due Process for Administrative and Professional Personnel*

		• CBA Article 9[11], *Discipline*
Title IX Complaints	• Board Rule 2.24[12], *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* • Board Rule 11.1[3], *Student's Rights and Responsibilities*	• APM 11-0801[13], *Title IX/Sexual Misconduct/Relationship Violence*
Student Appeals	• Board Rule 11.1[3], *Student's Rights and Responsibilities* • Board Rule 4.19[14], *Fees, Charges and Refunds*	• APM 11-0602[7], *Student Appeals and Complaint Procedures* • APM 04-0804[15], *Refunds of Tuition, Assessments and Other Fees*
College Ombudsman		• FSCJ Student Handbook (Ombudsman)[16] • FSCJ Catalog (Ombudsman)[17]

<u>Student Allegations Against Other Students</u>

The College provides a formal process through which students may address suspected violations of published laws, ordinances, or College rules and regulations. A student may follow this process if the student suspects that another student has violated the College's rules and regulations. This process applies universally to all enrolled students at each campus and center, including distance learners. The policies governing student conduct are Board Rule 11.1[3], *Student's Rights and Responsibilities*, and Administrative Procedure Manual (APM) 11-0601[4], *Student Discipline Procedures*. These policies are disseminated to students in the Catalog[18] and in the Student Handbook[19] and are also available on the College's website[20].

The College takes student-initiated complaints seriously and provides due process for all complaints filed. Students may report violations of the rules or regulations through the campus security office or electronically using FSCJ Report It[21] in the myFSCJ portal[22]. The process for addressing student allegations against other students is as follows:

> Step 1: Alleged violation report is received.
> Step 2: Dean of Students or designee reviews allegation and investigates the alleged violation.
> Step 3: After completing the investigation, the Dean or their designee may take either of these steps:
>> i: Dismiss the allegations as unfounded, either before or after conferring with the student and/or other parties concerned.
>> ii: Advise the student that formal charges are being filed based upon alleged violations of the specific APM 11-0601[4], *Student Discipline Procedures*.
> Step 4: If formal charges are filed, student receives notification and due process communication.
> Step 5: Student selects hearing format.
> Step 6: Hearing is scheduled and student receives a hearing notification letter.
> Step 7: Student hearing is conducted.
> Step 8: Student receives written notification of findings and sanctions.

The College follows the procedure outlined in APM 11-0601[4], *Student Discipline Procedures*, for an administrative hearing[23] and discipline committee hearing[24]. This is also evidenced in the Student Due Process[25] letter from the Dean of Students. Expectations of Student Conduct are communicated

through multiple channels. The online College Catalog lists out the Expectations of Student Conduct [18]. The Student Rights and Responsibilities are also listed in the online Student Handbook[19] and published Board Rule 11.1[3], *Student's Rights and Responsibilities.*

In the case of a violation that clearly disrupts the orderly processes of campus operations or endangers the life of others, the Dean of Students or designee may issue a temporary order of suspension or removal of the student from the campus[26]. A written report of the incident and all other pertinent documentation remains on file.

Student Grievances Against Employees

The College maintains and disseminates information on the appropriate procedure for any student to file grievances in order to ensure appropriate and timely response to student complaints relating to alleged discrimination, unfair or inequitable treatment, or sexual harassment by an employee. Students are informed of the proper procedure for student grievances via the online College Catalog in regards to Equal Access/Equal Opportunity[27] and Discrimination, Harassment, and Retaliation[28], as well as in APM 11-0602[7], *Student Appeals and Complaint Procedures*, and APM 02-1303[8], *Discrimination, Harassment, Sexual Harassment or Retaliation*. Board authority for this administrative procedure is derived from Board Rule 11.1[3], *Student's Rights and Responsibilities*. The following steps are followed when addressing such allegations:

> Step 1: Attempt to direct the student complaints to the employee who allegedly gave the offense, if possible.
> Step 2: If the employee and student are unable to resolve the complaint, or if the student is uncomfortable discussing the matter with the College employee, the student shall discuss the complaint with the appropriate supervisor.
> Step 3: If the complaint cannot be resolved informally with the supervisor, then the student shall present a formal complaint in writing to the appropriate administrative leader. This process shall be initiated within fifteen (15) class days after the alleged incident is reported to the supervisor.
> Step 4: The administrative leader reviews the complaint and seeks resolution, as appropriate.

If the complaint involves allegations of discrimination, harassment, etc., the student shall discuss the complaint with the College's Equity Office. Contact information for the Equity Office can be found on the College's website[29]. Complaints can be filed using the Equity Intake Form[30] located on the College's website.

> Step 1: Equity Officer shall conduct an investigation and make recommendations and/or resolve the concern, if possible.
> Step 2: If the charge is deemed to merit further review, the Equity Officer will discuss the charge with the appropriate administrative leader and, if appropriate, the College's General Counsel.
> Step 3: If it is determined that action will be taken against the employee (i.e. suspension, termination) the process outlined in the matter will then be resolved by APM 02-1701[9], *Due Process for Career Personnel*, APM 02-1702[10], *Due Process for Administrative and Professional Personnel*, or Collective Bargaining Agreement (CBA), Article 9[11], whichever is appropriate.
> Step 4: The recommendation resulting from the review process shall be submitted to the appropriate administrator, who will render a final decision in a timely manner. Documentation of grievances is maintained by the appropriate administrator or, for equity complaints, in the Equity Office. Contact information for the Equity Office can be found on the College's website[29].

Title IX Coordination

The College provides formal processes for reporting Title IX related cases through the Security Office and/or FSCJ Report It[21]. All reported cases of sexual assault will be referred to the College Title IX Coordinator, whose contact information can be found in the Student Handbook[31], College Catalog [28], and on the College website[29]. This office will discuss the matter with the student and make

referrals as appropriate. The person reporting the incident may request to be kept anonymous. A report will be completed and forwarded to the College Equity Officer, if appropriate. Situations requiring immediate administrative support will be referred to the Dean of Students.

The procedure applies to all College community members, including students, faculty, and staff. Any student or employee found in violation of this policy shall be subject to appropriate disciplinary action, including and up to, suspension or dismissal from the College. Students are informed of the formal process for Title IX in areas such as APM 11-0801[13], *Title IX, Sexual Misconduct, Relationship Violence*, and the Student Handbook[31]. Board authority for this administrative procedure is derived from Board Rule 11.1[3], *Student's Rights and Responsibilities.*

Student Appeals

The student appeals procedure is divided into two major subsections: (1) Academic Appeal and (2) General/Non-Academic Appeals. A student appeal as defined in APM 11-0602[7], *Student Appeals and Complaint Procedures*, is a formal request by an enrolled or former student for reconsideration of a College rule or regulation, including the assignment of a final grade. The appeal must be submitted prior to the withdrawal deadline of the term following the occurrence of the alleged concern. APM 11-0602[7], *Student Appeals and Complaint Procedures*, describes the procedures for Student Appeals. This information is also available to students in the College Catalog[32] and in the Student Handbook[33], a publication that is available online.

Academic Appeal

An academic appeal by a student may address any of a number of areas related to academic issues, including a grade dispute, audit grade issue, withdrawal past the published withdrawal deadline, drop for non-attendance, or other related academic written complaint. Academic appeals may follow informal or formal procedures and may be followed by a Student Appeals Committee review. A Student Appeals Committee[32] includes at least one of each of the following: an administrator, a full-time faculty member, and a student representative. An example of a formal academic appeal is provided in the respective steps below:

Informal Procedure
Step 1: Student's request for a grade change should be directed to the course instructor. If the instructor is not available, the appeal is submitted to the appropriate academic administrator.
Step 2: If the instructor of record approves the grade change, the request is sent to the appropriate academic administrator for final approval. If the instructor is not available, the administrator renders a decision on the appeal.
Step 3: If approved by the instructor or appropriate academic administrator, the grade change form is forwarded to the Office of the Registrar to record in the student system.
Step 4: If the student's informal request is not approved, the student can initiate a formal grade appeal request at any campus Student Services Office.

Formal Procedure
Step 1: Student submits formal appeal request for each class with appropriate documentation[34].
Step 2: Instructor of record reviews the formal appeal request and submits decision to the appropriate administrator for final approval[35]. If the instructor of record is no longer employed by the College or is unable to be reached, the appropriate academic administrator makes the appeal decision.
Step 3: If approved by the instructor of record and the appropriate academic administrator, a grade change is submitted to the Office of the Registrar for processing. The appropriate academic administrator notifies the student of the decision in writing[36].
Step 4: If disapproved, the appropriate academic administrator provides the student written notification of the decision. The student has 15 College business days from the date of the notification to submit additional relevant evidential documentation, and a request to the appropriate administrator to convene the Student Appeals Committee to review the disapproval. If no request is made, or if the request for a Student Appeals Committee is denied based on insufficient

additional documentation, the disapproved appeal and supporting documentation is forwarded to the Registrar's Office and imaged to the student's academic record.
Step 5: The appropriate administrator will notify the student in writing if the request for a Student Appeals Committee review is denied due to insufficient additional documentation.

Student Appeals Committee Review
Step 1: If the student is granted a hearing, the appropriate administrator will convene the Student Appeals Committee and appoint a Chair.
Step 2: The Student Appeals Committee considers the case and forwards its recommendation to the appropriate administrator.
Step 3: The appropriate administrator shall review the recommendation of the Student Appeals Committee.
Step 4: The administrator may accept, repeal, or amend the decision. If the administrator anticipates the need to repeal or amend the decision of the Student Appeals Committee, the administrator will meet with the Chair of the Student Appeals Committee to discuss any and all concerns with the Committee's recommendation.
Step 5: The administrator shall send a written decision to the student. The administrator's decision is final and cannot be appealed. A copy of the final decision is forwarded to the Office of the Registrar to be imaged to the student's academic record.

The College also maintains procedures for students' general/non-academic appeals. General/non-academic appeals include those related to residency and limited/selective access admissions. An example of a general/non-academic appeal is provided in the steps below:

Step 1: The student submits the completed appeal form and supporting documentation to the campus Student Services Office or with the appropriate center administrator's office[37].
Step 2: The form should be completed in full and forwarded to the appropriate administrator for review[37].
Step 3: The administrator reviews the information submitted by the student, as well as any appropriate input offered by any faculty member, and indicates approval or disapproval[38].
Step 4: If the appeal is approved, the appropriate action is documented and submitted to the Office of the Registrar for processing. The appropriate designee notifies the student of the decision in writing[39].
Step 5: If the appeal is denied, the student may, within 10 working days of receiving written notification, request a hearing by the Student Appeals Committee.
Step 6: Hearing occurs if additional, relevant documentation is submitted by the student.
Step 7: Student Appeals Committee hears the case, makes a recommendation, and forwards its decision to the appropriate administrator for review.
Step 8: The administrator may accept, repeal, or amend the decision as deemed appropriate.
Step 9: The administrative leader sends a written decision to the student; the decision of the administrator is final and may not be appealed further. The letter is scanned into the student's academic record. A sample of a General/Non-Academic Appeal[40] that resulted in a review by the Student Appeals Committee illustrates this process.

Student Request for Refund of Monies or Cancellation of Debt

Students have the right to request a refund or waiver to repeat a course under certain circumstances. The procedure for securing a refund or waiver is published in APM 04-0804[15], *Refunds of Tuition, Assessments and Other Fees*. The authority for the administrative procedure appears in Board Rule 4.19[14], *Fees, Charges and Refunds*. The procedure is published in the online College Catalog[41].

Students may request a refund for reasons such as military duty, extenuating circumstances (e.g., hospitalization), or an alleged College error (e.g., malfunctioning system or dissatisfaction with the course or instructor). This procedure is followed on each of the College's campuses and centers for all students, including distance learners and local distance education students.

Step 1: The student submits the completed Request for Refund/Cancellation of Debt Form and

supporting documentation through the campus or center Student Services Office.

Step 2: Request for refund of monies or cancellation of debt is the reviewed by the appropriate dean or campus representative.

Step 3: A recommendation is submitted to the appropriate administrator.

Step 4: The administrator reviews the recommendation and makes a decision on the outcome. The administrator may deny the request, approve dis-enrollment and a refund of tuition, or approve a waiver for the class to be repeated.

Step 5: The administrator sends a written decision to the student. The decision of the administrator is final and may not be appealed further. The letter is scanned into the student's academic record. Documentation for refunds is maintained by Student Financial Services.

Ombudsman

The Ombudsman is an appointed, impartial, and independent party who helps students resolve complaints by offering an informal and confidential exploration of options. The purpose of the Ombudsman is to ensure that every voice in the organization can be heard and that every problem can receive an impartial review.

The College's Ombudsman does not replace formal avenues or processes but offers assistance in an informal, independent, impartial, and confidential manner. It offers students a safe and private environment to discuss general complaints, escalated complaints, and concerns or problems related to College policies or procedures. When appropriate, the office may initiate an informal intervention that offers an acceptable resolution to all parties. The Ombudsman is available to help any student in need, but is not the same as a student advocate.

The Ombudsman is dedicated to serving current College students, future students, and alumni, and is confidential, impartial, and informal. The Ombudsman provides services that help clarify College policy and answer questions concerning appropriate channels. They assist with problems that have not been resolved by other offices and informally investigate student complaints. Information on the Ombudsman may be found in the Student Handbook[16] and College Catalog[17].

Informing Students, Including Distance Learners, of their Rights and Responsibilities

The Student Handbook is published on the College website[42] and includes a section entitled Student Rights and Responsibilities[19]. This information is available online for all students, including distance learners. Students can access this information by clicking on the Student Handbook link[42] from the "I'm Looking For" section of the College website and following the menu options to the appropriate section. Menus direct all students, including distance learners, to the specific information that they need.

The College Catalog also includes the Student Rights and Responsibilities information and includes a section with detailed instructions on the process for submitting student appeals. Distance learners may submit appeals by telephone, fax, or email to the Student Services Office. APM 11-0602[7], *Student Appeals and Complaint Procedures*, includes instructions for submitting complaints.

Out-of-State Distance Education students who are from State Authorization Reciprocity Agreement (SARA) states and have completed the College's Procedures for Academic and Non-Academic Appeals and Complaints and applicable state grievance processes may appeal non-instructional complaints to the FL-SARA Postsecondary Reciprocal Distance Education Coordinating Council (PRDEC Council)[43].

Summary

The College has clear student complaint processes and procedures; the details of these processes and procedures are available to all students, including distance learners, in a variety of ways that accommodate traditionally enrolled students ("face-to-face"); students enrolled simultaneously in traditional "face-to-face," hybrid, and online courses; and students enrolled entirely online. To ensure

that students' rights are protected, the College handles all appeals carefully and keeps all records as evidence of all appeals.

Evidence

[1] 18-19 College Catalog

[2] FSCJ Student Handbook

[3] Board Rule 11.1 Student's Rights and Responsibilities

[4] APM 11-0601 Student Discipline Procedures

[5] Board Rule 3.1 Authority to Hire

[6] Board Rule 2.1 Equal Access Equal Opportunity

[7] APM 11-0602 Student Appeals and Complaint Procedures

[8] APM 02-1303 Discrimination, Harassment, Sexual Harassment, Retaliation

[9] APM 02-1701 Due Process for Career Personnel

[10] APM 02-1702 Due Process for Administrative and Professional Personnel

[11] CBA 8.2016 - 8.2019 - Article 9, Discipline

[12] Board Rule 2.24 Jeanne Clery Disclosure of Campus Security Policy

[13] APM 11-0801 Title IX, Sexual Misconduct, Relationship Violence

[14] Board Rule 4.19 Fees, Charges and Refunds

[15] APM 04-0804 Refunds of Tuition, Assessments and Other Fees

[16] Student Handbook-Ombudsman

[17] Catalog-Ombudsman

[18] Catalog-Expectations of Student Conduct

[19] Student Handbook-Student Rights and Responsibilities

[20] Board Rules and APMs Webpage

[21] FSCJ Report It

[22] myFSCJ Student Portal

[23] Catalog - Student Discipline Procedures (Excerpt Administrative Hearing)

[24] Catalog - Student Discipline Procedures (Excerpt Discipline Committee Hearing)

[25] Student Due Process

[26] Temporary Order of Suspension

[27] Catalog-Equal Access, Equal Opportunity

[28] Catalog-Discrimination, Harassment, or Retaliation

[29] FSCJ Equity Officer and Title IX Contact

[30] Equity Intake Form

[31] Student Handbook-Title IX, Gender Discrimination, Sexual Misconduct, Relationship Violence

[32] Catalog-Academic and Non-Academic Appeals

[33] Student Handbook-Procedures for Academic and Non-Academic Appeals

[34] Academic Appeal - Step 1

[35] Academic Appeal - Step 2

[36] Academic Appeal - Step 3

[37] General Non-Academic Appeal Step 1 & 2

[38] General Non-Academic Appeal Step 3

[39] General Non-Academic Appeal Step 4

[40] General Non-Academic Appeal

[41] Catalog-Student Financial Services

[42] Student Handbook Link

[43] Florida SARA Complaint Process

Section 13 Financial and Physical Resources

13.6 The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. *(Federal and state responsibilities)*

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

Title IV Program Compliance

The College is in compliance with its responsibilities as an eligible institution under Title IV of the Higher Education Act of 1965 (HEA), as amended. The College applied and was accepted to participate in the Federal Title IV Student Financial Assistance Programs and received its current Eligibility and Certification Approval Report (ECAR)[1] and Program Participation Agreement (PPA)[2] on March 2, 2017, both expiring December 31, 2020. Renewal is anticipated.

Institutions whose cohort default rate exceeds 30% may face sanctions by the U.S. Department of Education. The College has a current cohort default rate of 13.5%[3] so it is responsibly administering the federal loan programs.

Financial Aid Program Audits

The College has audits of its financial aid programs as required by federal and state regulations that demonstrate compliance. As a component unit of the state of Florida, the College is included within the annual State of Florida Compliance and Internal Controls over Financial and Federal Awards Report[4]. The financial audit was performed in accordance with governmental auditing standards and the federal audit was performed in accordance with compliance requirements described in the Office of Management and Budget (OMB) Compliance Supplement in accordance with the Uniform Guidance. The College includes the last two years of these reports to demonstrate audit compliance.

The College did not have any findings in the last completed federal audit for the fiscal year ended June 30, 2018[5].

In the fiscal year ended June 30, 2017, there was a single finding related to escheating of Title IV program funds in that unclaimed funds were escheated to the state or simply not returned to the program fund[6]. In the initial finding, the College had eight late returned disbursements for total questioned costs of $2,036. There was a preliminary audit determination letter[7] issued in response to this finding by the Department of Education. The letter called for a full file review of all refunds to determine if escheating occurred.

In the full file review of 31,048 Title IV refunds totaling $51,515,379, the College found that five students had funds totaling $1,287.27 that were escheated to the state of Florida that should have been returned to the Title IV program funds. The College found that an additional 13 students had unclaimed funds totaling $10,735.81 that needed to be returned to the Title IV program funds[8]. As of this date, the $12,023.08 found to be owed to the Title IV programs has been returned and the student records have been adjusted[8]. Procedures have been put into place to return program funds within the regulatory timeframes for compliance.

The College's participation in the state of Florida's Bright Futures program is audited biennially. The audit[9] for the last cycle is provided to demonstrate the College's capacity to administer these programs. In the last audit cycle covering two years, the College only had one audit finding that was related to the untimely return of undisbursed advances to the Florida Department of Education (FLDOE) audit for the fiscal years ending June 30, 2016 and June 30, 2017.

State law requires an institution receiving Bright Futures funding to remit to the FLDOE any undisbursed advances within 60 days after the end of the regular registration period. The College was late in returning funds for three of the five semesters under review, ranging from 46 to 230 days[10]. This was caused by a change in personnel who administered this program and procedures have since been put into place to prevent recurrence.

The College also provides the Department of Veterans Affairs with the most recent compliance survey dated May 1, 2017. This report[11] indicates that out of the 45 files reviewed, no errors were found.

Summary

The College (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the College's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

Evidence

- [1] Eligibility and Certification Approval Report (ECAR)
- [2] Program Participation Agreement (PPA)
- [3] 2015 Cohort Default Rate
- [4] State of Florida Financial and Federal Audit FYE 6.30.17
- [5] State of Florida Summary Schedule of Prior Audit Findings Report
- [6] State of Florida Financial and Federal Audit FYE 6.30.17
- [7] Preliminary Audit Determination Escheating
- [8] PAD Response Escheatment FYE 2017 Finding 2017-046
- [9] Bright Futures Audit FYE June 30, 2016 and 2017
- [10] Bright Futures Audit FYE June 30, 2016 and 2017
- [11] Department of Veterans Affairs Letter

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)*

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Florida State College at Jacksonville (hereafter referred to as the College) 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. Collegewide facilities' operation and maintenance take place through centralized facilities planning, operations, maintenance policies and procedures; and through a Collegewide technological infrastructure.

Collegewide Facilities Planning in Support of Educational Programs

The Facilities Management and Construction Department (Facilities Department) serves as the Collegewide resource and central communications hub for the planning, construction, renovation, remodeling, operation, and maintenance of all College facilities. The Facilities Department is responsible for five primary procedures that demonstrate how the physical facilities support the current and future needs of the College:

1. Program List and Capital Outlay Full Time Enrollment (COFTE);
2. Room inventory and space utilization reporting;
3. Annual Campus Master Plan updates;
4. Annual Capital Improvement Plan (CIP) documentation; and
5. Monthly Process Team Meeting Communications.

Because these procedures are based on collaboration, the current list of programs offered, an approved workforce development program list, and COFTE data from the Florida Department of Education, the resulting physical resources are customized to the needs of the College and provide the proper mix and number of physical resources. The College's Administrative Procedure Manual (APM) 08-0104[1], *Facilities Five Year Educational Plant Survey and College Master Development Plans*, on facility master plans, APM 08-0105[2], *PECO Funding Request Process for Educational Facilities,* on the facility funding request process, and the following descriptions illustrate these procedures in detail.

Program List and Capital Outlay Full Time Enrollment (COFTE)

Every five years, the Facilities Department is required by Florida Statute 1013.31[3], *Educational plant survey; localized need assessment; PECO project funding*, to prepare an Educational Plant Survey[4]. The first step in conducting the survey is to obtain the current list of programs offered by the College and an approved workforce development list, or form DVE 768[5], which is the current and projected career and adult education program/facility needs by the Division of Florida Colleges, Florida Department of Education. Additionally, the Facilities Department obtains the COFTE report[6] from the College's Associate Vice President for Institutional Effectiveness. Next, the Facilities Department meets with the provost, deans, and other academic leadership on each campus to discuss any changes in the programs currently being offered, new programs being developed, or old programs that will be discontinued at the respective campus and center. This information is aggregated and used to reconcile existing and new facilities needs with the types of programs offered and the number of students being served in each program at each location. Facilities develops the Capital Outlay Plan[7] based on the needs identified.

Room Inventory and Space Utilization

The Facilities Department validates the room inventory[8] annually by visually inspecting all campus and center buildings, utilizing current floor plans and maps for the Downtown Campus[9], and

associated Main Street Buildings[10] and Administrative Offices[11], Kent Campus[12], North Campus [13], South Campus[14], Deerwood Center[15], Nassau Center[16], and Cecil Center[17]. The inspection verifies room location, layout, use, condition, and square footage Collegewide. Any discrepancies found by this inspection are corrected on the electronic computer-aided design (CAD) floor plans and the room inventory database. The Facilities Department adjusts the inventory anytime a change occurs to a room use or as a result of a renovation or remodel project.

Academic support personnel at each campus and center encode programs and class schedules into the database utilizing the rooms and appropriate room classifications maintained by the Facilities Department. At the end of each term, the College submits content of this database to the Florida Department of Education, which then analyzes the data and distributes utilization reports[18] back to the College. Those reports are shared with each campus and center to ensure the facilities are adequate to support the current program needs of the College.

Campus Master Plan

The State Requirements for Educational Facilities (SREF)[19] requires the College to develop Campus Master Plans[20]. A master plan identifies general land uses and plans for the provision of roads, parking, public transportation, infrastructure and utilities, capital improvements, recreation and open space, and conservation during the coming five years. Each element addresses compatibility with the surrounding community. The master plan identifies the general location of structures, site design, environmental management, and the preservation of wetlands and historic and archaeological resources, if any. Data and analyses on which the elements are based include: the characteristics of vacant lands; projected impacts of development on both on- and off-site infrastructure, public services, and natural resources; student enrollment projections; and the need for academic and support facilities.

The Facilities Department meets annually with the provost, deans, and other academic leadership to update the Campus Master Plan including site amenities, new buildings or additions, and parking. The revised master plan is used as a planning tool and guide throughout the year to establish and provide for current and intermediate future needs, and long-range planning goals.

Capital Improvement Plan (CIP)

The Capital Improvement Plan (CIP)[21] is part of the annual Legislative Budget Request submitted by the College to the Division of Florida Colleges. The CIP describes the College's five-year plan for new buildings, renovation and remodeling needs, and requests funding through Public Education Capital Outlay (PECO) funds and Facilities Challenge Grant Funds. The CIP projects are based on recommendations of the current Educational Plant Five Year Survey[4].

The Facilities Department meets annually with the provost, deans, and other academic leadership to update the CIP and prioritize the list of projects.The projects are submitted in three categories: 1) general maintenance and renovation, 2) remodeling, and 3) new construction. The College's District Board of Trustees (DBOT) approves the Legislative Budget Request[22] prior to submittal. In addition, the Florida Department of Education Commissioner must approve a Project Priority List (PPL)[23] for expenditure of Capital Outlay and Debt Service (CO&DS) funds. The PPL and the CIP projects are similarly classified.

Facilities Process Team Communications

Per APM 06-0601[24], *Maintenance and Repair Services*, the Facilities Process Team meets monthly to review the policies and procedures used in implementing the Educational Five Year Plant Survey, CIP, and PPL. Through collaborative discussions between the Facilities (Planners, Data Managers, Directors of Campus Operations, Maintenance Supervisors, and Building Officials), Purchasing, and Information Technology departments, the team recommends revisions to the procedures on a regular basis to ensure maintenance and operations are conducted in accordance with current best practices, minimum standards, and all applicable codes. The Process Team also reviews industry trends and future growth areas for the use and benefit of the College.

Campus Based Operations and Maintenance

The College plans for routine and preventive maintenance, deferred maintenance, and record keeping of all equipment with a purchase price of $1,000 or greater. There are three major areas of maintenance and operations procedures:

1. Custodial and Grounds Operations,
2. Property Inventory Records, and
3. Maintenance Operations and Procedures.

Custodial and Grounds Operations

The Director of Campus Operations (DCO) provides supervision to the Senior Supervisor of Campus Plant (Supervisor) who oversees custodial and grounds operations. Each campus and center has custodial and grounds staff that clean the buildings and grounds. Trades workers provide routine maintenance for the College's buildings. The Campus Supervisor contracts with outside vendors for various emergency and complex maintenance needs.

Property Inventory Records

Per APM 04-1101[25], *Property Control and Accounting*, the Vice President of Business Services is responsible for developing and maintaining a property records system[26] in order to follow property from acquisition through disposal. This includes all property with a purchase price of $1,000 or greater and of all firearms, regardless of the purchase price. More specifically, all items that meet the criteria receive a barcode at the time of receipt, and the information is recorded in the property data base. In addition, a physical inventory[27] is conducted each year to ensure that all items are accounted for and that the College has control of these assets. Procedures are in place to document any lost or stolen items as well as dispose of any items no longer in use. Each missing item is investigated to verify the item cannot be located and determine the root cause for the item's disappearance. Documentation for the missing item must be completed and signed by the responsible department and vice president. Security completes an incident report for each missing item. The ratio of missing items to inventory count is considered excellent. In the most recent inventory, only two items out of 5,023 (0.04%) were unaccounted for[28].

Maintenance Operations and Procedures

The Facilities Department publishes a Collegewide Facilities Operations and Maintenance Procedures Manual[29], which provides acceptable, effective, and current maintenance and operations management "best" practices and standards. The procedures are fashioned from the Florida Department of Education's Maintenance and Operations Administrative Guidelines for School Districts and Community Colleges[30] and a Texas community college system maintenance program that has been adapted to Florida. It is also a comprehensive framework for delivering beneficial and cost-effective services at each campus and center. The procedures provide the College's Facilities Maintenance staff with a set of clearly defined, yet flexible, guidelines intended to complement sound facilities management practices already in use and offer new ones where necessary. The procedures are used in coordination with the Computerized Maintenance Management System (CMMS)[31]. The Facilities Operations and Maintenance Procedures are reviewed and approved by the members of the Facilities Process Team.

The Facilities Department procures and administers a CMMS[31], which is a database hosted by a provider specializing in educational facilities maintenance solutions software. The CMMS is used to monitor and schedule routine and preventative maintenance tasks for buildings and equipment. Each campus supervisor performs preventive maintenance scheduling, work order management, customer request functions, and permit tracking utilizing the CMMS. The CMMS data is input by the supervisors, architectural and engineering consultants, and customer users.

Moreover, the Facilities Supervisor oversees routine, complex, and emergency maintenance activities; monitors daily plant operations; adjusts equipment for operations; and assigns priorities for trades staff and contract vendors.

The Facilities Department manages the deferred maintenance of equipment utilizing the CMMS. An assessment of all equipment was completed in 2018 noting the life expectancy and replacement costs [32]. The current five-year deferred maintenance estimate is $11,783,302 of the total maintenance/repair amount of $21,012,347[33]. Each year, the Facilities Department plans equipment maintenance while holding a contingency for unanticipated equipment failure. The prioritization of tasks ensures that the most critical deferred maintenance issues are addressed before the issue becomes irreparable, or the expense too great. The CMMS is updated to show task completion after work in the area has been completed.

Risk Management of Physical Resources

The College's Comprehensive Emergency Management Plan (CEMP) is an all-hazards plan designed for use by the College's Incident Management Team. The CEMP is designed to protect lives and property through the effective use of College resources in conjunction with local, state, and federal resources, as applicable.

The College partners with A. J. Gallagher Risk Management, Inc. (Gallagher) for broker services for all lines of insurance and risk management services. As part of the April 1, 2019 renewal process, Gallagher had a risk assessment completed[34]. The College has the appropriate limits of property insurance in place, as per the statement of values[35] and as recommended by Gallagher and the risk assessment. This includes property, business interruption, terrorism, builder's risk, and equipment breakdown. As of April 1, 2019, the College property insurance is with Zurich. Coverage includes property with limits of $100M/$50M named windstorm, 3% deductible named windstorm, $10M maximum, $100,000 AOP deductible, and business interruption $2.5M. A certificate evidencing proof of insurance[36] and limits is provided.

Off-Campus Instructional Sites

The College offers courses at off-campus instructional sites to meet the needs of the College's programs and its mission to provide high value, relevant life-long education that enhances the intellectual, social, cultural, and economic development of our diverse community. There are three areas of programs that utilize off-campus instructional sites facilities: employer-based programs, Dual Enrollment high school programs, and military programs.

The physical facilities for off-campus instructional sites programs are provided by the employer companies, high schools, and military bases. The College ensures that the physical facilities are adequate to support the programs based on Memorandums of Understanding (MOU)[37] with the organizations. These MOUs describe the extent of the College's responsibilities for off-campus instructional sites' physical facilities and the organization's responsibilities.

Technological Infrastructure

The College provides the technological infrastructure necessary to support the needs of the educational programs and other activities related to the College mission, including activities located at all campuses, centers, and those conducted via distance education. Included as evidence are the Technology Policies and Procedures Manual[38], APM 07-0101[39], *Strategic Technology Plan*, Board Rule 7.1[40], *Technology*, Technology Construction Requirements[41], and Technology Equipment Requirements[42].

The College meets the needs of all campus and center locations with sufficient technological infrastructure. Most College campuses and centers connect to the Deerwood Center's Network Operations Center with 1 Gbps metro Ethernet links, with the Downtown Campus area connecting at 2Gbps. From the Network Operations Center, the College shares a 2Gbps internet Connection. These

links are monitored for utilization trends and uptime and are currently sufficient for all of the College's needs, both for internal and external customers.

The College's Information Technology Department manages the technology funds for the entire institution and purchases technology in bulk in order to obtain the best pricing and enforce support standards. The Information Technology Department maintains the standards and approved list[43] for computer, audio/visual, and software purchases. This department also maintains the Technology Construction Requirements[41] guide to provide all construction contractors with the College expectations on cabling, audio/visual security, and classroom design standards. The Information Technology Department makes standards exceptions where the business need or academic purpose justifies the action.

The Information Technology Department runs classroom utilization software, Lab Stats, to plan for needed increases or decreases in technology to the classrooms.

The Information Technology Department has built the following representative committees into its governance and decision-making processes: IT Executive Committee, IT Leadership Committee, Enterprise Resource Planning (ERP) Steering Committee, and the Academic Technology Committee [44].

The College provides online programs and courses through FSCJ Online, located at the Deerwood Center along with the Information Technology Department. FSCJ Online supports academic and non-academic programs and services for all online students, faculty, and staff, giving access without the limits of time, place, or distance to students and faculty. FSCJ Online's course delivery options include hybrid and distance education.

The Blackboard Academic Suite is an integrated set of software products for eLearning, including Course Management, Content Management, and Community Building through a portal server. Blackboard uses a system of Building Blocks (standards-based, open application programming interface, APIs) to customize Blackboard software. Building Blocks (commercial, free, and open source) are available from Blackboard's online catalog. The Blackboard Academic Suite operates in an enterprise class server deployment offering high availability, superior performance, and disaster recovery.

The Center for eLearning (CeL), managed by FSCJ Online, supports faculty teaching online and assists in designing and developing fully online programs and courses. The CeL has established high-quality standards for the development, delivery, support, and evaluation[45] of online courses for the College. The CeL emphasizes the importance of accessibility and usability, so rigorous testing and quality assurance are implemented along with the course review process to ensure that the courses meet federal accessibility and quality standards. Currently, the CeL has seven senior-level and two junior-level instructional designers who are Quality Matters certified and have extensive experience working with faculty members to develop online programs and courses in the Learning Management System (LMS). Also, the CeL has five multimedia and web designers who provide an inclusive learning environment in the LMS, which has been checked for both accessibility and usability.

Summary

The College 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. This is accomplished through centralized, Collegewide facilities planning; localized, campus based operations, maintenance policies and procedures; and Collegewide technological infrastructure.

Evidence

[1] APM 08-0104 Facilities Five Year Educational Plant Survey

[2] APM 08-0105 PECO Funding Request Process

[45] CeL-CourseDevelopment

13.8 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. *(Institutional environment)*

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community by establishing and implementing safety and security policies and procedures through the Department of Public Safety and Security, the Risk Management Department, the Facilities Department, and the Directors of Campus Operations.

This narrative will describe administrative responsibilities for health, safety, and security functions. Specific policies and procedures are provided as evidence of the College's efforts to ensure campus safety and security for all constituents.

Administrative Authority and Responsibilities

Each department is headed by highly qualified professionals who provide efficient and effective oversight and management of their respective departments. Department heads include the Director of Security[1], Executive Director of Risk Management[2], Associate Vice President for Facilities[3], and Directors of Campus Operations[4]. Under the leadership of the Vice President of Business Services[5], each of these departments works to provide an environment conducive to accomplishing the College's mission[6]. The Director of Security heads the Department of Public Safety to enhance the mission of safety and security for the entire College. The Director of Security reports to the Vice President of Business Services who reports to the College President[7].

The purpose and general authority for safety and security procedures is provided by Florida Statutes and the District Board of Trustees (DBOT) Rules, including but not limited to the following:

Florida Statute 1001.64 (23)[8], *Florida College System institution boards of trustees; powers and duties*, defines Board authority for risk management, safety, security, and law enforcement operations.

Board Rule 2.24[9], *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*, defines the authority for the College President to develop and distribute appropriate policy statements and procedures to address the provision of the Crime Awareness and Campus Security Act.

Board Rule 6.2[10], *Safety and Security*, defines that the College President shall establish or cause to be established safety and security procedures for the well-being of the College and the College community. It further authorizes the College President or designee to initiate emergency response procedures to ensure the safety and security of students, employees and College property.

Board Rule 2.12[11], *Trespass*, defines the administration's authority to further ensure the safety and security of students and employees while safeguarding College property by removing those individuals without legitimate business.

Board Rule 1.2[12], *Compliance with Rules*, provides that employees shall comply with all applicable federal and state laws, State Board of Education Rules, Board Rules, and College policies. It further provides that administrative procedures shall have full force and effect of Rules as approved by the DBOT.

Furthermore, the Security Department's Standard Standard Operating Procedures (SOPs) Manual[13] provides directives for security personnel to adhere to and commit resources for ensuring the safety and security of the College community pursuant to the Board Rules, Administrative and Professional

Manual (APM) 06-0901[14], *College Security*, and Florida Statutes. Hard copies of the Security Department's SOPs are available upon request due to security and sensitivity of security personnel and College safety.

The College maintains a full-time staff of trained security officers[15] with offices established on each campus and center, per APM 06-0901[14], *College Security*. Each campus has a Security Supervisor in Charge (Chief)[16] and staff of officers who report to the Director of Security. These security officers are responsible for all safety and security efforts for the campus or center to which they are assigned. With all campus and center security personnel reporting to the Director of Security, a direct link is established connecting the safety and security department to the College President.

The Department of Public Safety and Security employs both armed and unarmed personnel; however, they do not have police powers. These personnel work closely with local law enforcement agencies on initial investigations, follow-up actions, or investigations related to criminal activities on campuses and centers. The College schedules off-duty officers from the Jacksonville Sheriff's Office (JSO) to work on each of its main campuses when students are present. Most reports of criminal offenses, including all major criminal offenses, are reported to law enforcement. Individuals are encouraged to report all crimes to law enforcement, however, it is ultimately the victim who may choose to report or not to report a crime to law enforcement. To ensure full coverage for security at all times, the College augments its security officer and JSO presence with contract security officers.

Security, Access, and Maintenance of Facilities

During normal business hours, the College will be open to students, parents, employees, contractors, guests, and invitees. College issued identification cards or visitors passes must be openly displayed by students, employees, contractors, and guests while on campus as directed in APM 06-0904[17], *College Issued Identification Cards*. During non-business hours, access to College buildings is by key, issued to authorized persons, or by admittance by campus security personnel. Only those persons conducting College business will be allowed access to buildings during non-business hours.

The Department of Public Safety and Security maintains a regular inspection of campus lighting. Personnel perform routine checks for safety hazards and ensure proper functioning of emergency phones, emergency blue light call stations, automated external defibrillators (AEDs), and fire extinguishers. These safety tests are performed monthly on each campus and center in accordance with the Safety Manual[18]. Discrepancies are reported to the Facilities Maintenance Department and are monitored for repairs or other corrective action.

Emergency Notification, Timely Warnings, Evacuation, and Lockdown Procedures

APM 06-0910[19], *Emergency Communication and Evacuation*, establishes procedures and responsibilities for immediate communication and prompt evacuation or lockdown of College facilities in emergencies, if necessary, to ensure the safety and well-being of life and the protection of property.

The College's Emergency Notification System (ENS) is comprised of several mediums through which, emergency messages can be conveyed to students and employees including Voice over Internet Protocol (VoIP) phones, emails, text messaging, a mobile safety app (FSCJ SAFE), computer monitors, and recorded phone messaging. These systems are used and/or tested annually, at a minimum. The ENS is used routinely to convey emergency notifications, timely warnings, and during emergency responses to hazardous events such as messaging sent during the recent hurricane threats posed during Hurricane Irma in September 2017 and Hurricane Michael in October 2018. The ENS was used on May 23, 2019, with a delivery success rate of 100%[20].

Annual Security Report

The Director of Security is responsible for ensuring the Annual Security Report and Safety Guide[21] is prepared, reported, and disseminated in a timely manner per APM 06-0909[22], *Incident Reporting and Clery Compliance*. The report meets all compliance standards as established by the Federal Student

Right-To-Know and Campus Security Act, which is also known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The report reflects amendments to the Clery Act to include the Violence Against Women Reauthorization Act (VAWA) as well as additions to the reporting requirements as specified by the Higher Education Reporting Act. The report also serves as a safety guide, containing crime prevention and safety tips along with risk reduction strategies.

Since the College's SACSCOC reaffirmation site visit in 2013, the College has had no investigations by the United States Department of Education's Office of Civil Rights for possible violations alleging sexual violence.

Comprehensive Emergency Management Plan

The College's Comprehensive Emergency Management Plan (CEMP)[23] is an all-hazards plan designed for use by the College's Incident Management Team. The CEMP establishes standard operating procedures, based on existing policies and procedures, for the response to an emergency impacting the College. The CEMP describes the emergency management roles and responsibilities of the entire College community. In addition, it provides a strategy for College officials to be as prepared as possible for the most likely hazardous events.

The CEMP is designed to protect lives and property through the effective use of College resources in conjunction with local, state, and federal resources as applicable.

The CEMP outlines the mitigation/prevention, preparation, response, and recovery actions of personnel and the use of resources for all-hazards that could adversely impact the College. The CEMP incorporates the use of the National Incident Management System (NIMS)/Incident Command System (ICS) model to facilitate interagency coordination between responding agencies and is consistent with the City of Jacksonville CEMP, state of Florida CEMP, and the National Response Framework. The College continuously collaborates with local, state, and federal emergency response agencies in the development, implementation, and maintenance of the CEMP.

College personnel and equipment are used in accordance with the CEMP to accomplish the following priorities in order of importance:
1. Protection of human life;
2. Support of health, safety, and basic care services;
3. Protection of College technology and physical assets;
4. Maintenance of critical College services;
5. Assessment of damages on College campuses and centers; and
6. Restoration of College operations.

Due to the sensitive nature of some of the content, hard copies of the CEMP are available upon request.

The Emergency Procedures Quick Reference Guide[24] is also issued to all College employees for reference in the event of emergencies.

Risk Management

The Executive Director of Risk Management[2] provides overall leadership for the College's risk management program and reports to the Vice President of Business Services[5]. In the Department of Risk Management, the Fire and Occupational Health and Safety Specialist[25] provides expertise and Collegewide coordination in the planning and development of occupational health and safety programs and integration of effective environmental programs, including those from the Occupational Safety and Health Administration (OSHA) and other regulatory entities. This position oversees inspections, conducts safety audits, recommends corrective measures, oversees and assists in arranging safety training, acts as chair of the Academic Safety Process Team, and participates as a member of the College's Occupational Health and Safety Process Team.

The Fire and Occupational Health and Safety Specialist is also responsible for directing the College's fire safety program including coordinating inspections, conducting fire safety audits and recommending corrective measures, overseeing fire safety training, and serving as the liaison with service area fire departments. Additionally, this position acts as the College's Fire Official by reviewing information related to new construction and major remodeling.

The College maintains sufficient and effective insurance coverage for its buildings and contents. With the assistance of a broker consultant, policies are reviewed annually to ensure all coverages and cap limits are appropriate. Property coverage[26] currently carries a cap of $100 million with a $50 million cap for named wind storms. Policies are also in place for terrorism, equipment breakdown, directors' and officers' liability, and loss from crime.

Risk Management and Safety Policies and Procedures

Manuals

The Risk Management and Safety Department maintains the College Safety Manual[18] and the Emergency Procedures Quick Reference Guide[24].

The purpose of the Safety Manual is to assist the College in maintaining a safe and healthy environment for employees, students, and visitors. Safety administration, fire safety, hazardous materials and biological safety, and general safety desktop procedures are covered in the manual with operations, prevention, protection, and action plans.

The College complies with all applicable laws, regulations, rules and standards. The State Requirements for Educational Facilities (SREF) Section1.1(4)(b)[27] states that public educational facilities shall comply with, as applicable, Occupational Safety and Health Administration (OSHA) as detailed in U.S. Department of Labor, 29 CFR Parts 1910 and 1926. The College Safety Manual provides guidance for satisfying the requirements of this standard. Additionally, this manual directs College compliance with Environmental Protection Agency (EPA), Department of Transportation, OSHA, Florida Department of Environmental Protection, Department of Health, and Florida Department of Education regulations.

The College Safety Manual is available to all employees via the College's myFSCJ portal under the Quick Links for Risk Management and Safety[28]. Safety information is also available in the Employee [29] and Student Handbooks[30] provided during orientation and in quarterly safety meetings. The College Safety Manual is updated as needed and a complete review and update is done every two years. The last complete review was May 10, 2017.

The Risk Management and Safety Department publishes an Emergency Procedures Quick Reference Guide[24] which provides safety, security, and emergency information in a concise format. This was last published in hard copy in 2015. The hard copies are provided to every employee during the onboarding process and given out during inspections. This guide is also available to all employees via the College's myFSCJ portal under the Quick Links for Risk Management and Safety[28].

Process Teams

Per APM 02-1912[31], *College Safety Teams*, the College has three risk management and safety process teams, the Occupational Health and Safety Process Team (OHSPT)[32], the Academic Safety Process Team (ASPT)[33], and the College Campus Safety Teams. Each team holds quarterly meetings. The OHSPT and ASPT are each chaired by a member of the Risk Management and Safety Department. There are seven College Campus Safety Teams, one for each of the College's campuses and centers. Each College Safety Team is chaired by associated Director of Campus Operations (DCO).

The College's OHSPT[32] functions as an advisory body to develop and recommend matters of policy

and procedures affecting the administration of College occupational health and safety. Per APM 02-1912[31], *College Safety Teams*, the following are members of the OHSPT: Executive Director of Risk Management, Chair; Senior Supervisors of Campus Plant or designee; Directors of Campus Operations or designee; Fire Safety Inspector; Fire and Occupational Health and Safety Specialist; Executive Director of Articulation; Dean of Students or designee; a Human Resources representative; and the Director of Security or designee.

The ASPT[33] functions as an advisory body to the Executive Director of Risk Management and Vice President of Business Services in the development of policies and procedures affecting the administration of academic areas of the College as related to occupational health, safety, environmental protection, and related regulatory compliance. The committee is chaired by the Fire and Occupational Health and Safety Specialist. Members of the team include deans representing areas with laboratory spaces or designee (two from each campus); Laboratory Managers (two Collegewide); Executive Director of Articulation; Director of Security; Executive Director of Risk Management; Fire Safety Inspector and representative faculty (two appointed by Faculty Senate President).

The seven College Campus Safety Teams[34] report to the respective campus Directors of Operations and make recommendations regarding campus or center-based operational procedures. The committees meet to review campus/center-based incidents and develop recommended safety and loss prevention policies and procedures.

Inspections

Pursuant to Florida Statute 1013.12[35], *Casualty, safety, sanitation, and fire safety standards and inspection of property*, [35]and the State Requirements for Educational Facilities, Chapter 5(1)(a)1[36], each year the College is required to complete and submit to the Board for approval a Collegewide comprehensive safety inspection report listing safety code deficiencies. The review encompasses all buildings, rooms, and grounds of the College's campuses and centers. The Fire and Occupational Health and Safety Specialist, accompanied by a campus or center facilities representative, conducts the comprehensive safety inspection of each campus and center annually. Reviews from previous years are included: 2015-16[37], 2016-17[38], and 2017-18[39]. A corrective action plan consisting of each deficiency, location, number of times reported, estimated/actual completion date, estimated/actual cost, and corrective action is reported to the DBOT as part of the annual Comprehensive Safety Review.

The campus or center maintenance staff conduct reviews of the facilities and grounds on an ongoing basis and correct any deficiencies found as a priority by submitting a building maintenance request, which is then assigned by the maintenance supervisor to the appropriate maintenance staff for correcting.

College security staff test all AEDs, Blue Light Emergency Call Stations, Emergency Call Buttons in all restrooms, Fire Extinguishers, and Emergency Lighting monthly according to the Safety Manual[18]. A Safety Calendar[40] prepared by Risk Management and Safety and provided to all necessary personnel that lists inspection events for the year.

Environmental Health and Safety

The state of Florida has adopted federal Environmental Protection Agency (EPA) regulations aimed at preventing pollution and the contamination of air, soil, or water by the discharge of harmful substances. College locations that generate, handle, store, or dispose of hazardous waste must comply fully with the federal regulations governing such activities. These regulations are enforced by the Florida Department of Environmental Protection (FDEP). Section 3.1 of the Safety Manual[41] establishes guidelines for all employees to follow for hazardous waste storage and disposal. The Fire and Occupational Health and Safety Specialist coordinates and documents hazardous materials reportable to the Florida Division of Emergency Management, Technological Hazards Section per the Florida Tier II, reporting requirements[42].

<u>Safety Training</u>

Safety training is provided to necessary College personnel. These training requirements are addressed in the Safety Manual, Section 1.2[18], *Safety Training Requirements*. Training topics include, but are not limited to: biohazardous waste, OSHA, hazard communications, hazardous materials handling, HAZWOPER, forklift, crowd management, asbestos awareness, bloodborne pathogens, basic electrical safe work practices, emergency action plan, ergonomics, back safety and proper lifting techniques, fall protection, fire marshal procedures, fire prevention plan, fire watch, fixed extinguishing systems, portable fire extinguisher use, power and machine tools, laboratory safety, ladder safety, lockout and tag out, personal protective equipment, powered industrial trucks, and respiratory protection. Training is per applicable OSHA standards and complies with federal, state, and local laws and regulations. Maintenance and retention of safety training records are kept by those designated in the Safety Manual, Section 2.1.8[18], *Record Keeping*.

Collegewide Facilities Planning in Support of Educational Programs

The Facilities Management and Construction Department (Facilities Department) serves as the Collegewide resource and central communications hub for the planning, construction, renovation, remodeling, operation, and maintenance of all College facilities. The department is responsible for five procedures that demonstrate how the physical facilities support the current and future needs of the College:
1. Program List and Capital Outlay Full Time Enrollment (COFTE);
2. Room inventory and space utilization reporting;
3. Annual campus master plan updates;
4. Annual Capital Improvement Plan (CIP) documentation; and
5. Monthly process team meeting communications.

Because these procedures are based on collaboration, the current list of programs offered, an approved workforce development program list, and COFTE data from the Florida Department of Education, the resulting physical resources are customized to the needs of the College and provide the proper mix and number of physical resources. The College's APM 08-0104,[43] *Facilities Five Year Educational Plant Survey and College Master Development Plans*, and APM 08-0105[44], *PECO Funding Request Process for Educational Facilities*, on the facility funding request process and the following descriptions illustrate these procedures in detail.

<u>Program List and Capital Outlay Full Time Enrollment (COFTE)</u>

Every five years, the Facilities Department is required by Florida Statute 1013.31[45], *Educational plant survey; localized need assessment; PECO project funding*, to prepare an Educational Plant Survey[46]. The first step in conducting the survey is to obtain the current list of programs offered by the College and an approved workforce development list, or form DVE 768[47], which is the current and projected career and adult education program/facility needs by the Division of Florida Colleges, Florida Department of Education. Additionally, the Facilities Department obtains the COFTE report[48] from the College's Associate Vice President for Institutional Effectiveness. Next, the Facilities Department meets with the provost, deans, and other academic leaders on each campus and center to discuss any changes in the programs currently being offered, new programs being developed, or programs that will be discontinued at the respective campus or center. This information is aggregated and used to reconcile existing and new facilities needs with the types of programs offered and the number of students being served in each program at each location. The Facilities Department develops the Capital Outlay Plan[49] based on the needs identified.

<u>Room Inventory and Space Utilization</u>

The Facilities Department validates the room inventory[50] annually by visually inspecting all campus buildings, using current floor plans and maps for the Downtown Campus[51] and associated Main Street Buildings[52] and Administrative Offices[53], Kent Campus[54], North Campus[55], South Campus[56], Deerwood Center[57], Nassau Center[58], and Cecil Center[59]. The inspection verifies

room location, layout, use, condition, and square footage Collegewide. Any discrepancies found by this inspection are corrected on the electronic Computer Aided Design (CAD) floor plans and the room inventory database. The Facilities Department adjusts the inventory anytime a change occurs to a room's use or as a result of a renovation or remodel project.

Campus academic support personnel encode programs and class schedules into a database using the rooms and appropriate room classifications maintained by the Facilities Department. At the end of each term, the College submits the content of this database to the Florida Department of Education, which analyzes the data and distributes utilization reports[60] back to the College. This information is converted into graphs and charts, which are shared with each campus to ensure the facilities are adequate to support the current program needs of the College.

Campus Master Plan

The State Requirements for Educational Facilities (SREF)[61] requires the College to develop Campus Master Plans[62]. A master plan identifies general land uses and plans for the provision of roads, parking, public transportation, infrastructure and utilities, capital improvements, recreation and open space, and conservation during the coming five years. Each element addresses compatibility with the surrounding community. The master plan identifies the general location of structures, site design, environmental management, and the preservation of wetlands and historic and archaeological resources, if any. Data and analyses on which the elements are based include these: the characteristics of vacant lands; projected impacts of development on onsite and offsite infrastructure, public services, and natural resources; student enrollment projections; and the need for academic and support facilities. The Facilities Department meets annually with the provost, deans, and other academic leaders to update the campus master plan including site amenities, new buildings or additions, and parking. The revised master plan is used as a planning tool and guide throughout the year to establish and provide for current and intermediate future needs, and long-range planning goals.

Capital Improvement Plan

The Capital Improvement Plan (CIP)[63] is part of the annual Legislative Budget Request submitted by the College to the Division of Florida Colleges. The CIP describes the College's five-year plan for new buildings, renovation and remodeling needs, and requests funding through Public Education Capital Outlay (PECO) funds and Facilities Challenge Grant Funds. The CIP projects are based on recommendations of the current five-year Educational Plant Survey[46].

The Facilities Department meets annually with the provost, deans, and other academic leadership to update the CIP and prioritize the list of projects. The projects are submitted in three categories: general maintenance and renovation, remodeling, and new construction. The College's DBOT approves the Legislative Budget Request[64] prior to submittal. In addition, a Project Priority List (PPL)[65] is required for approval by the commissioner for expenditure of Capital Outlay and Debt Service (CO&DS) funds. The PPL and the CIP projects are similarly classified.

Facilities Process Team Communications
Per APM 06-0601[66], *Maintenance and Repair Services*, the Facilities Process Team meets monthly to review the policies and procedures used in implementing the Five-Year Educational Plant Survey, CIP, and PPL. Through collaborative discussions between Facilities, Purchasing, and Information Technology, the team recommends revisions to the procedures on a regular basis to ensure maintenance and operations are conducted in accordance with current best practices, minimum standards, and all applicable codes. The Process Team also reviews industry trends and future growth areas for the use and benefit of the College.

Campus Based Operations and Maintenance

The College plans for routine and preventive maintenance, deferred maintenance, and record keeping of all equipment with a purchase price of $1,000 or greater. There are three major areas of maintenance and operations procedures:

1. Custodial and grounds operations;
2. Property inventory records; and
3. Maintenance operations and procedures.

Custodial and Grounds Operations

The DCO provides supervision to the Senior Supervisor of Campus Plant who oversees custodial and grounds operations. Each campus and center has custodial and grounds staff that clean the buildings and grounds. Tradesworkers provide routine maintenance for the College's buildings. The Senior Supervisor of Campus Plant contracts with outside vendors for various emergency and complex maintenance needs.

Property Inventory Records

Per APM 04-1101[67], *Property Control and Accounting*, the Vice President of Business Services is responsible for developing and maintaining a property records system[68] in order to follow property from acquisition through disposal. This includes all property with a purchase price of $5,000 or greater and of all firearms, regardless of the purchase price. More specifically, all items that meet the criteria receive a barcode at the time of receipt, and the information is recorded in the property database. In addition, a physical inventory[69] is conducted each year to ensure that all items are accounted for and that the College has control of these assets. Procedures are in place to document any lost or stolen items, as well as dispose of any items no longer in use. Each missing item is investigated to verify the item cannot be located and determine the root cause for the item's disappearance. Documentation for the missing item must be completed and signed by the responsible department and vice president. An incident report is completed by security for each missing item. The ratio of missing to inventory count is considered excellent. In the most recent inventory, only two items out of 5,023 (0.04%) were unaccounted for[70].

Maintenance Operations and Procedures

The Facilities Department publishes a Collegewide Facilities Operations and Maintenance Procedures Manual[71]. The manual provides acceptable, effective, and current maintenance and operations management "best" practices and standards. The procedures are fashioned from the Florida Department of Education's Maintenance and Operations Administrative Guidelines for School Districts and Community Colleges[72] and a Texas community college system maintenance program that has been adapted to Florida. It is also a comprehensive framework for delivering beneficial and cost-effective services at each campus and center. The procedures provide the College's facilities maintenance staff with a set of clearly defined, yet flexible guidelines intended to complement sound facilities management practices already in use and offer new ones where necessary. The procedures are used in coordination with the Computerized Maintenance Management System (CMMS)[73]. The Facilities Operations and Maintenance Procedures are reviewed and approved by the members of the Facilities Process Team.

The Facilities Department procures and administers the Collegewide CMMS, which is a database specializing in educational facilities maintenance solutions software. The CMMS is used to monitor and schedule routine and preventative maintenance tasks for buildings and equipment. Each senior supervisor of campus plant performs preventive maintenance scheduling, work order management, customer request functions, and permit tracking utilizing the CMMS. The CMMS data is input by the supervisors, architectural and engineering consultants, and customer users.

Moreover, the Senior Supervisor of Campus Plant oversees routine, complex, and emergency maintenance activities; monitors daily plant operations; adjusts equipment for operations; and assigns priorities for trades staff and contract vendors.

Off-Campus Instructional Sites

The College provides courses at off-campus instructional sites to meet the needs of the College's

programs and its mission to provide "high value, relevant life-long education that enhances the intellectual, social, cultural and economic development of our diverse community." There are three areas of programs that utilize off-campus instructional sites facilities: employer-based programs, dual enrollment high school programs, and military programs.

The physical facilities for off-campus instructional sites are provided by the employer companies, high schools, and military bases. The College ensures that the physical facilities are adequate to support the programs based on Memorandums of Understanding (MOU) with the organizations. These MOUs, like the one between the College and Nassau County School District[74], describe the extent of the College's responsibilities for off-campus instructional sites physical facilities and the organization's responsibilities.

Summary

The College takes reasonable steps to provide a healthy, safe, and secure environment for all members of the College community at each of its campuses and centers. This is achieved by establishing and implementing safety and security policies and procedures, sound risk management practices, and establishing construction and facilities maintenance programs that meet or exceed industry standards.

Evidence

[1] Director of Security

[2] Executive Director of Risk Management

[3] Associate Vice President for Facilities

[4] Director of Campus Operations Job Description

[5] Vice President of Business Services

[6] FSCJ Mission Vision Values

[7] College President

[8] Florida Statute 1001.64

[9] Board Rule 2.24 Campus Security Act

[10] Board Rule 6.2 Safety and Security

[11] Board Rule 2.12 Trespass Safeguard Property

[12] Board Rule 1.2 Compliance with Rules

[13] Public Safety and Security Standard Operational Procedures (SOP)

[14] APM 06-0901 College Security

[15] Security Officer I & II

[16] Security Supervisor in Charge

[17] APM 06-0904 College Issued Identification Cards

[18] FSCJ Safety Manual

[19] APM 06-0910 Emergency Communication And Evacuation

[20] ENS Notification

[21] FSCJ Annual Security Report and Safety Guide 2018-19

[22] APM 06-0909 Incident Reporting And Clery Compliance

[23] FSCJ CEMP Excerpt

[24] Emergency Procedures Guide Book 2018

[25] Fire and Occupational Health and Safety Specialist

[26] Certificate of Property Insurance

[27] SREF 2014

[28] Quick Links - Risk Management & Safety

[29] FSCJ Employee Handbook

[30] FSCJ Student Handbook

[31] APM 02-1912 College Safety Teams

[32] OHSPT Minutes Mar 2018

[33] ASPT Meeting Minutes 04-05-2018

[34] Campus Safety Committee Minutes 2018

[35] Florida Statute 1013.12

[36] SREF 2014

[37] 2015-2016 Comprehensive Safety Review

[38] 2016-2017 Comprehensive Safety Review

[39] 2017-2018 Comprehensive Safety Review

[40] Safety Calendar of Events 2018 Safety Inspections

[41] Safety Manual - Section 3.1

[42] FDEM Technological Hazards Tier II Submission Report

[43] APM 08-0104 Facilities 5 YR Educational Plant Survey and College Master Dev Plan

[44] APM 08-0105 PECO Funding Request Process For Ed Facilities

[45] Florida Statute 1013.31

[46] Educational Plant Survey

[47] DVE 768

[48] FSCJ COFTE

[49] Capital Outlay Plan Summary

[50] Facilities Room Inventory

[51] Downtown Campus

[52] Main Street Buildings

[53] Administrative Offices

[54] Kent Campus

[55] North Campus

[56] South Campus

[57] Deerwood Center

[58] Nassau Center

[59] Cecil Center

[60] FCS Utilization Report

[61] State Requirements for Educational Facilities 2014

[62] Campus Master Plans

[63] Capital Improvement Plan

[64] FCS CIP Legislative Budget Request

[65] Project Priority List

[66] APM 06-0601 Maintenance and Repair Services

[67] APM 04-1101 Property Control and Accounting

[68] FSCJ Property Records

[69]   FSCJ Property Inventory

[70]   2019 Inventory Final Report

[71]   FSCJ Facilities Operations and Maintenance Procedures

[72]   FDOE Maintenance and Operations Administrative Guidelines

[73]   CMMS Example

[74]   Nassau County School District Signed copy

Section 14 Transparency and Institutional Representation

14.1 The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation is dependent on the continued accreditation of the parent campus. (Publication of accreditation status)

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy. The College does not encompass locations that qualify as branch campuses, so part "(b)" of the Standard does not apply.

Accreditation Status Representation

The College publishes required accreditation status information on the standard footer throughout its website, in its catalog, in its student handbook, and on other material used for marketing, recruitment, and hiring. All accreditation information is accurate, consistently displayed across publications, and complies with SACSCOC policy including the Institutional Obligations for Public Disclosure Policy[1].

Included below as evidence are examples of the College accurately representing its accreditation status:
- College Website[2]
- 2018-19 Catalog[3]
- 2018-19 Student Handbook[4]
- Marketing: FSCJ At-A-Glance[5]
- Recruitment: I-TECH Program[6]
- Hiring: HigherEd Jobs Faculty Advertisement[7]

College Locations

The College does not have a "parent" or "main" campus; however, in late Fall 2012, the U.S. Department of Education requested that the College officially designate a main campus for financial aid and administrative purposes only. Thus, the College designated Downtown Campus as its main campus, which is adjacent to the district administration building.

The district (or central) administration of the College provides administrative control for all campuses and centers: Downtown Campus, Kent Campus, North Campus, South Campus, Cecil Center, Deerwood Center, and Nassau Center. These locations do not qualify as branch campuses.

Summary

Florida State College at Jacksonville, (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy. The College does not encompass locations that qualify as branch campuses, so part "(b)" of the Standard does not apply.

Evidence

[1]   SACSCOC Institutional Obligations Public Disclosure Policy

[2]   FSCJ Website Homepage

[3]   FSCJ 2018-19 Catalog

[4]   2018-19 Student Handbook

[5]   FSCJ At-A-Glance 2017

[6]   I-TECH Recruitment Eblast

[7]   HigherEdJobs-Professor of Occupational Therapy Assistant-Program Director

[3]   FSCJ 2018-19 Catalog

[4]   2018-19 Student Handbook

[5]   FSCJ At-A-Glance 2017

14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. *(Comprehensive institutional reviews)*

_X_ Compliance   ___ Partial Compliance   ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. The College does not currently have any branch campuses.

Current program offerings available via distance education[1] or at off-campus instructional sites[2] include courses from a wide range of baccalaureate degree programs, associate degree and technical certificate credit programs, and career education workforce certificate programs (postsecondary adult vocational programs). Each term, students have the ability to select and enroll in courses of any instructional delivery method or at any location available for that course in the term schedule, provided they meet the requirements for that program or course. However, courses taught at Dual Enrollment locations are available only to Dual Enrollment students.

Some programs and classes have a higher rate of online enrollment due to student preference but the College scheduling process ensures that classes are scheduled in a variety of delivery formats (hybrid, face-to-face, and online) to meet program requirements and student expectations. On the program level, only the College's Insurance Workforce Certificate (W.C.) programs[3] are available exclusively online. These clock hour programs are self-paced, four-week sessions well suited for online delivery.

The College curriculum review and approval process ensures that all new or modified programs and courses meet internal standards of quality and best practices with regard to content, instructional methodologies, learning outcomes and assessment, course management, and student evaluation. Regardless of teaching modality or location, this curriculum review process ensures that all courses also meet external standards provided by the Florida Department of Education. All courses are expected to be aligned with either state curriculum frameworks or standard course descriptions from the statewide course numbering system. In addition, Administrative Professional Manual (APM) 09-0201[4], *Instructional Consistency: Official Course Description, Official Course Outline, and Required Syllabus Components*, establishes a syllabus review process for courses offered online, via Dual Enrollment[5], or at off-campus instructional sites ensures consistency of standards with courses offered at campus locations. Regardless of modality, the Curriculum Committee reviews all courses to ensure compliance with state and institutional standards. Students also have the ability to evaluate[6] all classes, regardless of how or where they may be taught. Finally, to serve the College's online virtual campus, the FSCJ Online Faculty Advisory Committee[7] meets on a monthly basis[8] to offer input and direction for all instructional issues related to online classes and course development.

Distance Learning

Any institution that offers distance education must meet the requirements of Standard 10.6 and ensure that all distance education students, programs, and/or courses receive the same level of oversight and are held to the same instructional standards applied to programs/courses offered on campus. Distance education is offered in all subject areas and is integrated into academic programs with oversight from program administrators.

In order to ensure consistency with instructional content standards, FSCJ Online and the Center for eLearning have pioneered the use of "master" courses. An online course master is a complete version of a specific course that is built by an instructional design team including a designated subject matter expert faculty member, program or discipline administrator(s), FSCJ Online administrator(s), instructional designers, and multimedia specialists. Each master class is reviewed by the team at two key points[9] in the development process[10]. All faculty in the discipline related to the master course are also invited to participate in its review.

After receiving final approval[11], each master class can be loaded into various course sections so that all students have a consistent course content experience in alignment with established learning outcomes. At this point, the College offers 27 fully developed online programs and over 630 online master classes[12] that have been developed by the Center for eLearning. These developed master classes are evaluated[13] on an annual basis to ensure faculty and student satisfaction.

Branch Campuses

The College does not currently have any branch campuses.

Off-Campus Instructional Sites

College has an active dual enrollment program with both Duval County Public Schools and Nassau County School District, as well as numerous private schools. In addition, the College maintains off-site operations at two military bases: Naval Station Mayport and Naval Air Station Jacksonville[14]
. Programs and/or classes delivered off-site are established at the request of the facility, an outside organization, or via an agreement with an outside partner. Examples include offering dual enrollment in conjunction with Duval County Public Schools or classes at local military bases. In each off-site location, the College designates academic administrators related to the specific discipline to oversee the instruction and student services and ensure that institutional standards are met.

In order for classes to be held at off-site locations for the first time, the College requires a Memorandum of Understanding (MOU), or a contract that details the arrangements between the outside facility and the institution. An example is the MOU between the College and Duval County Public Schools[15] to service Dual Enrollment students who take classes at the local high schools. Once these arrangements are in place, the appropriate academic administrator and facilities representative make a site visit to the designated location to ensure that appropriate classroom space is available. During this visit, the facilities team will document the condition of the facility and determine any equipment needs that the College would have to provide in order to meet institutional standards and the terms of the MOU. Faculty assigned to teach at these locations are also given the opportunity to make an advance visit to ensure a sound understanding of all relevant facility information. Based on enrollment at the designated off-site location, College staff may be assigned to this work location on a full- or part-time basis to support faculty and staff. In each case, both an academic administrator and facilities representative will be assigned to ensure that communication is in place to address any facility issues or concerns. Prior to implementation, the College notifies SACSCOC of off-campus instructional sites that offer 25-49% of educational programs and seeks approval for sites that offer 50% or more of educational programs.

Distance Learning and Off-Campus Instructional Sites: Faculty

While all faculty are encouraged to use the master classes, full-time faculty also have the option to develop their own online classes. All discipline faculty are given access to the content upon request and can use the master content for hybrid or online teaching. Adjunct faculty teaching online are required to teach using the Center for eLearning course masters, if one is available.

Faculty who teach in programs and courses at a distance participate in the standard institutional hiring and credentialing[16] procedures for their associated program(s) within Liberal Arts and Sciences[16] or Baccalaureate/Career Education[17]. However, faculty teaching Dual Enrollment courses are considered contingent workers at the College and are hired by their respective private school or school district. Faculty teaching Dual Enrollment courses are subject to the same College credentialing procedures as all other faculty. Faculty who teach distance education or hybrid classes are also required[18] to complete designated professional development classes (Introduction to eLearning and Hybrid Teaching) via the College's Training and Organizational Development[19] Department.

Each term, the Training and Organizational Development department posts a schedule of online and face-to-face workshops[20] and training sessions. These sessions focus on teaching and learning

pedagogy[21] in online and hybrid courses to enhance the quality of instruction in each delivery method. Those teaching in a new modality are given access to training and additional support by academic administrators or faculty colleagues to ensure that the student experience meets quality standards. Faculty teaching online are expected to adhere to the instructional expectations outlined in APM 10-0602[22], *Grading System and Faculty Grading Responsibilities*, and standards documented in the Faculty Handbook[23], as any other institutional faculty.

All faculty are given access to the Learning Management System (LMS) and other academic technology[24] resources so that they can most effectively use the LMS technology to interact with students and support overall learning outcomes. Various assessments built into the course include quizzes, tests, discussions, projects (individual and group), and other course activities. Each master class is equipped with an interactive learning unit[25] providing high level course content and information. All College classes are given a course shell; master course content is uploaded by faculty request or automatically uploaded for adjunct faculty teaching online. Students are expected to upload assignments so that the faculty can access, evaluate, and offer feedback. Course activities in online classes can be synchronous or asynchronous so that faculty have the option to offer both kinds of experiences to students. Students can also interact with faculty or classmates via Blackboard Collaborate[26] for group presentations, conferences, or help sessions.

The Faculty Development Committee extends these resources to faculty Collegewide, including those teaching online or at off-campus instructional locations. Full-time faculty who are new to the College are invited to the New Faculty Institute[27] for onboarding and connection to faculty development resources. Similar professional development is available for adjunct faculty. In addition, FSCJ Online provides orientation[28] and resources specific to teaching online that are available to both full-time and adjunct faculty.

Faculty teaching online report to a designated academic administrator and are evaluated per established College standards using evaluation forms provided by Human Resources, Full-Time Teaching Faculty[29] and Adjunct Faculty[30]. In addition to using separate evaluation forms, the evaluation cycle is different for full-time and adjuncts since full-time faculty are evaluated in three-year cycles per Article 2 of the Collective Bargaining Agreement[31], while adjunct faculty, including Dual Enrollment faculty, are evaluated each year. Full-time faculty may only be reviewed by the supervising dean, while adjunct faculty may be reviewed by a dean or an instructional program manager.

Student feedback collected by an embedded evaluation made available to students at the end of each term is also considered in the evaluation process. Faculty teaching online have access to view the student course evaluations[6] once grades have been submitted.

Also as part of the evaluation process, observations and visits for seated classes shall be initiated by the supervising administrator by scheduling a mutually agreeable date and time and alerting the faculty member as to the purpose of the observation.

Distance Learning and Off-Campus Instructional Sites: Academic and Student Support Services

The College is committed to supporting all students and providing access to academic and student support services, regardless of how they take their classes or whether they physically interact with the College campuses and/or centers. The student life cycle and student experience begins with the online application and continues through completion with ongoing access to student support resources and student engagement activities that include an online orientation option, virtual advising, online registration, and more. The College has made a significant investment in technology resources via myFSCJ and the LMS to ensure that academic and student support services are available beyond the physical College locations. The myFSCJ portal is the consistent link for all students to use their unique student ID number and password to access all College information and services. Every student is supported through the process of learning how to log in to myFSCJ, navigate through the application process, access information, and connect with services, both virtually and on campus[32].

The growing number of distance learners has led to the development of more online access, which

typically benefits campus learners with busy schedules, as well as students taking online classes. As an example, Financial Aid has recently implemented a chatbot system[33] based on artificial intelligence, which enables students to ask questions and obtain access to Financial Aid information 24/7. In addition, every class using the master course has a consistent Student Resources[34] section that directs students to established College departments, services, and resources. This use of technology benefits all students, regardless of where they may take their classes, by making it easier to locate any helpful resources.

Advising is a critical student support service that is clearly tied to student success and retention. The College has always provided advising by telephone, as well as on campus. Access to advising for distance learners and those taking courses at off-campus instructional sites was enhanced in 2017 with the addition of virtual advising by appointment via Blackboard Collaborate[35]. From May 2018 to August 2019, 39,858 virtual advising sessions were conducted[36]. Students can request virtual advising sessions by scheduling an appointment or simply logging into the online appointment system to request an immediate appointment.

Another key element for distance learning students and students taking courses at off-campus instructional locations is access to testing and assessment services[37]. Procedures for using the online proctoring software, currently ProctorU via Smarter Proctoring, are outlined on the learning Remote Site Test website[38]. Students have the ability to take proctored tests virtually or by identifying an approved testing site within their geographic area.

Any student registered for a class with the College, including distance learners, is able to access the full range of online Library and Learning Commons (LLC) resources through the library webpage[39], including online databases of peer reviewed journals and repositories that offer streaming video, such as Films on Demand. In addition, the LLC hosts the College's tutoring services[40]. Tutoring services are provided both on-ground and virtually through Brainfuse[41]. Distance education and students taking courses at off-campus instructional sites may access either modality of tutoring service. Students can call any LLC and speak with a librarian or staff member, or interact through LibChat by texting a question to (904) 674-3824, or submitting it through LibAnswers, the online chat portal[42]. Information about these services and resources is available to students via the LLC webpage[39] or on the LLC Resource tab on the myFSCJ student portal[43].

Both the LLC and Student Life and Leadership have taken advantage of technology to ensure that student enrichment events, such as the Spoken Word Open Mic[44] event, are open to distance learners or those students attending classes at off-campus instructional sites. Student engagement with faculty is also enhanced for online or hybrid learners with the use of educational technology, including Blackboard Collaborate, video or audio student feedback, and other virtual learning tools. Finally, the Community[45] online student portal makes it possible for all students to track their extracurricular activities, volunteer work, and experiential learning via a co-curricular transcript[46].

The following are examples of events that were live streamed in the 2017-18 academic year to ensure access to students regardless of location:
- FSCJ Student Leadership Certificate Program[47]
- LLC events, panels and presentations[48]
- Jazz Concert[49]
- The Annual Celebration of Student Success[50]

The College also supports a large population of high school students through Dual Enrollment programs in partnership with public school systems in Duval and Nassau counties and multiple private and home schools. Campus Dual Enrollment coordinators are assigned to each high school population for added support for students and parents. These coordinators implement an active outreach program to connect students to the College's academic and student support services. Dual Enrollment students have the dual benefits of engagement with their high school, as well as the resources offered by the College. Some Dual Enrollment students are also enrolled in online classes so they represent both distance and off-site students.

Students taking coursework at any off-site location can access student services online or at any campus or center. The online student portal[43] includes access to live streaming student events, virtual library services, LMS connection, and the Community online application for tracking extracurricular activities.

Additional information on academic and student support services for distance education students and those taking coursework at off-campus instructional locations can be found in Standard 12.1.

Distance Learning and Off-Campus Instructional Sites: Outcomes Assessment

All academic programs, including those delivered at a distance or at an off-campus instructional location, are included in the Collegewide outcomes assessment process. Programs where 50% or more of the coursework can be completed via distance education are required to disaggregate outcomes assessment results by modality. In addition, programs are encouraged to disaggregate outcomes assessment results for off-site locations. The College expects that the student learning outcomes will be the same for all courses regardless of delivery method or location. Comprehensive information on the College's outcomes assessment process can be found in Standard 8.2.a.

Student Performance

Student success at the College is measured by the following four measures: IPEDS Graduation Rate, Fall-to-Fall Retention Rate, Completion Counts, and Entry-Level Wages. All of these measures are impacted by actual student performance in their coursework. To continually assess student performance in online and/or off-site locations, academic administrators use the Grade Analytics Dashboard[51] provided by the Office of Institutional Research. Administrators can filter classes by discipline and modality to compare both student retention and student success.

To promote consistency in distance education, the College's virtual campus, FSCJ Online[52], has been charged with development of programs and courses[53] in multiple disciplines Collegewide that are designed to meet established standards in distance education. Critical to the quality of the design and handling of the coursework in all programs and in all delivery methods is the recognition that many students who enroll in distance education courses at the College also enroll in face-to-face and hybrid courses at the campuses and centers. Students are not required to select a specific instructional delivery method or location for their program, although some programs, such as allied health, are solely offered at a specific campus due to the laboratory or equipment required. Overall, enrollment and retention are monitored on a weekly basis via reports[54] distributed by Academic Operations to follow where and how students are taking classes. Additional data on student performance can be found in Standard 8.1.

Summary

The College has submitted appropriate subsequent reports; it has included a review of any classes or programs offered online, via Dual Enrollment, or in off-site locations in the Compliance Certification. The College applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. The College does not currently have any branch campuses.

Evidence

[1] Distance Education Programs

[2] FSCJ Off-Campus Instructional Sites

[3] Insurance Clock Hour Programs Offered Only Online

[4] APM 09-0201 Instructional Consistency

[5] Dual Enrollment Handbook-2017

[6] Student Course Evaluation

[7] FSCJ Online Adv Comm 2019

[8] FSCJ Online Adv Comm Sample Agenda

[9] CeL-CourseDevelopment-Milestones

[10] CeL-CourseDevelopment

[11] CeL-CourseReviews-and-Meetings

[12] CeL Course Catalog_2019

[13] CeL-Course Evaluation-Process

[14] FSCJ Military Base Support

[15] FSCJ-DCPS Dual Enrollment Agreement

[16] Arts and Sciences Faculty Credentialing Matrix 03.2018

[17] Baccalaureate and Career Ed Faculty Credentialing Matrix 07.2018

[18] Faculty Required Training Excerpt CBA 8 16 16

[19] Training and Organizational Development Catalog

[20] Adjunct Convocation

[21] Faculty Development Initiative Fall 2018

[22] APM 10-0602 Grading System And Faculty Grading Responsibilities

[23] FSCJ Faculty Handbook

[24] Academic Technology

[25] Learning Unit Image

[26] Blackboard Collaborate

[27] New Faculty Institute

[28] FSCJ Online Orientation for Canvas

[29] Evaluation-Teaching-Faculty

[30] Evaluation-Faculty-Adjunct

[31] CBA 8.2016 - 8.2019

[32] FSCJ Student - CSM - Account Basics

[33] Financial Aid Chat Function

[34] CeL Student Resources for Online Classes

[35] Virtual Advising

[36] Virtual Advising Data Aug 2019

[37] Online Course Testing

[38] Distance Learning Remote Site Testing Webpage

[39] LLC Homepage

[40] LLC Tutoring Services

[41] LLC Tutoring Services - Brainfuse

[42] LibAnswers

[43] myFSCJ Student Portal

[44] Student Life Events Example

[45] Community Student Portal

[46] CoCurricular Transcript Verification Form

[47] Student Leadership Certification program

[48] LLC Event Tracking

[49] The Campus Voice

[50] Celebration of Student Success

[51] Grade Analytics Dashboard

[52] FSCJ Online Webpage

[53] FSCJ Online Faculty Course Development Support

[54] Spring Term Enrollment Report

14.4 The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies.") *(Representation to other agencies)*

_X_ Compliance ___ Partial Compliance ___ Non-Compliance

Narrative

Florida State College at Jacksonville (hereafter referred to as the College) (a) represents itself accurately to all U.S. Department of Education (USDOE) recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions.

Accreditation Representation

The College has specialized program accreditations for 23 of its degree and certificate programs, of which eight are recognized by the USDOE. A detailed list of those program accreditations[1] is maintained by the Office of Institutional Effectiveness.

The College describes itself consistently and accurately to program accreditation agencies or organizations as accredited through SACSCOC. In January 2019, the College sent a letter[2] to all of its accrediting organizations to confirm its SACSCOC obligations under the Accrediting Decisions of Other Agencies Policy[3]. In addition, the College ensures accurate representation through routine correspondence to program accreditors including self-studies[4] and annual reports.

The College is in good standing with each of the USDOE recognized accrediting agencies. None of the specialized program accreditation agencies have taken negative action or terminated the College's program accreditation. The College has not voluntarily withdrawn accreditation from any of the active specialized program accreditation agencies.

The College consistently describes itself to each of these recognized accrediting and approval bodies with regard to purpose, governance, programs, degrees, certificates, personnel, finances, and constituencies.

Included as a consistent statement in program accreditation applications or self-studies, as represented in the evidence above, is the assertion that the College is a large, multi-campus institution, serving Duval and Nassau counties in northeast Florida. In addition, the College is described as a public institution that is authorized by the Florida Legislature and Florida Department of Education to offer postsecondary education and is accredited by SACSCOC. The College Mission[5] is provided and matches the mission as was described at the time that the documents were submitted to the respective program accreditation bodies and agencies, including SACSCOC. Furthermore, if requested, program accreditation documents indicate that the College is authorized by action of the Florida Legislature to offer the following credentials for students enrolling in the courses and programs available at the College which are listed below:
- Baccalaureate Degree Programs
- Associate Degree Programs
- Credit Technical Certificate Programs
- Clock Hour Career Education Workforce Certification Programs
- Adult Education
- Continuing Education Programs

If the College's financial resources is requested in program accreditation documents, the College is described as an institution that receives approximately half of its financial support for operations from direct state funding with the other half coming from tuition. The College also receives income through in-state and out-of-state matriculation fees; laboratory, student activities, and other special student

fees; shared federal funding; grants and contracts; and miscellaneous revenue from College investments and endowments.

In addition, the College upholds policies and procedures that stipulate that the College must comply with SACSCOC policies in order to maintain accreditation status, as shown in Board Rule 2.2[6], *Internal Organization*, and Administrative Procedure Manual (APM) 02-1103[7], *Specialized Program Accreditation*.

Summary

Florida State College at Jacksonville (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions.

Evidence

[1] Table of Accredited Programs

[2] Accrediting Decisions of Other Agencies Letters

[3] SACSCOC Accrediting Decisions of Other Agencies Policy

[4] Histologic Technology A.S. Self-Study Submission 2018

[5] FSCJ Mission Vision Values

[6] Board Rule 2.2 Internal Organization

[7] APM 02-1103 Specialized Program Accreditation

Part IV Fifth-Year Follow Up Report

IV-1 Fifth-Year Follow Up Report

Part V The Impact Report of the Quality Enhancement Plan

V-1 The Impact Report of the Quality Enhancement Plan

As part of its QEP Impact Report, Florida State College at Jacksonville provides its QEP Executive Summary[1].

Initial QEP Goals and Intended Outcomes

In the spring of 2012, the Florida State College at Jacksonville (FSCJ) Quality Enhancement Plan (QEP) Development Team was charged with designing a plan that would help improve First Time in College (FTIC), college-ready associate degree seeking students' engagement, retention, and academic persistence and completion of their first college-credit mathematics and English coursework. The QEP Development Team, endeavoring to affect these variables while developing a clear and focused QEP, reviewed the results of the institution's ongoing assessments and surveys (CCSSE, SENSE, FSCJ Graduate Survey) and identified an evident need to help students with academic planning and advising.

The QEP was designed to improve advising and engage students in academic planning activities to improve collegiate success. To that end, the QEP Development Team identified two clear goals for the QEP, Make a Plan for Success (MAP):

- Goal 1: Enhance students' knowledge of academic planning and resources available for collegiate success.
- Goal 2: Increase percentage of FTIC college-ready students who successfully complete key mathematics and English courses in the first two terms (12 credit hours) of enrollment. Successful completion is defined as a grade of "C" or higher.

To achieve these goals, the QEP Development Team established student learning outcomes (SLOs) that will assist students in gaining information about academic planning and then support students as they use that information to develop an academic plan designed to guide the completion of their program of study. The following SLOs were developed:

- SLO 1: Students will demonstrate effective knowledge of academic planning via pre- and post-advising quizzes.
- SLO 2: Students will create an Academic Degree Plan (ADP) that reflects designated academic and career goals.

In an effort to connect students with College advisors and academic support services, MAP was also designed to promote students' proactive behavior in using academic support services that can help them successfully complete their college coursework. The following SLO was developed to support this portion of MAP:

- SLO 3: Students will demonstrate accurate knowledge of and effectively use resources that support collegiate success.

To promote student learning of academic degree planning and knowledge of academic support services, and to enact positive changes to the institution's learning environment, MAP launched three initiatives and corresponding strategies:

1. Students' course taking and sequencing
    - The College will promote and support course sequencing, emphasizing cohort students' early completion of first college-credit English and mathematics courses.
    - The College will develop course-taking guidelines in the form of Associate in Science (A.S.) and Associate in Arts (A.A.) Roadmaps that will outline recommended term-by-term course sequencing plans. This change in the learning environment is intended to make

academic planning information more understandable for all students and enhance their knowledge of academic planning.

2. Academic planning by students
   - Students will create an ADP, outlining their term-by-term course progression, to degree completion.
3. Early completion of first college credit English and mathematics courses
   - The College will provide course interventions, improve academic tutoring support, and improve the use of the College's Early Alert System (EAS) in first-year courses.

Additionally, the QEP Development Team outlined student learning environment outcomes that could be used to gather important information about the impact of QEP efforts on the student learning environment. Those outcomes are listed below:
- Professional development of faculty and staff
- Student resources for academic planning
- Student perceptions of the learning environment
- Intervention services including tutoring services and EAS alerts
- Course enrollment and registration in recommended courses
- Student success including course completions, retention rates, and degree completions

A discussion of the changes made to the QEP and the reasons for making those changes

The first year of QEP implementation (2014-15) resulted in reaching significant milestones including:
- Establishment of a QEP Director.
- Establishment of the position of Coordinator of Academic Planning (CAP) and hiring of five staff to fill this role.
- Use of stipends to incentivize faculty professional development and increase their knowledge of academic degree planning.
- Establishment of five MAP subcommittees to include an advisory board for A.S. programs to help guide development of A.S. Roadmaps.
- Convening of a course intervention team to review the current EAS and identify needed improvements or a new system.
- Convening of a professional development team to identify professional development opportunities for faculty related to QEP goals.

During the 2015-16 academic year, FSCJ welcomed a new College President and institutional changes followed including a Collegewide restructuring of the Student Services division. As part of this restructuring and other organizational changes across the College, the QEP transitioned from the Office of Institutional Effectiveness and Accreditation to the Student Services division. Subsequently, the QEP was re-examined by new leadership. Modifications were implemented in an attempt to better serve students, align QEP initiatives with a new Collegewide Strategic Plan, and to eliminate duplicate efforts. The following changes were made:

1. A new MAP Implementation Steering Committee was convened. This refocusing of leadership for the QEP led to the elimination of the position of QEP Director.
2. The role of the Coordinator of Academic Planning (CAP) evolved. The CAPs became student-facing advisors involved in the execution of new student orientation and assisting students with academic degree planning.
3. In an effort to track and impact the success of as many students as possible, the College broadened the QEP's focus to include all students entering the College, not strictly FTIC students.
4. Early on in the implementation of the QEP, the College observed significant functionality issues with its original EAS. Specifically, it was discovered that warnings and messages were not being sent and received as expected. The institution decided to procure a different EAS and delegated the leadership of this task to the Associate Vice President for Student Success.
5. In 2016, FSCJ began to replace its existing legacy system with an improved enterprise resource planning (ERP) system. This change impacted key components of the QEP such as academic degree planning, data analysis, and student outreach. Intended to increase efficiency and standardize business practices at the College, the initial impact of the ERP project created issues

with data tracking and resources, and made it difficult to implement additional software like the new EAS, purchased in 2017.

6. Early on in the implementation of the QEP, advisors realized that not all students were prepared to complete an ADP at the beginning of their academic journey. Many students had yet to determine a program of study when participating in their first advising session. Thus, advisors developed the practice of helping students develop an Early Degree Plan (EDP), mapping out students' courses for their first two terms of study. This strategy allowed the College to continue to promote early completion of students' first college credit English and mathematics courses.

7. Three of the five original MAP subcommittees were dissolved because the committees either met their objectives or their objectives were absorbed into existing College units and processes.

A description of the QEP's impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP

Analysis of course success comparisons between students with and without ADPs, pre- and post-orientation survey results, FTIC student completion of mathematics and English in the first 12 credit hours of enrollment, and the impact of tutoring services on student success has led the College to evaluate its QEP initiatives as having a moderately successful impact on students' knowledge of academic degree planning, knowledge of resources available for collegiate success, and overall student success. It is important to note that due to data conversion errors in the process of transitioning between ERP systems, some data that was intended to be used to track and report on students' success in relation to the QEP was lost. However, following the transition of systems, the College continued to closely monitor and analyze data related to the QEP.

One way the College has evaluated the impact of the QEP on student learning is through the comparison of early mathematics and English course success rates for students who did and did not have an ADP. For this purpose, success was defined as a grade of "C" or higher. As Table 1 indicates, students who created an ADP were more successful than their peers who did not create an ADP, particularly in MAT 1033 and MGF 1106. While the available data is not statistically significant, the College notes MAP did have a positive impact on students' successful completion of early mathematics and English courses.

Table 1: Course Success Comparisons Based on Student ADPs for Fall 2017 and Spring 2018

Course	Success-ADP	Success-No ADP	ADP (n)	No ADP (n)
ENC 1101	72.6%	70.1%	201	1,201
MAT 1033	64.2%	57.9%	102	478
MAC 1105	72.3%	68.1%	94	445
MGF 1106	68.4%	55.6%	13	60
MGF 1107	100.0%	64.3%	4	14

SLO 1 was for students to demonstrate effective knowledge of academic planning. Following this SLO, a new orientation was developed to improve students' knowledge of academic planning. To assess how this orientation impacted student learning, participants were given a pre- and post-orientation quiz. As the results in Table 2 indicate, the orientation had a moderate impact on students' knowledge of academic planning. Specifically, the College noted improvements in students' awareness of the academic planning definition and the Associate in Arts meaning. The College saw minor increases in students' awareness of the course sequencing definition and the meaning of a prerequisite.

Table 2: Academic Planning Quiz Questions

Topic	Pre-Orientation Score	Post-Orientation Score
Academic planning definition	71.7%	76.17%
Course sequencing definition	66%	67.83%

Assistance identifying program of study	65.07%	59.44%
Meaning of Associate in Arts	68.88%	85.09%
Meaning of prerequisite	80.64%	82.95%
Understanding of general education requirements	53.49%	52.54%

Further analysis of the questions suggests the following:
- Students need additional information and guidance about academic planning and course sequencing.
- The orientation experience did not clarify how students can receive assistance identifying their program of study.
- After attending orientation, students still have little awareness of general education requirements.

SLO 3 was for students to demonstrate accurate knowledge of and effectively use resources that support collegiate success. As noted above, MAP involved the development of an orientation that delivered key information to students. This orientation also covered topics related to support resources. To determine the impact on student learning, students were assessed with a pre- and post-orientation quiz. As the pre- and post-quiz results in the Table 3 indicate, students' awareness of academic resources, in all but one area – assistance paying for college – was positively impacted.

Table 3: Support Resources Quiz Questions

Topic	Pre-Orientation Score	Post-Orientation Score
Academic advising location	80.74%	85.32%
Tutoring locations	39.8%	53.71%
Student Assistance Program	51.41%	58.29%
Assistance paying for college	63.89%	61.17%
Time management/ academic success coaching	75.03%	82.70%
H.O.P.E. Food Pantry	84.47%	94.75%

Further analysis of the specific questions suggests the following:
- After attending orientation, students still have little awareness of where to go for tutoring.
- The orientation experience did not improve awareness of available resources to help students pay for college.

MAP also resulted in some direct success of Goal 2, increasing the percentage of FTIC college-ready students who successfully complete the first mathematics and English courses in their first two terms (12 credit hours) of enrollment. Success was defined as a grade of "C" or higher. As the success of students in Tables 4-6 below indicates, those students who enrolled in first college credit English and mathematics courses in their first term did generally have greater success than those who took them in the second term. However, there is a limited percentage of increase in numbers of students doing so. This indicates that MAP may not have impacted the course-taking habits of as many students as were intended. Additionally, it was noted that fewer students took the first college credit mathematics course in their first 12 credit hours of enrollment. The QEP Steering Committee found no direct cause for this outcome, suggesting that the institution needs to continue to gather information about this student behavior as well as attempt better intervention strategies to promote students' enrollment in theie first college credit mathematics course within their first 12 credit hours of enrollment.

Table 4: Fall 2014 FTIC Cohort Completion of Key Courses in the First Two Terms of Enrollment

Course	Fall 2014	First Term	First Term	First Term	First Term	Second Term	Second Term	Second Term	Two Term	Two Term Attempt

	FTIC Count	Attempt Count	Cohort Percent	Success Count	Success Percent	Attempt Count	Success Count	Success Percent	Attempt Total	(Cumulative) Percent
ENC1101	2,697	1,363	50.5%	1,019	74.8%	456	313	68.6%	1,819	67.4%
MAT1033	2,697	613	22.7%	357	58.2%	348	195	56.0%	961	35.6%
MAC1105	2,697	357	13.2%	247	69.2%	396	253	63.9%	753	27.9%
MGF1106	2,697	75	2.8%	41	54.7%	46	26	56.5%	121	4.5%
MGF1107	2,697	1	0.0%	0	0.0%	10	6	60.0%	11	0.4%
ENC1102	2,697	19	0.7%	15	78.9%	537	410	76.4%	556	20.6%
LIT2000	2,697	12	0.4%	12	100.0%	120	101	84.2%	132	4.9%

Table 5: Fall 2015 FTIC Cohort Completion of Key Courses in the First Two Terms of Enrollment

Course	Fall 2015 FTIC Count	First Term Attempt Count	First Term Cohort Percent	First Term Success Count	First Term Success Percent	Second Term Attempt Count	Second Term Success Count	Second Term Success Percent	Two Term Attempt Total	Two Term Attempt (Cumulative) Percent
ENC1101	2,587	1,522	58.8%	1,112	73.1%	434	259	59.7%	1,956	75.6%
MAT1033	2,587	695	26.9%	416	59.9%	345	214	62.0%	1,040	40.2%
MAC1105	2,587	375	14.5%	253	67.5%	420	270	64.3%	795	30.7%
MGF1106	2,587	105	4.1%	57	54.3%	83	52	62.7%	188	7.3%
MGF1107	2,587	6	0.2%	3	50.0%	20	13	65.0%	26	1.0%
ENC1102	2,587	37	1.4%	30	81.1%	646	452	70.0%	683	26.4%
LIT2000	2,587	3	0.1%	3	100.0%	33	28	84.8%	36	1.4%

Table 6: Fall 2016 FTIC Cohort Completion of Key Courses in the First Two Terms of Enrollment

Course	Fall 2016 FTIC Count	First Term Attempt Count	First Term Cohort Percent	First Term Success Count	First Term Success Percent	Second Term Attempt Count	Second Term Success Count	Second Term Success Percent	Two Term Attempt Total	Two Term Attempt (Cumulative) Percent
ENC1101	2,445	1,425	58.3%	1,050	73.7%	398	237	59.5%	1,823	74.6%
MAT1033	2,445	685	28.0%	379	55.3%	352	195	55.4%	1,037	42.4%
MAC1105	2,445	357	14.6%	238	66.7%	373	251	67.3%	730	29.9%
MGF1106	2,445	102	4.2%	60	58.8%	61	42	68.9%	163	6.7%
MGF1107	2,445	9	0.4%	7	77.8%	15	10	66.7%	24	1.0%
ENC1102	2,445	42	1.7%	33	78.6%	610	464	76.1%	652	26.7%
LIT2000	2,445	1	0.0%	0	0.0%	21	18	85.7%	22	0.9%

The most significant finding related to students' course taking and knowledge of academic resources was students' use of tutoring services and the connection to student success in first college credit mathematics and English courses. As shown in Table 7, success rates are generally higher for students who engaged in Library and Learning Commons (LLC) services – particularly tutoring – and some of these differences are statistically significant. Table 7 also contains additional details including the individual and total counts (as Valid N) for each course comparison. As shown, statistically significant differences in success were observed for ENC1101, ENC1102, MAC1105, MAT0028 (tutoring only), MAT1033, MGF1106 (tutoring only), and STA2023 (tutoring only).

Table 7: Mean Student Success Comparisons in Selected 2016-17 Early Courses by LLC Service

	No LLC Services (A)		Other LLC Services (B)		Tutoring Session (C)		Total	
Course	Mean	Valid N	Mean	Valid N	Mean	Valid N	Mean	Valid N
ENC1101	.705	4,047	.724	680	.840 (A, B)	961	.730	5,688
ENC1102	.717	3,414	.798 (A)	555	.876 (A, B)	920	.756	4,889
MAC1105	.659	3,388	.712 (A)	503	.788 (A, B)	899	.688	4,790
MAT0018	.724	674	.796	93	.797	222	.747	989
MAT0028	.612	1,533	.648	199	.700 (A)	427	.633	2,159
MAT1033	.581	2,897	.618	519	.685 (A, B)	798	.605	4,214
MGF1106	.694	1,404	.706	153	.774 (A)	270	.707	1,827
MGF1107	.689	501	.674	43	.721	68	.691	612
STA2023	.764	2,659	.782	257	.836 (A)	642	.779	3,558
Total	.682	20,517	.718	3,002	.795	5,207	.706	28,726

Results are based on two-sided tests assuming equal variances. For each significant pair, the key of the smaller category appears in the category with the larger mean. Significance level for uppercase letters (A, B, C): .05. Tests are adjusted for all pairwise comparisons within a row of each innermost sub table using the Bonferroni correction.

Another positive outcome of students' use of academic tutoring is the significant increase in retention of students who participated in tutoring while enrolled in early courses. As shown in Table 8, retention rates are generally higher for students who engaged in LLC services – particularly tutoring – and some of these differences are statistically different. Table 8 also contains additional details including the individual and total counts (as Valid N) for each course comparison. As shown, statistically significant differences in retention were observed for tutoring in ENC 1101, ENC 1102, MAC 1105, MGF 1106, and STA 2023.

Table 8: Mean Retention Comparisons in Selected 2016-17 Early Courses by LLC Service

	No LLC Services (A)		Other LLC Services (B)		Tutoring Session (C)		Total	
Course	Mean	Valid N	Mean	Valid N	Mean	Valid N	Mean	Valid N
ENC1101	.938	4,047	.968 (A)	680	.976 (A)	961	.948	5,688
ENC1102	.919	3,414	.966 (A)	555	.970 (A)	920	.934	4,889
MAC1105	.904	3,388	.946 (A)	503	.952 (A)	899	.918	4,790
MAT0018	.960	674	.989	93	.982	222	.968	989
MAT0028	.936	1,533	.950	199	.953	427	.941	2,159
MAT1033	.918	2,897	.940	519	.939	798	.924	4,214
MGF1106	.913	1,404	.954	153	.963 (A)	270	.924	1,827
MGF1107	.912	501	.930	43	.926	68	.915	612
STA2023	.927	2,659	.973 (A)	257	.969 (A)	642	.938	3,558
Total	.923	20,517	.958	3,002	.961	5,207	.934	28,726

Results are based on two-sided tests assuming equal variances. For each significant pair, the key of the smaller category appears in the category with the larger mean. Significance level for uppercase letters (A, B, C): .05. Tests are adjusted for all pairwise comparisons within a row of each innermost sub table using the Bonferroni correction.

While it is not possible to identify a causal relationship between students' increased use of tutoring services and MAP, the data suggest QEP initiatives are in part responsible for more students being aware of and accessing academic support services like tutoring. Table 9 below shows tremendous progress in students' use of tutoring in the LLC while enrolled in early English and mathematics courses.

Table 9: Tutoring Sessions by Course: Academic Year Comparisons

Course	2015 to 2016	2016 to 2017	Percentage of Change
ENC 1101	1,843	1,938	+5.2%
ENC 1102	1,009	1,752	+73.6%
MAC 1105	2,918	4,014	+37.6%
MGF 1106	609	906	+48.8%
MGF 1107	52	190	+265.4%

Other successful initiatives contributing to an improved student learning environment include the following:
- The initiative that began as academic degree planning for FTIC, college-ready students has now been institutionalized and is a part of the standard operating procedure for all advisors delivering the first advising session to students.
- MAP was the impetus for the development of Program Roadmaps, delivering to students specific information about course taking and course progression for all 48 active A.S. programs and for the College's top-ten A.A. transfer majors. Work on remaining A.A. transfer majors continues and is now part of the College's Title III grant work. This initiative has resulted in additional course-taking resources for students and advisors and has now become institutionalized as part of FSCJ's curriculum process.
- Professional development for advisors including how to collaboratively help students create ADPs and how to increase students' knowledge of academic planning and academic support resources has become institutionalized and is now offered every term through FSCJ's Office of Training and Organizational Development. During the 2017-18 academic year, there were 1,396 attendees completing professional development sessions.

A reflection on what the institution has learned from its QEP experience

FSCJ learned and benefited a great deal from its QEP experience. Importantly, the College noted that student learning can occur when an institution reaches its goals as well as when it experiences challenges. Specific lessons are outlined below as they relate to student learning, student success, and improving the student learning environment. In addition, a description of how MAP will evolve into the institution's Title III work is also provided.

Student Learning

Students often lack information that can help them navigate the College and achieve their academic goals. This information was gathered in pre- and post-testing of students participating in orientation. Unfortunately, it was also noted that attempts to improve students' knowledge of academic planning and academic support services did not increase student learning as had been expected. As a result, the College has taken the pieces of orientation that had a positive impact on student learning and is using them as the foundation for continued efforts to improve the orientation experience. In addition, the College noted that students may say that they would like to take an on-ground orientation, but actually demonstrate their preference for online orientation by continuing to choose that modality when registering for their onboarding experience. Thus, the College will explore ways to not only improve online orientation curriculum, but also the assessment of student learning in orientation via both modalities.

Academic planning is an important activity, particularly for students entering the institution. It is

connected to academic goal setting and guides students' early course taking. When working with students to assist them in planning their academic progression, advisors made an important discovery. Most students have not identified their transfer major and are not able to begin charting a clear course to their transfer major or through their associate degree program. Advisors began a practice of working with these students and moving them forward by collaboratively creating EDPs. This allowed advisors to nudge students toward taking their first college credit English and mathematics courses in their first 12 credit hours of coursework, suggest other appropriate courses based on their areas of interest, and begin a standard operating procedure of scheduling a second advising session with students before leaving their first session.

Many students do not come equipped with the institutional knowledge that the College assumes students have. For example, students are not familiar with the language of the institution – whether that language is related to credentials or if it is used to identify a program as "Limited Access." This was apparent through the QEP via the pre- and post-survey of student knowledge of academic planning. It is an important lesson to have learned, and it has helped the institution move toward using student focus groups when testing initiatives such as orientation, A.A. Roadmaps and use of those Roadmaps, to the online application for admission which is currently being revised to use more student-friendly language.

Another important lesson learned is that knowledge and use of academic resources are important but separate issues. Academic resources like tutoring services are clearly connected to student success, but explaining how and where to receive assistance with coursework is a much more elusive goal than originally thought. The QEP seems to have promoted increased use of tutoring services, but in the pre- and post-test assessments, just over 50% of orientation participants left orientation with a clear understanding of how to access tutoring services. Work on this initiative continues in two important ways. First, the College now brings tutoring to the lowest success early mathematics course (MAT 1103) via Supplemental Instruction (SI). Initial findings are that SI has a positive, significant impact on student success in this course. In addition, via a Title III grant, the College will expand and enhance the use of its EAS to direct students to helpful academic resources like tutoring.

Student Success

The QEP Development Team's proof of concept was proven accurate when a clear, data-driven connection was identified between students' early completion of English and mathematics credit courses and improved student success. Initiatives promoting students' early and successful completion of these early courses will continue and be brought to scale with the institution's Title III grant work. In addition, student success in early English and mathematics credit courses is positively and significantly impacted when students participate in tutoring sessions. The institution will continue to work on ways to promote students' awareness and use of academic support services.

Student Learning Environment

MAP reinforced the institution's awareness of how the structure of the student learning environment can promote (or challenge) student success. Much of this was learned via the experience with ERP system implementation and the challenges those changes presented to students trying to enter and navigate the College. Additionally, the College learned that producing student resources intended to positively impact students' course taking or knowledge of academic planning will not positively impact success if students fail to access and use the resources. Students' review of and engagement with academic resources must be monitored and used for continuous improvement. Efforts to improve the student learning environment will continue via a Title III grant and additional development of course pathways, build out and use of our early alert system, improved advising services, and an improved onboarding experience for students inclusive of a new online and on-the-ground new student orientation. MAP proved to be a good first step for the institution, but there is much more work to do to clarify students' pathway to academic success.

Title III and the Future of MAP

In 2018, FSCJ was awarded a Title III grant to impact student success. The work the College conducted as part of its QEP, particularly the creation of Roadmaps, was instrumental in securing the grant. Many aspects of MAP will continue via the Title III grant. The Roadmaps, which laid a clear foundation for student course progression and degree completion, will be further developed into Guided Pathways which will provide the important addition of various student support resources throughout the student life cycle. Like the Roadmaps, Guided Pathways are intended to be a primary resource for students as they navigate their collegiate experience. Promoting these Guided Pathways, FSCJ will reenvision its orientation model to ensure students are made aware of available student support services early on in their College experience. In addition, the Title III grant will facilitate a multi-track professional development program that will include topics related to retention strategies, early alerts, and Guided Pathways, all components of MAP.

Evidence

[1]   FSCJ QEP Executive Summary