

FSCJ Response to the SACSCOC Visiting Committee Report

Standard

11.1 The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

Recommendation as Stated by Visiting Committee

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

The Committee’s Concerns that led to the Recommendation

The committee’s concerns can be categorized into three themes: 1) initial and ongoing awareness of and access to LLC resources by Dual Enrollment faculty, 2) Dual Enrollment faculty and high school guidance counselors’ promotion of LLC resources, and 3) Dual Enrollment locations without librarians. Site Committee comments related to each theme are detailed below:

Theme	Site Committee Comments
Initial and ongoing awareness for both Dual Enrollment faculty and students of LLC resources.	<p>Although institutional library and learning resources and services are available through both face-to-face and electronic formats, Dual Enrollment student awareness and ability to access resources was limited.</p> <p>Although institutional personnel indicated that Dual Enrollment students are given the same access to learning resources as any other student at the institution, Dual Enrollment students need a campus ID card and computer logon to access the LLC at the campuses or centers as well as the online resources.</p> <p>Although training in the use of library and learning resources is available to both faculty and students, Dual Enrollment students did not appear to be consistently aware of these resources and faculty and student use of resources was limited.</p> <p>Students taking traditional Dual Enrollment classes in the high schools with a credentialed high school teacher, largely did not know about tutoring services or library resources and most had not ever used them, either electronically or by traveling to campus.</p>
Dual Enrollment faculty and high school guidance counselors’ promotion of LLC resources.	<p>In summary, while access to resources was available in theory, the On-site Fifth-year Review Committee, through conversations with the high school students and the high school teachers teaching Dual Enrollment classes, found that in practice the resources were not used, nor were Dual Enrollment students necessarily aware of the availability. Instructors were aware from the orientation they received from the institution that the students should be able to access the resources, but the high school instructors did not require them to do so as part of their dual credit classes.</p>

	Faculty had not referred their students to library resources, academic counseling, or tutoring and were not giving classroom assignments that required use of library resources.
Dual Enrollment locations without librarians.	<p>Although there are 16 FTE library faculty at the institution, including full-time faculty at many of the campuses and centers, Dual Enrollment sites may not be adequately covered by institutional (or site-based) librarians. Institutional libraries are open an adequate number of hours per week for face-to-face assistance and use, but Dual Enrollment students, particularly those in traditional dual enrollment, do not appear to visit the institution's main campus or centers. Although librarians are also available by email, text messaging, and chat, Dual Enrollment students do not appear to access support via these methods.</p> <p>Two of the sites visited had no high school library or librarian while the third site (Yulee High School) had a media specialist and a library, though the holdings were not sufficient for college work. That high school media specialist was capable and willing to help students access the institution's library resources, but did not know if students were actually using the resources.</p>

Response to the Committee's concerns

1. Initial and Ongoing Awareness of and Access to LLC Resources

- a. In support of the College's mission, all physical Library and Learning Commons (LLC) services and resources are offered at the seven FSCJ campus and center LLCs. Dual Enrollment students and faculty have access to those physical resources and services, as well as 24/7 online resources and services. All LLC online resources and services are accessed through multiple points including the myFSCJ portal; the Learning Management System (LMS) portal; the LLC main homepage; and through the LLC LibGuides. This array of physical and virtual resources and services are available to all faculty as soon as they are assigned to a Dual Enrollment course and to all students automatically as their enrollment records are entered into the central student enrollment system. The LLC works with the Dual Enrollment Program, the IT Department, and other stakeholders to identify and minimize potential technological or procedural barriers that may hinder timely individual student access to library resources and services. As noted in the Report of the On-Site Fifth-Year Review Committee, Dual Enrollment students depend heavily upon remote (online/telephone) access to College resources and services due to the limited capacity high school students have to physically visit the campus and center locations for support. The LLC works with the Dual Enrollment Program to monitor individual cases where students report an inability to access resources, and collaboratively works to ameliorate the access issue in a timely manner.

- b. To increase Dual Enrollment faculty's awareness of LLC resources and services, the Dual Enrollment faculty orientation [1, 2] has been updated, and now places a greater emphasis on access and usage of FSCJ library resources and services in coursework. While library services and resources have traditionally been an important component of Dual Enrollment faculty orientations, the SACSCOC

Committee identified that Dual Enrollment faculty were not fully “internalizing” the importance of using library services and resources in their classes. The updated orientation places a greater emphasis on the importance of faculty recommending that their students use available resources and services. Dual Enrollment faculty inform students of available resources and emphasize the importance of using these resources for their college credit classes. Presentations at the orientation detail the full range of library resources and services offered, and the importance of users logging into the myFSCJ student portal with their student user ID number to be authenticated across multiple data platforms including the LLC. A physical student ID is not required to access resources online; students only need to be active in the central FSCJ student database to be able to have access to all College LLC resources and services.

- c. To improve student initial and ongoing awareness of available resources and services, the LLC has integrated a five-minute video overview of why students should use the LLC into the LibGuide. Additionally, instructional videos that demonstrate to Dual Enrollment faculty and students how to access library services and resources has been incorporated. These videos are available via the Dual Enrollment LibGuide homepage [3], and are designed to provide students with short “just-in-time” instructions for LLC use as they need it throughout the term. LibGuides, which house the videos, are targeted web pages developed and published by faculty librarians to meet the information needs of specific populations, courses, programs, services, and resources. The LLC currently offers over 190 LibGuides. The Dual Enrollment LibGuide is designed to pull together information and links to resources that are commonly used by Dual Enrollment students and faculty. LibGuides provide users with 24/7 access to relevant information including “how-to” videos demonstrating a wide range of student access and usage topics. The Dual Enrollment LibGuide videos provide continuing support to Dual Enrollment faculty and students who may not be able to attend in-person library orientations. The videos demonstrate the ease of access to resources as well as the importance of using library resources for student success. The videos are currently available to all students through multiple online access points. To ensure greater student awareness and use, the LLC will incorporate hyperlinks to those videos in multiple email communications distributed directly to all Dual Enrollment faculty and students throughout the term [4]. The LLC will continuously communicate and promote awareness of the wide range of LLC resources and services available to all Dual Enrollment students and faculty.
- d. The Library, in collaboration with the School of Liberal Arts and Sciences, has significantly updated the information literacy module of the SLS 1103 – Strategies for Success in College, Career and Life -course [5]. The course was selected for improved information literacy instruction as it is a mandatory course for Dual Enrollment students. The updated information literacy module provides a more robust discussion of the different types of information and the information cycle following the American Library Association (ALA) Information Literacy Framework. The module requires students to use library resources to complete an assignment. With the addition of an assignment that requires library resource usage, students will be better able to demonstrate knowledge of library resources and services.

- e. The library, in collaboration with the School of Liberal Arts and Sciences, has updated a learning module within the ENC 1101 – English Composition I - course [6]. The updated module requires students to use a library database to locate source materials in support of an argumentative essay assignment. The ENC 1101 course was selected to focus on information literacy instruction as it serves as a foundational course within the Dual Enrollment Program. Additionally, ENC 1101 experiences high enrollment, and provides an excellent opportunity to scaffold additional information literacy instruction as a follow up to the SLS 1103 course discussed above. The updated argumentative essay assignment now requires students to access the *Issues and Controversies* database through the library portal to provide supporting evidence for their writing project. Following a brief tutorial on database access [7], students will demonstrate resource usage by including properly formatted article citations to resources from the *Issues and Controversies* database in their papers. The LLC team will work with teaching faculty to assess the outcomes of the argumentative essay assignment to evaluate appropriate use of library resources. By including the assignment requiring library resource usage, students will be better able to demonstrate knowledge of library resources and services. Regardless of whether or not students are enrolled in ENC 1101, they have access to all LLC resources and services. At orientation, all Dual Enrollment faculty members (regardless of the Dual Enrollment course taught) are directed to incorporate FSCJ information literacy instruction into their courses to ensure that all students are fully aware of the LLC resources and services available to them.
- f. The LLC has significantly increased the textual content regarding LLC resources and services [8] within the online Blue Wave Syllabus Builder [9]. The Blue Wave Syllabus forms the foundation of all online syllabi created for all courses at FSCJ. Inclusion of information within the Blue Wave Syllabus provides widespread availability of information to students and faculty. The new LLC content in the Blue Wave Syllabus includes more robust descriptions of LLC services and resources for students, as well as several additional easy-to-follow hyperlinks to important resources and services.
- g. The LLC collaborated with the Student Services Division and the Institutional Research Department to develop a new *Student Awareness and Utilization Survey* [10] for Dual Enrollment students that gauges awareness of availability and use of a range of services and resources, including library resources along with tutoring and student support services. The survey is expected to be deployed by Institutional Research to all Dual Enrollment students in early Fall Term 2019 to gather pre-test awareness data. A follow-up survey will be deployed toward the end of the Fall 2019 Term to gain post-test student awareness data. Based upon the pre- and post-test survey results, the College will be better able to determine strengths and weaknesses in students' awareness of available resources and services, and guide efforts to continuously improve communication with Dual Enrollment students.
- h. Ongoing communication with Dual Enrollment faculty, students, and counselors is a priority for the LLC. The LLC currently provides monthly communications to all FSCJ faculty via a regularly published online newsletter [11]. In addition to the online newsletter, the LLC will increase targeted communications to Dual Enrollment faculty and students regarding resources and services relevant to Dual Enrollment [4]. At least twice per term, the LLC will collaboratively email direct communications

to all faculty, students, and counselors in the Dual Enrollment Program regarding the importance LLC resources and opportunities to use them.

- i. Using the upgraded capabilities of the FSCJ Enterprise Resource Planning (ERP) system, myFSCJ, the College will be able to cohort Dual Enrollment students for tracking purposes. This will allow the LLC to more closely track and evaluate Dual Enrollment student resource use, and ultimately be able to correlate resource use to student success and retention. Demonstration of Dual Enrollment student use of LLC resources is a critical component in the assessment of the effectiveness of the Dual Enrollment Program. In addition to the student-usage demonstrations gained from the newly required information literacy assignments in the Dual Enrollment SLS 1103 and ENC 1101 courses noted above, the LLC is working with the state of Florida on a new initiative to implement a resource authentication system to track individual library resource usage. Planned for the spring of 2020, the LLC will work with the Florida Virtual Campus (FLVC) to integrate “OpenAthens,” which will collect and report student usage data of library resources. By implementing OpenAthens, FSCJ will have access to a robust administrative tool that will track student usage of library databases and resources, and demonstrate effective use of resources and services.

2. Faculty and Guidance Counselor Promotion of LLC Resources

The LLC developed, and is continuously distributing, promotional print materials to Dual Enrollment faculty and high school Guidance Counselors for distribution to Dual Enrollment students. Specifically, the LLC designed, printed, and distributed 4,000 bookmarks for Dual Enrollment students, faculty, and high school Guidance Counselors [12]. Bookmarks are given to faculty at orientation for distribution to their students; to Dual Enrollment students when they attend an orientation; and throughout the term as FSCJ librarians and Dual Enrollment coordinators communicate and interact with Dual Enrollment faculty and students. The bookmarks include QR code hyperlinks to both LLC and Student Services resources and services. Recognizing the possible lack of classroom technology and computer access at many off-campus locations, the bookmarks are designed to be used by students via their personal cell phones and link via a web browser to targeted resources using a QR code reader. Printable sheets of bookmarks are also available for downloading and printing from the Dual Enrollment LibGuide under the Faculty Resources tab.

3. Dual Enrollment Locations without Librarians

- a. The LLC has assigned support of specific Dual Enrollment sites to specific campuses and centers to foster direct communication among LLCs, Dual Enrollment faculty, and high school guidance counselors [13]. This effort will increase direct written and oral communications with Dual Enrollment instructors and guidance counselors throughout the year. The LLC has distributed the 2019-20 Dual Enrollment Library and Learning Commons Support document that includes assigned contact information, as well as contact information for the LLC directors and all Dual Enrollment coordinators at FSCJ [13]. The document also includes several hyperlinks to commonly used LLC resources and services. The document was distributed to all Dual Enrollment faculty during the 2019 Dual Enrollment faculty orientation, and it is available electronically via the Dual Enrollment LibGuide under the Faculty Resources tab.

- b. The LLC strongly supports Dual Enrollment faculty invitations for FSCJ librarians to physically visit Dual Enrollment classes at remote locations to provide information literacy instruction to their students. The LLC will systematically communicate instructional support opportunities directly to Dual Enrollment faculty. Additionally, if physical librarian visits cannot be accommodated, the LLC will provide synchronous instruction to classes via the FSCJ Webex platform, or by providing asynchronous instructional videos demonstrating available resources and services. This interaction data will be collected and reported by LLC staff via a new Dual Enrollment Engagement Tool [14]. The data collected will demonstrate the number, type, and location of interactions between the LLC and Dual Enrollment participants.

Summary for Standard 11.1

The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

Standard

12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Visiting Committee's Recommendation

The committee recommends that the institution provide appropriate academic and student support programs, services, and activities consistent with its mission.

The Committee's Concerns that led to the Recommendation

The committee's concerns can be categorized into four themes: 1) initial and ongoing awareness of academic and student support services by both Dual Enrollment faculty and students, 2) Dual Enrollment student reliance on high school guidance counselors for advisement (expectation that Advising will participate in Dual Enrollment student advising), 3) Dual Enrollment faculty and high school guidance counselor's promotion of academic and student support services, and 4) FSCJ communication with Dual Enrollment faculty and students. Site Committee comments related to each theme are detailed below:

Theme	Site Committee Comments
Initial and ongoing awareness of academic and student support services by both Dual Enrollment faculty and students.	<p>During conversation with teachers and students, it became evident that there is a disconnect in what the institution believes it is providing in regard to resources and services and what teachers and students understand are available resources and services.</p> <p>The students who take classes at the high school rely heavily on their instructor for assistance rather than utilizing the variety of available tutoring services.</p> <p>Students with transportation issues can't fully utilize institutional resources and services, and most who solely take classes at a high school do not have an institutional ID, which further limits opportunities to access resources.</p>
Dual Enrollment student reliance on high school guidance counselors for advisement (expectation that Advising will participate in Dual Enrollment student advising).	<p>During all conversations the students uniformly acknowledged that they didn't know and/or utilize the Dual Enrollment Coordinator. The students rely heavily on the high school guidance counselor to answer any question, to provide needed resources, and to advise them regarding course selection.</p> <p>Both the high school counselors and teachers could better promote the institutional resources and services to the students to ensure a comparable experience despite location of the course.</p> <p>It may be helpful for dual enrolled students to work more closely with a trained academic advisor to ensure a good blend of courses each semester and to ensure proper pre-requisites are being met to meet their academic goals.</p>
Dual Enrollment faculty and high school guidance	Tutoring services provided through the LLC include face-to-face tutoring by peer tutors and professional staff at each campus and center as well as online tutoring

<p>counselor’s promotion of academic and student support services.</p>	<p>by Brainfuse. Dual Enrollment students may access both types of tutoring, but do not appear to do so.</p> <p>The students who take classes at the high school rely heavily on their instructor for assistance rather than utilizing the variety of available tutoring services.</p> <p>Faculty had not referred their students to library resources, academic counseling, or tutoring and were not giving classroom assignments that required use of library resources.</p>
<p>FSCJ communication with Dual Enrollment faculty and students.</p>	<p>Admissions, advising, career development, and tutoring are services provided to the Dual Enrollment students. The students also have access to the Student Assistance Program and Assessment and Certification Centers. While the services and resources are available, communication needs to be strengthened so the faculty and Dual Enrollment students, no matter what type, understand and are encouraged to utilize institutional resources and services.</p> <p>It did not appear that information regarding services and resources was reiterated throughout the program and emphasized during review of the syllabus for each course and, as a result, there is limited awareness of and use of available resources.</p>

Response to the Committee’s Concerns

1. Initial and ongoing awareness for both Dual Enrollment faculty and students of academic and student support services

In support of the College’s mission, the **Executive Director of Articulation [1]** oversees the College’s Dual Enrollment program and ensures there is appropriate initial and ongoing awareness of academic and student support services by both Dual Enrollment students and faculty. The Executive Director of Articulation is assisted by the Dual Enrollment Coordinators **[2]** who are the links between Dual Enrollment students, Dual Enrollment faculty, high school administrators, and administrators within FSCJ’s divisions of Academic Affairs and Student Services. Each public and private high school offering Dual Enrollment courses has an assigned Dual Enrollment Coordinator **[3]**.

Faculty Awareness

In accordance with Dual Enrollment Articulation Agreements **[4]**, credentialed Dual Enrollment faculty who wish to teach College coursework must attend an annual orientation. This orientation **[5, 6]** includes information on academic and student support services to promote the success of students and assist in more effectively integrating faculty and students into the College community. The orientation may also cover changes in policies and procedures which may have resulted from legislative or College actions. Information discussed includes the following:

- Student IDs and Passwords
- Student ID Cards
- Advisement

- Tutoring and Academic Support
- Career Development Center
- Student Evaluation of Classes
- Resources at the Library and Learning Commons (LLC)
 - Online Databases
 - Access to Librarians
 - LibGuides for Research Support
 - Tutoring Services and Resources
 - Brainfuse Online Tutoring
 - In-Person Tutoring—Individual and Group
 - Writing Lab
- Student Support Services
- Assessment of Learning Outcomes

Particular emphasis is placed on ensuring that Dual Enrollment faculty understand the process through which new students will receive their FSCJ Student ID numbers and a temporary password. This enables students to access the myFSCJ portal [7], which links them to the Learning Management System (LMS) course shells for classes they are taking as well as the LLC and other resources for student success. The faculty are also directed to support their Dual Enrollment students in obtaining the physical FSCJ Student ID badge, available to them at the LLC sites. The FSCJ Student ID gives students necessary security access at campus and center locations.

Each year, the LLC is also represented during the Dual Enrollment faculty orientation. At the 2019 orientation, the LLC presentation emphasized the importance of integrating library resources and services in coursework. The faculty orientation was updated to place greater emphasis on the importance of faculty recommending that their students use available academic and student support services.

During orientation, Dual Enrollment faculty were informed of ways to design their assignments in such a way as to make academic and student support resources use mandatory. For example, two of the courses most frequently taken by Dual Enrollment students, SLS1103 - Strategies for Success in College, Career, and Life, and ENC 1101 - English Composition I, incorporate use of College resources.

In SLS1103, one of the modules the students complete is on information literacy [8]. In addition to general information regarding Information literacy, the module contains specifics on Library Databases [9] and Searching the FSCJ Library Databases [10]. The culmination of the module is an assignment [11], which specifically has the students use the Library Resources of FSCJ.

In ENC 1101, there is a module [12] on writing an argumentative essay. A librarian working with the Communications and Distance Learning Departments revised the module's assignment [13] to ensure that students incorporate sources from the College's *Issues and Controversies* database.

During orientation, Dual Enrollment faculty also meet in discipline groups to establish administrative and faculty liaisons for their courses and become familiar with any special activities for assessments that will be occurring for that group in the academic year. As an additional part of the orientation, faculty from each high

school meet as a group with their designated Dual Enrollment coordinators, to discuss the coordinator's role as a resource person in the Dual Enrollment program.

Student Awareness

FSCJ's Dual Enrollment program is committed to ensuring Dual Enrollment students' awareness and access to the appropriate academic and student support programs, services, and activities is consistent with its mission. The College begins providing information on services available to Dual Enrollment students before students are accepted into the Dual Enrollment Program, through information sessions and resources [14, 15, 16] at public and private schools and community meetings. The sessions include information on eligibility requirements, policies, and procedures for registration and access to the College system, as well as details of available academic and student support services to include advising, LLC resources, and tutorial assistance.

Face-to-face orientations [17, 18] are scheduled with the Dual Enrollment coordinators on off-campus sites and at College campuses, as appropriate. During these orientations, students are shown how to access resources including advising, tutoring, LLC resources, student support services, and services for students with disabilities. In addition to introducing students to their designated Dual Enrollment coordinators, these orientations also detail program regulations, processes and procedures, and the resources available to students to be successful in their program.

In the College's LMS, student resources are found in the "Tools and Resources" tab [19], which includes links to Technical Support, Writing Resources, the Student Assistance Program, the LLC, Online Tutoring through Brainfuse, Survival Tips and Study Skills, Netiquette, and Career Coach. The development of an online orientation, specifically for Dual Enrollment students, is currently in progress. Each Dual Enrollment section delivered at a public or private high school will use the online orientation. This orientation, much like the in-person orientation, will include information about available academic and student support services including advising, tutoring, LLC resources, student support services, and services for students with disabilities. This orientation will help to ensure that students, regardless of the courses they take, will receive ongoing information about academic and student support services.

Reinforcing Faculty and Student Awareness of Resources

To continually reinforce awareness of available academic and student support services, a number of different approaches are in place:

- a. Derived from the Blue Wave Syllabus, the Dual Enrollment Master Syllabus template [20] details available academic and student support resources. All Dual Enrollment faculty at the public and private school sites are required to use this template when developing their syllabi. In accordance with the Dual Enrollment Articulation Agreements signed by the College with area school districts and private schools, instructors must use this template for their syllabi. The final pages of the document detail available student resources including academic advising, the Student Assistance Program, the LLC, tutoring resources, accommodations resources, and contact information for the Dual Enrollment coordinators assigned to the school where the course is held.
- b. The LLC has integrated online videos that will demonstrate to Dual Enrollment faculty and students how to access library and tutoring services and resources via the Dual Enrollment LibGuide [21]. A LibGuide is a collection of resources to support students' academic work.

The videos provided in the Dual Enrollment LibGuide are available 24/7 in support of Dual Enrollment faculty and students who may not be able to attend in-person orientations. The content emphasizes the ease of use and the importance of using library and tutoring support resources for student success.

- c. The LLC collaborated with the Student Services Division to develop and deploy a *Dual Enrollment and Early College Academic and Student Support Services Survey* [22]. The survey is intended to assess awareness of availability and use of a range of services and resources, including library resources, tutoring services, and student support services. Based upon the survey results, the College will be better able to determine strengths and weaknesses in students' awareness of available resources and services, and guide efforts to continuously improve communication with and services to Dual Enrollment students.

2. Dual Enrollment student reliance on high school guidance counselors for advisement

The College does not require mandatory advisement for any student, whether traditional or Dual Enrollment. All of the Dual Enrollment coordinators go through the same training as the College's academic advisors to prepare them to give both long- and short-term college planning information to Dual Enrollment students. The Dual Enrollment coordinators are regularly included in continuing professional development activities [23, 24] with other advisement staff. Training for student-facing advisors occurs monthly, with additional accelerated training sessions added to the peak months of March, April and May. Topics such as degree planning, work/school balance, student support, and other advising best practices are covered in these professional development sessions [25]. All course registration activities for the Dual Enrollment program are handled by the Dual Enrollment coordinators; thus Dual Enrollment students have access to trained College advisement.

Throughout their participation in the College's Dual Enrollment program, Dual Enrollment students have access to advising. The dual nature of the program—College courses counting for both high school and college credit—mandates that advisement is a partnership between the guidance personnel at the high school level and College staff. The Dual Enrollment coordinators assigned to each school serve as the primary academic advisor with regard to the selection of courses for the postsecondary program of study while the high school guidance counselors ensure the courses selected meet a high school graduation requirement. One of the tools used with Dual Enrollment students by the Dual Enrollment coordinators is the Dual Enrollment A.A. Requirements Academic Advising Guide [26], which guides their selections for both General Education and elective courses. The Academic Advising Guide first asks the student for their intended major and transfer institution to assist the Dual Enrollment coordinators in advisement. Students who are unsure of their future transfer major are directed to use the services of the Career Development Center [27], which has a variety of online assessments and inventories designed to assist in career and major selection. Specialized advising is available for technical degree programs [28].

Dual Enrollment students have access to College advising services in-person or virtually, and can schedule an in-person or virtual/online appointment [29] to meet with a staff member or advisor regarding any aspect of their College experience. In-person and virtual services include registration, program choice, transfer options, support services, student life, or financial assistance opportunities [30]. The College actively promotes virtual academic advising through myFSCJ so that all students, including Dual Enrollment students, can access student support services wherever they may be, without the need to physically appear at a campus.

3. Dual Enrollment faculty and high school guidance counselors' promotion of academic and student support services

All Dual Enrollment faculty must use the Master Syllabus template [20]. The template contains components that emphasize academic and student support resources, as well as assignments that require use of those resources. The Master Syllabus template also includes a section for the Dual Enrollment faculty to include contact information for the Dual Enrollment coordinators assigned to the school.

The LLC developed, and is continuously distributing, promotional print materials to Dual Enrollment faculty and high school Guidance Counselors for distribution to Dual Enrollment students. Specifically, the LLC designed, printed, and distributed 4,000 bookmarks for Dual Enrollment students, faculty, and high school Guidance Counselors [31]. Bookmarks are given to faculty at orientation for distribution to their students; to Dual Enrollment students when they attend an orientation; and throughout the term as FSCJ librarians and Dual Enrollment coordinators communicate and interact with Dual Enrollment faculty, students, and guidance counselors. The bookmarks include QR code hyperlinks to both academic and student support resources and services. Recognizing the possible lack of classroom technology and computer access at many off-campus locations, the bookmarks are designed to be used by students via their personal cell phones and link via a web browser to targeted resources using a QR code reader. Printable sheets of bookmarks are also available for downloading and printing from the Dual Enrollment LibGuide under the Faculty Resources tab.

In accordance with the Dual Enrollment Articulation Agreement, faculty who teach Dual Enrollment classes are responsible for awareness and reinforcement of available academic and student support services. The mandatory Dual Enrollment Faculty Orientation [5, 6] specifically delineates to the faculty the available student resources. Measures are in place to ensure these faculty are both knowledgeable about available student resources and positioned to effectively integrate the mandatory use of these resources whenever possible.

4. FSCJ communication with Dual Enrollment faculty and students

All official communications are sent via FSCJ email, including those sent to Dual Enrollment students and faculty. Faculty are sent instructions [32] on how to forward FSCJ email to their phones and are directed to share these instructions with their students. During orientations [17, 18], students are informed that all official communication regarding their Dual Enrollment classes will come to their FSCJ email. Students are given instructions on how to access that email and are directed to check it regularly. As FSCJ students, they receive all of the standard communications sent out to the student body at-large including monthly newsletters from the LLC [33]. Specialized email communications may go out to the Dual Enrollment population at-large or to selected subgroups, like the home school population [34].

The mandatory faculty orientation [5, 6] provides opportunities for faculty to meet with their College discipline counterparts to facilitate administrative and peer communication. As part of orientation, there are also faculty-to-faculty meetings, which further enhance peer communication. Instructors are also introduced to their Dual Enrollment coordinators who will provide ongoing support and communication regarding items such as class rosters, calendar of events, and grade submission.

To better familiarize students with their respective Dual Enrollment coordinators, each Dual Enrollment faculty member enters the contact information for the site's coordinator in the course syllabus [20]. Emails will be sent reminding students of opportunities to meet with their Dual Enrollment coordinators and other Dual Enrollment staff. Emails are also sent reminding students of registration windows, withdrawal deadlines, and procedures.

The College has assigned support of specific Dual Enrollment sites to specific campus and center LLCs to foster direct communication among LLCs, Dual Enrollment faculty, and counselors [35]. The effort will increase direct written and oral communications with Dual Enrollment instructors and guidance counselors throughout the year. The College distributed the 2019-20 Dual Enrollment Library LLC Support document that includes assigned contact information, as well as contact information for the Director of Tutoring Services and all Dual Enrollment coordinators at FSCJ.

Summary for Standard 12.1

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

List of Documentation for 11.1

- [1] 2019 Dual Enrollment Faculty Orientation Agenda
- [2] 2019 Dual Enrollment Faculty Orientation PowerPoint
- [3] Dual Enrollment LibGuide
- [4] LLC Dual Enrollment Newsletter
- [5] SLS 1103 Information Literacy Module
- [6] ENC 1101 Information Literacy Module
- [7] ENC 1101 Assignment Tutorial
- [8] Blue Wave Syllabus – LLC section
- [9] Blue Wave Syllabus template
- [10] Student Awareness and Utilization Survey
- [11] LLC Newsletter
- [12] LLC Bookmark
- [13] 2019-20 Dual Enrollment Library and Learning Commons Support
- [14] Dual Enrollment Engagement Tool

List of Documentation for 12.1

- [1] Executive Director of Articulation Job Description
- [2] Campus Dual Enrollment Coordinator Job Description
- [3] Dual Enrollment Coordinators Assignments
- [4] DCPS Dual Enrollment Articulation Agreement – School Board of Duval County
- [5] Dual Enrollment Faculty Orientation Agenda
- [6] Dual Enrollment Faculty Orientation Presentation
- [7] myFSCJ Student Portal
- [8] SLS 1103 Information Literacy Module
- [9] Library Databases
- [10] Searching the FSCJ Library Databases
- [11] SLS 1103 Information Literacy Assignment

- [12] ENC 1101 Module
- [13] ENC 1101 Module Assignment
- [14] Dual Enrollment Parent Night Presentation
- [15] Dual Enrollment Information for Home School
- [16] Dual Enrollment Home School Presentation
- [17] Dual Enrollment Student Orientation
- [18] Early College Orientation – Advanced Manufacturing
- [19] LMS Tools and Resources
- [20] Master Syllabus Template
- [21] Dual Enrollment LibGuide
- [22] Dual Enrollment and Early College Student Survey
- [23] Student Services Professional Development Day
- [24] Student Life Cycle Discovery Workshop
- [25] Advising Excellence Training Schedule
- [26] Dual Enrollment A.A. Requirements Academic Advising Guide
- [27] Career Development Center
- [28] Advising for Digital Media
- [29] Advising Appointment Scheduler
- [30] Advising Session Checklist
- [31] LLC Bookmark
- [32] Email to mobile – Android and iOS
- [33] LLC Newsletter
- [34] Home School Communication
- [35] Dual Enrollment FSCJ Contact Assignment