

## **SACSCOC 10 Year Reaffirmation Report**

Florida State College at Jacksonville (FSCJ)

Submitted March 2023

## Part 1 Signatures Attesting To Compliance

### 1.0 Signatures Attesting To Compliance

By signing below, we attest to the following:

1. 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 Standards contained in the *Principles of Accreditation*.
2. That Florida State College at Jacksonville(*name of institution*) has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.
3. That Florida State College at Jacksonville(*name of institution*) has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

**Accreditation Liaison:** Dr. Jerrett Dumouchel (*name of Accreditation Liaison*)

Signature: \_\_\_\_\_

Date: 2/20/2023

**Chief Executive Officer:** Dr. John Avendano (*name of Chief Executive Officer*)

Signature: \_\_\_\_\_

Date: 2/20/2023

Evidence

FSCJ Signature Page

## Part 2 List Of Substantive Changes Approved Since The Last Reaffirmation

### 2.0 List Of Substantive Changes Approved Since The Last Reaffirmation

#### Narrative

Florida State College at Jacksonville - Substantive Changes Since 2013						
Date of SACSCOC Submission	Planned Term of Implementation	Program Title or Location Name	Type of Substantive Change	Type of Submission to SACSCOC	Date of SACSCOC Response	SACSCOC Response
07/14/22	2022 Summer	Cecil Center North Campus	Address Change	Notification	09/21/22	Acknowledged
06/14/22	2022 Fall	Data Science Technician I	Program Closure	Letter of Notification & Teach Out Plan	08/19/22	Approved
06/09/22	2022 Summer	Deerwood Campus	OCIS Notification	Notification	01/11/23	Acknowledged
06/08/22	2023 Spring	Paramedic Advanced Technical Diploma	Credit-Clock Hour Conversion	Prospectus	11/25/22	Approved
06/02/22	2022 Summer	North, South and Kent Campuses	OCIS Notification	Notification	01/11/23	Acknowledged
05/24/22	2022 Fall	Commercial Pilot	Program Closure	Letter of Notification & Teach Out Plan	08/19/22	Approved
03/01/22	2022 Fall	HVAC/R I and II	Program Closure	Letter of Notification & Teach Out Plan	08/05/22	Approved
12/13/21	2022 Fall	Financial Technology (FinTech)	New Program (> 50% new content)	Prospectus - limited review	05/03/22	Approved
12/01/21	2022 Fall	Associate in Arts	Off-campus Inst. Site (> 50%)	Prospectus - limited review	04/01/22	Approved
11/16/21	2022 Spring	Ophthalmic Technician	Program Closure	Letter of Notification & Teach Out Plan	02/04/22	Approved

09/01/21	2022 Spring	Arlington Country Day School Dual Enrollment	Off-campus Inst. Site Closure	Letter of Notification & Teach Out Plan	02/04/22	Approved
09/01/21	2022 Spring	Sonshine Christian Academy Dual Enrollment	Off-campus Inst. Site Closure	Letter of Notification & Teach Out Plan	02/04/22	Approved
09/01/21	2022 Spring	Naval Air Station Pensacola	Off-campus Inst. Site Closure	Letter of Notification & Teach Out Plan	02/04/22	Approved
09/01/21	2022 Spring	Wounded Warrior Project - TRACK Center	Off-campus Inst. Site Closure	Letter of Notification & Teach Out Plan	02/04/22	Approved
06/24/21	2021 Fall	Accounting Technology Specialist	Off-campus Inst. Site (25-49%)	Notification	01/26/22	Acknowledged
06/24/21	2021 Fall	Accounting Technology Specialist	Off-campus Inst. Site (25-49%)	Notification	01/26/22	Acknowledged
03/25/21	2021 Fall	Associate in Arts	Off-campus Inst. Site (> 50%)	Prospectus - extensive review	07/01/21	Approved
03/25/21	2021 Fall	Associate in Arts	Off-campus Inst. Site (> 50%)	Prospectus - extensive review	07/01/21	Approved
02/22/21	2021 Fall	Global Logistics & Supply Chain Technology	Program Closure	Letter of Notification & Teach Out Plan	07/30/21	Approved
11/18/20	2021 Spring	Real Estate Sales Agent	Program Closure	Letter of Notification & Teach Out Plan	03/12/21	Approved
11/18/20	2021 Spring	Real Estate Sales Associate Post Licensing	Program Closure	Letter of Notification & Teach Out Plan	03/12/21	Approved
10/19/20	2021 Spring	Heavy Equipment Operation Apprenticeship	Program Closure	Letter of Notification & Teach Out Plan	03/12/21	Approved
10/19/20	2021 Spring	Jax Heat and Frost Apprenticeship	Program Closure	Letter of Notification & Teach Out Plan	03/12/21	Approved

10/19/20	2021 Spring	NEFB Electrical Apprenticeship	Program Closure	Letter of Notification & Teach Out Plan	03/12/21	Approved
10/19/20	2021 Spring	NEFB Heating and Air Conditioning Apprenticeship	Program Closure	Letter of Notification & Teach Out Plan	03/12/21	Approved
10/19/20	2021 Spring	NEFB Plumbing Apprenticeship	Program Closure	Letter of Notification & Teach Out Plan	03/12/21	Approved
10/19/20	2021 Spring	Structural Steel Work Apprenticeship	Program Closure	Letter of Notification & Teach Out Plan	03/12/21	Approved
10/19/20	2021 Spring	United Union Roofers Apprenticeship	Program Closure	Letter of Notification & Teach Out Plan	03/12/21	Approved
10/06/20	2021 Fall	Massage Therapy	Program Closure	Letter of Notification & Teach Out Plan	02/26/21	Approved
10/06/20	2021 Fall	Nursing Assistant (articulated)	Program Closure	Letter of Notification & Teach Out Plan	02/26/21	Approved
06/15/20	2021 Summer	Firefighter I/II	Program Closure	Letter of Notification & Teach Out Plan	08/28/20	Approved
06/15/20	2020 Summer	Rooms Division Specialist	Program Closure	Letter of Notification & Teach Out Plan	08/28/20	Approved
04/22/20	2020 Summer	Accounting Technology Specialist	Off-campus Inst. Site (25-49%)	Letter of Notification	08/12/20	Acknowledged
04/01/20	2020 Summer	Surgical Technology Specialist	Program Closure	Letter of Notification & Teach Out Plan	08/28/20	Approved
09/20/19	2018 Fall	Biomedical Engineering Technology	Program Closure	Letter of Notification & Teach Out Plan	02/28/20	Approved
09/20/19	2018 Fall	Paramedic	Program Closure	Letter of Notification & Teach Out Plan	02/28/20	Approved

05/30/19	2020 Spring	Health Navigator	New Program (> 50% new content)	Prospectus	11/08/19	Approved
05/13/19	2019 Summer	Aviation Airframe Mechanics	Program Closure	Letter of Notification & Teach Out Plan	08/16/19	Approved
05/13/19	2019 Summer	Aviation Powerplant Mechanics	Program Closure	Letter of Notification & Teach Out Plan	08/16/19	Approved
03/22/19	2019 Summer	Commercial Foods and Culinary Arts	Program Closure	Letter of Notification & Teach Out Plan	07/19/19	Approved
03/18/19	2019 Summer	Urban Resource Center	Off-campus Inst. Site Closure	Letter of Notification & Teach Out Plan	08/16/19	Approved
02/13/19	2020 Summer	Surgical Technology	Program Closure	Letter of Notification & Teach Out Plan	06/21/19	Approved
02/13/19	2019 Summer	Office Assistant	Program Closure	Letter of Notification & Teach Out Plan	06/21/19	Approved
01/31/19	2019 Summer	Kings Bay Submarine Base	Off-campus Inst. Site Closure	Letter of Notification & Teach Out Plan	05/10/19	Approved
12/20/18	2018 Fall	Surgical Services	New Program (> 50% new content)	Prospectus	05/24/19	Approved
12/17/18	2019 Summer	Mortgage Loan Originator	Program Closure	Letter of Notification & Teach Out Plan	05/10/19	Approved
08/20/18	2019 Summer	Digital Media /Multimedia Production	Program Closure	Letter of Notification & Teach Out Plan	12/17/18	Approved
08/20/18	2019 Summer	Digital Media /Multimedia Video Production	Program Closure	Letter of Notification & Teach Out Plan	12/17/18	Approved
08/20/18	2018 Summer	Air Traffic Control	Program Closure	Letter of Notification	12/17/18	Approved

				& Teach Out Plan		
08/20/18	2018 Summer	Aircraft Coating and Corrosion Control Technology	Program Closure	Letter of Notification & Teach Out Plan	12/17/18	Approved
08/20/18	2018 Summer	Automotive Collision and Repair Refinishing I	Program Closure	Letter of Notification & Teach Out Plan	12/17/18	Approved
08/20/18	2018 Summer	Aviation Operations	Program Closure	Letter of Notification & Teach Out Plan	12/17/18	Approved
02/16/18	2018 Fall	Educator Preparation Institute	Program Re-open	Letter of Notification	07/17/18	Acknowledged
11/22/17	2017 Fall	Career Education for Students with Disabilities	Program Closure	Letter of Notification & Teach Out Plan	02/15/18	Approved
11/22/17	2017 Fall	Entrepreneurship	Program Closure	Letter of Notification & Teach Out Plan	02/15/18	Approved
07/07/17	2018 Summer	Criminal Justice Technology	Off- campus Inst. Site (25-49%)	Letter of Notification	02/12/18	Acknowledged
06/29/17	2018 Summer	Associate in Arts	Off- campus Inst. Site (> 50%)	Modified Prospectus	02/12/18	Approved
12/22/16	2017 Fall	Medical Assisting Advanced	New Program (> 50% new content)	Prospectus	07/26/17	Approved
08/24/16	2016 Fall	Nursing Assistant (Articulated)	Program Re-open	Letter of Notification	11/04/16	Acknowledged
07/11/16	2016 Fall	Associate in Arts	Off- campus Inst. Site (25-49%)	Letter of Notification	10/13/16	Acknowledged
06/28/16	2017 Summer	Crime Scene Technician	Program Closure	Letter of Notification & Teach Out Plan	01/19/17	Approved
06/28/16	2016 Summer	Assessment and Safety Compliance	Program Closure	Letter of Notification & Teach	08/25/16	Approved

		Specialist		Out Plan		
06/28/16	2016 Summer	Water Quality Technician	Program Closure	Letter of Notification & Teach Out Plan	08/31/16	Approved
02/24/16	2016 Summer	Fire Company Management	Program Closure	Letter of Notification & Teach Out Plan	05/16/16	Approved
08/13/15	2015 Fall	Desktop Support	Program Closure	Letter of Notification & Teach Out Plan	12/07/15	Approved
06/25/15	2015 Fall	Accounting Technology Specialist	Off-campus Inst. Site (25-49%)	Letter of Notification	10/26/15	Acknowledged
06/18/15	2015 Fall	Advanced Network Support Technician	Program Closure	Letter of Notification & Teach Out Plan	09/14/15	Approved
06/18/15	2015 Fall	Computer Forensics Technician	Program Closure	Letter of Notification & Teach Out Plan	09/14/15	Approved
06/18/15	2015 Fall	Information Technology (Systems Administrator)	Program Closure	Letter of Notification & Teach Out Plan	09/14/15	Approved
06/18/15	2015 Fall	Information Technology Management	Program Closure	Letter of Notification & Teach Out Plan	09/14/15	Approved
05/08/15	2016 Fall	Building Trades & Construction Design Technology	Program Closure	Letter of Notification & Teach Out Plan	10/26/15	Approved
05/08/15	2016 Fall	Carpentry, Carpentry I, Carpentry II	Program Closure	Letter of Notification & Teach Out Plan	10/26/15	Approved
05/08/15	2015 Fall	Automotive Service Technology	Program Closure	Letter of Notification & Teach Out Plan	10/26/15	Approved
05/06/15	2015 Fall	Auto Collision Repair and Refinishing Apprenticeship	Program Closure	Letter of Notification & Teach Out Plan	09/08/15	Approved
05/06/15	2015 Fall	Automotive Service Technology	Program Closure	Letter of Notification & Teach	09/08/15	Approved



		Apprenticeship		Out Plan		
05/06/15	2015 Fall	Jax Sheet Metal Apprenticeship	Program Closure	Letter of Notification & Teach Out Plan	09/08/15	Approved
11/19/14	2015 Fall	Child Care Center Operations	Program Closure	Letter of Notification & Teach Out Plan	05/14/15	Approved
11/19/14	2015 Fall	Early Childhood Education	Program Closure	Letter of Notification & Teach Out Plan	05/14/15	Approved
11/19/14	2015 Fall	Family Child Care Training	Program Closure	Letter of Notification & Teach Out Plan	05/14/15	Approved
11/07/14	2015 Fall	Air Traffic Control	Off-campus Inst. Site (25-49%)	Letter of Notification	05/14/15	Acknowledged
09/08/14	2014 Fall	Accounting Technology Specialist	Off-campus Inst. Site (25-49%)	Letter of Notification	10/23/14	Acknowledged
07/28/14	2015 Fall	Marketing Operations	Program Closure	Letter of Notification & Teach Out Plan	03/11/15	Approved
07/28/14	2014 Fall	Business Development and Entrepreneurship	Program Closure	Letter of Notification & Teach Out Plan	11/10/14	Approved
05/08/14	2014 Fall	Funeral Services (Funeral Directing)	Program Closure	Letter of Notification & Teach Out Plan	08/11/14	Approved
05/08/14	2014 Fall	Medical Coder /Biller	Program Closure	Letter of Notification & Teach Out Plan	08/11/14	Approved
04/29/14	2014 Fall	Nursing Assistant (Articulated)	Program Closure	Letter of Notification & Teach Out Plan	07/10/14	Approved
03/11/14	2014 Fall	Nathan B Forrest High School	Off-campus Inst. Site Name Change	Letter of Notification	04/28/14	Acknowledged
03/11/14	2014 Fall	Automotive Service	Program Re-open	Letter of Notification	04/28/14	Acknowledged

		Management Technology				
03/07/14	2014 Fall	Accounting Technology Specialist	Off-campus Inst. Site (> 50%)	Modified Prospectus	05/08/14	Approved
03/07/14	2014 Fall	Associate in Arts	Off-campus Inst. Site (> 50%)	Modified Prospectus	05/08/14	Approved
03/07/14	2014 Fall	Associate in Arts	Off-campus Inst. Site (> 50%)	Modified Prospectus	05/08/14	Approved
03/07/14	2014 Fall	Associate in Arts	Off-campus Inst. Site (> 50%)	Modified Prospectus	05/08/14	Approved
01/16/14	2014 Summer	Human Services	New Program (> 50% new content)	Prospectus	02/21/14	Approved
01/09/14	2014 Summer	Pathways Academy Charter High School	Off-campus Inst. Site Closure	Letter of Notification & Teach Out Plan	05/22/14	Approved
11/20/13	2013 Fall	Accounting Technology Specialist	Off-campus Inst. Site (25-49%)	Letter of Notification	12/16/13	Acknowledged
11/07/13	2015 Spring	Educator Preparation Institute	Program Closure	Letter of Notification & Teach Out Plan	12/16/13	Approved
11/07/13	2015 Fall	Case Management	Program Closure	Letter of Notification & Teach Out Plan	12/16/13	Approved
11/07/13	2014 Spring	Home Health Aide	Program Closure	Letter of Notification & Teach Out Plan	12/16/13	Approved
11/07/13	2014 Spring	Home Inspector	Program Closure	Letter of Notification & Teach Out Plan	12/16/13	Approved
11/07/13	2014 Spring	Individual Income Tax Preparation	Program Closure	Letter of Notification & Teach Out Plan	12/16/13	Approved
11/07/13	2014	Personal	Program	Letter of	12/16/13	Approved

	Spring	Financial Planner	Closure	Notification & Teach Out Plan		
10/04/13	2013 Fall	Accounting Technology Specialist	Off-campus Inst. Site (25-49%)	Letter of Notification	10/30/13	Acknowledged
08/29/13	2013 Fall	Associate in Arts	Off-campus Inst. Site (25-49%)	Letter of Notification	10/17/13	Acknowledged
08/26/13	2013 Fall	Accounting Technology Specialist	Off-campus Inst. Site (25-49%)	Letter of Notification	10/17/13	Acknowledged
07/16/13	2013 Fall	Accounting Technology Specialist	Off-campus Inst. Site (25-49%)	Letter of Notification	09/30/13	Acknowledged
01/17/13	2013 Spring	Seaport Security Officer	Program Closure	Letter of Notification & Teach Out Plan	03/25/13	Approved
12/03/12	2013 Spring	Jacksonville International Airport	Off-campus Inst. Site (25-49%)	Letter of Notification	04/11/13	Acknowledged
10/16/12	2013 Spring	Automotive Services Management Technology	Program Closure	Letter of Notification & Teach Out Plan	03/08/13	Approved

### Part 3 Institutional Assessment Of Compliance

#### Section 1 The Principle of Integrity

##### 1.1 The institution operates with integrity in all matters. (Integrity) [CR; Off-Site/On-Site Review ]

*(Note: This principle is not addressed by the institution in its Compliance Certification)*

Compliance     Partial Compliance     Non-Compliance

## Section 2 Mission

### 2.1 The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (*Institutional mission*) [CR]

Compliance     Partial Compliance     Non-Compliance

#### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching, learning, and public service. As an undergraduate level institution, the College does not focus on research.

#### Mission Statement

The mission statement, as adopted by the College's District Board of Trustees on November 9, 2021[1] is "Florida State College at Jacksonville provides an equitable, high quality, success-driven learning experience for our diverse community of students." The College mission expresses a strong commitment to the community and is consistent with the College's baccalaureate and associate degree-granting status.

The College mission is further enhanced and supported by the Vision Statement and Core Values. The Vision Statement for FSCJ is "To promote intellectual growth for life-long learning, advance the economic mobility of our students and transform the communities we serve." The Core Values spell IRISE and are as follows:

- Integrity
- Respect for Diversity, Equity, Inclusion and Belonging
- Innovation
- Student-Centered
- Excellence in Teaching, Learning and Service

#### Comprehensive, Appropriate, and Published

The Mission and Vision Statements are published on the College website[2], in the College catalog[3], and in other publications[4], as appropriate.

The College mission is comprehensive in that it includes both the primary and secondary statutory purposes of Florida Statute 1001.60[5], which are to provide associate and baccalaureate degrees and to respond to community needs. The FSCJ mission is a statement of purpose appropriate to an institution of higher education because it specifically encompasses not only the growth and success of the individual but the entire community as well.

The College's commitment to the community is appropriate and essential for an institution that has, for more than 50 years, served as the gateway for comprehensive educational programs for the people in the College's service district, which includes Duval and Nassau counties. This commitment is reflected geographically through the establishment of four physical campuses, FSCJ Online, three major outlying centers, two local Navy base centers, an extensive dual enrollment program, and a number of other community delivery points -- all of which place educational services within easy geographical access of residents in the service district and beyond.

Distribution of courses and programs in traditional classrooms, online, and in hybrid formats, as well as multiple session-length options, further optimize the College's mission to serve the community and provide a widespread and inclusive degree of access to higher education and community service.

## Teaching, Learning, and Public Service

Emphasis on the complete development and success of each student, as well as the community as a whole, reflects the College's orientation to public service and to continuing the economic development of the northeast Florida region.

The College's inclusion in its Vision Statement of "life-long learning" stems from its comprehensive program and degree offerings which serve students from the beginning of their higher education journey all the way to a baccalaureate degree. Students have the ability to gain meaningful employment early in their educational career through the completion of a technical or career certificate. They are able to continue to build upon their knowledge and skills via an associate degree, and then continue with a baccalaureate degree at FSCJ or via transfer to a university. Continuing education offerings and an array of special programs are designed to meet unique community needs and foster perpetual learning. Inclusion of the community in the College's Mission and Vision Statements extends the historical foundation of the institution as a community college in the past, present, and into the future.

## Summary

The College Mission, Vision, and Values affirm that the College has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. Additionally, the College Mission, Vision and Values address teaching and learning and public service in Duval and Nassau Counties, the College's Northeast Florida regional service area.

## Evidence

- [1] Nov 11 2021 DBOT Minutes-Mission Statement
- [2] 2022 Mission Vision and Values Webpage
- [3] Mission-Vision 22-23 Catalog
- [4] 2020-2021 Fact Book Mission
- [5] FL Statute 1001.60 Florida College System 2022

## Section 4 Governing Board

- 4.1 The institution has a governing board of at least five members that:**
- is the legal body with specific authority over the institution.**
  - exercises fiduciary oversight of the institution.**
  - ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.**
  - is not controlled by a minority of board members or by organizations or institutions separate from it.**
  - is not presided over by the chief executive officer of the institution.**

(Governing board characteristics) [CR]

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) has a nine-member, gubernatorially appointed governing board that is a legal body with specific authority over the institution. The College's governing board is the District Board of Trustees (DBOT or Board). In accordance with Florida Statutes and Florida State Board of Education Rules, the DBOT is the active policy-making body and exercises fiduciary oversight for FSCJ by ensuring the College's financial resources are adequate to provide a sound educational program. All Board members are free from contractual, employment, personal, or familial financial interest in the institution. The DBOT is not controlled by a minority of Board members or by organizations or interests separate from it, nor is it presided over by the chief executive officer of the institution.

### Legal Body with Specific Authority

Per Florida Statute 1004.65[1], the Florida Legislature has established that "each Florida College System institution shall be governed by a district board of trustees under statutory authority and rules of the State Board of Education," and that these district board of trustees be an "independent, separate, legal entity". In accordance with Florida Statute 1001.61[2], FSCJ has a nine-member Board, appointed by the Governor and confirmed by the Senate, who receives no compensation. There are no statutory limits on how long a Board member may serve. The DBOT for FSCJ is constituted by Florida Statute 1001.63[3] as a "...body corporate by the name of 'The District Board of Trustees of Florida State College at Jacksonville, Florida' with all the powers and duties of a body corporate..."

The Florida Legislature, the Florida State Board of Education, and the College's Board Rules, mandate the DBOT's specific duties and responsibilities. Florida Statute 1001.64[4] states that each Board member is "vested with the responsibility to govern...with such necessary authority as is needed for the proper operation and improvement of [the College] in accordance with rules of the State Board of Education." The legislation specifically states that the DBOT is "responsible for cost-effective policy decisions appropriate to...the institution's mission, the implementation and maintenance of high-quality education programs..., the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards."

Florida Statute 1001.64(4)(b)[5] authorizes the DBOT to adopt rules, procedures, and policies consistent with the law and related to its mission. Further, according to Florida Statute 1001.65(1)[6], and College Administrative Procedure Manual (APM) 01-0201[7], *Board Rule Development and Adoption*, the College President is required to recommend rules for adoption to the DBOT that are consistent with applicable authorities. With this authority, and upon the recommendation of the College President, the DBOT passes Rules of the Board of Trustees that serve as the College's primary governing policies. These policies are listed and available for download on the Board Rules webpage [8].

As discussed above, the College President's office develops a meeting agenda. The DBOT meeting agenda includes the recommendations for adoption, modification, or deletion of College Board Rules, as evidenced by the agenda item[9] regarding the Board Rule revisions to be voted upon during the June 2022 Board meeting. After proper consideration, the DBOT votes on the proposed changes to College policy, as evidenced by the "Administrative Procedure Act" section of the DBOT minutes[10] from the June 14, 2022, meeting.

### Board Meetings and Membership

The DBOT meets six times per year for regular meetings, plus three to four additional times for what are called Deep Dive Workshops on topics such as budgeting and planning. The meeting schedule[11] is posted on the Board's website, along with downloadable PDF copies of the agendas and minutes. Per Florida Statute 120.525[12], the College gives public notice of each meeting, both in the Florida Administrative Weekly[13] and on the Board's webpage[11]. If the DBOT needs to change its regularly scheduled date or time, the College provides the required public notice as well. As part of his duties as the executive officer and corporate secretary of the Board of Trustees, the College President develops the Board meeting agenda, as mandated by Florida Statute 1001.61(5)[14], and the College's APM 01-0501[15], *Recommendations to the District Board of Trustees*. The agenda includes each item for the DBOT to discuss and consider at the meeting, as evidenced by the sample agenda[16] provided for the June 14, 2022, meeting. Per College Board Rule 1.5[17], *DBOT Organization and Operations*, five members constitute a quorum for all meetings where action is to be taken. There is one standing committee of the DBOT, the Finance and Audit Committee, which meets quarterly.

In accordance with Florida Statute 1001.61(4)[18], the DBOT elects a chair during the first DBOT meeting following July 1st, the beginning of the fiscal year. The chair presides over the Board meetings and attests to the actions of the Board. The current chair, Mr. Michael M. Bell, was elected to continue in the officer position of Board Chair in August 2022, as evidenced by the August 9, 2022, DBOT minutes[19] (pg.9). College Board Rule 1.5[17] also requires two vice chairs, one from Duval County and the other from Nassau County. Thus, in August 2022, the Board also elected Ms. Laura M. DiBella to continue as vice chair representing Nassau County, and Mr. O. Wayne Young to continue as vice chair representing Duval County. However, Vice Chair DiBella resigned from the Board effective January 31, 2023[20]. At that time, Roderick Odom was appointed as Vice Chair to serve out the remainder of the term, though May 31, 2023. The Governor has yet to appoint a replacement. The full makeup of the current Board is provided in Table 4.1-1 below. Short biographies[21] are included on the District Board of Trustees webpage[22].

**Table 4.1-1: The College's District Board of Trustees**

<b>Name</b>	<b>Employment</b>	<b>Contractual, Employment, or Personal or Familial Financial Interest in the Institution</b>	<b>Appointed By</b>
Mr. Michael M. Bell, Chair	Vice President of Public Affairs and Communication at Rayonier, Inc.	None	Appointed by Governor Scott in August 2017, reappointed by Governor DeSantis in July 2021, and elected chair in August 2021.
Mr. Roderick D. Odom, Vice Chair, Nassau County	Retired	None	Appointed by Governor DeSantis in October 2019, (As of February 1, 2023, appointed to complete Laura Dibella's role as Vice Chair through May 31, 2023.)
Mr. O. Wayne Young, Vice Chair, Duval County	Vice President of Environmental	None	Appointed by Governor Scott in February 2018, reappointed by



	Services, Jacksonville Electric Authority, retired Navy		Governor DeSantis in July 2019 and 2021. Elected Vice Chair for Duval County in August 2019.
Dr. Jennifer D. Brown	Executive Director /CEO of KIPP (Knowledge is Power Program), Jacksonville Schools	None	Appointed by Governor DeSantis in July 2019.
Mr. D. Hunt Hawkins	Retired	None	Appointed by Governor Scott in May 2017, reappointed by Governor DeSantis in July 2019.
Mr. Thomas R. McGehee, Jr.	Retired	None	Appointed by Governor Bush in 1999, reappointed by Governor Crist in July 2007, by Governor Scott in August 2011 and May 2017, and by Governor DeSantis in July 2019.
Mr. Aaron Miri	Senior VP and Chief Digital and Information Officer for Baptist Health	None	Appointed by Governor Desantis in October 2022.
Dr. Andrew B. Shaw	Medical Doctor and Neurosurgeon, Lyerly Neurosurgery, Baptist Health	None	Appointed by Governor DeSantis in July 2021.

### Fiduciary Oversight of the Institution

The DBOT has passed several guiding policies, or Board Rules (BR), to ensure the College's fiscal stability. At almost every Board meeting, the Consent Agenda includes items regarding budget matters, such as budget amendments, purchase orders, and contracts. In Table 4.1-2 below, the budget-related Board items are linked to the full Board Rule and examples of DBOT meeting minutes demonstrating each are also linked:

**Table 4.1-2: Budget-Related Board Items and Examples of DBOT Meeting Minutes**

Board Rule	Summary	Examples
BR 2.5[23], Signing Authority	The DBOT Chair and College President (or designee) have the authority to sign checks and contracts.	No examples in the past two years
BR 4.1[24], Budgets	The budgets for revenue and expenses, and capital outlay are developed by the College and approved by the DBOT by June 30.	June 14[25], 2022, and June 8[26], 2021
BR 4.2[27], Budget Amendments	The College President may reallocate funds between organizational units, but all other budget amendments must be approved by the DBOT.	June 14[28], 2022, and April 12[29], 2022
BR 4.19[30], Fees, Charges and Refunds	The formula for assessing fees and charges for goods and programs must be approved by the DBOT.	June 14[31], 2022
BR 4.6[32], Petty Cash and Change Funds	The College may establish petty cash funds not to exceed \$2,500 at each campus and district offices.	No examples in the past two years
BR 4.7[33], Investment of Surplus Funds	The DBOT must approve a policy statement for the investment of surplus funds consistent with Chapter 218.415, Florida Statutes.	No examples in the past two years

BR 5.1[34], Purchasing	The College President shall enact purchasing and procurement procedures consistent with Florida law and State Board of Education Rules to ensure a fair process for vendors.	April 12[35], 2022, and August 9[36], 2022
---------------------------	--	--

Florida Statute 1001.64(11)[37] requires each college's board of trustees to "submit an institutional budget request, including a request for fixed capital outlay, and an operating budget to the State Board of Education for review in accordance with guidelines established by the State Board of Education." Furthermore, per Florida Statute 1011.30[38], the President of each institution in the Florida College System is required to recommend to the board of trustees "a budget of income and expenditures at such time and in such form as the State Board of Education may prescribe." According to Florida Statute 1011.01(3)(a)[39], each Florida College System's college's board of trustees must "prepare, adopt, and submit to the Commissioner on Education an annual operating budget...in accordance with the provisions of law." The State Board of Education, per Florida Rule 6A-14.0716,[40] requires that the "Chancellor, as designee of the Commissioner of Education, shall approve the operating budget for each community college after an examination for completeness, correctness, conformity with law and State Board of Education rules, and preparation according to accepted accounting standards."

In accordance with these statutory requirements, each fiscal year the President, or his designee, prepares a budget request and an operating budget, which is presented to the DBOT during the June Board meeting. Prior to presenting the budget to the DBOT for voting, a budget workshop is held. The DBOT members are given detailed information and provided with an opportunity to ask questions and request changes to the proposed budget, as evidenced by the minutes[41] from the May 17, 2022, Deep Dive Budget Workshop. The DBOT's suggested changes are incorporated, as appropriate, and the DBOT approves the budget, as evidenced by the actions taken at the June 14, 2022[25] (pgs. 8-9), June 8, 2021[26] (pgs. 7-8), and June 9, 2020[42] (pg. 8) meeting minutes. The budget is then sent to the Chancellor for approval.

### **Contractual, Employment, Personal, or Familial Financial Interests**

As provided in Florida's Statute 112.313[43], which defines the standards of conduct for public officers and employees, College DBOT members are classified as "public officers" and are statutorily mandated to abide by specified ethical standards. This statute prohibits DBOT members from engaging in employment or contracts with any business entity that is subject to the regulation of, or doing business with, the College. College DBOT members are also prohibited by this statute from holding employment or having a contractual relationship that poses a recurring conflict between private interests and public duties, or that will impede the full and faithful discharge of the members' public duties.

Neither the DBOT's presiding officer nor the DBOT's majority have contractual, employment, personal, or familial financial interest in the institution, as evidenced by the current employment status listed within Table 4.1-1 above. To further ensure transparency, each Board member must file a financial disclosure with the state of Florida, per the requirements of Florida Statute 112.3145[44]. Trustees complete and file their own Statement of Financial Interests directly with the state and with the Florida Commission on Ethics. FSCJ does not keep copies of these forms.

The College President and the General Counsel educate DBOT members about Florida Statutes in a Board Orientation[45]. DBOT members are made aware that, per Florida Statute 112.3143[46] and Board Rule 1.4[47], Trustees are prohibited from voting on any measure which would cause a conflict of interest and that if such a conflict, or the appearance of such a conflict occurs, a DBOT member must notify the FSCJ Office of General Counsel and file a memorandum of the voting conflict prior to the Board meeting. For example, Trustee Thomas R. McGehee recused himself from voting on Action Item A-5, Annual Contract Extensions on June 8, 2021[48], and A-6, Annual Contract Extensions on August 10, 2021[49], due to having family members who were associated with the suppliers. In another instance, Trustee D. Hunt Hawkins recused himself from voting on Action Item A-1, Interim Appointment of Kevin Hyde, College President on April 10, 2018[50], as Mr. Hyde is a partner with

Foley and Lardner, LLP, a law firm with which Stein Mart, Inc. did business. At that time, Mr. Hawkins was the CEO of Stein Mart, Inc.

Standard 4.2.d goes into more details about conflict of interest of the Board of Trustees.

### **Majority Control of the DBOT**

The DBOT is not controlled by a minority of DBOT members or by organizations or interests separate from it. Each DBOT member has one equal vote on all items of public interest with which the College is involved. To ensure transparency, the Board votes at DBOT meetings, which are open to the public, and the minutes are recorded and available for public inspection in compliance with Florida Statute 286.011[51]. This statute also specifies that no resolution, rule, or formal action is binding except as taken or made at such meetings. As noted previously, per College Board, *DBOT Organization and Operations*, five members constitute a quorum for all meetings where action is to be taken, which further ensures that the actions of the DBOT is not controlled by a minority of board members. The DBOT minutes show the votes of the attending Board members on all matters, as evidenced by the April 12, 2022, Board minutes[52].

### **DBOT Presiding Officer**

The DBOT is not presided over by the chief executive of the institution. As noted previously, in accordance with Florida Statute 1001.61(4)[18], the DBOT elects a chair during the first DBOT meeting following July 1st, the beginning of the fiscal year. The chair presides over the Board meetings and attests to the actions of the Board. The current chair of the DBOT is Mr. Michael M. Bell, with Ms. Laura M. DiBella and Mr. O. Wayne Young serving as vice chairs, representing Nassau County and Duval Count respectively.

### **Summary**

The College's DBOT has authority over the College delegated by the legislature. The DBOT is the active, policy-making body and has ultimate responsibility for ensuring that the College's resources, financial and other, adequately provide for its educational programs. Neither the presiding officer of the Board nor the other voting members of the Board have contractual, employment, personal, or familial financial interest in the institution. Further, the College's DBOT is not controlled by a minority of board members or by organizations or by interests separate from it and is not presided over by the chief executive officer of the institution.

### **Evidence**

- [1] FL Statute 1004.65 FCS Governance 2022
- [2] FL Statute 1001.61 FCS Board of Trustees 2022
- [3] FL Statute 1001.63 BOT Corporation 2022
- [4] FL Statute 1001.64 BOT Powers and Duties 2022
- [5] FL Statute 1001.64(4)(b)
- [6] FL Statute 1001.65 FCS Pres-Powers and Duties 2022
- [7] APM 01-0201 Board Rule Development and Adoption 2015
- [8] Board Rules Webpage
- [9] June 14 2022 DBOT Mtg Agenda-Board Rules
- [10] June 14 2022 BDOT Mtg Minutes-Board Rules
- [11] DBOT Meeting Schedule and Agendas
- [12] FL Statute 120.525 Meeting Notices 2022
- [13] FL Admin Weekly Notices

- [14] FL Statute 1001.61(5)
- [15] APM 01-0501 Recommendations to DBOT 2015
- [16] June 14 2022 DBOT Mtg Agenda-Full
- [17] BR 1.5 DBOT Org and Operations 2016
- [18] FL Statute 1001.61(4)
- [19] August 09 22 DBOT Mtg Minutes-Elections
- [20] Resignation-DiBella 01-31-23
- [21] DBOT Biographies
- [22] DBOT Webpage
- [23] BR 2.5 Signing Authority 2016
- [24] BR 4.1 Budgets 2017
- [25] June 14 2022 DBOT Mtg Minutes-Budget
- [26] June 8 2021 DBOT Mtg Minutes-Budget
- [27] BR 4.2 Budget Amendment 2017
- [28] June 14 2022 DBOT Mtg Agenda-Budget Amend
- [29] April 12 2022 DBOT Mtg Agenda-Budget Amend
- [30] BR 4.19 Fees Charges Refunds 2017
- [31] June 14 2022 DBOT Mtg Agenda-Fees
- [32] BR 4.6 Petty Cash and Change Funds 2017
- [33] BR 4.7 Investment of Surplus Funds 2017
- [34] BR 5.1 Purchasing 2019
- [35] April 12 2022 DBOT Mtg Agenda-Purchasing
- [36] August 9 2022 DBOT Mtg Agenda-Purchasing
- [37] FL Statute 1001.64(11)
- [38] FL Statute 1011.30 FSC Budgets 2022
- [39] FL Statute 1011.01(3)(a)
- [40] FL Rule 6A-14.0716 FCS Inst Budgets 2022
- [41] May 17 2022 DBOT Deep Dive Workshop Minutes
- [42] June 9 2020 DBOT Mtg Minutes-Budget
- [43] FL Statute 112.313 Standards of Conduct 2022
- [44] FL Statute 112.3145 Financial Interests 2022
- [45] DBOT Orientation Handbook 2022-23
- [46] FL Statute 112.3143 Voting Conflicts 2022
- [47] BR 1.4 District Board of Trustees 2016
- [48] June 8 2021 DBOT Mtg Minutes-McGee Recusal
- [49] August 10 2021 DBOT Mtg Minutes-McGee Recusal
- [50] April 10 2018 DBOT Mtg Minutes-Hawkins Recusal
- [51] FL Statute 286.011 Public Mtgs-Records 2022
- [52] April 12 2022 BDOT Mtg Minutes

- 4.2. The governing board defines and addresses potential conflict of interest for its members. (*Conflict of interest*)

Compliance     Partial Compliance     Non-Compliance

### Narrative

The governing board of Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) defines and addresses potential conflicts of interest for its members. The District Board of Trustees (DBOT or Board) is a nine-member, gubernatorially appointed governing board for FSCJ.

### Florida Law

Florida Statute, Chapter 112, Part III[1] outlines the *Code of Ethics for Public Officers and Employees*. In section 112.311(1)[2], the Florida Legislature affirms that it "is essential to the proper conduct and operation of government that public officials be independent and impartial and that public office not be used for private gain other than the remuneration provided by law." Further, in section 112.311(5)[2], the Legislature states:

It is hereby declared to be the policy of the state that no officer or employee of a state agency or of a county, city, or other political subdivision of the state, and no member of the Legislature or legislative employee, shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature which is in substantial conflict with the proper discharge of his or her duties in the public interest.

According to section 112.313(1)[3] of Chapter 112, a public officer is defined as "any person elected or appointed to hold office in any agency, including any person serving on an advisory body." As such, the standards of conduct enumerated within Florida Statute 112.311(1) and 112.311(5) are applicable to all College Board members. Furthermore, Florida Statute 112.313(7)(a)[3] states:

No public officer or employee of an agency shall have or hold any employment or contractual relationship with any business entity or any agency which is subject to the regulation of, or is doing business with, an agency of which he or she is an officer or employee..." or "...that will create a continuing or a frequently recurring conflict between his or her private interests and the performance of his or her public duties that would impede the full and faithful discharge of his or her public duties.

To further ensure compliance and promote transparency, Florida Statute 112.3145[4] requires College District Board of Trustee members to file Statements of Financial Interest. Per Florida Statute 112.31446[5], Trustees are required to file their statements electronically with the Florida Commission on Ethics. The Commission makes the filing status for each Trustee available in a searchable format on their website[6].

### Board Policy

The DBOT of FSCJ has the responsibility to manage, reduce, or eliminate any actual or potential conflict of interest and, therefore, has established policy that reflects state law. Board Rule 1.4[7], *District Board of Trustees*, specifically and explicitly delineates that "Members of the District Board of Trustees are prohibited from engaging in contractual, employment, personal, familial, and/or financial activities that are inappropriate and unlawful pursuant to Florida Statutes, Chapters 112." The Board Rule describes a list of such activities to include:

- Having an employment or contractual relationship with any agency doing business with the College;
- Having an employment or contractual relationship which would pose a conflict between private interest and public duties;

- Purchasing or leasing any realty, goods, or services for the College from any entity of which the trustee or family member has an interest; and
- Participating in any matter which would inure the Trustee's private gain or loss.

Furthermore, Board Rule 1.4[7] expressly states that Trustees must disclose any potential conflicts of interest prior to the meeting in which consideration of the matter will take place, and refrain from voting on any measure for which a potential conflict of interest exists. In the event that the conflict of interest was unknown or was not disclosed prior to the Board meeting, Board Rule 1.4 also states that "the Trustee must orally disclose the conflict at the meeting when the conflict becomes known" and that a "written memorandum must be filed with the President's Office within 15 days of the disclosure being made and must be provided to the other members of the Board with the disclosure being read publicly at the next scheduled meeting."

The DBOT votes only during their scheduled meetings, which are open to the public. The minutes of these meetings are recorded and available to the public on the Board's webpage[8]. Further, no resolution, rule, or formal action is binding except as taken or made at such meetings. These measures are in compliance with Florida Statute 286.011[9]. Per the College's Administrative Procedure Manual (APM) 01-0203[10], *Keep Minutes and Records*, the minutes from each meeting show each present DBOT member's vote on all matters on which the Board takes action. All Board Rules are available on the Board Rules webpage[11].

### Board Training

Board members are informed of their responsibilities and potential grounds for dismissal during a Trustee Orientation Session with the College President and the Assistant General Counsel. DBOT members are given an Orientation Handbook[12], which includes information regarding Florida's Ethics Laws and financial disclosure forms (section 4). DBOT members are made aware that, per Florida Statute 112.3143[13] and Board Rule 1.4[7], Trustees are prohibited from voting on any measure which would cause a conflict of interest and that if such a conflict, or the appearance of such a conflict occurs, a DBOT member must notify the FSCJ Office of General Counsel and file a Memorandum of Voting Conflict Form[14] prior to the Board meeting. The memorandum is incorporated in the DBOT minutes.

Examples of situations where Trustees have recused themselves from voting regarding a particular agenda item are evidenced below:

- Trustee Thomas R. McGehee recused himself from voting on Action Item A-5, Annual Contract Extensions, during the June 8, 2021, Board meeting (pg. 6)[15] and A-6, Annual Contract Extensions, during the August 10, 2021, meeting (pg. 9)[16], due to having family members who were associated with the supplier.
- Trustee D. Hunt Hawkins recused himself from voting on Action Item A-1, Interim Appointment of Kevin Hyde, College President during the April 10, 2018, meeting (pg. 2)[17], as Mr. Hyde is a partner with Foley and Lardner, LLP, a law firm with which Stein Mart, Inc. did business. At that time, Mr. Hawkins was the CEO of Stein Mart, Inc.

### Summary

FSCJ's DBOT clearly defines what constitutes a conflict of interest and complies with its own policy and with Florida law in addressing and instructing the College's Board regarding conflicts of interest. Further, DBOT members have a specific and transparent process to recuse themselves when there may be any possible - perceived or real - conflict of interest.

### Evidence

[1] FL Statute Chapter 112-Part III-Code of Ethics 2022

[2] FL Statute 112.311 Code of Ethics-Legislative Intent 2022

- [3] FL Statute 112.313(7a) Standards of Conduct 2022
- [4] FL Statute 112.3145 Disclosure of Financial Interests 2022
- [5] FL Statute 112.31446 Financial Disclosure Filing
- [6] Financial Disclosure Search Website
- [7] BR 1.4 District Board of Trustees 2016
- [8] DBOT Meeting Schedule and Agendas
- [9] FL Statute 286.011 Public Mtgs-Records 2022
- [10] APM 01-0203 Keep Minutes and Records 2015
- [11] Board Rules Webpage
- [12] DBOT Orientation Handbook 2022-23
- [13] FL Statute 112.3143 Voting Conflicts 2022
- [14] Conflict Form 8B-McGee
- [15] June 8 2021 DBOT Mtg Minutes-McGee Recusal
- [16] August 10 2021 DBOT Mtg Minutes-McGee Recusal
- [17] April 10 2018 DBOT Mtg Minutes-Hawkins Recusal

- 4.2. The governing board protects the institution from undue influence by external persons or bodies.  
 f (External influence)

Compliance     Partial Compliance     Non-Compliance

### Narrative

The governing board, or District Board of Trustees, for Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) protects the institution from undue influence by external persons or bodies.

### Florida Law

Per Florida Statute 1004.65[1], the Florida Legislature has established each of the Florida college institutions as independent and separate legal entities governed by a local District Board of Trustees (hereafter DBOT or Board). Per Florida Statute 1001.61[2], the FSCJ DBOT is composed of nine members that are appointed by the Governor and subject to confirmation by the Florida state Senate.

Per Statute 112.313[3], which outlines the standards of conduct for public officers, DBOT members, as appointed officials to the College, are "public officers" and subject to applicable ethical standards, as delineated in Florida Statute Chapter 112, Part III[4], *Code of Ethics for Public Officers and Employees*. This Statute outlines prohibited actions that might influence, or be intended to influence, DBOT members and through them potentially posing an undue external influence upon the institution. Statute 112.313 also specifies that public officers shall not solicit or accept gifts, shall not do business with one's agency, shall not accept compensation or payment that is given to influence a vote or action in his or her official capacity, and shall not use his or her public office for private gain other than the remuneration provided by law. Additionally, per Statute 1001.61(3)[2], Board members are also prohibited from receiving compensation, aside from travel reimbursements. These prohibitions help to further limit potential undue external influences upon the DBOT or FSCJ by external persons or bodies.

### College Policy

College Policy, or Board Rules, are developed by the College President and staff through a Policy Development and Review Committee process and approved by the DBOT. The College is governed in accordance with these written policies and rules, which can be found online[5]. Board Rule 1.4[6], *District Board of Trustees*, specifically states that "Members of the District Board of Trustees are prohibited from engaging in contractual, employment, personal, familial, and/or financial activities that are inappropriate and unlawful pursuant to Florida Statutes, Chapters 112."

In addition to ensuring that Board members are not influenced by external sources, the Trustees also take measures to ensure that the institution is free from religious and political influence and that the College exhibits no favoritism with regard to religions or politics. As specified in Florida Statute 1006.53 [7], each public postsecondary educational institution must adopt a policy, "which reasonably accommodates all religious observances, practices, and beliefs of individual students in regard to admissions, class attendance, and the scheduling of examinations and work assignments." The College has such a policy, Board Rule 2.1[8], *Equal Access/Equal Opportunity: Non-Discrimination, Harassment or Retaliation*, which states that "Discrimination or harassment on the basis of race, ethnicity, creed, color, national origin, religion, age, sex, gender, pregnancy, disability, marital status, sexual orientation/expression, veteran status, genetic information or any other factor protected under applicable federal, state and local laws, rules and regulations against students, employees, applicants for admission and applicants for employment is prohibited." Additionally, Board Rule 2.8[9], *Political Activities of Employees*, forbids any employee from campaigning, soliciting support for other political candidates, or participating in other political activities during work hours, or using College facilities and other resources for such activities.



## Educating the Board

The College is responsible for managing, reducing, or eliminating any actual or potential conflict of interest that could lead to undue external influence. New Board members are educated about Florida Statutes and College policies, including prohibited conflicts of interest and undue external influences, during a Trustee Orientation Session with the College President and the Assistant General Counsel. The Board members are given an Orientation Handbook[10] as a guide and Section 4 covers Florida Ethics Laws[11]. Section 4.2 of the handbook, *Prohibited Conduct of a Public Officer*, specifically states:

Undue Influence - A public officer is prohibited from accepting anything of value based on the understanding that any action or judgment would be influenced by the gift. No public officer shall accept any compensation payment, or thing of value when they know, or with the exercise of reasonable care, should know, that it was given to influence a vote or other action in which the officer was expected to participate in their official capacity.

## Summary

The actions of the DBOT routinely reflect an appropriate independence from outside pressures that allow the Board to focus only on the well-being of the College and to protect the College from undue influence by external persons or bodies. The College follows Florida Statutes and its own College Board Rules that require the College's Board members to be free from undue political, religious, or other external influences and to serve to protect the institution from such influences. FSCJ has not had an instance where undue external influence of its Board members was sought by external bodies or individuals since its last reaffirmation in 2014.

## Evidence

- [1] FL Statute 1004.65 FCS Governance 2022
- [2] FL Statute 1001.61 FCS Board of Trustees 2022
- [3] FL Statute 112.313 Standards of Conduct 2022
- [4] FL Statute Chapter 112-Code of Ethics 2022
- [5] Board Rules Webpage
- [6] BR 1.4 District Board of Trustees 2016
- [7] FL Statute 1006.53 Religious Observances 2022
- [8] BR 2.1 Equal Access-Opportunity-Non-Discrimination-Harrassment 2020
- [9] BR 2.8 Political Activities of Employees 2016
- [10] DBOT Orientation Handbook 2022-23
- [11] DBOT Orientation Handbook-Ethics

- 4.2. The governing board defines and regularly evaluates its responsibilities and expectations. (*Board self-evaluation*)

Compliance     Partial Compliance     Non-Compliance

### Narrative

The District Board of Trustees (hereafter the Board or DBOT) of Florida State College at Jacksonville (hereafter the College or FSCJ) defines and regularly evaluates its responsibilities and expectations. The narrative below will describe Florida law and College policies defining the Board's responsibilities, as well as the training provided for the Board members outlining their responsibilities and expectations. It will also describe the annual self-evaluation process of the Board.

#### Florida Law

The Florida Legislature has established that "each Florida College System institution shall be governed by a district board of trustees under statutory authority and rules of the State Board of Education," and be an "independent, separate, legal entity" per Florida Statute 1004.65[1]. In accordance with Florida Statute 1001.61[2], FSCJ has a nine-member Board, appointed by the Governor and confirmed by the Senate. The trustees receive no compensation.

Florida law specifically defines the responsibilities of the DBOT. Part 1 of Statute 1001.64[3] states:

The boards of trustees shall be responsible for cost-effective policy decisions appropriate to the Florida College System institution's mission, the implementation and maintenance of high-quality education programs within law and rules of the State Board of Education, the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards.

Additionally, Part 4b[4] of the statute states:

Each board of trustees is specifically authorized to adopt rules, procedures, and policies, consistent with law and rules of the State Board of Education, related to its mission and responsibilities as set forth in s. 1004.65, its governance, personnel, budget and finance, administration, programs, curriculum and instruction, buildings and grounds, travel and purchasing, technology, students, contracts and grants, or college property.

#### College Policy

The responsibilities of the DBOT are clearly articulated within the College Board Rules, which are published online[5]. Board Rule 1.5[6], *District Board of Trustees - Organization and Operations*, states:

The Board shall exercise all powers and duties set forth in Chapter 1001 of Florida Statutes and all applicable State Board of Education Rules defining the operation of Florida colleges. The District Board of Trustees is responsible for implementing broad cost-effective policies consistent with the Mission of the College. The Board considers recommendations for rules, procedures and policies, submitted by the College President and is responsible to pass those which contribute to the more orderly and efficient operation of the College.

The DBOT meets six times per year for regular meetings, plus two to three additional times for what are called Deep Dive Workshops on a particular topic such as budgeting or planning. The meeting schedule is posted on the Board's website[7], along with downloadable PDF copies of all agendas and minutes. As mandated by Florida Statute 1001.61(5)[8], the College President is the executive officer

and corporate secretary of the Board. Per College Board Rule 1.5[6], five members constitutes a quorum for all meetings where action is to be taken. There is one standing committee of the DBOT, the Finance and Audit Committee, which meets quarterly.

## **DBOT Orientation**

When new Board members are appointed, the College President, Assistant General Counsel, and respective Executive Leadership Team member meet with the new Board member to review the DBOT Orientation Handbook[9]. The Handbook includes, among other information, sections on Board Duties and Responsibilities (Chapter 2, pg.10[10]), Expectations and Accountability Metrics (Chapter 2, pg.13 [11]), Florida's Sunshine Law, including public meetings and public records (Chapter 3, pgs. 14-17[12]), Florida's Ethics Laws including conflicts of interest (Chapter 4, pgs.18-19[13]), and SACSCOC Principles of Accreditation (Chapter 5, pgs. 20-21[14]).

## **Board Self-Evaluation Process**

College Board Rule 1.3[15], *District Board of Trustees Self-Evaluation*, formalized and established the criteria for the self-evaluation of the Board and specifies that a self-evaluation will be conducted on an annual basis. The evaluation process is led by the College President and the Vice President of Institutional Effectiveness and Advancement.

The VP of Institutional Effectiveness provided the Board with an overview[16] of the self-evaluation process at the June 2022 Board Workshop[17]. The overview included information pertaining to the following:

- SACSCOC standards and annual self-evaluation mandate
- Self-evaluation as good practice
- Survey questions[18]
- Proposed plan and due date
- Review of the online tool used to conduct the self-evaluations

The VP of Institutional Effectiveness compiled the results[19] and presented them to the Trustees at the July 2022 Deep Dive Workshop. The presentation included common themes resulting from the self-evaluation such as enrollment, business and industry involvement, and increased social involvement and campus visits, among others. Discussion of issues raised resulted in a set of action steps for each of the survey sections. These action steps are listed in more detail in the minutes[20] of the meeting.

Results of the 2021[21] Board self-evaluation are also provided, as well as the July 2021 Deep Dive Workshop minutes[22], which included the presentation and discussion of results.

## **Summary**

FSCJ defines the responsibilities and expectations of its governing board, the District Board of Trustees, based on Florida law and outlined in College Board Rules and policies. The Board conducts a self-evaluation annually.

## **Evidence**

- [1] FL Statute 1004.65
- [2] FL Statute 1001.61
- [3] FL Statute 1001.64
- [4] FL Statute 1001.64(42b)
- [5] Board Rules Webpage
- [6] BR 1.5 DBOT Org and Operations 2016
- [7] DBOT Meeting Schedule and Agendas

- [8] FL Statute 1001.61 FCS Board of Trustees 2022
- [9] DBOT Orientation Handbook 2022-23
- [10] DBOT Orientation Handbook Pg 10
- [11] DBOT Orientation Handbook Pg 13
- [12] DBOT Orientation Handbook Pgs 14-17
- [13] DBOT Orientation Handbook Pgs 18-19
- [14] DBOT Orientation Handbook Pgs 20-21
- [15] BR 1.3 DBOT Self-Evaluation 2020
- [16] 2022 DBOT Self Evaluation Overview
- [17] June 14 2022 DBOT Workshop Minutes
- [18] 2022 Board Self-Evaluation Questions
- [19] 2022 Board Self Evaluation Results
- [20] July 12 2022 DBOT DDW Minutes
- [21] 2021 Board Self Evaluation Results
- [22] July 13 2021 DBOT DDW Minutes

- 4.3** If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a.) institution's mission, (b.) fiscal stability of the institution, and (c.) institutional policy. (*Multi-level governance*)

Compliance     Partial Compliance     Non-Compliance

#### Narrative

FSCJ's governance structure does not have multiple levels; therefore, this standard is not applicable.

## Section 5 Administration and Organization

### 5.1 The institution has a chief executive officer whose primary responsibility is to the institution. (Chief executive officer) [CR]

Compliance     Partial Compliance     Non-Compliance

#### Narrative

At Florida State College at Jacksonville (hereafter referred to as the College or FSCJ), the College President serves as the chief executive officer (CEO) whose primary responsibility is to the institution. This narrative will address the core duties of the College President and of the College's District Board of Trustees (hereafter DBOT or the Board), pursuant to Florida law and College policy. The College President does not have employment responsibilities other than CEO of the institution.

#### FSCJ's CEO

Dr. Avendano started his role as the sixth president/CEO for FSCJ in July of 2019. With more than 35 years of community college experience, Dr. Avendano was previously the president and CEO of Kankakee Community College in Illinois. He also served as the president of the Illinois Council of Public Community College Presidents and the past chair of the South Metropolitan Higher Education Consortium President's Council in Illinois.

Dr. Avendano was a first-generation college student for whom English is his second language. He received his associate degree from Waubensee Community College, bachelor's degree in exercise physiology from Northern Illinois University, master's degree in adult continuing education from Northern Illinois University, and his doctorate in educational administration and foundations from Illinois State University. Dr. Avendano also served six years as the presidents' liaison for the Illinois region of Phi Theta Kappa (PTK).

He was recognized by PTK with the following awards: Distinguished Administrator, Shirley B. Gordon Award and the 2019 Michael Bennett Lifetime Achievement Award. Additionally, Dr. Avendano was inducted into Illinois State University's Educational Administration and Foundations Hall of Fame. He also received the 2017-18 Illinois Community College Trustees' Association Advocacy Award. Additionally, *The Daily Journal* recognized Dr. Avendano as its 2019 Citizen of the Year.

Since arriving in Jacksonville, Dr. Avendano has become a member of the Downtown Rotary, joined the JAXUSA Chamber, and has become an active participant with the Economic Development branch of JAXUSA. None of these organizations, nor their mission or projects, have created any conflicts of interest personally or for FSCJ.

#### Florida Law

Florida Statute 1001.65[1] states, "The president is the chief executive officer of the Florida College System institution, shall be corporate secretary of the Florida College System institution board of trustees, and is responsible for the operation and administration of the Florida College System." As part of the duties as the executive officer and corporate secretary of the Board of Trustees, the College President develops the Board meeting agenda, as mandated by Florida Statute 1001.61(5)[2], and the College's Administrative Procedure Manual (APM) 01-0501[3], *Recommendations to the District Board of Trustees*. This role as corporate secretary is secondary to the role of president of FSCJ and does not represent a conflict of interest.

Additionally, the statute outlines a broad list of specific duties and responsibilities of the College President to the institution. Some of the primary responsibilities listed in statute include:

- Recommend the adoption of rules governing the operation and administration of the institution.
- Prepare an operating budget.

- Implement hiring policies.
- Execute contracts on behalf of the institution.
- Administer the College's programs and intercollegiate athletics.
- Ensure compliance with federal and state laws.
- Submit an annual employment accountability plan to the Department of Education.
- Annually evaluate the institution's employment accountability plan.

The DBOT, conversely, is not responsible for the day-to-day operation of the College but provides broad oversight of the institution. As outlined in Florida Statute 1001.64[4], the DBOT is responsible for cost-effective policy decisions appropriate to the College's mission.

### College Policy

The College complies with the stated provisions of Florida law as evidenced by the parallels between the listed statutes and College policies. Board Rule 1.5[5], *District Board of Trustees-Organization and Operations*, states that the Board is responsible for implementing broad cost-effective policies consistent with the mission of the College while the President is responsible to implement the rules and carry out the day-to-day operation of the College, thus exercising primary responsibility to the institution. Board Rule 2.3[6], *General Powers, Duties, and Responsibilities of the College President*, states that the College President is responsible to the District Board of Trustees for the organization and administration of the College.

Furthermore, the job description[7] for the College President lists the following general powers of the College President, which further indicates the primary responsibilities of the President to the College:

- Exercise general oversight of the college to determine needs and recommend improvements.
- Advise and counsel the board of trustees and recommend board action.
- Recommend and enforce rules of the board of trustees.
- Recommend and enforce minimum standards for the operation of college programs and for student completion of instructional programs.
- Perform duties and exercise responsibilities assigned by law, rules of the State Board of Education, and by the board of trustees.
- Delegate authority necessary to ensure that laws and rules are executed efficiently.

The job description also lists several duties regarding the President's responsibilities to the Board, including advising the Board; making recommendations on a variety of items such as facilities, programs, purchasing, hiring, and student matters; attending (but not voting) at all Board meetings and keeping the minutes of such meetings; acting for the Board as custodian of all College property, and determining the funds necessary to operate the College.

### Summary

College President Dr. John Avendano is the College's chief executive officer, as established by Florida law. College policy and the CEO job description specify the duties and responsibilities of the College President and ensure that the President's primary responsibility is to the institution. The College President does not have employment responsibilities other than CEO of the institution.

### Evidence

- [1] FL Statute 1001.65 FCS Pres-Powers and Duties 2022
- [2] FL Statute 1001.61 FCS Board of Trustees 2022
- [3] APM 01-0501 Recommendations to DBOT 2015
- [4] FL Statute 1001.64 BOT Powers and Duties 2022
- [5] BR 1.5 DBOT Org and Operations 2016
- [6] BR 2.3 General Powers Duties of President 2016

[7] Job Description-College President



- 5.2. The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's educational, administrative, and fiscal programs and services (*CEO control*)

Compliance     Partial Compliance     Non-Compliance

### Narrative

At Florida State College at Jacksonville (hereafter referred to as the College or FSCJ), the chief executive officer has ultimate responsibility for, and exercises appropriate control over, the institution's educational, administrative, and fiscal programs and services. This narrative will address the structure of the College and demonstrate how the College's CEO (Chief Executive Officer) is responsible for all operations of the institution. College President Dr. John Avendano serves as FSCJ's CEO.

### CEO's Responsibility

The general powers, duties and responsibilities of the College President are set forth in Florida Statute 1001.65[1], *Florida College System institution presidents; powers and duties*, which states that the college president is the chief executive officer (CEO) of the institution. The Statute provides a broad list of areas governed by the College President for the efficient operation and administration of the institution including:

- Educational responsibilities such the establishment and termination of programs, as appropriate, awarding degrees, and governing admissions;
- Administrative responsibilities such as recruitment and evaluation of employees;
- Fiscal responsibilities such as preparing a budget, executing contracts, and acting as custodian for College property and financial resources; and
- Responsibilities for services such as administering intercollegiate athletics, student exchange programs, and student government organizations.

### Board Rules

In keeping with the legislative authority described above, College policy, or Board Rules, are developed by the College President and staff through a Policy Development and Review Committee process and approved by the District Board of Trustees. College Board Rule 2.3[2], *General Powers and Duties of the President*, states that "the College President is responsible to the District Board of Trustees (DBOT) for the organization and administration of the College.

### Administrative Procedure Manuals

The *implementation* of policies is delineated through Administrative Procedure Manuals (APMs). Board Rule 1.5[3], *District Board of Trustees – Organization and Operations*, delineates that the "President is responsible to implement rules which are adopted by the Board and to carry out the day-to-day operation of the College." The APMs are not reviewed or approved by the District Board of Trustees.

An example of the interplay, yet distinct separation, between the Board's policy-making function and the administration's operation and administration, is evident in review of Board Rule 9.2[4], *Distance Education*, and the related APM 09-0204[5], *Distance Education Compliance*. The Board Rule is the over-arching policy that states that distance education at FSCJ must comply with federal laws and SACSCOC principles. The APM outlines specific and detailed procedures for complying with the laws and principles. It delineates, for example, that the College verifies the identity of students, requires a unique login ID and password, and protects the privacy of students. The APM also references faculty support and training, the use of master online courses, and student-instructor interaction, among other topics.

For almost every Board Rule there are one or more APMs delineating specific procedures, evidenced by the Index[6] of Board Rules and APMs, which is listed on the Board Rules website. The procedures

outlined in the APMs cover all aspects of the College from Governance, Administration, Finance, Education and Student Support Services, Technology, and Instruction.

All Board Rules and Administrative Procedure Manuals (APMs) are available on the Board Rules webpage[7].

### President's Job Description

Further evidence of the College President having responsibility for, and exercising appropriate control over, the institution's educational, administrative, and fiscal programs and services are included in the job description[8] of the College President. Those duties and responsibilities include, but are not limited to:

- Recommend to the board rules to account for students, including admission, classification, attendance, control, discipline, promotion, suspension, expulsion, and graduation.
- Provide for the development and improvement of instructional programs.
- Provide for the development and improvement of instructional programs.
- Recommend to the DBOT a physical facilities acquisition and utilization program.
- Recommend to the DBOT physical facilities' alterations, repairs, plans, specifications, furnishings, and equipment.
- Provide for the maintenance of the plant and grounds, assuring safety and sanitation.
- Recommend to the DBOT adequate insurance coverage of College property.
- Recommend to the DBOT the condemnation and removal of buildings when appropriate.
- Determine the funds necessary to operate the College.

### Organization of the College

As demonstrated in the College's organizational chart[9], FSCJ is divided into four functional areas, whose senior officers all report directly to the College President: Academic Affairs, Finance and Administration, Institutional Effectiveness and Advancement, and Student Services. Additionally, the Chief Communications Officer and Executive Director of the FSCJ Foundation report directly to the College President. All educational, administrative, and fiscal programs and services are housed within one of the functional areas detailed in Table 5.2.a-3 below.

**Table 5.2.a-3: Duties and Responsibilities of FSCJ Senior Officers Reporting Directly to the College President**

<b>Position</b>	<b>Duties and Responsibilities</b>
Vice President of Academic Affairs/Provost[10]	Oversight of all educational programs and services (as described in Administrative Procedure Manual 01-0205 [11])
Vice President of Finance and Administration[12]	Oversight of all College finances, facilities, IT, HR, and safety and security
Vice President of Institutional Effectiveness and Advancement [13]	Oversight of accreditation, assessment, planning, grants, and data for the College
Vice President of Student Services[14]	Oversight of all Student Services operations
Chief Communications Officer [15]	Oversight of College Marketing and Communications
Executive Director of the FSCJ Foundation[16]	Oversight of the day-to-day operations of the Foundation

The public may find out more about the College's organizational structure on the Governance and Administration webpage[17], which includes links to a short biography of the President, information about the DBOT, and a downloadable PDF of the organizational chart[9].

### **Executive Leadership Team**

Beginning in August 2021, the College President formed an Executive Leadership Team (ELT) to bring together a broader perspective to the oversight of the many College programs and services. This team, led by the President, meets twice monthly, and includes leaders who have oversight of specific departments throughout the College. The members of the ELT are:

- Provost/Vice President of Academic Affairs
- Vice President of Student Services Chief Officer of Diversity, Equity and Inclusion Vice President of Finance and Administration
- Vice President of Institutional Effectiveness and Advancement
- Associate Vice President of Workforce and Entrepreneurship
- Chief Communications Officer
- Chief Human Resource Officer
- Executive Director of the Foundation
- Associate Vice President of Strategic Initiatives

Although no formal minutes are taken at these meetings, agendas[18] for the September 13 and November 8, 2022, meetings are provided as evidence showing the kinds of items discussed at these ELT meetings and of the President's role.

### **College Leadership Council**

The role of the College Leadership Council (CLC) is to collaboratively recognize and resolve issues and concerns facing the College. The CLC meets twice a semester and is made up of ELT Members, Associate Vice Presidents, Associate Provosts, Deans, the Faculty Senate President, the Career Employees' Council Chair, the Administrative and Professional Collaborative Chair, and a few others. To demonstrate the types of items discussed, and the role of the President, agendas[19] and minutes[20] are provided for the January and August 2022 meetings.

### **College Employee Groups**

Along with meeting with the ELT, the College President meets with College Employee Groups. Per APM 02-1929[21], *Administrative and Professional Collaborative*, the Administrative and Professional Collaborative (APC) represents and reports back to the administrative and professional employees of the College and, as appropriate, to the College President. As can be seen by these calendar invites[22], the President attends the first part of APC meetings, providing Collegewide updates and answering questions before leaving so the APC can conduct their meeting.

The President also meets monthly with the Faculty Senate President, Faculty Union President, other faculty leaders and select ELT members in a Faculty Exchange of Views (FEOV). Although no formal minutes are taken at these meetings, agendas[23] for the April, May, September, and October 2022 meetings are provided here to demonstrate the kinds of items discussed at these FEOV meetings and of the President's role.

### **Summary**

As demonstrated by the College President's direct reports, Executive Leadership Team, and meetings with various College employee groups, the College President, as CEO, has ultimate responsibility for, and exercises appropriate control over, the institution's educational, administrative, and fiscal programs and services.

**Evidence**

- [1] FL Statute 1001.65 FCS Pres-Powers and Duties 2022
- [2] BR 2.3 General Powers Duties of President 2016
- [3] BR 1.5 DBOT Org and Operations 2016
- [4] BR 9.2 Distance Education 2020
- [5] APM 09-0204 Distance Education Compliance 2020
- [6] Index of Board Rules and APMs
- [7] Board Rules Webpage
- [8] President Job Desc
- [9] Org Chart 09-21-22
- [10] Provost Job Desc
- [11] APM 01-0205 Educational Needs 2015
- [12] VP of Finance Job Desc
- [13] VP for IE&A Job Desc
- [14] VP of Student Services Job Desc
- [15] Chief Communications Officer Job Desc
- [16] Exec Dir Foundation Job Desc
- [17] Governance & Administration Webpage
- [18] ELT Agendas
- [19] CLC Agendas
- [20] CLC Minutes
- [21] APM 02-1929 Admin and Prof Collaborative 2016
- [22] President Invite to APC Meetings
- [23] FEOV Agendas

- 5.2.** The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's intercollegiate athletics program (*Control of intercollegiate athletics*)

Compliance     Partial Compliance     Non-Compliance

### Narrative

At Florida State College at Jacksonville (hereafter referred to as the College or FSCJ), the College President, who serves as the chief executive officer of the institution, has ultimate responsibility for, and exercises control over, the institution's intercollegiate athletic program.

### Intercollegiate Athletics at FSCJ

The College's BlueWave athletic department[1] focuses on fostering success for student athletes and is committed to providing equitable athletic opportunities for all students. During the 2021-2022 academic year, 53 female and 50 male student athletes participated in the College's eight competitive collegiate teams. For the 2022-2023 academic year, it is expected that 57 female and 49 male student athletes will participate.

Table 5.2.b-1 below lists the various teams, the number of projected athletes for the 2022-2023 academic year, and the National Junior College Athletic Association (NJCAA[2]) affiliation for the 2021-22 academic year. All teams are part of the Florida College System Activities Association (FCSAA[3]). The FCSAA is governed by the Council of Athletic Administrators (CAA) who are selected/appointed by College Presidents.

**Table 5.2.b-1: BlueWave Sports and NJCAA Affiliation**

Sport	Projected Numbers 2022-23 AY	Division
Men's Baseball	28	Division II
Women's Softball	20	Division II
Women's Beach Volleyball (new)	11	Non-Divisional
Women's Indoor Volleyball	11 (same students as beach)	Division II
Men's Basketball	14	Division I
Women's Basketball	18	Division I
Men's Cross Country	7	Division II
Women's Cross Country	8	Division II

As of January 2021, under the Student Life and Leadership Division, the College also supports a robust and growing e-sports program and is exploring National Junior College Athletic Association Esports (NJCAA E) affiliation. During the 2021 summer term, 21 FSCJ students engaged in three gaming tournaments which were viewed by a total of 161 people. Currently, FSCJ participates in intercollegiate competitions with six other state colleges in Florida.

### Athletics Organizational Chart

As illustrated in the College's Student Services and Athletics Department organizational charts[4], and Table 5.2.b-2 below, the Director of Athletics reports to the Associate Vice President of Student Support and is responsible for managing intercollegiate programs and ensuring compliance with all required athletics association rules and regulations. The Director of Athletics supervises eleven head coaches and assistant coaches. The Associate Vice President of Student Support reports to the Vice President of Student Services and provides direct supervision to the Athletic Director and oversees daily operations of the athletic department. The Vice President of Student Services reports to the College President and provides oversight for related Title IX requirements and athletic program

expenditures. The College President has ultimate responsibility for, and control over, intercollegiate athletics at the College.

**Table 5.2.b-2: Athletics Reporting Structure**

<b>Position Title</b> (linked to position description)	<b>Name</b>
College President[5]	Dr. John Avendano
Vice President of Student Services[6]	Dr. Linda Herlocker
Associate Vice President of Student Support[7]	Dr. Pamela Walker
Director of Athletics[8]	Jerry Thor

FSCJ's new Director of Athletics began in late August 2022. Though not reporting to the College President, the top two candidates had their final interview with the President who has ultimate hiring authority. The new Director of Athletics and President discussed fundraising, expectations of student athletes, how to represent the sport and the school in the community, build excitement, and develop events to bring in the College and the community. The President summed up the meeting in an email[9] to the new Director on August 30, 2022.

### **College President's Control of Intercollegiate Athletics at FSCJ**

Per the NJCAA, FCSAA, and Florida Statute 1001.65(8)[10], the College President has ultimate responsibility for athletics. Per the FCSAA, "Each member institution is represented in the policy-making deliberations of the Association through that institution's President or other designated representative. The institutional representatives constitute the FCSAA Presidents Assembly, the ultimate authority in FCSAA matters."

Per the FCSAA, each institution in Florida appoints a CAA member. At the College, the Director of Athletics serves in this capacity, which aligns with FCSAA bylaws (CAA Handbook - Section 1, Policy 1 [11]). The policy establishes that the "CAA shall consist of the Athletic Director or college representative appointed by the President from each FCSAA Intercollegiate Athletic Program for which eligibility is filed."

The College President is also notified by the governing bodies of any failure to abide by policies and bylaws established by FCSAA and NJCAA. In accordance with FCSAA bylaws (CAA Handbook - Section 17, Policy 1[12]), all formal complaints must be reviewed by the College President (or designee) and contain his or her signature on the report. The College has had no formal athletic complaints since its last reaffirmation. The College is also required to submit an annual Academic Report to the FCSAA. The 2021-2022 report[13] was signed by the President and submitted in September of 2022.

The College President designates the Vice President of Student Services to sign all NJCAA letters of intent for Division I[14], Division II[15] and non-divisional[16] student athletes. The NJCAA releases funds on behalf of the College thus exercising protocols for scholarships. The College President and the DBOT have established the following Administrative Procedure Manuals (APMs) related to student athletes: APM 11-0205[17], *Financial Assistance for Intercollegiate Athletic Participants*, APM 11-0201 [18], *Talent Scholarships*, and APM 09-0901[19], *Student Travel*.

The College President is actively engaged in the athletics program as demonstrated in an email on April 21[20], 2022, regarding athletics scholarships, two email threads from April 25-26[21], 2022, regarding baseball tickets and an NJCAA scholarship audit request, and an email on August 1[22], 2022, regarding tuition waivers.

### **Budget**

The athletics department has an operational budget[23] of \$718,378 including personnel, a scholarship budget of \$112,000, and 33 tuition waivers valued at \$3,146.40 each (equivalent to 30 credit hours of

tuition). The operational budget is developed by the Athletics Director, the AVP of Student Support and Engagement, and the VP of Student Services, and is approved by the President in the final budget approval process. The scholarship budget is developed and recommended by the Scholarship Committee, with the President providing final approval.

## Summary

FSCJ's President has ultimate responsibility for, and exercises control over, the institution's intercollegiate athletic program.

## Evidence

- [1] Athletics Webpage
- [2] NJCAA Webpage
- [3] FCSAA Webpage
- [4] Athletics Org Chart
- [5] Position Description College President
- [6] Position Description VP Student Services
- [7] Position Description AVP Student Support
- [8] Position Description Director of Athletics
- [9] Email 08-30-22
- [10] FL Statute 1001.65(8)
- [11] CAA Handbook Section 1 Policy 1
- [12] CAA Handbook Section 17 Policy 1
- [13] 2021-22 Signed Section 16 Report - FSCJ
- [14] NJCAA Letter of Intent Form Division I
- [15] NJCAA Letter of Intent Form Division II
- [16] NJCAA Letter of Intent Form Non-Divisional
- [17] APM 11-0205 Financial Assistance for Athletes 2022
- [18] APM 11-0201 Talent Scholarships
- [19] APM 09-0901 Student Travel
- [20] Email 04-21-22
- [21] Emails 04-25-22
- [22] Email 08-01-22
- [23] Athletics Budget 2023

- 5.2. The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's fund-raising activities. (*Control of fund-raising activities*)

Compliance     Partial Compliance     Non-Compliance

### Narrative

At Florida State College at Jacksonville (hereafter referred to as the College or FSCJ), the chief executive officer, i.e., the College President, has ultimate responsibility for the institution's fund-raising activities. All College fund-raising is conducted via the FSCJ Foundation, Inc. (hereafter referred to as the Foundation).

### Florida Law

The roles and responsibilities of the Foundation are detailed in Florida Statute 1004.70[1], *Florida College System Institution Direct-Support Organizations*. Statute 1004.70 outlines rules for the use of property, permitted activities and restrictions on those activities, and expectations regarding annual budgets and audits. Governance and fiduciary liability for the Foundation's assets is the responsibility of the 25-member Foundation board. Statute 1004.70 states that "the president of the Florida College System institution for which the direct-support organization is established, or the president's designee, shall also serve on the board." In this way, the FSCJ President exercises responsibility and appropriate control over the institution's fundraising activities.

### College Policy

Administrative Procedure Manual (APM) 02-0205[2], *Gifts to the College*, establishes the process for the acceptance of gifts by the College through the Foundation and the responsibility for the processing of such gifts. APM 02-0205 states the following:

The Foundation will serve as the entity responsible for coordinating the fundraising efforts of the College. Fundraising includes the solicitation of gifts of cash, securities, real estate, planned gifts /bequests, or services on behalf of the College. Fundraising activities must relate to the mission and strategic plan of the College and must be regularly evaluated.

Further, APM 02-0205 states that "in the event that gifts are made directly to the College rather than the Foundation, approval of the College President is required. The College President is the only person who may accept gifts in the name of the College." There have been no instances of donations being made directly to the College.

### Relationship Agreement and Bylaws

The *Relationship Agreement*[3] *Between Florida State College at Jacksonville District Board of Trustees and Florida State College at Jacksonville Foundation, Inc.*, (hereafter referred to as the Agreement), defines the role of the Foundation as such:

The Foundation is a separately incorporated IRS code 501(c)(3) nonprofit corporation created to raise, manage, distribute, and steward private resources to support the mission and purposes of the College and to support the College in any other manner permitted by IRS Code 501(c)(3) and by State laws and the rules, regulations and policies of the College.

Per the Foundation Bylaws[4] (pg. 3), the College President has the following duties and powers:

1. Monitor and ensure that the Foundation is conducting its activities in support of the mission and vision of the College
2. Monitor and control the use of College resources by the Foundation
3. Control the use of the College name by the Foundation



4. Monitor compliance of the Foundation with state and federal laws
5. Present for timely review by the District Board of Trustees of the College the annual CPA prepared external audit of the Foundation following its approval by the Foundation Board
6. Periodically review expenditure and budget plans for the Foundation
7. Select and appoint the Executive Director of the Foundation

The Agreement also states that while the day-to-day operations of the Foundation are led by the Executive Director of the Foundation, who reports directly to the President, the President of the College is responsible for communicating the College's priorities and long-term plans and goals to the Foundation. Through the direction of the President, the Executive Director of the Foundation is responsible for synchronizing Foundation actions in support of the College's mission. The Executive Director of the Foundation and the President discuss fundraising in their regular one-on-one meetings as shown in the agendas[5] from January 13, April 4, July 11, and September 19, 2022. Examples of the President discussing goals and operations are detailed in the Foundation Board of Directors meeting minutes from March 2, 2022[6], and the minutes from the January 25, 2022[7], meeting with the Foundation Development Committee.

### Foundation Goals

Each year, the President presents his goals for the institution to the FSCJ District Board of Trustees (DBOT). The President's goals, including goals specific to the Foundation, are part of the President's contract (exhibit 6[8]), and his annual performance incentive is based on achievement of the goals. The President presented the following Foundation goals for the 2022-23 fiscal year:

- The FSCJ Foundation will launch the first year of its silent phase of the campaign aimed at supporting the top priorities from the Visionary Impact Plan 2.0 (VIP[9]) and 2016 Facilities Master Plan[10] for the College.
- The FSCJ Foundation will increase the number of President's Circle[11] members by 10% over 2021-22.
- The FSCJ Foundation will increase the number of contributions to the Employee Giving Campaign by 10% over 2021-22.
- FSCJ Foundation will develop the strategies and overall goals in line with the VIP 2.0 to launch a community-wide campaign.

### Summary

FSCJ's chief executive officer, i.e., the College President, has ultimate responsibility for the institution's fund-raising activities.

### Evidence

- [1] FL Statute 1004.70 FCS Direct-Support Orgs
- [2] APM 02-0205 Gift to the College
- [3] Agreement College and Foundation
- [4] Foundation Bylaws
- [5] Agendas - President and Foundation
- [6] Foundation Bd of Directors Minutes 3.2.2022
- [7] Foundation Development Minutes 01.25.22
- [8] College President Goals 2022-23
- [9] 2021-24 Visionary Impact Plan
- [10] 2016 Master Plan Goals
- [11] Presidents Circle Ltr

**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*)[**Off-Site /On-Site Review**]

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) 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, appointment, and transfer of College employees. Positions are advertised on the College's Career web page[2]. Additionally, positions may be advertised in industry-appropriate mediums to reach targeted, designated diverse populations.

FSCJ maintains a database of job descriptions, including those for administrative and academic officers, as defined under Board Rule 3.23[3], *Job Classification Descriptions*. The District Board of Trustees (DBOT) has delegated authority to prescribe minimum qualifications for these positions to the College President or designee. Per Board Rule 3.23 "each position description shall contain the position classification title, core functions and responsibilities, and minimum qualifications." Additionally, hiring managers have the option to add preferred qualifications to a job description.

The interview and recommendation process conforms to the College process identified in Administrative Procedure Manual (APM) 03-0304[4], *Selection of Full-Time Administrative/Professional Personnel*. The search committee uses the job description and minimum and preferred qualifications to evaluate and vet applicants. This includes a review of education and experience with questioning to elicit more detail. After conducting an initial interview(s), semifinalists selected by the search committee are forwarded to the hiring manager for review, for additional interviews, and for final decision. When applicable, applicants may participate in open campus forums or other activities to receive feedback from members of the overall College and/or service community.

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

#### Performance Review Process

Administrative and academic officers receive at least one annual performance review per APM 03-1201[5], *Performance Review of Administrative, Professional, Career and Adjunct Employees*. Performance reviews for administrative positions are due annually on June 15. Per the attached *Performance Reviews for Administrative, Professional, and Career Employees* HR Desktop procedure[6], all employee reviews should be completed by their designated due date. For reviews not completed by the designated due date, the following communications are sent:

- After fourteen (14) days, supervisors who have not completed a review are sent an email[7] from Employee Relations (ER) stating which reviews have not been completed and asking that they take immediate action.
- After twenty-one (21) days, supervisors who have not completed a review are sent an email[7] from ER copying their supervisor.

- At thirty-one (31) days, an email[8] is delivered to both the supervisor and the supervisor's supervisor stating that the review has not been completed and asking that they take immediate action.
- After forty-five (45) days, if a review is not completed, ER sends an email[8] to the vice president of the business area (copying the supervisor's supervisor and Chief Human Resource Officer) with the name of the supervisor who has not completed the review. The email requests the vice president's assistance in resolving the issue immediately.
- At sixty (60) days, ER provides the name of any supervisor having not completed the review to the Chief Human Resource Officer for further action and resolution.

Administrative and academic officers are evaluated using a system called myIMPACT (Individually Measuring Performance and Achievement to Cultivate Talent). Performance reviews can be used as an opportunity for employees to discuss their performance and to plan for expected improvements in a manner that encourages and supports their professional growth and development as College employees. The review process emphasizes employee engagement and fosters more frequent, relevant, and timely feedback between supervisors and employees. Reviews are designed to coach and encourage employees by acknowledging where expectations are met and to discuss strategies to improve job performance where needed. The myIMPACT performance review tool consists of competencies aligning with the mission, vision, values, and objectives of the College, and are divided into three areas: Collegewide, Department, and Job Specific. Employees are evaluated in competency areas of performance including:

- FSCJ Advocacy
- Collaboration
- Leadership
- Accountability
- Customer Focus

The ratings for each competency area consist of a three-point scale: Meets Expectations, Meets Some Expectations, and Does Not Meet Expectations. Each competency receives a rating; however, there is not an overall rating. An employee who disagrees with an evaluation may prepare a written rebuttal, which is attached to the review. Reviews are not subject to complaints or grievances.

### **Administrative and Academic Officers**

All administrators employed by the College are approved by the College President, with notice sent to the DBOT based on their educational qualifications, work experience, references, required criminal background screening, and, if required, a drug screen. The academic qualifications and pertinent work experience have been summarized for each administrative and academic officer in the tables presented below. All current administrative and academic officers meet or exceed the minimum qualifications for employment in their respective, assigned roles. The College's organizational chart[9] shows the division of services. The following departments and administrators all report directly to the College President.

- Academic Affairs - Provost/Vice President
- Finance and Administration - Vice President
- Institutional Effectiveness & Advancement - Vice President
- Student Services - Vice President
- Communications - Chief Officer
- Diversity, Equity and Inclusion - Chief Officer
- Project Development and Management - Executive Director
- Government Relations - Director
- FSCJ Foundation - Executive Director

The VPs and their direct reports are responsible for carrying out the major functions of the institution. Tables 5.4-1 through 5.4-5 below identify each high-level administrator (linked to resume/C.V.), their title (linked to job description), a list of academic credentials, and experience. The Evaluation column provides links to the past two performance evaluations for each employee.

Within the Provost/VP Academic Affairs division, the academic deans are also listed along with a summary of their education and experience. These deans have oversight over the credit-bearing academic programs at the College.

**Table 5.4-1: Roster of Administrative and Academic Officers -  
President's Executive Leadership Team (as of June 2022)**

<b>NAME</b>	<b>TITLE</b>	<b>ACADEMIC CREDENTIALS</b>	<b>EXPERIENCE</b>	<b>EVALUATION</b>
Dr. Jerrett Dumouchel [10]	VP, Institutional Effectiveness & Advancement [11] <i>(Interim Appointment)</i>	-Ed.D., Educational Leadership, University of North Florida -M.A., Pure Mathematics, Western Michigan University -B.S., Mathematics, Illinois State University	-Associate Vice President of Institutional Effectiveness, FSCJ -Dean of Mathematics, FSCJ -Dean of Arts & Sciences, FSCJ	Interim appointment as of August 2021[12], previously AVP  myIMPACT 2022 [13] Performance Review
Dr. Deborah Fontaine [14]	AVP, Strategic Priorities[15]	-Ph.D., Curriculum and Instruction, University of Florida -M.A., English, University of South Carolina -B.A., English, Presbyterian College	-Director, Outcomes Assessment and Strategic Planning, FSCJ -Presidential Fellow, FSCJ -Professor, Communications, North Campus, FSCJ -Co-Chair, Quality Enhancement Development Team, FSCJ	myIMPACT 2021 [16] Performance Review  myIMPACT 2022 [17] Performance Review
Dr. Wanda Ford[18]	VP, Finance & Administration (CFO[19])	-D.M., Organizational Leadership, University of Phoenix -M.A., Organizational Management, University of Phoenix -B.S., Accounting, Albany State College	-Owner, Overture Management Consultants, LLC -VP, Finance & Administration (CFO), Florida A&M University	myIMPACT 2022 [20] Performance Review  Interim appointment as of August 2021, therefore only one evaluation is available.
Dr. Cedrick Gibson[21]	AVP, Workforce Development [22]	-Ph.D., Business Administration, Northcentral University -M.Ed., Educational Leadership and Administration, Jones International	-Campus President, Kent Campus and Executive Chair, School of Business, Professional Studies and Public Safety, FSCJ -Regional Director, Small Business Development	myIMPACT 2021 [23] Performance Review  myIMPACT 2022 [24] Performance

		<p>University -M.S., Aeronautical Science, Management and Safety Systems, Embry Riddle Aeronautical University -M.B.A., Aviation, Embry Riddle Aeronautical University -B.B.A., University of Florida</p>	<p>Center, Indian River State College -Dean, Business Technology, Indian River State College -Assistant Professor, School of Business, Indian River State College</p>	<p>Review</p>
<p>Dr. Linda Herlocker [25]</p>	<p>VP, Student Services[26]</p>	<p>-Ed.D., Educational Leadership, University of South Florida -M.B.A., General Management, National University -B.A., English, Pennsylvania State University</p>	<p>-AVP, Admissions &amp; Records, Valencia College -Dean of Students, Valencia College -Dean, Academic Affairs, Hillsborough Community College -Dean, Student Services, Hillsborough Community College</p>	<p>myIMPACT 2021 [27] Performance Review  myIMPACT 2022 [28] Performance Review</p>
<p>Ms. Jill Johnson [29]</p>	<p>Chief Communications Officer[30]</p>	<p>-B.A., Communications, University of North Florida</p>	<p>-Director, Human Resource Services, 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</p>	<p>myIMPACT 2021 [31] Performance Review  myIMPACT 2022 [32] Performance Review</p>
<p>Mr. Mark Lacey[33]</p>	<p>Chief Human Resource Officer [34]</p>	<p>-M.B.A., Spring Hill College -B.S., Human Resource Management, University of South Alabama</p>	<p>-Associate Director, Human Resource Services, University of Florida</p>	<p>myIMPACT 2021 [35] Performance Review</p>

			<ul style="list-style-type: none"> <li>-Manager, Federal Employee Benefits Group, Inc.</li> <li>-Assistant Director, Human Resources, Florida State University</li> <li>-Training Supervisor, World Omni Financial Corp/Southeast Toyota Finance</li> </ul>	myIMPACT 2022 [36] Performance Review
Ms. Lisa Moore[37]	Chief Officer of Diversity, Equity & Inclusion - Executive Director of Employee Relations[38]	<ul style="list-style-type: none"> <li>-JD, Mercer University School of Law</li> <li>-B.B.A., Marketing, Georgia State University</li> </ul>	<ul style="list-style-type: none"> <li>-Exec Director, Talent Acquisition and Management, FSCJ</li> <li>-Exec Director, Employee Relations &amp; College Equity Officer, FSCJ</li> <li>-Director, Policy and Compliance, Office of General Counsel, FSCJ</li> <li>-Exec Director, Office of Policy and Compliance, Duval County Public Schools</li> </ul>	<p>myIMPACT 2021 [39] Performance Review</p> <p>myIMPACT 2022 [40] Performance Review</p>
Dr. John Wall[41]	Provost/VP Academic Affairs[42]	<ul style="list-style-type: none"> <li>-Ph.D., Social Psychology, Minor Statistics, Pennsylvania State University</li> <li>-M.S., Psychology, Pennsylvania State University</li> <li>-B.S., Psychology, University of Florida</li> </ul>	<ul style="list-style-type: none"> <li>-Dean, Arts and Sciences, Downtown Campus, FSCJ</li> <li>-Associate Dean, Arts and Sciences, Deerwood Center, FSCJ</li> <li>-Professor, Psychology, FSCJ</li> </ul>	<p>myIMPACT 2021 [43] Performance Review</p> <p>myIMPACT 2022 [44] Performance Review</p>
Mr. Cleve Warren[45]	Executive Director, FSCJ Foundation[46]	<ul style="list-style-type: none"> <li>-Executive M.B.A., Jacksonville University</li> <li>-B.S., Banking &amp; Finance, University of North Florida</li> </ul>	<ul style="list-style-type: none"> <li>-Interim VP, Finance and Administrative Services, FSCJ</li> <li>-President &amp; CEO, Essential Capital Finance</li> <li>-Chief Operating Officer and Majority Partner, The Players Group International, GP/ CapTrust Financial Advisors</li> <li>-Senior VP, Community First Bank</li> <li>-Chief, Economic Development, City of Jacksonville</li> <li>-Executive Director, Florida Black Business Investment Board</li> </ul>	<p>myIMPACT 2020 [47] Performance Review (no review in 2021)</p> <p>myIMPACT 2022 [48] Performance Review</p>

-VP and Senior Lending  
Officer, Barnett Bank

**Table 5.4-2: Roster of Administrative Staff - Provost/VP Academic Affairs Office (as of June 2022)**

With the exception of nursing, academic deans at FSCJ do not provide academic governance functions that require them to be qualified in the areas they oversee.

NAME	TITLE	ACADEMIC CREDENTIALS	EXPERIENCE	EVALUATION
Dr. Kathleen Ciez-Volz [49]	Associate Provost, Curriculum & Instruction[50]	-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, FSCJ. -Director, Academic and Instructional Program Development, FSCJ. -Interim Associate Dean, FSCJ	myIMPACT 2021 [51] Performance Review  myIMPACT 2022 [52] Performance Review
Dr. Sheri Litt[53]	Associate Provost, Baccalaureate, Career & Technical Education[54]	-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	-Dean, Arts and Sciences /College Integrative Leader, FSCJ -Interim Campus President, Open Campus, FSCJ -Associate Dean, Workforce Development, FSCJ -Associate Dean, Business and Professional Studies, FSCJ -Professor, Business, FSCJ	myIMPACT 2021 [55] Performance Review  myIMPACT 2022 [56] Performance Review
Dr. Ian Neuhard [57]	Associate Provost, Liberal Arts & Sciences[58]	-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	-Campus President, South Campus, FSCJ -Provost/VP Academic Affairs, FSCJ -Campus President, Kent Campus and Cecil Aviation Center, FSCJ -Dean, Baccalaureate Programs, Indian River State College -Statewide Director, Academic Programs and Teacher Preparation, Division of Community Colleges and Workforce Education, FLDOE	myIMPACT 2021 [59] Performance Review  myIMPACT 2022 [60] Performance Review

Dr. Richard Turner[61]	AVP, Academic Operations[62]	<p>-Ed.D., Educational Leadership, Liberty University</p> <p>-Ed.S., Educational Leadership, Liberty University</p> <p>-M.B.A., Management, Brenau University</p> <p>-B.S., Business Administration, University of Maryland University College</p>	<p>-AVP, Enrollment Management, FSCJ</p> <p>-Dean, Enrollment Management, FSCJ.</p> <p>-Interim Dean, Student Success, FSCJ</p> <p>-Acting Associate Dean, Liberal Arts, FSCJ (Kent Campus)</p> <p>-Assessment and Certification Center Manager, FSCJ (Kent Campus)</p>	<p>myIMPACT 2021 [63] Performance Review</p> <p>myIMPACT 2022 [64] Performance Review</p>
Ms. Donna Martin[65]	Executive Director, Nassau Center [66]	<p>-Ed.S., Higher Education Developmental Education, Appalachian State University</p> <p>-M.S., Mathematical Science, University of North Florida</p> <p>-B.S., Mathematics, University of Central Florida</p>	<p>-Interim Dean, Student Success, FSCJ</p> <p>-Associate Dean, Library /Learning Commons, FSCJ</p> <p>-Professor, Mathematics, FSCJ</p>	<p>myIMPACT 2021 [67] Performance Review</p> <p>myIMPACT 2022 [68] Performance Review</p>
Dr. Sabrina Mixson[69]	Executive Director, Compliance & Operations, Workforce Education[70]	<p>-Ed.D., Organizational Leadership, Nova Southeastern University</p> <p>-Ed.S., Educational Leadership, Nova Southeastern University</p> <p>-M.A., Organizational Management, University of Phoenix</p> <p>-B.A., Sociology/ Social Work, Bethune Cookman College</p>	<p>-Director, Program Development (TRIO), FSCJ</p> <p>-Coordinator, GEAR UP Program, FSCJ</p> <p>-Program Director, Out of School Suspension Program, St. Paul Community Empowerment Center</p>	<p>myIMPACT 2021 [71] Performance Review</p> <p>myIMPACT 2022 [72] Performance Review</p>
Mr. Thomas Messner [73]	Executive Dean, Library Services[74]	<p>-MLIS, University of Oklahoma</p> <p>-B.S., Business Administration, University of Arkansas</p>	<p>-Director, Library Services, Barry University</p> <p>-Library Director, Northeastern State University</p> <p>-Interim Executive Director of Libraries, Northeastern State University</p> <p>-Head of Access Services Assistant/ Senior Assistant Librarian, University of Tulsa</p>	<p>myIMPACT 2021 [75] Performance Review</p> <p>myIMPACT 2022 [76] Performance Review</p>



Dr. Mamdouh Babi[77]	Dean, Career Education [78] (Information Technology)	-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	myIMPACT 2021 [79] Performance Review  myIMPACT 2022 [80] Performance Review
Ms. Annette Barrineau [81]	Dean, Career Education [78] (Business)	-M.B.A., Texas Tech University -B.B.A., Marketing, University of Texas at Austin	-Associate Dean, Career Education, FSCJ -VP, Administrative Affairs, St. Johns River State College -Assistant to President/ Director of Personnel, St. Johns River Community College -Acting Dean, Florida School of the Arts/St. Johns River Community College -Faculty Director, Management Training Program, Western Texas College	myIMPACT 2021 [82] Performance Review  myIMPACT 2022 [83] Performance Review
Dr. Neal Henning[84]	Dean, Career Education[78] (Health Sciences)	-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, FSCJ -Director, eTech College of Wisconsin, Wisconsin Technical College System -Assistant Campus Director/Director of Distance Learning, Southeast Community College, Beatrice	myIMPACT 2021 [85] Performance Review  myIMPACT 2022 [86] Performance Review
Dr. Tara Haley[87]	Dean, Education & Human Services[88]	-Ed.D., Educational Leadership, University of North Florida -M.S., Marriage and Family Therapy, St. Thomas University -B.A., Journalism and Psychology, Duquesne University	-Instructional Program Manager, Human Services, FSCJ -Assistant Principal, Palmer Catholic Academy - Supervisor/ Therapist, Children's Services, St. Johns County Health and Human Services	myIMPACT 2021 [89] Performance Review  myIMPACT 2022 [90] Performance Review

		<p>-Licensed Marriage and Family Therapist (LMFT)</p> <p>-Florida Certified Clinical Educator</p>	<p>-Project Manager, TANF (Temporary Assistant for Needy Families), Archways Behavioral Healthcare</p> <p>-Academic Counselor, Center for Talented Youth Program, John Hopkins University</p>	
Dr. Douglas Brauer[91]	Dean, Engineering Technology & Industry[92]	<p>-Ph.D., Education &amp; Human Resource Studies, Colorado State University</p> <p>-M.S., Industrial Engineering, University of Illinois</p> <p>-B.S., Industrial Technology, Illinois State University</p>	<p>-VP, Economic Development &amp; Innovative Workforce Solutions, Richland Community College</p> <p>-Dean, Workforce Development &amp; Community Services, Moraine Valley Community College</p> <p>-Global Manager, Manufacturing Operations &amp; Engineering, Andrew Corporation</p> <p>-Senior Manager, Manufacturing Operations Planning, Life Fitness Company</p> <p>-Director, International Technology Transfer, Network Systems Division, Panduit Corporation</p> <p>-Director, Corporate Engineering Development, Panduit Corporation</p>	<p>myIMPACT 2021 [93] Performance Review</p> <p>myIMPACT 2022 [94] Performance Review</p>
Dr. Linda Roy[95]	Dean of Nursing[96]	<p>-Ph.D., Nursing, Widener University</p> <p>-M.S.N., Adult Health Nurse Practitioner, Gwynedd Mercy College</p> <p>-M.S.N., Nursing Education, Villanova University</p> <p>-B.S.N., Widener University</p>	<p>-ACEN Peer Site Evaluator, Team Leader, Evaluation Review Panel &amp; Appeals Committee Member, Curriculum Consultant, Albright College</p> <p>-Director, Nursing Program, Montgomery County Community College</p>	<p>Not hired prior to 2021 review</p> <p>myIMPACT 2022 [97] Performance Review</p>
Dr. Ujjwal Chakraborty [98]	Dean, Arts & Sciences[99] (FSCJ Online)	<p>-Ph.D., Chemistry, University of Kentucky, Lexington</p> <p>-M.S., Chemistry,</p>	<p>-Interim Department Chair, Physical Sciences, FSCJ</p> <p>-Professor, Chemistry, FSCJ</p>	myIMPACT 2021 [100] Performance Review

		Indian Institute of Technology -B.S., Chemistry, University of Calcutta	-Lab Coordinator, Department of Chemistry, University of North Florida	myIMPACT 2022 [101] Performance Review
Dr. Sondra Evans[102]	Dean, Arts & Sciences[99] (Natural Sciences)	-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 & Natural Sciences, FSCJ -Associate Dean, Mathematics & Natural Sciences, FSCJ -Professor, Biological Sciences, FSCJ	myIMPACT 2021 [103] Performance Review  myIMPACT 2022 [104] Performance Review
Dr. Richard Greene [105]	Dean, Arts & Sciences [99] (Professional Studies & Public Safety)	-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, FSCJ -Associate Dean, Liberal Arts, FSCJ -Chair of Communications Dept./ Professor, Communications, FSCJ -Manager, Learning Assistance Center, FSCJ	myIMPACT 2021 [106] Performance Review  myIMPACT 2022 [107] Performance Review
Dr. Jeffrey Hess[108]	Dean, Arts & Sciences [99] (Com- munication)	-Ed.D., University of North Florida -M.A., Speech Communication, Eastern Illinois University -B.A., Theatre Arts, Eastern Illinois University	-Associate Dean, Career Education, FSCJ -Instructional Officer, Liberal Arts, FSCJ -Director, Pre-Collegiate Instructional Programs, FSCJ -Professor, Speech Communication, FSCJ	myIMPACT 2021 [109] Performance Review  myIMPACT 2022 [110] Performance Review
Dr. Eddy Stringer III [111]	Dean, Arts & Sciences[99] (Math)	-Ph.D., Mathematics, Florida State University -M.A.T., Mathematics, University of Florida -B.A., Mathematics, Albany State University	-Department Chair, Mathematics (Interim), FSCJ -Associate Dean, Mathematics, Tallahassee Community College -Science, Technology, Engineering, Mathematics (STEM) Center Director, Tallahassee Community College -Faculty, Mathematics, FSCJ	myIMPACT 2021 [112] Performance Review  myIMPACT 2022 [113] Performance Review
Ms. Talani Torres[114]		-M.F.A., Dance/ Choreography,	-Director, Dance, FSCJ -Professor, FSCJ	myIMPACT 2021 [115]

	Dean, Arts & Sciences [99] (Humanities)	University of North Carolina-Greensboro -B.A., Psychology, Florida International University	-Instructor, Dance, Meredith College	Performance Review  myIMPACT 2022 [116] Performance Review
Mr. Billy Thomas [117]	Dean, Arts & Sciences[99] (Social & Behavioral Science)	-M.A., Christian Education, Southern Baptist Theological Seminary -Educational Psychology Counseling Certification, Counselor, University of North Florida -B.A., Religion, Stetson University -A.A., General Studies, Florida Junior College	-Department Chair, School of Arts and Sciences, Social and Behavioral Sciences, FSCJ -Academic Success Coach, Counselor Coordinator, FSCJ -Director, Library and Learning Services, FSCJ -Learning Center Manager, Library and Learning Services, FSCJ -Director, Adult Degree Program, Jacksonville University -Director, Faculty and Curriculum, Adult Degree Program, Jacksonville University	myIMPACT 2021 [118] Performance Review  myIMPACT 2022 [119] Performance

**Table 5.4-3: Roster of Administrative Staff - VP Student Services Office  
(as of June 2022)**

In July 2022, after FSCJ's annual evaluation cycle, the Division of Student Services underwent a minor reorganization. The individuals did not change, except for the Registrar, however, job titles and responsibilities did. The title changes are not reflected in the Student Services table below since a new evaluation cycle will not have been completed by the time of this submission.

<b>NAME</b>	<b>TITLE</b>	<b>ACADEMIC CREDENTIALS</b>	<b>EXPERIENCE</b>	<b>EVALUATION</b>
Ms. Jacquelyn Thompson [120]	AVP, Enrollment Management [121]	-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 2021 [122] Performance Review  myIMPACT 2022 [123] Performance Review
Ms. Pamela Walker[124]	AVP, Student Support[125]	-M.B.A., Management, American	-Dean of Student Success, FSCJ	myIMPACT 2021 [126]

		Intercontinental University -B.B.A., Organizational Management, Edward Waters College	-Campus Enrollment Leader, FSCJ -Enrollment Services Coordinator, FSCJ	Performance Review  myIMPACT 2022 [127] Performance Review
Mr. James Stevenson [128]	Executive Director for Military Affairs and Veterans Services[129]	-M.S., Information Systems, Naval Post Graduate School, Monterey, CA -B.A., Political Science, Tulane University	-Executive Director, Economic Development & Public Safety Programs, FSCJ -VP, Military, Public Safety & Security Division, FSCJ -Executive Director, Military Education, FSCJ -U.S. Navy Rear Admiral (Ret.)	myIMPACT 2021 [130] Performance Review  myIMPACT 2022 [131] Performance Review
Ms. Kristine Hibbard [132]	Director, Financial Aid [133]	-M.B.A., Everest University -B.B.A., University of North Florida	-Director, Student Success, Alterius Career College -Director, Finance, Alterius Career College -Student Finance Representative, Alterius Career College	myIMPACT 2021 [134] Performance Review  myIMPACT 2022 [135] Performance Review
Ms. Jacqueline Schmidt [136]	Registrar & Director of Student Records[137]	-M.B.A., Lewis University B.A., Mathematics, Lewis University	-Registrar, Lewis University -Assistant/Associate Registrar, Lewis University	myIMPACT 2021 [138] Performance Review  myIMPACT 2022 [139] Performance Review

**Table 5.4-4: Roster of Administrative Staff - VP Institutional Effectiveness & Advancement Office  
(as of June 2022)**

<b>NAME</b>	<b>TITLE</b>	<b>ACADEMIC CREDENTIALS</b>	<b>EXPERIENCE</b>	<b>EVALUATION</b>
Dr. Jennifer Peterson [140]	Director, Resource Development [141]	-Ed.D., Educational Leadership & Policy, Florida State University -M.Ed., College Student Affairs Administration, University of Georgia -B.A., History, Florida State University	-Resource Development Officer, FSCJ -Educational Program Specialist, University of Georgia -Admissions Counselor, Undergraduate Admissions, University of Georgia	myIMPACT 2021 [142] Performance Review  myIMPACT 2022 [143] Performance Review

Dr. Deana Waite[144]	Director of Institutional Research[145]	-Ed.D., Educational Leadership, University of North Florida -B.A., Public Administration, Roger Williams University	-Program Coordinator, FSCJ -Project Coordinator, FSCJ -Counselor/ Coordinator, Community College of Rhode Island	myIMPACT 2021 [146] Performance Review  myIMPACT 2022 [147] Performance Review
Dr. Gregory Michalski [148]	Director of Student Analytics and Research[149]	-Ph.D., Education, Measurement & Evaluation and Administration, University of Ottawa -M.S.C., Business Analytics, Pennsylvania State University World Campus -M.S., Forest Products Research/Biometry/ Biostatistics, Virginia Polytechnic Institute & State University -B.S., Natural Resource Management/ Analytical Chemistry, Southern Illinois University	-Senior Trainer, Technical Instructional Design, Convergys Corporation -Information Systems Development Manager, Winn Dixie Corp. -Program Development Associate, Training Evaluation Services, American College Testing -Senior Project Manager, R&D Effectiveness, Nortel Networks -Training & Operations Research Engineer, Zenith Data Systems	myIMPACT 2021 [150] Performance Review  myIMPACT 2022 [151] Performance Review

**Table 5.4-5: Roster of Administrative Staff -  
VP Business Services Office  
(as of June 2022)**

<b>NAME</b>	<b>TITLE</b>	<b>ACADEMIC CREDENTIALS</b>	<b>EXPERIENCE</b>	<b>EVALUATION</b>
Mr. Morris Bellick[152]	AVP, Facilities [153]	-B.S., Heavy Construction, Arizona State University -A.S., Architectural Engineering Technology, Pennsylvania State University	-Director of Campus Operations, FSCJ -Owner, Professional Group Associates -Operations Manager, Carlson Group -Division Manager, The Haskill Company	myIMPACT 2021 [154] Performance Review  myIMPACT 2022 [155] Performance Review
Mr. Stephen Stanford [156]	AVP, Administrative Services[157]	-M.B.A., Finance, University of North Florida -B.S., Electrical Engineering, University of North Florida	-Executive Director, Budget, Financial Planning & Auxiliary Services, FSCJ	myIMPACT 2021 [158] Performance Review

		-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	myIMPACT 2022 [159] Performance Review
Mr. Ronald Smith[160]	Chief Information Technology Officer[161]	-B.S., Southern Illinois University -ITIL Certified Source Fire Certified Professional -Cisco Certified Network Professional -Cisco Certified Design Professional -Microsoft Certified Systems Engineer -Linux Certified A Service Technician	-Executive Director, Information Technology, FSCJ -Director, Information Technology, FSCJ -Network Design and Support Manager, FSCJ -Network Systems Specialist, FSCJ -Network Application Specialist, FSCJ	myIMPACT 2021 [162] Performance Review  myIMPACT 2022 [163] Performance Review
Ms. Lindsey Thomas [164]	Controller[165]	-M.S., Accounting, Florida Atlantic University -B.S., Business Administration, University of Florida	-Director of Accounting, FSCJ -Assistant Director of Budget, FSCJ -Internal Auditor, EverBank -Accountant IV, FSCJ	myIMPACT 2021 [166] Performance Review  myIMPACT 2022 [167] Performance Review
Mr. Romualdo Marquez [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 & Marquez, P.A.	myIMPACT 2021 [170] Performance Review  myIMPACT 2022 [171] Performance Review
Ms. Debbie Monnserrat [172]	Executive Director, Risk Management [173]	-M.S., Justice, University of North Florida -B.A., Criminal Justice, University of Alaska Anchorage -Health Care Risk Management Certificate, University of Florida	-Coordinator, Insurance and Risk, University of Florida. -Property and Casualty Risk Manager, University of Florida Health.	myIMPACT 2021 [174] Performance Review  myIMPACT 2022 [175] Performance Review
Mr. Gordon Bass[176]	Director, Security [177]	-M.A., Human Resource Development, Webster University	-Director, Public Safety, Jacksonville University -Undersheriff, Nassau County Sherriff's Office	myIMPACT 2021 [178] Performance Review

		-M.A., Security Management, Webster University -B.S., Interdisciplinary Studies /Criminal Justice, Liberty University -A.A., Criminal Justice, Florida Junior College	-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 2022 [179] Performance Review
--	--	---	--	--

## Summary

As demonstrated by the credentials and experience provided in the above tables, FSCJ has administrative and academic officers with appropriate experience and qualifications to lead the institution. Each individual who holds such a position has been selected and appointed according to Board Rules and Administrative Procedures and is evaluated annually per College policy.

## Evidence

- [1] BR 3.1 Authority to Hire 2016
- [2] Career Webpage
- [3] BR 3.23 Job Classification Descriptions 2016
- [4] APM 03-0304 Selection of FT Admin-Prof Personnel 2019
- [5] APM 03-1201 Performance Review Admin-Prof-Adjunct 2021
- [6] HR Desktop Procedure for Performance Reviews
- [7] Email-14 and 21 days
- [8] Email-31 and 45 days
- [9] Organizational Chart 9-21-22
- [10] Jerrett Dumouchel - Resume
- [11] Vice President for Institutional Effectiveness and Advancement
- [12] Jerrett Dumouchel
- [13] 2022 Review for J.Dumouchel
- [14] Deborah Fontaine - CV
- [15] Associate Vice President for Strategic Priorities
- [16] Deborah Fontaine
- [17] 2022 Review for D.Fontaine
- [18] Wanda Ford - Resume
- [19] Vice President of Finance and Administration
- [20] 2022 Review for W. Ford
- [21] Cedrick Gibson - Resume
- [22] Associate Vice President for Workforce Development and Entrepreneurship
- [23] Cedrick Gibson
- [24] 2022 Review for C.Gibson



- [25] Linda Herlocker - Resume
- [26] Vice President of Student Services
- [27] Linda Herlocker
- [28] 2022 Review for L.Herlocker
- [29] Jill Johnson - Resume
- [30] Chief Communications Officer
- [31] Jill Johnson
- [32] 2022 Review for J.Johnson
- [33] Mark Lacey - Resume
- [34] Chief Human Resource Officer
- [35] Mark Lacey
- [36] 2022 Review for M.Lacey
- [37] Lisa Moore - Resume
- [38] Chief Officer Diversity, Equity & Inclusion
- [39] Lisa Moore
- [40] 2022 Review for L.Moore
- [41] John Wall-CV
- [42] Provost and Vice President for Academic Affairs
- [43] John Wall
- [44] 2022 Review for J.Wall
- [45] Cleve Warren - Resume
- [46] Executive Director FSCJ Foundation
- [47] Cleve Warren (2020)
- [48] 2022 Review for C.Warren
- [49] Kathleen Ciez-Volz - CV
- [50] Associate Provost for Curriculum and Instruction
- [51] Kathleen Ciez-Volz
- [52] 2022 Review for K.Ciez-Volz
- [53] Sheri Litt - Resume
- [54] Associate Provost for Baccalaureate Career and Technical Education
- [55] Sheri Litt
- [56] 2022 Review for S.Litt
- [57] Ian Neuhard - Resume
- [58] Associate Provost for Liberal Arts and Sciences
- [59] Ian Neuhard
- [60] 2022 Review for I.Neuhard
- [61] Richard Turner - Resume
- [62] AVP Academic Operations
- [63] Richard Turner
- [64] 2022 Review for R.Turner
- [65] Donna Martin - Resume
- [66] Executive Director of Nassau Center

- [67] Donna Martin
- [68] 2022 Review for D.Martin
- [69] Sabrina Benn-Mixson - Resume
- [70] Executive Director Compliance & Operations Workforce Education
- [71] Sabrina Benn-Mixson
- [72] 2022 review for S.Mixson
- [73] Thomas Messner - Curriculum Vitae
- [74] Executive Dean Library Services
- [75] Thomas Messner
- [76] 2022 Review for T.Messner
- [77] Mamdouh Babi - Resume
- [78] Dean of Career Education
- [79] Mamdouh Babi
- [80] 2022 Review for M.Babi
- [81] Annette Barrineau - Resume
- [82] Annette Barrineau
- [83] 2022 Review for A.Barrineau
- [84] Neal Henning - Resume
- [85] Neal Henning
- [86] 2022 Review for N.Henning
- [87] Tara Haley - CV
- [88] Dean of Education and Human Services
- [89] Tara Haley
- [90] 2022 Review for T.Haley
- [91] Douglas Brauer - CV
- [92] Dean of Engineering Technology and Industry
- [93] Douglas Brauer
- [94] 2022 Review for D.Brauer
- [95] Linda Roy - Resume
- [96] Dean of Nursing
- [97] 2022 Review for L.Roy
- [98] Ujjwal Chakraborty - CV
- [99] Dean of Arts and Sciences
- [100] Ujjwal Chakraborty
- [101] 2022 review for U.Chakraborty
- [102] Sondra Evans - Resume
- [103] Sondra Evans
- [104] 2022 review for S.Evans
- [105] Richard Greene - CV
- [106] Richard Greene
- [107] 2022 Review for R.Greene
- [108] Jeffrey Hess - Resume

- [109] Jeffrey Hess
- [110] 2022 Review for J.Hess
- [111] Eddy Stringer - Curriculum Vitae
- [112] Eddy Stringer III
- [113] 2022 Review for E.Stringer
- [114] Talani Torres - Resume
- [115] Talani Torres
- [116] 2022 Review for T.Torres
- [117] Billy Thomas Jr - Resume
- [118] Billy Thomas
- [119] 2022 Review for B.Thomas
- [120] Jacquelyn Thompson - Resume
- [121] Associate Vice President of Enrollment Management
- [122] Jacquelyn Thompson
- [123] 2022 Review for J.Thompson
- [124] Pamela Walker - Resume
- [125] Associate Vice President Student Support
- [126] Pamela Walker
- [127] 2022 Review for P.Walker
- [128] James Stevenson - Resume
- [129] Executive Director for Military Affairs
- [130] James Stevenson
- [131] 2022 Review for J.Stevenson
- [132] Kristine Hibbard - Resume
- [133] Director of Financial Aid
- [134] Kristine Hibbard
- [135] 2022 Review for K.Hibbard
- [136] Jacqueline Schmidt - Resume
- [137] Registrar and Director of Student Records
- [138] Jacqueline Schmidt
- [139] 2022 Review for J.Schmidt
- [140] Jennifer Peterson - Resume
- [141] Director of Resource Development
- [142] Jennifer Peterson
- [143] 2022 Review for J.Peterson
- [144] Deana Waite - Resume
- [145] Director of Institutional Research
- [146] Deana Waite
- [147] 2022 Review for D.Waite
- [148] Gregory Michalski - CV
- [149] Director of Student Analytics and Research
- [150] Gregory Michalski

- [151] 2022 Review for G.Michalski
- [152] Morris Bellick - Resume
- [153] Associate Vice President for Facilities
- [154] Morris Bellick
- [155] 2022 Review for M.Bellick
- [156] Stephen Stanford - Resume
- [157] AVP Administrative Services
- [158] Stephen Stanford
- [159] 2022 Review for S.Stanford
- [160] Ronald Smith - Resume
- [161] Chief Information Officer
- [162] Ronald Smith
- [163] 2022 Review for R.Smith
- [164] Lindsey Thomas - Resume
- [165] Controller
- [166] Lindsey Thomas
- [167] 2022 Review for L.Thomas
- [168] Romualdo Marquinez - Resume
- [169] Assistant General Counsel (Contract Compliance)
- [170] Romualdo Marquinez
- [171] 2022 Review for R.Marquinez
- [172] Debbie Monnseratt - Resume
- [173] Executive Director of Risk Management
- [174] Debbie Monnseratt
- [175] 2022 Review for D.Monnseratt
- [176] Gordon Bass - Resume
- [177] Director of Security
- [178] Gordon Bass
- [179] 2022 Review for G.Bass

## 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; Off-Site/On-Site Review]

Compliance     Partial Compliance     Non-Compliance

#### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) 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]) emphasizing teaching and professional academic responsibilities for full-time faculty members; processes to assess faculty sufficiency; and a budget process which ensures that the College is focused on instruction and supporting teaching and learning goals.

#### College Mission and Goals

The College's current mission[2] statement is, "Florida State College at Jacksonville provides an equitable, high quality, success-driven learning experience for our diverse community of students."

FSCJ ensures that the number of full-time faculty employed by the College is adequate to support the goals of the institution. The 2021-24 FSCJ Visionary Impact Plan[3] has identified four major Strategic Priorities (goals) that are also supported by the FSCJ full-time faculty:

1. Ensure Clear Academic and Admissions Pathways
2. Develop Strategic Enrollment Management Plan
3. Increase College-going Rates
4. Increase Enrollment from Adult Populations

#### Specific Responsibilities of Full-Time Faculty

The responsibilities for full-time faculty members are described in the College's CBA with the United Faculty of Florida - Florida State College at Jacksonville. As an open access institution focused primarily on teaching and learning, research and publishing are not among the expectations of faculty. FSCJ does not utilize graduate assistants to teach any courses.

Specific expectations for full-time faculty are described in Article 26[4], *Workload*, within the CBA. Specified requirements are summarized below:

- 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, with the remaining 10 scheduled hours used for College-related professional activities that are identified collaboratively with the faculty member's supervising administrator. For full-time faculty teaching clock hour courses, the faculty teaching load is 25 hours in the classroom, with the remaining hours to be used for professional activities. Deans and department chairs track workload and office hours each term using a Faculty Scheduling Document[5].
- Full-time faculty teach at least 30 workload units (WLU) across two academic terms. A WLU is roughly equivalent to a credit hour. As a practical matter, the majority of faculty teach at least 10 courses over two terms to meet their load requirements, although some teach fewer. The WLU value for each course assignment is referenced in the master course outline developed through the College's Curriculum Committee process. It is the responsibility of the supervising administrator to plan a full load for all full-time faculty within the two required semesters.

- Professional activities (pg. 44[1]) typically include opportunities and assignments for work on committees and other initiatives including program review, outcomes assessment, curriculum and course development, professional meetings, work with advisory boards, participation in College-sponsored professional development, working in the learning lab, development of work-based learning agreements, field research, and approved special projects.
- During contract days when a teaching faculty member has no scheduled classes as part of their base load, they may participate in one of the professional activities listed above.

Overload assignments (pg. 46[4]) are made to meet student and instructional needs by mutual agreement between the appropriate administrator and faculty member. Faculty members who meet their base teaching load at 30 WLUs per academic year are not required to accept additional class assignments that place them over 31 WLUs. A faculty member is not required to teach a sixth course in any given semester to fulfill base load. Overloads are tracked using an Overload Form[6].

### Faculty Sufficiency Evaluation

An examination of budget expenditures, as shown in Table 6.1-1 below, reveals that the expenditures related to instruction are, 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: Annual Operating Cost, Fiscal Year Ending June 30, 2020**

Function	Cost in Dollars	% of Total
Instruction	<b>\$59,481,875</b>	<b>28.6%</b>
Public Services	\$26,955,716	13.2%
Academic Support	\$23,692,026	11.6%
Student Services	\$24,969,748	12.2%
Instructional Support	\$21,020,013	10.3%
Operation and Maintenance	\$35,246,444	17.2%
Scholarships and Waivers	\$12,306,749	6.0%
Depreciation	\$702,446	.3%
Auxiliary Enterprises	\$962,664	.5%
<b>Total Operating</b>	<b>\$204,375,017</b>	<b>100.00%</b>

Source: 2020-21 FSCJ Fact Book (Table 23, pg. 38[7])

The total number of full-time faculty at the College fluctuates slightly each 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[8], which begins with planning in February and culminates with the District Board of Trustees adopting a budget in 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[9], *Continuing Contracts*.

- 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

As a matter of practice, the College strives to achieve an overall ratio of full-time faculty to Full-Time Equivalent (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. Table 6.1-2 below, of the Ratio of Full-Time (FT) Faculty to FTE Credit Enrollments, illustrates the trend for full-time faculty positions at the College over the previous three years. As demonstrated, the College has been able to maintain a ratio well below the 1-to-50 goal.

**Table 6.1-2: Ratio of FT Faculty to FTE Credit Enrollments**

Data Reporting Period	Full-Time Faculty	FTE Credit Enrollments	FT Faculty to FTE Ratio
2018-2019	348	15,720	1-to-45.2
2019-2020	350	15,955	1-to-45.6
2020-2021	343	14,744	1-to-43.0

Source 2020-2021 FSCJ Fact Book, pgs. 22 and 30[10]

### Full-Time and Part-Time Faculty Utilization

While full-time faculty typically teach 15 WLUs per term, part-time faculty generally teach 12 or fewer WLUs per term. As displayed in Table 6.1-3 below, the percentage of full-time faculty employed by FSCJ over the last three academic years has been 35% or above.

**Table 6.1-3: Average Percent of Full-Time Faculty - FSCJ**

Data Reporting Period	Full-Time Faculty	Part-Time Faculty	Total Faculty	% FT Faculty
2018-2019	348	527	875	40%
2019-2020	350	664	1,041	35%
2020-2021	343	595	938	37%

Source 2020-2021 FSCJ Fact Book, pg. 30[11]

As a benchmark for comparison, Table 6.1-4 below shows the aggregate percentage of full-time faculty reported by the 28 institutions within the Florida College System (FCS) for the fall term over the same three-year reporting period. 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 in Florida.

**Table 6.1-4: Average Percent of Full-Time Faculty - Florida College System**

Data Reporting Period	Full-Time Faculty	Part-Time Faculty	Total Faculty	% FT Faculty
Fall 2019	6,175	14,305	20,480	30%
Fall 2020	6,146	12,869	19,015	32%
Fall 2021	6,248	12,095	18,343	34%

Source: 2020, 2021, and 2022 FCS Fact Books[12]

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,

regardless of whether the courses are taught face-to-face (includes 100% in classroom and hybrid) or online (includes both synchronous and asynchronous). Table 6.1-5 below shows the total number of credit sections and the percentage of those taught by full-time faculty, and the number of online sections and percentage taught by full-time faculty.

**Table 6.1-5: Percent of College Credit Sections Taught by FT Faculty**

Term	Total Credit Sections	# Taught by FT Faculty	% Taught by FT Faculty	Online Sections	# Taught by FT Faculty	% Taught by FT Faculty
Spring 2022	2,856	1,848	65%	1,436	944	66%
Fall 2022	2,881	1,745	61%	1,405	853	61%

Additionally, the number of full-time faculty is distributed equitably across locations, based on the number of courses offered and student enrollments, as evidenced by Table 6.1-6, which represents enrollments and courses offered during the spring and fall 2022 terms:

**Table 6.1-6: Credit Courses Taught by Full-time Faculty by Campus/Center**

Campus /Center	Spring 2022 Enrollment	Total Number of Courses	% Taught by FT Faculty	Fall 2022 Enrollment	Total Number of Courses	% Taught by FT Faculty
Cecil Center	747	68	52%	912	71	59%
Deerwood Center	1,716	116	56%	2,106	123	50%
Downtown Campus	2,656	213	69%	2,937	218	65%
Kent Campus	2,271	171	76%	2,802	182	77%
Nassau Center	435	44	84%	540	47	81%
North Campus	1,561	156	71%	1,914	156	64%
South Campus	4,154	333	75%	5,509	358	73%

## Summary

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

## Evidence

- [1] Collective Bargaining Agreement 2020
- [2] Mission, Vision & Values Webpage
- [3] 2021-24 VIP 2.0
- [4] CBA 2020 Article 26
- [5] Faculty Scheduling Doc Spring 22\_SAMPLE
- [6] Overload Form 2021-2022 SAMPLE
- [7] FSCJ Fact Book pg. 38



- [8] Budget Development Process and Timeline 20-21
- [9] CBA 2020 Article 13
- [10] FSCJ Fact Book pgs. 22 and 30
- [11] FSCJ Fact Book pg. 30
- [12] FCS Fact Books 2020-2021-2022

- 6.2. For each of its educational programs, the institution justifies and documents the qualifications of its  
 a faculty members. (*Faculty qualifications*)

Compliance     Partial Compliance     Non-Compliance

### Narrative

For each of its educational programs, Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) justifies and documents the qualifications of its faculty. The complete faculty roster addresses the qualifications of faculty members who taught in the spring 2022 and fall 2022 terms and were hired since 2014, the College's previous reaffirmation. (Note: the roster[1] form must be downloaded using Adobe Acrobat Reader in order for the links within to work. For instructions on downloading, please see the Instruction Document that was submitted with the Compliance Report.)

### College Policies

The College follows explicit procedures found in Administrative Procedure Manual (APM) 03-0310[2], *Qualifications for Instructional Employees*, to justify and document the qualifications of all faculty members regardless of modality. This policy outlines the process for collecting appropriate documentation for the justification and authentication of faculty credentials and the parties responsible for credentialing. The College credentials adjunct faculty (i.e., those who teach in a part-time capacity - 12 or less college credits per term), to teach college credit courses following procedures outlined in APM 03-0601[3], *Credentialing of Adjunct Instructors*. All adjunct faculty meet the same standards of credentialing as full-time faculty, including those who teach courses at dual enrollment locations.

The College uses faculty credentialing matrices to outline the expected qualifications for each academic discipline. The School of Liberal Arts and Sciences (SOLAS) Credentialing Matrix[4], and Baccalaureate, Career, and Technical Education (BCTE) Matrix[5] delineate the specific credentialing standards for each program and discipline. Where necessary, a matrix also notes additional criteria beyond the traditional academic qualifications for teaching specific course content within specific disciplines. Note: the complete roster form is listed alphabetically. At the top of each individual roster form, along with the discipline or program name, there is an indication for which credentialing matrix to use, SOLAS or BCTE.

### Credentialing Procedures

There are several steps within the hiring process at FSCJ that help ensure the College's credentialing process is robust. First, applicants seeking to become faculty members are required to provide documentation in the form of official institutional transcripts of their academic qualifications, as well as proof of experience and licenses/certifications, in accordance with the faculty credentialing matrices. Academic department chairs or program managers then review these official transcripts to ensure that the applicant meets the minimum requirements of the faculty credentialing matrices for all courses the applicant will teach, and then the academic department chair or program manager prepares the credentialing packet. The academic deans review and revise the packets, as needed, and then the associate provost reviews them and either revises or approves. Finally, Human Resources reviews all credentials and compares them to the official instructor table in the scheduling system.

### Alternative Credentialing

The College always seeks to exceed the minimum requirements for faculty credentials and routinely hires faculty that have formal academic coursework that qualify them to teach courses in the specific discipline. However, in some cases, an applicant may not meet the College's minimum requirements expected for the program or discipline but has a distinguished professional background that qualifies them to teach specific courses. For example, the College considers these forms of demonstrated competence as appropriate: undergraduate and graduate degrees, related work experience in the field, professional licensure and certifications, honors and awards, continuous and documented

excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

The College offers three types of alternate credentialing approvals for instructional faculty when questions arise regarding minimum qualifications: a Letter of Exception (LOE[6]), a Letter of Qualification (LOQ[7]), and a Letter of Verification (LOV[8]). The LOE is typically granted for one term but may be extended if the need exists. An LOQ is provided based on the individual's evidence that other degrees, work and life experiences, and awards and honors qualify the individual as an expert in the discipline or subject matter. The LOV was recently developed to address faculty credentials for those teaching career/technical courses in Associate in Science (A.S.) degree programs who may not meet the minimum educational requirements but do meet, with appropriate documentation, minimum alternative credentialing established by the Florida College System for A.S. and Associate in Applied Science (A.A.S.) programs of study. These alternative credentials have been incorporated into the College Faculty Credentialing Matrices mentioned above. All letters are completed by the Academic Dean and then reviewed and approved by the Provost's office.

In this sample letter[9] of exception, an applicant was qualified to teach Chemistry for Spring Term 2022 based on a need for weekend classes and having several chemistry classes within his Master's in Oceanography degree. In this sample letter[10] of qualification, an applicant was certified to teach dance based on extensive professional experience, training, and actively working to complete a Master of Fine Arts degree. In this sample letter[11] of verification, a faculty member met the Florida College System alternate faculty credentials to teach a finance course based on a Master's in Business Administration with 21 graduate credit hours in finance and six years of experience in finance.

## **Documentation**

The College follows specific processes to ensure that the credentialing of all faculty is properly authenticated and documented. The official documentation to support credentialing is physically maintained within Human Resources. Electronic storage and management of documentation is maintained through the Xitracs and OnBase systems. Once original documentation has reached Human Resources, the documentation is stored as an official record. Then, the Associate Provost for Liberal Arts and Sciences, the Associate Provost for BCTE programs, and the Associate Vice President of Workforce Development enter the credentialing information into the College ERP system (PeopleSoft). To ensure that properly credentialed faculty members are placed only in classes for which they are credentialed to teach, the College maintains a credentialing database within the ERP system. The ERP system prohibits personnel from placing a non-credentialed faculty member into a course. Deans, program managers, and other academic leaders can access the ERP system to verify credentialing.

## **Credentialing Matrix Review Process**

In accordance with APM 03-0310[2], *Qualifications for Instructional Employees*, Section E, faculty credentialing matrices are routinely reviewed and updated in a cycle not to exceed three years. The Faculty Senate does an independent review of the faculty credentialing matrices and makes recommendations to the provost. Simultaneously, the academic deans, department chairs, and program managers, in collaboration with discipline faculty, conduct reviews of the faculty credentialing matrices and submit recommendations to the Associate Provost of Liberal Arts and Sciences, the Associate Provost of Bachelors, Career, and Technical Education, and the Associate Vice President of Workforce Development. Each Associate Provost reviews the recommendations from the Faculty Senate, the deans, and the department chairs; conducts an independent review; and submits final recommendations to the provost for consideration and final approval.

In 2021, the School of Liberal Arts and Sciences began the reiterative process of reviewing and updating faculty credentialing matrices based on the College procedures and led by the Associate

Provost of Liberal Arts and Sciences. This process concluded with revisions[12] approved by the Provost in August of 2021 so that it could be used by the start of the 2021-22 academic year. The timeline[13] for the entire review process is included as evidence.

During the review process, discipline faculty review the credentialing matrices and make recommendations to their dean or program managers for revisions. These recommendations are sent to the Associate Provost who coordinates the credentialing matrix review process. The Faculty Senate also reviews the matrices and forwards recommendations through the Associate Provost to the Provost /Vice President of Academic Affairs, who has final approval authority for all recommended changes to the credentialing matrix. Recommendations must be similar to what is found in other colleges' matrices and must adhere to the general expectations set forth by SACSCOC.

## Summary

As described above, FSCJ justifies and documents the qualifications of its faculty members who carry out the mission of the institution with quality and integrity for each of its educational programs. This includes faculty members who teach at a distance (online), dual enrollment faculty, and adjunct faculty members.

## Evidence

- [1] Complete Roster Form
- [2] APM 03-0310 Qualifications for Instructional Employees 2016
- [3] APM 03-0601 Credentialing of Adjunct Instructors 2017
- [4] SOLAS Credentialing Matrix 2022
- [5] BCTE Credentialing Matrix 2022-23
- [6] LOE Template
- [7] LOQ Template
- [8] LOV Template
- [9] LOE Sample
- [10] LOQ Sample
- [11] LOV Example
- [12] Memo-Credential Matrix Revisions-8-16-21
- [13] Credentialing Matrix Review

- 6.2.** 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)***[CR; Off-Site/On-Site Review]**

Compliance     Partial Compliance     Non-Compliance

### Narrative

For each of its educational programs, Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review, regardless of program location or instructional modality. FSCJ does not use graduate assistants to teach any courses.

### Faculty Role

Full-time faculty members at FSCJ provide appropriate oversight of curriculum and program quality, integrity, and review. FSCJ faculty are appointed by the District Board of Trustees, pursuant to the College President's recommendation, to fill an approved, budgeted position. As outlined in the job description[1] for a full-time professor, full-time faculty primarily teach and hold office hours; however, they may also engage in other professional activities such as curriculum and program improvement and review, the development of learning outcomes and assessment measures, and professional trainings. Faculty 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 are documented in the Collective Bargaining Agreement (CBA). The CBA defines the expectations of full-time faculty members in Article 26 on Workload (pg. 44[2], Section I). 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 faculty teaching load is 25 hours in the classroom, with the remaining hours to be used for professional activities. Professional activities, described in the Article 26 (pg. 44[2], Section I), typically include opportunities and assignments for work on committees and other initiatives including program review, outcomes assessment, curriculum and course development, professional meetings, work with advisory boards, participation in College-sponsored professional development, working in the learning lab, development of work-based learning agreements, field research, and approved special projects.

Full-time faculty teach at least 30 workload units (WLU) across two academic terms. A WLU is roughly equivalent to a credit hour. As a practical matter, the majority of faculty teach at least 10 courses over two terms to meet their load requirements, although some teach fewer. The WLU value for each course assignment is referenced in the master course outline developed through the College's Curriculum Committee process.

Overload assignments, also outlined in Article 26 (pg. 46[2], Section II) 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 WLUs in any given term without special permission. Full-time faculty members teaching clock hour courses have overload calculations based on 30 hours per WLU. A faculty member is not required to teach a sixth course in any given semester to fulfill base load. Overloads are tracked using an Overload Form[3].

As noted in the Department Chair job description[4] and the Instructional Program Manager job description[5], 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. Adjunct faculty teach courses and prepare syllabi in accordance with the College approved course outlines, as well as support students and refer them to appropriate College resources, as needed, as noted in the Adjunct Instructor job description[6].

## Faculty Sufficiency

The number of full-time faculty at FSCJ 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/June for the subsequent fiscal year, beginning on July 1. There is currently no institutional policy in place requiring a minimum number of full-time faculty members teaching in each academic program.

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 funding. 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- and part-time faculty for their respective academic programs in order 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 in Science (A.S.), Associate in Applied Science (A.A.S.), Associate in Arts (A.A.), Bachelor of Science (B.S.), Bachelor of Applied Science (B.A.S.), Bachelor of Science in Nursing (B.S.N.), or Career Certificate/Clock Hour (C.C.). While not an institutional requirement, it is general practice at FSCJ to have no fewer than 25% of all College credit sections taught by full-time faculty for each of its academic programs. This benchmark is in place to ensure curriculum and program quality, integrity, and review, and has been in place since our last reaffirmation. During that time, we have seen our fall productive grade rate (A, B, and C) rise from 79.9% (fall 2014) to 81.2% (fall 2021) and our fall-to-fall persistence rise from 50.4% to 55.2%.

While the majority of FSCJ programs meet or exceed the desired 25% threshold, some programs do fall below the 25% mark for valid reasons. These programs falling below the 25% threshold have been identified, along with specific explanations for why these programs fell below that mark and explanations as to how the full-time faculty that are teaching within those programs are sufficient to ensure program quality, integrity, and review.

## Credit Programs

Table 6.2.b-1 below shows the total number of sections taught and the percentage of those sections that were taught by full-time faculty for each credit program during the Spring and Fall 2022 Terms.

**Table 6.2.b-1: Spring and Fall 2022 - Full-time Faculty Percentages - Credit Programs**

		Total # of Spring Sections	% of Sections Taught by	Total # of Fall Sections	% of Sections Taught by

<b>Plan</b>	<b>Program Name</b>	<b>Taught</b>	<b>FT Faculty</b>	<b>Taught</b>	<b>FT Faculty</b>
1108	Associate in Arts	1,741	65%	1,803	62%
2125	AS Cardiovascular Technology	10	100%	14	71%
2127	AS Supply Chain Management	8	88%	7	71%
2150	AS Aviation Maintenance Mgmt.	28	71%	27	96%
2152	AS Digital Media/Multimedia Tech.	19	79%	15	67%
2153	AS Computer Information Technology	95	81%	94	65%
2156	AS Network Systems Technology	28	46%	24	46%
2157	AS Data Science Technology	5	100%	5	80%
2158	AS IT Security	16	38%	23	30%
2161	AS Funeral Services	7	86%	8	88%
2163	AS Radiation Therapy	16	38%	17	41%
2166	AS Environmental Science Tech.	5	60%	5	20%
2167	AS Surgical Services	16	50%	12	42%
2180	AS Ophthalmic Technician	4	100%	2	0%
2199	AS Biotechnology Laboratory Tech.	7	100%	6	33%
2201	AS Accounting Technology	3	67%	3	67%
2202	AS Architectural Design & Const.	12	100%	9	100%
2203	AS Early Childhood Management	30	40%	18	56%
2213	AS Business Administration	74	73%	75	63%
2214	AS Hospitality & Tourism Mgmt.	8	63%	8	50%
2220	AS Medical Laboratory Technology	9	78%	7	100%
2234	AS Building Construction Technology	4	50%	13	85%
2239	AS Criminal Justice Technology	15	47%	12	0%
	AS Respiratory Care	13	85%	15	67%

2244					
2251	AS Emergency Medical Services	18	50%	18	44%
2254	AS Radiography	9	100%	8	88%
2258	AS Professional Pilot Technology	17	6%	15	7%
2259	AS Culinary Management	17	59%	19	68%
2262	AS Histologic Technology	6	100%	7	71%
2265	AS Office Administration	10	70%	9	67%
2271	AS Biomedical Engineering Tech.	2	0%	2	50%
2277	AS Health Information Technology	20	85%	23	83%
2299	AS Paralegal Studies	15	73%	15	80%
2300	AS Dental Hygiene	24	50%	26	50%
2315	AS Medical Assisting Advanced	5	100%	4	50%
2319	AS Computer Related Crime Invest.	3	33%	1	0%
2320	AS Engineering Technology	19	84%	10	70%
2330	AS Nursing (RN)	113	88%	105	69%
2354	AS Aviation Operations	4	0%	4	0%
2355	AS Occupational Therapy Assistant	6	67%	10	80%
2360	AS Aviation Administration	4	25%	3	0%
2365	AS Aviation Maintenance Admin.	1	0%	1	0%
2370	AS Health Navigator	4	75%	4	75%
2371	AS Biomedical Equipment Technician	4	50%	3	0%
2389	AS Interior Design Technology	23	61%	22	64%
2404	AS Emergency Admin. & Mgmt.	6	17%	8	0%
2408	AS Clinical Research Professional	4	75%	4	75%



2911	AS Fire Science Technology	6	83%	6	83%
221A	AS ASL/English Interpreting	14	57%	14	71%
221B	AS Theater & Entertainment Tech.	10	100%	9	100%
222A	AS Physical Therapy Assistant	11	82%	6	83%
A236	AAS Automotive Service Mgmt. Tech.	15	87%	14	86%
F222	Educator Preparation Institute	8	0%	8	0%
N200	BS Nursing	24	79%	18	100%
S100	BAS Supervision and Management	73	53%	72	54%
S110	BAS Logistics	4	50%	6	50%
S300	BAS Computer Systems Networking & Telecommunications	9	44%	9	67%
S301	BAS Information Technology Mgmt.	10	70%	12	75%
S400	BAS Public Safety Management	12	67%	10	10%
S500	BAS Digital Media	12	83%	17	88%
T100	BS Early Childhood Education	17	71%	16	56%
T200	BS Business Administration	35	49%	31	42%
T210	BS Financial Services	4	100%	4	100%
T300	BS Biomedical Sciences	13	92%	17	88%
T400	BS Communication & Media	16	88%	13	92%
T500	BS Human Services	56	20%	56	14%
	<b>TOTALS</b>	<b>2,856</b>	<b>65%</b>	<b>1,072</b>	<b>59%</b>

For the Spring 2022 Term, eight academic programs fell below the 25% threshold, and fourteen programs fell below the 25% threshold for Fall 2022 Term. For the four aviation programs (Professional Pilot Technology A.S., Aviation Operations A.S., Aviation Administration A.S., and Aviation Maintenance Administration A.S.), several factors contributed to the low percentage of full-time faculty. Firstly, the Federal Aviation Administration (FAA) requires that an FAA-certified professional pilot and flight instructor teach classes that involve actual student flight time. Additionally, the Aviation program experienced the retirement of a full-time faculty member in 2021. The intent is to fill the position when the budget and enrollment figures support the position continuation. However, the instructional program manager for the aviation programs, who is also an FAA-certified flight instructor,

teaches several courses within the program as part of his program manager duties, in addition to conducting program reviews and maintaining the curriculum.

For the A.S. in Emergency Management and Administration, the specialized certification required for credentialing and a full-time faculty vacancy have contributed to the low full-time faculty percentage. The instructional program manager develops and maintains the curriculum and monitors program quality and outcomes assessment. The program manager is fully qualified per the credentialing matrix.

Several courses within the Educator Preparation Institute (EPI) require instructors to hold a degree in the area of Educational Leadership, Higher Education, or Curriculum and Instruction, which differs from the qualifications required for the other programs within the Education and Human Services Department. The B.S. in Human Services currently has two full-time faculty teaching within the program. The dean and instructional program manager are also credentialed to teach within the program. Each of them contributes to the development and maintenance of the curriculum, monitors outcomes assessment, and revises courses for the Education and Human Services programs.

In addition to the above programs, there were six other programs that fell below 25% full-time faculty during the Fall Term only. The A.S. in Aviation Administration program is explained above. The A.S. Ophthalmic Technician is currently in a teach-out phase for fall 2022 program closure due to low enrollment. As a result, there are currently no full-time faculty members teaching in the program. The A.S. in Criminal Justice Technology and the A.S. in Computer Related Crime Investigations both fell below the threshold due to the resignation of the full-time faculty member assigned to both programs effective August 2022. The vacant position has been posted and a search process is underway.

For the A.S. in Environmental Science Technology, the courses offered in the Fall 2022 Term were those requiring specialized credentialing not currently held by full-time faculty. These courses were taught by subject-matter expert adjunct instructors. The instructional program manager is responsible for overseeing curriculum and program quality, integrity, and review, and uses qualified adjuncts to assist, when needed. Similarly, the courses taught during the Fall 2022 Term for the A.S. in Biomedical Equipment Technician were of such a high level of industry-specification that qualified adjunct instructors were assigned to teach these classes. One of the adjunct faculty members was involved in the most recent curriculum revisions as a subject-matter expert. Additionally, a full-time member in engineering, who is qualified to teach many of the Biomedical Equipment Technician courses, is called in to assist with curriculum and assessment.

#### Career Certificate/Clock Hour Programs

Table 6.2.b-2 shows the number of course sections taught by full-time faculty members in the Career Certificate/Clock Hour programs during the Spring and Fall 2022 Terms.

**Table 6.2.b-2: Spring and Fall 2022 - Full-time Faculty Percentages - Certificate Programs**

<b>Plan</b>	<b>Program Name</b>	<b>Total # of Spring Sections Taught</b>	<b>% of Sections Taught by FT Faculty</b>	<b>Total # of Fall Sections Taught</b>	<b>% of Sections Taught by FT Faculty</b>
5806	Automotive Collision Technology Technician	5	100%	5	100%
5100	Commercial Vehicle Driving	34	41%	45	44%
5759	Correctional Officer	16	44%	9	33%
5743	Cosmetology	10	40%	10	40%
5649	Dental Assisting	11	82%	15	93%
5826	Diesel Systems Technician	5	100%	5	100%
5632	Electricity	4	100%	2	100%

5101	Facials Specialty	4	0%	3	0%
5820	Firefighter	4	0%	5	0%
5797/ 5798	Florida Law Enforcement Academy/ Crossover from Correctional Officer	62	29%	32	41%
5604	HVAC	10	80%	9	78%
5728	Insurance Claims Adjuster	9	0%	7	0%
5727	Insurance Customer Services Rep.	8	0%	7	0%
5723	Insurance General Lines Agent	1	0%	2	0%
5726	Life Insurance Marketing	1	0%	1	0%
5648	Medical Assisting	8	50%	9	56%
5737	Personal Lines Insurance Agent	1	0%	2	0%
5771	Pharmacy Technician	6	0%	7	0%
5657	Practical Nursing	12	83%	13	100%
5157	Property Adjuster Estimating	3	0%	4	0%
5789	Welding Technology	7	71%	13	54%
	<b>TOTALS</b>	<b>221</b>	<b>39%</b>	<b>205</b>	<b>42%</b>

Career Certificate programs with fewer than 25% full-time faculty fall under two categories: service programs where working professionals are preferred, and programs with low enrollments. For example, part-time adjuncts are used in the Firefighter program because the credentials required are most often held by professionals in the field. Having professionals working as instructors ensures that students will be exposed to techniques and procedures that are current in the field. For programs such as Pharmacy Technician, Facials Specialty, and Insurance, adjuncts are used due to low enrollment in the program. Increased enrollment may warrant a full-time faculty member in the future. All adjunct instructors are credentialed according to FSCJ's credentialing matrix and work in their field of expertise.

Program coordinators for programs with fewer than 25% full-time faculty ensure curriculum and program quality, integrity, and review, and are responsible for functions such as faculty evaluations, hiring of new faculty, reviewing the programs on a regular basis, and updating the curriculum when needed. The coordinators are credentialed and qualified for such duties, as demonstrated by Table 6.2. b-3 below. Additionally, academic deans serve as direct administrators of these programs and report to the respective associate provosts.

**Table 6.2.b-3: Program Coordinators of Programs with Fewer than 25% Full-time Faculty**

Program Name	Program Coordinator	Credentials
Facials Specialty CC	Arteshia Gordon, Adjunct Instructor and Faculty Coordinator	AA, Florida Licensed Cosmetologist (2003) and Esthetician (2001)
Fire Fighter CC	Jason Carpenter, Director of Fire Academy of the South	Fire Service Instructor, 25 years in fire service
Insurance Claims Adjuster CC, Insurance Customer Services Representative CC,	Bill Barfield, Instructional Program Manager and Instructor	BS Management w/ minor in Insurance and Chartered Life Underwriter, Chartered Financial Consultant, Fellow - Life Management Institute, Fellow - Academy of Life Underwriting,

Insurance General Lines Agent CC, Life Insurance Marketing CC, Personal Lines Insurance Agent CC, Property Adjuster Estimating CC		Assoc Customer Service, Accredited Claims Adjuster
Pharmacy Technician CC	Karen Kelley, Instructional Program Manager	EdD, Certified Medical Assistant (AAMA); Registered Technologist (Radiology) RT(R), ARRT

### Curricular Quality, Integrity and Review

The role of full-time faculty in the oversight and management of program curriculum at FSCJ is supported by the College's Curriculum Committee, which facilitates the process for formal review and approval of curriculum changes. Per Administrative Procedure Manual (APM) 09-0306[8], *Curriculum Committee and General Education Review Subcommittee*, the Curriculum Committee is chaired by the Faculty Senate President and provides an important mechanism for faculty across the many disciplines at the College to review, discuss, and revise the educational programs and curricula under the guidance of faculty subject matter experts and their representative academic administrators.

FSCJ faculty can initiate modifications to program curriculum at any time via the Curriculum Committee process, using the Curriculum Proposal template[9]. 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 all academic programs or curricula, thus ensuring that full-time FSCJ faculty are providing appropriate oversight and governance of the College's curriculum. For example, the Curriculum Proposal[10] for the Information Technology and Data Science program was written by several professors and demonstrates full-time faculty involvement in the curriculum process. The minutes[11] from the May 2022 Curriculum Committee meeting highlight the rich conversations among faculty in attendance regarding proposed curriculum changes and the impact such changes may have on academic rigor and integrity and student success.

Although program coordination duties do not specifically appear in faculty job descriptions, contracts, or the CBA at FSCJ, 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 committee also includes representatives from Workforce Education/Post-Secondary Adult Vocation, Adult Education, and the Library and Learning Commons. The 2021-22 Curriculum Committee Roster[12] shows the complete membership of this group.

### Summary

Regardless of program location or instructional modality, FSCJ employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review for each of its educational programs.

**Evidence**

- [1] Professor Job Desc
- [2] CBA Article 26
- [3] Overload Form 2021-2022 SAMPLE
- [4] Department Chair Job Desc
- [5] Instructional Program Manager Job Desc
- [6] Adjunct Instructor Job Description (Part-Time)
- [7] Budget Development Process and Timeline
- [8] APM 09-0306 Curriculum Committee and Gen Ed Review 2020
- [9] Curriculum Proposal Form
- [10] Curriculum Proposal IT and Data Science
- [11] May 2022 Curriculum Committee Minutes\_
- [12] Curriculum Committee Roster 2022-23

- 6.2.** For each of its educational programs, the institution assigns appropriate responsibility for program coordination. *(Program coordination)***[Off-Site/On-Site Review]**

Compliance     Partial Compliance     Non-Compliance

### Narrative

For each educational program, Florida State College at Jacksonville (hereafter referred to as the College or FSCJ), assigns appropriate responsibility for program coordination. In this context, an educational program is defined as an organized program of study leading to an associate degree, a bachelor's degree, technical certificate, or career certificate (clock hour program). Since the College has only one Associate in Arts degree (A.A.), the program coordination is separated out by disciplines within the A.A.

### Program Leadership and Coordination

All educational programs fall under one of three administrators: the Associate Provost for Liberal Arts and Sciences[1], who is responsible for the Associate in Arts university transfer program and all disciplines within, including general education; the Associate Provost for Baccalaureate, Career, and Technical Education[2] (BCTE), who is responsible for all bachelor's degree programs, associate in science level programs, and technical certificates (although technical certificates are stand-alone programs, most articulate into either an associate or bachelor program); and the Associate Vice President for Workforce Development and Entrepreneurship[3], who is responsible for career certificate programs (i.e.; clock hour programs, formerly called workforce certificates). Academic deans serve as direct administrators of the academic credit programs and report to the respective associate provosts. These academic administrators supervise program leads who assist in the supervision of faculty and staff, facilitate initiatives and curriculum, and provide instruction in a specific subject or discipline as needed. In addition, both academic and workforce programs also make use of department chairs to assist with program management and curricular coordination. Qualifications are listed in the job descriptions for deans[4] and department chairs[5]. The FSCJ organizational chart[6] demonstrates this structure.

Each individual program is led by a program coordinator[7]. The coordinators are either instructional program managers[8], program managers[9], or deans[4]. The Associate of Arts is divided by discipline and a lead faculty member is the coordinator. Faculty leads have dual roles at the College, with both instructional and program/curricular coordination duties. The duties and functions for faculty leads vary depending on the needs of the specific educational program, and any program-specific accreditation requirements. In some cases, programs are also supported by lab managers or equipment technicians who ensure that all necessary facilities and equipment are functioning well and are available for students.

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. In addition, program coordinators have appropriate levels of knowledge, expertise, experience, and academic credentials to lead their respective programs. Tables 6.2.c-1 through 6.2.c-4 below provide a list of program coordinators, along with their qualifications, for each degree/certificate type.

**Table 6.2.c-1: Associate in Arts Disciplines**

Discipline or Gen Ed Area	Lead Faculty	Degree(s) Held
African American History	Wesley Moody	PhD in History (Georgia State University) and MA in History (University of West Georgia)
American History	Wesley Moody	PhD in History (Georgia State University) and MA in History (University of West Georgia)
	Paul Weinman	

Anatomy and Physiology		Doctor of Osteopathic Medicine (Southeastern University) Anatomy 1&2 - 5 graduate credits; Physiology 1&2 - 10 graduate credits
Anthropology	Brad Biglow	PhD in Anthropology (University of Florida) and MA in Anthropology (Northern Arizona University)
Art History	Patrick Miko	MFA in Art (University of Wisconsin)
Astronomy	Hamid Aidinejad	PhD in Physics (West Virginia University), MS in Engineering (West Virginia University) and MS in Physics (Ohio University)
Biology	Monica Parker	PhD in Cell and Developmental Biology (Vanderbilt University)
Botany	Stefanie Maruhnich	PhD in Plant and Molecular Cellular Biology (University of Florida)
Chemistry	Joseph King	PhD in Chemistry (Auburn University)
Dance	Rebecca Levy	MFA in Dance (California Institute of Art)
Earth and Space Science	Craig Van Boskirk	PhD and MS in Geology and Geophysics (Yale University)
Economics	Roman Cech	PhD and MA in Economics (University of Virginia)
English for Academic Purposes	Michael Franklin	MA in English as a Foreign Language, (Southern Illinois University-Carbondale)
English Literature	Laura Jeffries	PhD in English (Emory University)
Environmental Science	Joseph Husband	PhD in Marine Sciences (University of North Alabama) and MS in Biology/Biological Sciences (Eastern Kentucky University)
European History	Wesley Moody	PhD in History (Georgia State University) and MA in History (University of West Georgia)
Florida History	Wesley Moody	PhD in History (Georgia State University) and MA in History (University of West Georgia)
French	Virginie Lorang-Woodward	MA in French (Florida State University)
Geology	Rob Martin	PhD in Geology (West Virginia University) and MS in Geology (University of South Mississippi) Geological Oceanography - 8 graduate credits; Biology of Fishes - 10 graduate credits
German	Dirk Wendtorf	PhD in German Languages and Culture (University of Cincinnati)
Government	Carl Colavito	PhD in History (University of Florida) and MA in Political Science (University of Florida)
Human Growth and Development	Ben Clark	PhD & MS in Psychology (Brigham Young University)
Humanities	John Woodward	PhD in Humanities (Florida State University)
Interdisciplinary Studies	Suzanne Hess	MA in English (Eastern Illinois University)
International Relations	Debidatta Mahapatra	PhD in Global Governance and Human Security (University of Massachusetts Boston) and MA in Political Science (Utaal University [India])
Latin	Jeff Knapp	MA in Classics (Greek and Latin) (Florida State University)
Latin American History	Wesley Moody	PhD in History (Georgia State University) and MA in History (University of West Georgia)

Marine Biology	Rob Martin	PhD in Geology (West Virginia University) and MS in Geology (University of South Mississippi) Geological Oceanography - 8 graduate credits; Biology of Fishes - 10 graduate credits
Mathematics	Lyn Noble	MS in Mathematics Sciences (University of North Florida)
Microbiology	Pius Kyesmu	PhD in Botany and M.S in Microbiology (University of JOS [Nigeria])
Music	Paul Weikle	D.MA in Performance and Pedagogy (Conducting) (University of Southern Mississippi)
Oceanography	Chris Perle	MS in Marine Science (College of William & Mary)
Oral Communication	Karen Otto	MA in Communication (Northern Illinois University)
Organic Chemistry	Julia Keller	PhD in Chemistry (University of Florida) and MS in Chemistry (Western Kentucky University)
Philosophy	Paul Hendrickson	PhD in Philosophy (University of Illinois)
Physical Science	John Taylor	Ed.S. in Higher Education (Florida State University) and MS in Chemistry (University of Mississippi)
Physics	William Mendoza	PhD in Physics (Florida State University) and MS in Physics (Florida State University)
Psychology	Ben Clark	PhD and MS in Psychology (Brigham Young University)
Religion	Thomas Scott Cason	PhD in Religion (Florida State University)
Social Psychology	Ben Clark	PhD and MS in Psychology (Brigham Young University)
Sociology	J R Woodward	PhD in Sociology (Arizona State University) and MA in German (University of Alabama)
Spanish	Luz Font	MA in Spanish Languages and Literature (University of Maryland)
Statistics	Andrew Kennon	MS Mathematics Sciences (University of Central Florida)
Student Life Skills	Dana Kuehn	MA in English (Eastern Illinois University)
Theater	Ken McCulough	MFA in Theatre (Memphis State University)
Women's Studies	Rebecca Reeder	PhD in Sociology (University of Cincinnati); 8 graduate hours in Gender Studies; MA in Sociology (University of Cincinnati)
World History	Andrew Holt	PhD in History (University of Florida) and MA in History (University of Florida)
World Languages	Claire Reetz	MA in Spanish (University of Florida)
Written Communication	Marilyn Painter	MA in English (Florida Atlantic University)
Zoology	Haakon Kalkvik	PhD in Conservation Biology (University of Central Florida) and MS in Biology/ Biological Science (Ohio University)

Table 6.2.c-2: Baccalaureate Programs

Program Name	Program Coordinator, Title	Degree(s) Held



Biomedical Sciences B.S.	Diane Fair, Lead Faculty	Doctor of Philosophy in Biological Sciences (Florida State University)
Business Administration B.S.	Stacey Legler, Lead Faculty	Doctor of Business Administration (Wilmington University); Master of Science in Human Resources (Western Carolina University)
Communication and Media B.S.	Claire Rhodes, Lead Faculty	Doctor of Philosophy in Communications (University of Memphis); Juris Doctor (University of Memphis); Master of Arts in Journalism (University of Colorado-Boulder)
Computer System Networking and Telecommunications B.A.S.	Cheryl Schmidt, Lead Faculty	Master of Arts in Computer Research and Information Management (Webster University); Bachelor of Science in Electronic Management (Illinois University)
Digital Media B.A.S.	Julia Dearriba-Montgomery, Lead Faculty	Master of Fine Arts in Graphic and Mixed Media (University of South Florida); Bachelor of Fine Arts (University of Central Florida)
Early Childhood Education B.S.	Tara Haley, Dean	Doctor of Education, Educational Leadership, University of North Florida); Master of Science in Marriage and Family Therapy (St. Thomas University); Early Childhood Education Certificate (University of North Florida) with 18 graduate hours in early childhood education; Licensed Marriage and Family Therapist: State of Florida; Florida Certified Clinical Educator
Financial Services B.S.	Matt Keyes, Lead Faculty	Master of Science in Finance (University of Tampa); Bachelor of Science in Finance (Webber University)
Human Services B.S.	Shannon Groff, Instructional Program Manager	Philosophy of Education Doctorate in Technology and eLearning (Northcentral University), Master of Arts in Education: English (University of North Florida), 18 hours of graduate work in Human and Social Services (Walden); Florida Department of Education Teaching Certificate 6-12 English Education, ESOL Endorsement (expires 6/30/2027)
Information Technology Management B.A.S.	Pamela Brauda, Lead Faculty	Master of Science in Computing and Information Sciences (University of North Florida)
Logistics B.A.S.	Susan Amburgey, Lead Faculty	Master of Business Administration (Jacksonville University); Bachelor of Applied Science (Florida State College at Jacksonville)
Nursing B.S.N.	Theresa Dyer-Kramer, Lead Faculty	Doctor of Nursing Practice (University of North Florida); Master of Science in Nursing (University of Phoenix); Registered Nurse
Public Safety Management B.A.S.	Matthew Collins, Lead Faculty	Doctor of Philosophy in Public Administration/Doctor of Philosophy in Public Affairs (Virginia Polytechnic Institute); Master of Science in Public Administration (Virginia Commonwealth University)
Supervision and Management B.A.S.	Justin Bateh, Lead Faculty	Doctor of Business Administration (Walden University); Master of Business Administration (Nova Southeastern University)

**Table 6.2.c-3: Associate in Science and Technical Certificate Programs**

<b>Program Name</b>	<b>Program Coord., Title</b>	<b>Degrees, Certificates, Licenses Held</b>
Accounting Technology A.S., Acct. Tech Mgmt. T.C., Acct. Tech Oper. T.C., Acct. Tech. Spec. T.C., Banking Specialist - Financial Services T.C.	Neil Schreiber, Lead Faculty	Master of Accounting (University of Florida); Bachelor of Science in Accounting (University of Florida)
Architectural Design and Construction Technology A.S., Adv. Computer-Aided Tech Design T.C., Computer Aided Tech Design T.C., GIS (Geographic Info System) Tech. T.C.	Alexandra Ion, Lead Faculty	Master of Arts in Architecture (Boston Architectural College); Bachelor of Science in Civil Engineering (Technical University of Bucharest)
ASL/English Interpreting A.S.	Lori Cimino, Instructional Program Manager	Master of Education in Special Education: Deaf/Hard of Hearing (University of North Florida)
Aviation Administration (Air Traffic Control) A.S.	Sam Fischer, Program Manager	Bachelor of Science in Telecommunications (University of Florida); Licensed Professional Pilot; Federal Aviation Administration Certificate; FAA Flight Instructor Certificate; FAA Ground Instructor Certificate
Automotive Service Mgmt. Technology A.A.S. (Associate in Applied Science), Automotive Service Tech T.C.	Paul Soar, Lead Faculty	Associate in Science in Automotive Technology - General Motors Automotive Service Excellence Program (GMASEP); Bachelor of Applied Science in Supervision and Management (In progress at FSCJ); ASE Advanced Level Specialist
Aviation Maintenance Admin. A.S., Aviation Maintenance Mgmt. A.S., Aviation Airframe Mechanics T.C., Aviation Mechanic T.C., Aviation Powerplant Mech. T.C.	Thomas Dutrieux, Program Manager	Bachelor of Science in Professional Aeronautics (Embry-Riddle); FAA Aircraft/Powerplant Certificate
Biomedical Engineering Technology A.S.	Douglas Brauer, Dean	Doctor of Philosophy in Education (Colorado State University); Master of Science in Engineering (University of Illinois)
Biotechnology Laboratory Technology A.S., Biotechnology Spec. (Health Science) T.C., Biotechnology Spec. (Manufact.) T.C., Business Specialist T.C.	Diane Fair, Lead Faculty	Doctor of Philosophy in Biological Sciences (Florida State University)
Building Construction Technology (Construction Management) A.S.	Alexandra Ion, Lead Faculty	Master of Arts in Architecture (Boston Architectural College); Bachelor of Science in Civil Engineering (Technical University of Bucharest)
Business Administration A.S., Business Entrepreneurship T.C., Business Mgmt. T.C.,	Allison Turner, Lead Faculty	Doctor of Philosophy in Business Administration - Organizational Leadership (Northcentral University); Master of Business Administration (Amberton University)

Business Oper. T.C.,		
Cardiovascular Technology A.S.	Christie Jordan, Faculty Director	Bachelor of Science in Healthcare Administration (Saint Leo University); Associate in Science in Cardiopulmonary Technology (Santa Fe College); RDCS (Registered Diagnostic Cardiac Sonographer); RCS (Registered Cardiac Sonographer); RCIS (Registered Invasive Cardiovascular Specialist); FASE (Fellow with the American Society of Echocardiography)
Chemical Laboratory Specialist T.C.	Diane Fair, Lead Faculty	Doctor of Philosophy in Biological Sciences (Florida State University)
Clinical Research Professional A.S., Clinical Research Coord. T.C.	Jevetta Stanford, Lead Faculty	Doctor of Education in Educational Leadership (University of North Florida); Master of Science in Community Development (Kansas State University)
Computer Information Technology A.S., Computer Programming Specialist T.C., Database Dev. Spec. T.C., Info Technology Analysis T.C., Info Tech Support Specialist T.C., Web Dev. Specialist T.C.	Pamela Brauda, Lead Faculty	Master of Science in Computing and Information Sciences (University of North Florida)
Computer Related Crime Investigations A.S.	Kimberly Hall, Lead Faculty	Master of Science in Criminal Justice (University of Alabama)
Criminal Justice Technology A.S., Criminal Justice Tech Spec. T.C.	Kimberly Hall, Lead Faculty	Master of Science in Criminal Justice (University of Alabama)
Culinary Management A.S., Culinary Arts T.C.	Chef Richard Grigsby, Lead Faculty	Master of Arts in Management (Webster University); Bachelor of Science in Vocational Educational Studies (Southern Illinois University); Associate in Science in Hospitality Management (Palm Beach State College); American Culinary Federation - Certified Culinary Educator; 8 years industry experience
Data Science Technology A.S., Data Science Technician I and II T.C.s	David Singletary, Lead Faculty	Master of Science in Computer Science (University of Colorado-Denver); Bachelor of Science in Computer Science (University of Central Florida)
Dental Hygiene A.S.	Jeff Smith, Instructional Program Manager	Doctor of Medicine in Dentistry (University of Pennsylvania); Licensed Dentist
Digital Media/ Multimedia Technology A.S., Digital Media/ Multimedia Production T.C., Graphic Design Production T.C.	Julia Dearriba-Montgomery, Lead Faculty	Master of Fine Arts in Graphic and Mixed Media (University of South Florida); Bachelor of Fine Arts (University of Central Florida)
Early Childhood Management AS.	Tara Haley, Dean	Doctor of Education (Educational Leadership, University of North Florida); Master of Science in Marriage and Family Therapy (St. Thomas University); Early Childhood Education Certificate (University of North Florida)

Emergency Admin and Mgmt. A.S., Emergency Administrator and Manager T. C., Homeland Security & Emergency Manager T.C.	Matthew Collins, Lead Faculty	Doctor of Philosophy in Public Administration/Doctor of Philosophy in Public Affairs (Virginia Polytechnic Institute); Master of Science in Public Administration (Virginia Commonwealth University)
Emergency Medical Services A.S., Emergency Medical Technician T.C., Paramedic T. C.	Tom McCrone, Faculty Director	Master of Science in Public Administration (University of North Florida); Associate in Science in Emergency Medical Technology (FCCJ); Paramedic; ACLS; BLS; PHTLS; AMLS; EPC
Engineering Technology A.S., Adv. Manufacturing (Automation) T.C., CNC Machinist/ Fabricator T.C., Engineering Tech Support Spec. T.C., Mechatronics T. C., Pneumatics, Hydraulics & Motors for Manuf. T.C.	Patrick Land, Lead Faculty	Master of Science in Technology w/18 credit hours in Industrial Technology (Eastern Illinois University); Bachelor of Science in Industrial Technology (University of Central Florida); Autocad certified professional
Environmental Science Technology A.S., Environmental Science Tech T.C., Hazardous Mat Spec. T. C.	Joseph Husband, Lead Faculty	Doctor of Philosophy in Marine Sciences (University of North Alabama); Master of Science in Biology/Biology Science (Eastern Kentucky University)
Fire Science Technology A.S., Fire Officer Supervisor T.C.	Robert Massicotte, Lead Faculty	Master of Science in Fire Science (University of New Haven); Bachelor of Science in Fire Science (University of New Haven); Associate in Science in Criminal Justice (Naugatuck Valley Community College)
Funeral Services A.S., Florida Funeral Director T.C.	Howard Beckham, Faculty Director	Bachelor of Science in Political Science (University of North Florida); Associate in Science in Funeral Services (FSCJ); Funeral Director/ Embalmer Florida Department of Financial Services License
Health Information Technology A.S., Healthcare Infomatics Specialist T.C., Medical Info Coder/Biller T.C.	Monica Brown, Faculty Director	Master of Science in Health, Administration & Informatics (University of Phoenix); Bachelor of Science in Health, Administration & Information Systems (University of Phoenix); Associate in Applied Science in Health Info Mgmt. (FSCJ); Registered Health Information Technician
Health Navigator A.S., Health Navigator Specialist T. C.	Mitessa Jones, Instructional Program Manager	Bachelor of Science in Healthcare Management (Sienna Heights University); Associate Degree, Surgical Technology (Miami Jacobs College); Certified Surgical Technologist
Histologic Technology A.S.	Jerry Santiago, Faculty Director	Doctor of Philosophy in Education (Capella University); Bachelor of Science in Biology/Biological Science/Chemistry (Colorado State University); Clinical Lab Supervisor License; National Society for Histotechnology certification
Hospitality and Tourism Management A.S., Food and Beverage Mgmt. T.C., Guest Services Specialist T.C.	David Buchman, Lead Faculty	Doctor of Management in Organizational Leadership (University of Phoenix); Master of Science in Hospitality Management (Florida International University)
I.T. Security A.S.		

	Walter Eaton, Lead Faculty	Doctor of Philosophy in Computer and Information Security (Northcentral University); Master of Science in Network Security (Capitol College)
Industrial Management Technology A.S.	Douglas Brauer, Dean	Doctor of Philosophy in Education (Colorado State University); Master of Science in Engineering (University of Illinois)
Interior Design Technology A.S., Home Staging Specialist T.C.	Theresa Menotte, Lead Faculty	Master of Fine Arts in Interior Design (Florida State University)
Medical Assisting Advanced A.S., Medical Asst. Specialist T.C.	Terry Thomas, Lead Faculty	Bachelor of Science in Health Sciences (Touro University)
Medical Laboratory Technology A.S.	Robin Bradshaw, Faculty Director	Master of Arts in Clinical Lab Sciences (University of Tennessee)
Network Systems Technology A.S., Adv. Network Virtualization T.C., Digital Forensics T.C., IP Commun. T.C., Network Enterprise Admin. T.C., Network Infrastructure T.C., Network Sup Tech T.C.	Cheryl Schmidt, Lead Faculty	Master of Arts in Computer Research and Information Management (Webster University); Bachelor of Science in Electronic Management (Illinois University)
Nursing (R.N.) A.S., Scientific Workplace Prep. T.C.	Linda Roy, Dean	Doctor of Philosophy in Nursing (Widener University)
Nursing (R.N.) A.S. (Bridge Option for Paramedics & Licensed Practical Nurses)	Linda Roy, Dean	Doctor of Philosophy in Nursing (Widener University)
Occupational Therapy Assistant A.S.	Kimberly Falhgren, Faculty Director	Doctor of Occupational Therapy (University of St. Augustine for Health); Master of Science in Occupational Therapy (University of North Florida); Occupational Therapist License
Office Admin A.S., Office Mgmt. T.C., Office Spec. T.C., Office Support T.C.	Sandra Beck, Instructional Program Manager	Master of Arts in Teaching - Computer Education, (Jacksonville University); Bachelor of Science Education in Business Education (Jacksonville State University)
Ophthalmic Technician A.S.	Catherine Titus, Faculty Director	Master of Science in Higher Education Administration (University of North Florida); Letter of Verification; Certified Ophthalmic Medical Technologist
Paralegal Studies (Legal Assisting) A.S.	Faith Litvack, Faculty Lead	Juris Doctorate (Yeshiva University)
Physical Therapist Assistant A.S.	Sean McClafferty, Instructional Program Manager	Doctor of Physical Therapy (Slippery Rock University); Master of Arts in Executive Leadership (Liberty University); Licensed Physical Therapist

Professional Pilot Technology A.S., Commercial Pilot T.C.	Sam Fischer, Program Manager	Bachelor of Science in Telecommunications (University of Florida); Licensed Prof Pilot; Federal Aviation Admin Certificate; FAA Flight Instructor Certificate; FAA Ground Instructor Certificate
Radiation Therapy A.S., Radiation Therapy Spec. T.C.	Jane Wiggins-King, Faculty Director	Master of Arts in Healthcare Administration (Ashford University); Bachelor's in Adult Development (Ashford University); Diploma in Radiation Therapy (Glasgow School of Radiotherapy - Per NACES evaluation, equivalent to Bachelor of Science); Licensed with American Registry of Radiological Technologists; Licensed Radiation Therapist Florida (CRT 74809) and California (RHT 00103542)
Radiography (Degree Completion) A.S.	Savannah O'Steen, Faculty Director	Master of Science in Health Science (Nova Southeastern University); Bachelor of Science in Imaging Sciences (Valencia College); Associate in Applied Science in Radiologic Sciences (FSCJ); Certified Radiologic Technician
Radiography (Florida State College at Jacksonville Option) A.S.	Savannah O'Steen, Faculty Director	Master of Science in Health Science (Nova Southeastern University); Bachelor of Science in Imaging Sciences (Valencia College); Associate in Applied Science in Radiologic Sciences (FSCJ); Certified Radiologic Technician
Respiratory Care A.S.	John Salazar, Faculty Director	Master of Science Degree in Education (Nova Southeastern University); Bachelor of Science Degree in Cardiopulmonary Sciences (University of Central Florida); Registered Respiratory Therapist
Supply Chain Management A. S., Logistics and Supply Chain Specialist T.C.	Susan Amburgey, Lead Faculty	Master of Business Administration (Jacksonville University); Bachelor of Applied Science (FSCJ)
Surgical Services A.S.	Mitessa Jones, Instructional Program Manager	Bachelor of Science in Healthcare Management (Sienna Heights University); Associate Degree, Surgical Technology (Miami Jacobs College); Certified Surgical Technologist
Theatre and Entertainment Technology A. S., Stage Tech. T.C.	Brandon Lettow, Instructional Program Manager	Master of Fine Arts in Theater Arts (additional minor in Art) (University of Idaho); Master of Fine Arts in Visual Art (Jacksonville University)

**Table 6.2.c-4: Career Certificate Programs**

<b>Program Name</b>	<b>Program Coordinator, Title</b>	<b>Degrees, Certificates, Licenses Held</b>
Automotive Collision Technology Technician	Jason Hamilton, Lead faculty	High School Diploma; iCAR ProLevel Refinish Technician
Commercial Vehicle Driving	Joe Lackey, Instructional Program Manager	Class A Commercial Driver's License-1997; Florida Safety Council Certified Commercial Vehicle Driving Instructor-2003; Florida Department of Highway Safety & Motor Vehicles Third Party Tester-2005; CVD full-time faculty member for three years prior to becoming the IPM; Currently

		enrolled in the Supply Chain Management (AS) program at FSCJ
Correctional Officer, Crossover from Correctional Officer to Law Enforcement Officer, Florida Law Enforcement Academy	Reeder French, Director of Law Enforcement Training	BA-Multidisciplinary Studies in Business, Government, Religion (Liberty University) MA in Religion (Liberty University); Florida Department of Law Enforcement (FDLE) Law Enforcement Certification 1975 - continuing; 47 years in Law Enforcement; 33 years Jax Sheriff's Office; #2 Leadership position Duval County School Police Dept.; FDLE certified instructor since 1996.
Cosmetology	Deborah Williams, Lead Faculty	FL License Cosmetologist - 39 years
Dental Assisting	Jeff Smith, Instructional Program Manager	DM in Dentistry (University of Pennsylvania); Active NY State dental license
Diesel Systems Technician, Diesel Systems Technician I	Michael McGill, Lead faculty	NIASE certification
Electricity (Construction)	James W. Smith, Lead Faculty	Journeyman license #JE-3331, Exp Date: 9/24/23; Worked at Clear Channel 17 years - 2003-2020
Facials Specialty	Arteshia Gordon, Adjunct Instructor	FSCJ Associate in Arts; Florida Cosmetology license 2003; Florida Esthetician license 2021
Firefighter	Jason Carpenter, Directory of Fire Academy of the South	B.S. in Fire Administration (FSCJ); Fire Service Instructor 1 and 3; Certificates from State of Florida; 25 years in Fire Service/Hazardous Materials, Urban Search & Rescue, Aircraft Rescue Firefighting; Marine Training, and Industrial Fire Brigade qualifications
Heating, Ventilation, Air-Conditioning/ Refrigeration (HVAC /R)	Anthony Reid, Lead Faculty	B.S. in HVARC Engineering Technology and Energy Management (Ferris State University) and A.A.S. in Mechanical Engineering (State Technical Institute); EPA 608-609 Certification; 15 years of experience
Insurance Claims Adjuster, Insurance Customer Service Representative, Insurance General Lines Agent, Life Insurance Marketing, Personal Lines Insurance Agt. (20-44), Property Adjuster Estimating	Bill Barfield, Instructional Program Manager	B.S. Management with Minor in Insurance (University of South Carolina); Florida Department of Financial Services approved instructor for all insurance pre-licensing and continuing ed; Chartered Life Underwriter; Chartered Financial Consultant; Fellow-Life Management Institute; Fellow-Academy of Life Underwriting; Associate Customer Service; Accredited Claims Adjuster
Medical Assisting, Pharmacy Technician	Karen Kelley, Instructional Program Manager	EdD (Capella University), MEd (American Intercontinental University), B.S. (Keiser University), A.S. (Edison State College); Certified Medical Assistant (AAMA); Registered Technologist (Radiology) RT(R), ARRT
Practical Nursing		

	Kathryn Millspaw, Lead faculty	Master of Science in Nursing Education (Western Governors University); Bachelor of Science in Nursing (Jacksonville University); RN License
Specialized Career Education - Basic	Denise Giarrusso, Assessment Ctr. Manager	MA Rehabilitation and Mental Health Counseling (University of South Florida) and B.A. Special Education (University of South Florida); CRC-Certified Rehabilitation Counselor
Welding Technology	Steve Miller, Instructional Program Manager	A.A., A.S Information Technology, A.S Web Design (FSCJ), B. A. English (University of South Florida), M.A. English (University of North Florida), M.S. Cybersecurity (American Public University System); Certified Welder-15 years' experience

## Curriculum Development and Review

For curricular coordination and review, 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 forms[10] and schedule[11]. Appropriate signatures from faculty and academic administrators are obtained throughout the process. 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 or community needs require changes in instructional content for associated career certificate programs. Once such a notification is received, typically by the Provost/Chief Academic Officer or the institutional contact for a specific program area, qualified faculty members are then contacted by their program coordinators to initiate the necessary course or program modifications through the Curriculum Committee process.

Through this consultation and collaboration process, faculty are always the originators and primary reviewers of proposed changes to academic programs or curricula. The College's Curriculum Committee process strongly encourages faculty proposal originators 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 ensure full stakeholder participation and review by multiple subject matter experts who are teaching the course or courses being modified. Community partners and advisory committee members are also engaged in the curriculum revision process to further provide support of programmatic changes to best meet the labor market demands and trends. A completed Curriculum Proposal[12] is provided to demonstrate the level of faculty input.

Although program coordination duties do not specifically appear in faculty job descriptions, contracts, or the Collective Bargaining Agreement (CBA) at FSCJ, the CBA[13] 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
- School of Technology and Industry

The 2021-22 Curriculum Committee Roster[14] shows the complete membership of this group.

Per APM 09-0306[15], *Curriculum Committee and General Education Review Subcommittee*, the Curriculum Committee is chaired by the Faculty Senate President and provides an important



mechanism for faculty across the many disciplines at the College to review, discuss, and revise the educational programs and curricula under the guidance of faculty subject matter experts and their representative academic administrators.

## Summary

For each of its educational programs, FSCJ assigns appropriate responsibility for program coordination.

## Evidence

- [1] Associate Provost LAS
- [2] Associate Provost BCTE
- [3] AVP Workforce Dev and Entrepreneurship
- [4] Deans Combined
- [5] Department Chair
- [6] Org Chart 09-21-22
- [7] Academic Department Coordinator
- [8] Instructional Program Manager
- [9] Program Manager
- [10] Curriculum Proposal Form
- [11] Curriculum Committee Calendar
- [12] Curriculum Proposal New FinTech ATC
- [13] CBA 2020-Workload
- [14] Curriculum Committee Roster 2022-23
- [15] APM 09-0306 Curriculum Committee and Gen Ed Review 2020

## Section 7 Institutional Planning and Effectiveness

### 7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a.) focus on institutional quality and effectiveness and (b.) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional Planning)[CR]

Compliance     Partial Compliance     Non-Compliance

#### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) demonstrates commitment to the principles of continuous improvement by engaging in ongoing, integrated, and institution-wide research-based planning and evaluation processes. These processes are focused on improving institutional quality and effectiveness and allow the College to continuously review its institutional goals and outcomes to ensure consistency with the College's mission. The institution integrates planning and evaluation processes across the system, college, and unit levels.

This narrative describes the current state of integrated strategic planning and evaluative processes at FSCJ. It presents a systematic review of the institutional mission and Collegewide goals and a description of ongoing, research-based evaluation of the goals and outcomes for student achievement. Furthermore, it addresses current strategic priorities to support accomplishment of the College's mission and provides a summary of the ongoing, integrated, annual institutional effectiveness outcomes assessment processes at the program and unit levels in support of the Collegewide goals and strategic priorities.

#### Planning Process

Planning and assessment are ongoing at the College, as evidenced by the regular tracking and analysis of data. Planning and assessment for Institutional Effectiveness processes are institution-wide and are not limited to one "level" or area of the College, but occur at the College, program, and unit levels, thus ensuring FSCJ's planning processes are systematically reviewing the goals and outcome of the institution as a whole.

#### Mission and Vision Statements

The planning process[1] begins at the highest level with a regular review of the College's mission and vision statements and accompanying core values. This process typically occurs as part of a three-year review cycle. The most recent review of the mission statement began in May[2] of 2021 and culminated with approval by the Board of Trustees in November 2021[3] (pg. 6[4]). The review includes input from the President's Executive Leadership Team, faculty, employees, students, and community members through a series of meetings and surveys[5].

The most recent mission statement, posted on the Mission, Vision, and Values webpage[6], is "Florida State College at Jacksonville provides an equitable, high quality, success-driven learning experience for our diverse community of students." The vision statement is, "To promote intellectual growth for life-long learning, advance the economic mobility of our students and transform the communities we serve." Finally, the core values are:

- Integrity
- Respect for Diversity, Equity, Inclusion and Belonging
- Innovation
- Student-Centered
- Excellence in Teaching, Learning and Service

The College's mission, vision, and values express FSCJ's commitment to the community and are consistent with its associate and baccalaureate degree granting status, as well as with its offering of a comprehensive array of non-postsecondary credit career programs and community education.

### Strategic Planning

The mission and vision statements are the guideposts for the development and implementation of the College's strategic plan. Strategic planning is vital to an institution striving for continual improvement in institutional effectiveness, decision-making, sound resource allocation, and the teaching/learning continuum. As a leadership tool, strategic planning is about envisioning a future state for the College and striving to achieve that state.

The strategic planning process is a dynamic activity, allowing for modification as the institution progresses and observes changes in the needs of its student population and community. The process helps to identify the College's work, focuses its priorities, and inspires a vision to move forward in exciting directions.

Below are guiding principles used in developing each strategic plan:

- Student success is the primary goal.
- All stakeholders are included in the planning process.
- Creative and innovative thinking is strongly encouraged.
- A culture of continuous improvement is promoted.
- Priorities will support the mission and drive the vision of the institution.
- The College will reaffirm its identity as the community's college.

At the beginning of each strategic planning cycle, a Strategic Planning Steering Committee is appointed by the President in consultation with the Executive Leadership Team. The committee is comprised of students, faculty, staff, and administration, representing the various College constituencies and locations. As an example, the makeup of the most recent, 2021-2024 Strategic Planning Committee is displayed in Table 7.1-1 below. Their charge is to provide oversight for the Collegewide strategic planning process and act as a liaison between campuses and units and community groups.

**Table 7.1-1: 2021-2024 Strategic Planning Committee**

<b>Committee Member</b>	<b>Role</b>	<b>Location</b>
Dr. John Avendano	President	AO*
Dr. Deborah Fontaine	AVP, Strategic Priorities	AO
Dr. Jerrett Dumouchel	Interim VP, Institutional Effectiveness and Advancement	AO
Dr. John Wall	Provost, Academic Affairs	AO
Dr. Linda Herlocker	VP, Student Services	AO
Dr. Wanda Ford	VP, Business Services	AO
Dr. Jacquelyn Thompson	AVP, Strategic Enrollment	AO/South Campus
Mr. Mark Lacey	Ex. Director, Human Services	AO
Prof. Lyn Noble	Professor, Mathematics	South Campus
Dr. Kathleen Ciez-Volz	AP Curriculum Services	AO
Beatrix Dunn	Director, Campus Enrollment/Student Advising	Downtown Campus
Jill Johnson	Chief Communication Officer	AO

Dr. Heather Kenney	Ex. Director, Articulation	AO
Dr. Marc Boese	Ex. Director, Training and Development	AO
Dr. Youlanda Henry	Director, Library Services	North Campus
Prof. Alicia Byrd	Professor, Math	North Campus
Dr. John Woodward	Professor, Humanities	Deerwood Center
Dr. Pam Walker	AVP, Student Success	Urban Resource Center

\*Administrative Offices, Downtown Campus

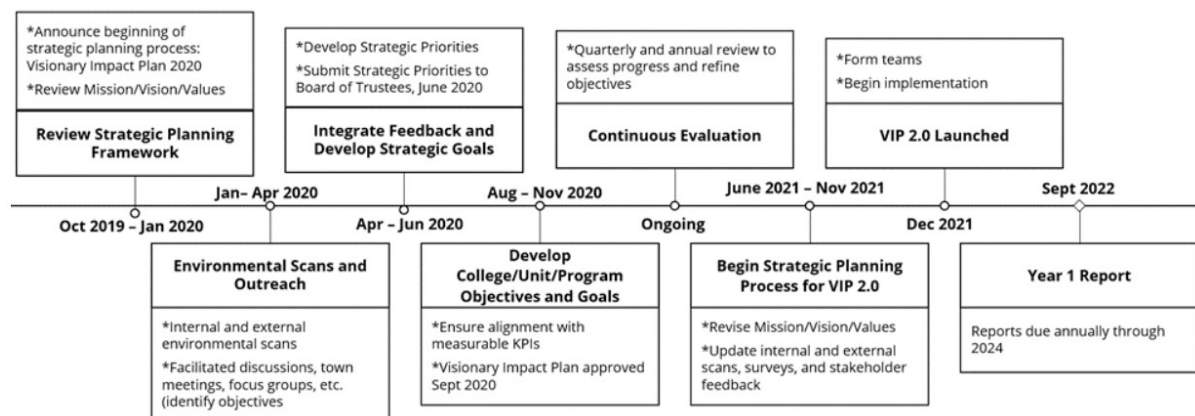
The College employs a number of activities to reach as many internal and external stakeholders as possible. A variety of Collegewide and community activities are used to gather information to inform the strategic plan:

- Focus groups
- Town hall meetings
- Surveys (Community College Survey of Student Engagement (CCSSE), graduation survey, various student opinion surveys, Comprehensive Local Needs Assessment (CLNA), and other ad hoc surveys)

Additionally, institutional, local, state, and national data inform the strategic plan:

- Program Enrollment
- FLDOE Accountability Measures
- Student Enrollment and Demographic Reports
- Career/Technical Program Success Rates
- Program/Subject Area Outcomes

The current strategic plan, the 2021-2024 Visionary Impact Plan 2.0[7], was developed in conjunction with the most recent revision of the mission and vision statements, also completed in late 2021. The prior 2020-2021 Visionary Impact Plan[8] was developed as a direct response to the COVID epidemic. The timeline below (and attached[9]) identifies major steps in the strategic planning process:



Each strategic plan includes priorities, goals, and strategies that align with the College's mission. The narrative addresses more detail about the specific priorities, goals, and objectives in the next section.

## 2021-2024 Strategic Plan

The 2021-2024 Visionary Impact Plan 2.0[7] was developed through engagement with all College stakeholders, including students, faculty and staff, and representatives from the College's service area. Representative data include the following and are summarized in the Executive Summary Strategic Planning Data VIP 2.0:

- CLNA[10]
- Faculty/Staff Forums (extension of 2020-2021 forums)
- Student Forums (extension of 2020-2021 forums)
- Student Climate Survey[11]
- Institutional Research Data[12] (Student Achievement Outcomes/KPIs)
- State of Florida Measures[13]
- Service Area Workforce Trends[14]

### Priorities/Goals

The 2021-2024 Strategic Plan focuses on a commitment to equity in all areas of the institution. To achieve this, FSCJ will strategically prioritize the following:

- Strategic Priority 1: Enrollment - Expand access to and support persistence in postsecondary education serving all student populations
- Strategic Priority 2: Service - Enhance and deliver an exceptional student and employee experience to create a sense of belongingness
- Strategic Priority 3: Success - Increase student achievement and success to strengthen opportunities for economic mobility for all students
- Strategic Priority 4: Excellence - Invest in the employee experience and Collegewide operations to promote continuous quality improvement
- Strategic Priority 5: Community - Proactively engage community and business partners to continually align industry needs and academic programming

Each priority includes specific goals and strategies for accomplishing those goals. For example, Priority 1, Goal 1 is to “Ensure clear pathways for all students to pursue a postsecondary education that leads to economic mobility.” The strategies for accomplishing this goal are as follows:

- Continue standardization of student admissions pathways to align with Florida Department of Education guidance for Career Technical Education programs.
- Build and sustain academic plan roadmaps using myGradPlan to help students identify a clear path to complete their educational goals.
- Conduct comprehensive program reviews to strengthen alignment to inform decisions to continue, expand, modify, and sunset program offerings.

In addition, each of the College’s measures of student achievement, as detailed in Standard 8.1, aligns directly to one or more components of the institution’s mission, vision, and strategic priorities.

As an Achieving the Dream (ATD) institution, the College recognizes the importance of early momentum metrics. Early momentum metrics include measures related to persistence rates, completion rates, and early completion of gateway English and mathematics courses. Table 7.1-2 (copied from Standard 8.1) illustrates how each of FSCJ’s student achievement measures align to the College mission/vision, and strategic priorities.

**Table 7.1-2: Student Achievement Measure Alignment to Mission, Strategic Priorities, and ATD Early Momentum Metrics**

<b>Achievement Measure</b>	<b>Alignment to Mission /Vision</b>	<b>Alignment to Strategic Priorities</b>
IPEDS Graduation Rate	Intellectual growth, advancing economic mobility	Priority 3: Success
Institutionally Calculated Graduation Rates		Priority 3: Success

	Intellectual growth, advancing economic mobility	
Fall-to-Fall Persistence Rate	Intellectual growth, advancing economic mobility	Priority 2: Service and 3: Success
Completion of Gateway English and Gateway Mathematics Course within First Year	Intellectual growth, advancing economic mobility	Priority 3: Success

At the conclusion of the first year, the College made available the VIP 2.0 Year 1 Report[15] for stakeholder review which includes the following elements:

- High Level Summary – Status of the plan and next steps
- VIP 2.0 Scorecard – Goals, strategies, and achievements so far for each
- Current KPI Updates – Goals and results of key performance indicators

All documents are available on the College's VIP 2.0 website[16].

## **2020-2021 Strategic Plan**

### Priorities/Goals

In Fall 2019 and early Spring 2020, the College began the process of developing a new three-year strategic plan which started by collecting the information necessary to draft the new plan. However, COVID-19 struck in March of 2020. Therefore, with the recommendation of the College President and strategic planning steering committee[17], FSCJ developed a one-year Visionary Impact Plan[8] to address the immediate needs of the College's students and the community it serves. With increasing student success remaining its ultimate goal, the one-year plan still incorporated ideas and feedback[18] from faculty, staff[19], students[20], and the community with an emphasis on strategies that would have a more immediate impact. With a purposeful eye toward equity and access, the three strategic priorities along with their corresponding goals and objectives were developed:

- Strategic Priority 1: Increase Enrollment
- Strategic Priority 2: Increase Retention and Completion
- Strategic Priority 3: Improve Processes

Each priority included specific goals and strategies for accomplishing those goals. For example, for Priority 1, Goal 1 was to "Develop and implement a comprehensive strategic marketing and communication plan." The strategies were as follows:

- Create a comprehensive strategy that highlights the quality and value of FSCJ from start to finish.
- Develop and deploy targeted advertising/communication plans for underrepresented populations to increase awareness and access.
- Create an Alumni/Employer Campaign to recruit new students and to highlight program-specific offerings.

### Accomplishments

- Created targeted marketing campaigns for short-term and weekend programs
- Increased completed Academic Degree Plans by 42% (3,659)
- Decreased Institutional Student Information Record (ISIR) to Financial Aid (FA) award from 86 to 32 days

### Evaluation

The outcomes of the Visionary Impact Plan were evaluated throughout the plan's term. The final summary evaluation was presented to the District Board of Trustees at their August 2021[21] meeting. Although the 2020-2021 plan was considered successful in many ways, several areas demonstrated a need for continued progress, and therefore informed the subsequent Visionary Impact Plan 2.0. For example, as illustrated in Table 7.1-3, the College did not meet its goal of closing productive grade rate (A, B, C) equity gaps in specific high enrollment courses so that goal, along with new strategies, continued in the new plan.

**Table 7.1-3: A-B-C Grade Rates in High Enrollment Courses**

<b>Course ID</b>	<b>Race-Ethnicity Group</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
ENC1101 – English Composition I	African American	76%	73%	76%	68%	68%
	White	85%	85%	84%	84%	80%
	Hispanic	78%	83%	82%	75%	82%
	Multiracial	80%	79%	79%	76%	76%
	Other -Race /Ethnicity	86%	82%	84%	87%	80%
	Unknown	88%	82%	89%	87%	91%
MAC1105 – College Algebra	African American	67%	64%	60%	66%	59%
	White	76%	77%	78%	77%	76%
	Hispanic	70%	79%	76%	74%	66%
	Multiracial	77%	64%	79%	76%	75%
	Other – Race /Ethnicity	85%	81%	83%	75%	85%
	Unknown	79%	79%	81%	90%	76%
IDS1107 – Strategies for the Pursuit of Knowledge	African American				71%	70%
	White				81%	77%
	Hispanic				84%	76%
	Multiracial				76%	71%
	Other – Race/Ethnicity				83%	81%
	Unknown				82%	76%

### Changes/Improvements

Based on data and feedback collected and analyzed during the strategic plan period, the below represents changes/improvements that were implemented:

- Updated Mission/Vision Statement - Revised the focus to emphasize high quality and life-long learning.
- Prior Learning Credit - Created transparent processes for gaining Credit for Prior Learning and connection to Continuing Workforce Education/Career Certificates/Associate in Science programs.

### **Linking Institutional Planning to the Budget**

In alignment with the College's strategic plan, institutional units can submit supporting initiatives, requesting funding support via Strategic Planning Online (SPOL), a strategic planning and budgeting software.

This process aligns with annual budgeting and supports the strategic plan. All planning units can submit their proposal for funded and/or unfunded innovative initiatives to move the work of the College forward. The proposals must support one of the strategic plan's strategic priorities. Representative SPOL requests below (Table 7.1-4) are samples of the most recent initiatives reviewed and approved [22] by the Executive Leadership Team.

**Table 7.1-4: Representative 2021-22 Supporting Initiative Requests and Reports**

Initiative Title	Planning Unit	Reports	
TOD Smart Classroom[23]	Human Resources	TOD Mid-Year[24]	TOD Final[25]
Guided Pathways Invited Speakers[26]	Strategic Priorities	GP Mid-Year[27]	GP Final[28]
Digitizing the Curriculum Process[26]	Curriculum and Instruction	Digitizing Mid-Year[29]	Digitizing Final [30]

Approved initiatives are tracked through bi-annual progress as noted above.

### Planning and Assessment

In addition to institutional strategic planning, and in alignment with the College's strategic plan, academic and non-academic units conduct annual planning, evaluation, and assessment. FSCJ's assessment process is informed by the SACSCOC *Principles of Accreditation*, accreditation standards of programmatic accreditors, and by the College's Administrative Procedure Manual (APM) 02-1601 [31], *Institutional Effectiveness*.

All academic and non-academic units identify outcomes, assess the extent to which they achieved those outcomes, and provide evidence that they are seeking improvement based on the analysis of their results. This major component of institutional planning and effectiveness is ongoing and comprehensive and allows units to systematically evaluate the attainment of their goals and outcomes while making data-informed decisions to drive improvement.

Assessment of student learning outcomes is critical for academic programs. As such, academic programs are required to assess general education learning outcomes, discipline-specific learning outcomes, and program learning outcomes. The assessment plans are documented in detail within the narrative for Standard 8.2.a, however, one example[32] is provided to demonstrate the unit's participation in the planning and assessment process.

The purpose of non-academic assessment is to ensure that administrative and academic support services that occur outside of the classroom complement academic programs and enhance the overall student experience. Outcomes[33] for non-academic units are aligned to a strategic priority during the planning phase to ensure that the services provided achieve the mission and goals of the College.

To further support and strengthen the assessment process, all academic and non-academic units undergo an evaluation[34] of each step in the assessment cycle (goals, assessment plan, assessment findings, use of results, and status report). A cross functional, non-academic committee reviews all non-academic assessment work, while outcomes assessment coordinators are responsible for reviewing academic assessment work. The purpose of this content review is to ensure that any outcomes, measures, and targets are appropriate to the specific unit under review, to provide feedback to those involved with the assessment cycle, and to improve future assessment cycles. A quality review of the assessment plan is then conducted in the Office of Strategic Priorities. The



purpose of the quality review is to provide guidance and feedback that can be used to improve future assessment cycles. Quality reviewers do not send assessment reports back to programs for any changes. All feedback provided is to be used for improving future cycles.

## Collegewide Master Plan

The State Requirements for Educational Facilities (SREF[35]) require all state colleges to develop a Collegewide Master Plan[36]. 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. 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 analyses include the characteristics of vacant lands, projected impacts of development on both on- and off-site infrastructure, public services, natural resources, student enrollment projections, and the need for academic and support facilities.

The Facilities Planning & Design Department periodically meets[37] with academic leadership to discuss items within the Collegewide Master Plan including site amenities, new buildings or additions, and parking. The master plan is used as a planning tool throughout the year to establish and provide for current and intermediate future needs, as well as long-range planning goals. The Collegewide Master Plan is updated annually and submitted to the state every five years with the Plant Survey.

## Summary

As evidenced by the above narrative, the College engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

## Evidence

- [1] IE Guide v5 pgs 8-10
- [2] Strategic Planning Steering Committee Minutes 5\_2021
- [3] DBOT November 2021 meeting minutes
- [4] DBOT November 2021 meeting minutes-pg. 6 extracted
- [5] Mission Vision Values Feedback
- [6] Mission, Vision & Values Webpage
- [7] 2021-2024 Strategic Plan
- [8] 2020-21 Visionary Impact Plan
- [9] VIP 2.0 Timeline
- [10] CLNA 2020 VIP Narrative Aggregate
- [11] Student-Climate-RT-Final
- [12] IR Student Achievement Outcomes\_KPIs
- [13] FLDOE Strategic Plan 2020-2025 ListMeasures
- [14] Environmental Scan Summary Draft 1.032922
- [15] VIP 2\_0 Year 1 Report DBOT Sept 2022 Draft
- [16] Visionary Impact Plan 2.0 Webpage
- [17] Strategic Planning Steering Committee Membership VIP 1.0
- [18] Final VIP feedback
- [19] 2020 VIP Faculty Staff Forum Executive Summary

- [20] 2020 VIP Student Forum Summary
  - [21] August 10 2021 DBOT Workshop Agenda
  - [22] 2021-2022 Approved Supporting Initiatives Summary
  - [23] 2021-22 TOD Smart Classroom SI Request
  - [24] 2021-22 TOD Smart Classroom Mid-Year
  - [25] 2021-22 TOD Smart Classroom Final Report
  - [26] 2021-22 Digitizing the Curriculum Process SI Request
  - [27] 2021-22 Guided Pathways Invited Speakers Mid-Year
  - [28] 2021-22 Guided Pathways Invited Speakers Final Report
  - [29] 2021-22 Digitizing the Curriculum Mid-Year
  - [30] 2021-22 Digitizing the Curriculum Process Final Report
  - [31] APM 02-1601 Institutional Effectiveness 2018
  - [32] Early Childhood Education B.S.
  - [33] Non Academic outcomes
  - [34] Assessment plan rubrics
  - [35] State Requirements for Educational Facilities
  - [36] Master Plan 2016
  - [37] FPT Meetings
- image\_Strategic Planning Process

**7.2** The institution has a Quality Enhancement Plan that (a.) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b.) has broad-based support of institutional constituencies; (c.) focuses on improving specific student learning outcomes and/or student success; (d.) commits resources to initiate, implement and complete the QEP; and (e.) includes a plan to assess achievement. (*Quality Enhancement Plan*)

Compliance     Partial Compliance     Non-Compliance

## 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; Off-Site/On-Site Review]

Compliance     Partial Compliance     Non-Compliance

#### Narrative

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

Adopted by the College's Cabinet in 2020, four measures were identified to document student success: 1) IPEDS graduation rate, 2) fall-to-fall persistence rate (formerly retention rate), 3) institutionally calculated graduation rates, and 4) completion of gateway English and/or gateway mathematics courses within the first year.

In response to SACSCOC's August 15, 2018, request to member institutions to identify a self-selected undergraduate student completion metric, the College selected the IPEDS "traditional" overall graduation rate (150% standard time). This metric serves as one of the College's four measures to document student success.

#### Mission and Strategic Priorities

The student achievement outcomes identified by FSCJ are appropriate to the College's mission[1] statement, which is "Florida State College at Jacksonville provides an equitable, high quality, success-driven learning experience for our diverse community of students." as well as the vision statement, "To promote intellectual growth for life-long learning, advance the economic mobility of our students and transform the communities we serve." The 2021-24 Visionary Impact Plan[2] is an extension of the College's mission. Three of the five strategic priorities identified within the plan are focused on students:

1. Enrollment: Expand access to and support persistence in postsecondary education serving all student populations
2. Service: Enhance and deliver an exceptional student and employee experience to create a sense of belongingness
3. Success: Increase student achievement and success to strengthen opportunities for economic mobility for all students

#### Publication of Goals and Outcomes for Student Achievement

The College publishes its student achievement measures, thresholds of accountability, achievement goals, and performance on the Institutional Effectiveness, Student Achievement webpage[3]. This information is publicly available and updated annually.

#### Evaluation of Student Achievement Goals and Outcomes

Each of the College's measures of student achievement aligns directly to one or more components of the institution's mission, vision, and strategic priorities.

As an Achieving the Dream (ATD) institution, the College also recognizes the importance of early momentum metrics. Early momentum metrics include measures related to persistence rates, completion rates, and early completion of gateway English and mathematics courses. Table 8.1-1

below illustrates how each of FSCJ's student achievement measures align to the College mission /vision, strategic priorities, and to the ATD early momentum metrics.

**Table 8.1-1: Student Achievement Measure Alignment to Mission, Strategic Priorities, and ATD Early Momentum Metrics**

<b>Achievement Measure</b>	<b>Alignment to Mission/Vision</b>	<b>Alignment to Strategic Priorities</b>	<b>ATD Early Momentum Metric</b>
IPEDS Graduation Rate	Intellectual growth, advancing economic mobility	Priority 3: Success	No
Institutionally Calculated Graduation Rates	Intellectual growth, advancing economic mobility	Priority 3: Success	Yes
Fall-to-Fall Persistence Rate	Intellectual growth, advancing economic mobility	Priority 2: Service and 3: Success	Yes
Completion of Gateway English and Gateway Mathematics Course within First Year	Intellectual growth, advancing economic mobility	Priority 3: Success	Yes

### **Program Offerings and Student Goals**

The College has set thresholds of acceptability and goals for student achievement that are reflective of the programs offered and the nature of the students served. 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 2022-23 Catalog[4], the College offers 13 Baccalaureate degrees, one Associate in Arts degree, 50 Associate in Science degrees, one Associate in Applied Science degree, 64 Technical Certificates, three Advanced Technical Certificates, and 25 Career Certificates (PSAV/Clock Hour programs). The College also offers nine 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 2020-21 Fact Book[5], 40,282 students were enrolled in at least one course in the 2020-21 academic year; 62% of those students were female and 38% male. The median student age was 25 years, and the mean (average) was 28 years with almost 77% of FSCJ students attending college part-time. For 2020-21, the College's enrollment by race/ethnicity included 27.2% of students reporting as Black or African American, 45.3% as White, 13.3% as Hispanic, 4.7% as two or more races, 4.9% as other minority, and 4.6% as unreported/unknown. 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 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 - that anyone can thrive in a supportive environment that promotes lifelong learning - 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 five years of

data provided in Table 8.1-2, the College's minimum IPEDS graduation rate was 35% (2018) and the maximum was 40% (2021). Using linear projection modeling, the achievement goal for the overall IPEDS graduation rate for FSCJ is 41%. The threshold of acceptability for this measure is 30%, which is the minimum graduation rate that was reported in the 2011 IPEDS feedback report, the lowest graduation rate by the College over the previous ten-year timeframe.

**Table 8.1-2: Five-Years of FSCJ IPEDS Graduation Rates  
disaggregated by Ethnicity and Gender**

	IPEDS Reporting Year				
	2017	2018	2019	2020	2021
	Fall Cohort Year				
	2010	2011	2012	2013	2014
	Percent (n)				
FSCJ	37% (1,866)	35% (2,564)	38% (1,986)	37% (1,923)	40% (1,564)
American Indian/ Alaska Native	33% (6)	42% (12)	9% (11)	0% (2)	100% (1)
Asian	50% (52)	54% (80)	54% (62)	40% (62)	60% (43)
African American	27% (454)	20% (761)	28% (501)	27% (455)	26% (357)
Hispanic	34% (126)	40% (163)	39% (154)	36% (147)	36% (144)
Native Hawaiian/ Pacific Islander	33% (12)	45% (11)	0% (7)	40% (6)	38% (8)
White	40% (691)	41% (859)	42% (955)	40% (946)	46% (810)
Two or More Races	37% (46)	38% (49)	35% (56)	40% (58)	35% (69)
Male	32% (871)	34% (1,097)	32% (941)	33% (901)	36% (733)
Female	40% (995)	36% (1,467)	43% (1,045)	39% (1,022)	44% (831)

Should the College's institutional 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%.

#### Institutionally Calculated Graduation Rates

To align FSCJ's accreditation and Achieving the Dream (ATD) work, the College has identified its institutional calculated graduate rates as students earning a certificate or degree within the four years (200% of time to completion) of initial enrollment. To calculate this metric, a cohort of students must be

defined. For purposes of this student achievement measure, the College has defined the cohort as students new to FSCJ (first-time, in college, first-time in college after dual enrollment, and first-time transfer to FSCJ). Referencing the five years of institutionally calculated graduation rates provided in Table 8.1-3, the minimum rate was 31.4% (fall 2018 cohort) and the maximum was 38.2% (fall 2014 cohort). Using linear projection modeling, a 38.8% achievement goal for institutionally calculated graduation rates would represent substantial progress. Using the most recent representative years, fall 2014 cohort through fall 2018 cohort, the threshold of acceptability has been identified as an institutionally calculated graduation rate of 30.7%.

**Table 8.1-3: Five-Years of Institutionally Calculated Graduation Rates for 200% Time to Completion Disaggregated by Ethnicity and Gender**

	F14 Cohort (n)	F15 Cohort (n)	F16 Cohort (n)	F17 Cohort (n)	F18 Cohort (n)
Overall	38.2% (4,715)	36.7% (4,648)	37.5% (4,747)	34.1% (4,188)	31.4% (4,407)
Female	41.1% (2,562)	40.1% (2,533)	40.1% (2,615)	36.3% (2,315)	32.7% (2,594)
Male	34.5% (2,105)	32.7% (2,119)	34.4% (2,070)	31.0% (1,864)	29.5% (1,812)
African American	27.3% (1,107)	29.0% (1,114)	28.3% (1,162)	25.2% (1,066)	24.3% (1,160)
Asian	48.5% (136)	47.3% (165)	51.2% (203)	45.7% (173)	40.1% (165)
Hispanic	36.6% (437)	35.0% (505)	35.3% (484)	32.8% (579)	30.8% (640)
Multiracial	34.3% (181)	36.2% (177)	32.8% (192)	29.5% (190)	33.3% (212)
White	36.7% (2,842)	39.3% (2,427)	40.9% (2,410)	40.4% (2,057)	34.8% (2,096)

Should the College's aggregate institutionally calculated graduation rate go below the threshold of acceptability, which is 30.7%, the institution will first gather and analyze information by conducting a detailed analysis of the cohort with the institutionally calculated graduation rates lower than 30.7%. 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 institutionally calculated 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. Since there is a four-year delay in measuring institutionally calculated graduation rates, this process will continue until the College has two consecutive cohorts with institutionally calculated graduation above 30.7%.

#### Fall-to-Fall Persistence Rate

To align FSCJ's accreditation and Achieving the Dream (ATD) work, the College has identified its fall-to-fall persistence rate (formerly retention rate) as an additional measure of student success. To calculate persistence, a cohort of students must be defined. For persistence 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. Removed from the cohort are completers within the first term up to, and including, the persistence term, transient students, and non-degree seeking students.

Referencing the five years of retention data provided in Table 8.1-4, the minimum rate was 48% (fall 2016 to fall 2017) and the maximum was 55% (fall 2018 to fall 2019 and fall 2020 to fall 2021). Using linear projection modeling, a 58% achievement goal for fall-to-fall persistence would represent substantial progress. Using the most recent representative years, fall 2016 through fall 2021, the threshold of acceptability has been identified as a fall-to-fall persistence rate of 45%.

**Table 8.1-4: Five-Years of Fall-to-Fall Persistence Rates Disaggregated by Ethnicity & Gender**

	F16-F17 (n)	F17-F18 (n)	F18-F19 (n)	F19-F20 (n)	F20-F21 (n)
Overall	48% (12,816)	50% (13,628)	55% (16,846)	54% (16,868)	55% (15,305)
Female	49% (7,424)	52% (7,876)	56% (10,346)	57% (10,421)	56% (9,820)
Male	46% (5,349)	48% (5,733)	53% (6,496)	51% (6,437)	53% (5,477)
African American	43% (3,316)	45% (3,723)	48% (5,472)	48% (5,753)	51% (5,165)
Asian	56% (490)	61% (634)	60% (1,012)	63% (1,026)	61% (958)
Hispanic	49% (1,198)	55% (429)	56% (1,946)	55% (2,056)	56% (2,087)
Multiracial	45% (530)	48% (1,528)	53% (689)	52% (807)	53% (800)
White	49% (6,279)	52% (6,421)	58% (9,269)	57% (9,447)	57% (8,894)

Should the College's fall-to-fall persistence 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 Persistence 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 persistence 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 persistence rates, this process will continue until the College has two consecutive cohorts with fall-to-fall persistence rates above 45%.

#### Completion of Gateway English and Gateway Mathematics Course within First Year

To align FSCJ's accreditation and Achieving the Dream (ATD) work, the College has identified student completion of gateway English and/or gateway mathematics courses within the first year as a student achievement metric. To calculate this metric, a cohort of students must be defined. For purposes of this student achievement measure, the College has defined the cohort as students new to FSCJ (first-time in college, first-time in college after dual enrollment, and first-time transfer to FSCJ). Referencing the five years of data provided in Table 8.1-5 below, the minimum rate of completion for gateway English and gateway mathematics courses was 41% and 36%, respectively. The maximum rate for completion of gateway English and a gateway mathematics course was 47% and 40%, respectively. Using linear projection modeling, a 42% achievement goal for completion of a gateway mathematics course within the first year, and a 48% achievement goal for completion of gateway English within the first year would represent substantial progress. Using the most recent representative years, fall 2017 through fall 2021, the threshold of acceptability has been identified as 33% completion of a gateway



mathematics course and a 39% completion of gateway English within the first year. Tables 8.1-6 and 8.1-7 disaggregates the data by gender and ethnicity for gateway mathematics and gateway English courses.

**Table 8.1-5: Five-Years of Completion of gateway English and/or Gateway Mathematics Courses within First Year**

Gateway Area	F17 Cohort (n)	F18 Cohort (n)	F19 Cohort (n)	F20 Cohort (n)	F21 Cohort (n)
Mathematics*	38% (4,188)	36% (4,407)	37% (5,557)	40% (4,459)	38% (4,280)
English**	46% (4,188)	47% (4,407)	45% (5,557)	44% (4,459)	41% (4,280)

**Table 8.1-6: Disaggregated Completion of Gateway (college-level) Mathematics in Year One**

	F17 Cohort (n)	F18 Cohort (n)	F19 Cohort (n)	F20 Cohort (n)	F21 Cohort (n)
Female	41% (2,306)	37% (2,594)	38% (3,323)	43% (2,658)	41% (2,546)
Male	35% (1,854)	34% (1,812)	35% (2,209)	37% (1,778)	34% (1,723)
African American	27% (1,058)	25% (1,160)	26% (1,600)	33% (1,097)	25% (1,112)
Asian	57% (172)	53% (162)	44% (202)	45% (168)	49% (181)
Hispanic	37% (577)	36% (640)	38% (737)	44% (679)	42% (338)
Multiracial	37% (189)	40% (212)	36% (270)	42% (244)	35% (492)
White	42% (2,049)	41% (2,096)	42% (2,644)	43% (2,191)	44% (2,057)

**Table 8.1-7: Disaggregated Completion of Gateway English in Year One**

	F17 Cohort (n)	F18 Cohort (n)	F19 Cohort (n)	F20 Cohort (n)	F21 Cohort (n)
Female	48% (2,306)	48% (2,594)	46% (3,323)	45% (2,658)	42% (2,546)
Male	43% (1,854)	45% (1,812)	44% (2,209)	43% (1,778)	41% (1,723)
African American	38% (1,058)	41% (1,160)	41% (1,600)	42% (1,097)	34% (1,112)
Asian	53% (172)	44% (162)	54% (202)	44% (168)	49% (181)
Hispanic	52% (577)	52% (640)	47% (737)	43% (679)	45% (338)
Multiracial	53% (189)	45% (212)	50% (270)	45% (244)	39% (492)
White	48% (2,049)	50% (2,096)	46% (2,644)	45% (2,191)	45% (2,057)

\* Gateway mathematics courses include MAC1105, MAC 1105C, MGF1106, MGF1107, & STA2023

**\*\* Gateway English courses include ENC1101 & ENC1101C**

Should the College's completion of a gateway mathematics course or gateway English within the first year go below the threshold of acceptability, which is 33% and 39%, respectively, the institution will first gather and analyze information by conducting a detailed analysis of the cohort with the completion of a gateway mathematics course or gateway English within the first year lower than 33% and 39%. 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 completion of a gateway mathematics course or gateway English within the first year. 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 completion of a gateway mathematics course or gateway English within the first year, this process will continue until the College has two consecutive cohorts with completion of a gateway mathematics course or gateway English within the first year above the threshold of acceptability.

As can be seen from Tables 8.1-2, 8.1-3, and 8.1-6 above, the IPEDS graduation rate, institutional calculated graduation rate, and completion of gateway mathematics for certain demographics, namely African Americans, is below the institutional threshold of acceptability. FSCJ's 2021-24 strategic plan (VIP 2.0[2]) has strategic priorities and strategic goals aimed at closing equity gaps; particularly the "success" priority detailed in Table 8.1-8 below.

**Table 8.1-8: FSCJ's 2021-24 strategic plan (VIP 2.0) Strategic Priority: Success**

<b>Strategic Priority</b>	<b>Strategic Goal</b>	<b>Strategy</b>
Success: Increase student achievement and success to strengthen opportunities for economic mobility for all students	3.1 Increase engagement in and implementation of equity-minded professional learning activities	<p>3.1.1 Build and prioritize culturally responsive and high impact teaching strategies and resources</p> <p>3.1.2 Increase academic affairs' participation in pathways- and success-aligned professional learning</p> <p>3.1.3 Create meaningful and sustained cohort-based faculty professional learning opportunities</p> <p>3.1.4 Ensure engagement with data dashboards to inform curricular decision-making</p>
Success: Increase student achievement and success to strengthen opportunities for economic mobility for all students	3.2 Achieve equity in student outcomes by program and course	<p>3.2.1 Redesign IDS1107 to close equity gaps</p> <p>3.2.2 Review high enrollment course curricula and redesign to ensure a culture of inclusive learning (this includes gateway mathematics and gateway English courses)</p>

		3.2.3 Identify programs with equity gaps in achievement and implement plans for improvement
Success: Increase student achievement and success to strengthen opportunities for economic mobility for all students	3.3 Improve program progression by implementing course-level practices at scale	<p>3.3.1 Design and implement a "Student Support Hub" that includes information and connections to academic and non-academic services</p> <p>3.3.2 Develop and institutionalize a "best practice" faculty-student communication plan</p> <p>3.3.3 Design and adopt equity-minded course syllabi</p>

### 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 persistence rate, institutionally-calculated graduation rates, and completion of gateway English and/or gateway mathematics course within first year to document student success.

### Evidence

- [1] Mission, Vision & Values Webpage
- [2] 2021-24 Visionary Impact Plan
- [3] Student Achievement
- [4] Programs 22-23 Catalog
- [5] FSCJ Fact Book pg. 7

- 8.2.** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Student learning outcomes for each of its educational programs, (*Student outcomes: educational programs*)[**Off-Site/On-Site Review**]

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) has established a robust and mature institutional effectiveness process through which 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 for each of its educational programs.

### Assessment Process

The assessment process at FSCJ is facilitated by the Office of Strategic Priorities (OSP). Within the OSP, the assessment coordinator oversees assessment plan entries into TaskStream, the College's assessment management system. Assessment plans are completed for thirteen bachelor's degrees, one Associate in Arts degree, fifty Associate in Science degrees, one Associate in Applied Science degree, sixty-four Technical Certificates, three Advanced Technical Certificates, and twenty-five career certificates. The OSP provides ongoing support to educational programs throughout the assessment process, including evaluation of assessment work, professional development opportunities, consultations, and just-in-time resources.

### Assessment Cycle Elements

All units provide each of the following elements during each assessment cycle. Definitions of each assessment plan element are provided here to provide for context and clarity into FSCJ's educational program assessment processes:

Mission Statement - The mission statement is a broad statement that declares what the program does and what it intends to achieve.

Program Learning Outcomes - Program learning outcomes (PLOs) describe what a student knows, thinks, or is able to do after completing all of the courses required to complete a particular program of study.

Assessment Plan - The assessment plan records how each program will achieve the program learning outcomes in the current cycle as well as the measures that will be used.

Assessment Findings - Assessment findings are the analysis of the collected data to arrive at a programmatic view of student performance.

Use of Results - The use of results are actions items to be implemented to achieve improvement based on data analysis of the assessment findings.

Status Report - The status report documents evidence that reasonable steps have been taken to implement planned actions to achieve improvements.

### Program Missions

The College's assessment process is one that supports faculty, who represent the College's curriculum experts, in identifying and assessing PLOs with the ultimate goal of improving student learning. The College operates within a culture of continuous assessment and uses the analysis of student learning outcomes to guide program improvement in accordance with the institution's mission statement to provide "equitable, high quality, success-driven learning experiences." The College's academic programs are housed within four academic schools:

- Business, Professional Studies and Public Safety;
- Health, Education and Human Services;

- Liberal Arts and Sciences; and
- Technology and Industry

There is a common assessment process across all schools, educational programs, and Off-Campus Instructional Sites (OCIS) at the College, whether they award the Associate in Arts (A.A.) degree, Associate in Science (A.S.) degrees, the Associate in Applied Science (A.A.S.) degree, baccalaureate degrees, or Career Certificates (C.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.

### Identification of Expected Learning Outcomes

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 OSP. When assisting faculty with establishing or updating educational PLOs, the OSP works with faculty to identify the PLOs that students are expected to acquire as a result of completing the program of study. Examples of PLOs are provided in table 8.2.a-1 below.

**Table 8.2.a-1: Program Learning Outcome Examples**

Program	PLO Descriptor	PLO Example
Business Administration B.S.	Professional/Business Communication	Students will construct and present effective written forms of professional /business communication to be used in a business environment.
Associate in Arts (A.A.) (Communications-Written)	Information Literacy	Students will synthesize and incorporate evidence from credible, relevant primary and/or secondary sources in a formal composition.
Radiation Therapy A.S. and T.C.	Radiation Therapy Laws	Students will be able to identify and describe laws related to Radiation Therapy at both the state and federal levels.
Pharmacy Technician C.C.	Pharmaceutical Terminology	Students will identify pharmaceutical abbreviations and terminology related to community pharmacy practice.

In the case of the College's A.A. degree, the general purpose of which is to facilitate academic transfer, the PLOs are synonymous with the College's general education competencies, which were developed in alignment with Florida College System's recommendations[1]. College faculty regularly review the competencies to ensure they remain current and relevant to student success. The most recent review was completed in fall 2020. To ensure assessment of all core General Education courses, faculty divided the courses into two sets to be assessed in three-year increments during the assessment cycle. Set 1 courses are assessed during years one through three and Set 2 courses are assessed during years three through five. Each competency is supported by multiple discipline-specific learning outcomes to ensure multiple and varied assessment of the A.A. learning outcomes.

For the purposes of outcomes assessment, the A.A. is organized into five discipline areas: humanities, natural sciences, mathematics, communications, and social and behavioral sciences. A.A. faculty create and assess discipline-specific outcomes that align to the prescribed learning outcomes. An abbreviated alignment is shown in table 8.2.a-2:

**Table 8.2.a-2: General Education Outcomes (A.A. Degree)**

General Education Learning Outcomes-Outcomes Assessment Cycle 2020-2025	

Discipline	General Educ. Competency/A. A Competency	General Education Outcome (A.A. Degree)	Identification of Course for Assessment	
			Set 1 Courses (Years 1-3)	Set 2 Courses (Years 3-5)
Communications	Communication	Students will use appropriate methods to cite and document source material in a formal composition.	ENC1101	SPC2608
Communications	Information Literacy	Students will synthesize and incorporate evidence from credible, relevant primary and /or secondary sources in a formal composition.	ENC1101	SPC2608
Humanities	Global Sociocultural Responsibility	Students will demonstrate an understanding of global social responsibility corresponding to the specific discipline.	ARH2000, MUL2010, THE2000	HUM2020, LIT2000, PHI2010
Mathematics	Critical Thinking	Students will apply knowledge of mathematics to solving real-world problems	MAC1105, MAC2233, MGF1107	MAC2311, MGF1106, STA2023
Social and Behavioral Sciences	Information Literacy	Students will be able to interpret and synthesize information from credible sources.	POS2041, PSY1012, SYG2000	AMH2020, ANT2000, ECO2013,
Natural Sciences	Scientific and Quantitative Reasoning	Students will create and interpret visual representations of data and/or information.	BSC1005, BSC2085C, CHM1020, ESC1000, PHY1020C, PHY2053C	AST1002, BSC010C, CHM2045C, EVR1001, PHY2048C

FSCJ awards only one A.A. degree. In addition to the General Education core courses, the A.A. degree assessment incorporates the ETS Proficiency Profile, which was added in fall 2021, and data from this tool are used to inform curricular and pedagogical decisions related to this degree.

Educational programs at FSCJ are expected to assess each of their PLOs more than once during the College's ten-year institutional accreditation cycle. Program missions and PLOs are regularly reviewed and revised when faculty identify significant changes to the program's purpose and goals for student learning. The assessment cycle includes four major sections: the assessment plan, data collection and analysis (assessment findings), the improvement plan (use of results), and the status report. These processes are detailed throughout this narrative.

The College's Baccalaureate Career and Technical Education (BCTE) program assessment cycle was reviewed and updated in 2019 to create stronger alignment with the College's program review cycle, as shown in Table 8.2.a-16. This change created an efficient and predictable assessment schedule that allowed BCTE programs to collect longitudinal data to inform their analysis.

### **Assessment Plan Development**

The annual outcomes assessment process begins each Fall Term. During this time, the OSP distributes the annual Academic Outcomes Assessment Procedures and Responsibilities document[2]. This document establishes procedures, responsibilities, and timelines for the assessment process and is communicated via email to outcomes assessment coordinators (OAC) and deans.

In the Fall Term, educational program faculty devise an assessment plan for their respective programs that will be carried out during the assessment cycle. Faculty typically select a minimum of three program learning outcomes to assess as part of their assessment plan during the cycle. Building out the plan, faculty identify the measures and corresponding methods of evaluation, identify expected levels of student performance (targets), create a timeline for implementation and data collection, and identify personnel responsible for conducting the assessments. Faculty identify at least two measures for each PLO to be assessed. One measure must be a direct measure of student learning, while the second may be a direct or indirect measure. Reflecting the diverse nature of the College's programs, multiple and varied measures are employed to evaluate student learning, including, but not limited to exams/quizzes, hands-on demonstrations, oral presentations, essays, and surveys.

To assist programs with the planning process, and to ensure a consistent process across all educational programs at FSCJ, the OSP has developed a template[3] that programs may use to draft their assessment plans. Once complete, each plan is submitted to the appropriate academic administrator who has oversight of the outcomes assessment process and is responsible for submitting the plan into the College's assessment management system.

When requested by course faculty, FSCJ Online, the College's hub for distance education and instructional design, assists in deploying online assessment activities into the course shells of the College's Learning Management System, Canvas. This procedure maintains consistency with regard to assessment instruments and data collection and enhances the ease with which instructors and students access assessments.

### **Assessment Findings: Data Collection and Analysis**

Following the development of their assessment plan, program faculty implement the assessment plan by collecting data during the identified timeframe at all OCIS locations offering the courses identified for assessment. The majority of educational programs conduct assessment during the cycle's spring term, but some programs assess during the fall or summer terms, as appropriate to their course offering schedules and program needs.

All part- or full-time faculty teaching courses identified for assessment, whether as part of the high school dual enrollment offerings, or via 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, assist with communication to faculty, and ensure that all faculty understand that their participation is an expectation of their role as outlined in Administrative Procedure Manual (APM) 02-1601[4], *Institutional Effectiveness*.

Analysis of the collected data and information is the responsibility of each educational program's faculty. Following data collection, faculty aggregate data across sections to arrive at a programmatic view of student performance. Faculty are then able to determine whether students met the expected level of student performance. Additionally, faculty create an analysis of findings that provides insights into student learning, which in turn informs their use of results. 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.

### Use of Results: Seeking Improvement Based on Analysis of Results

Critical to the assessment process is the use of collected data to seek improvements to student learning for the identified learning outcomes. The data collected during the assessment process provides valuable information to faculty and program leadership to make data-informed decisions about what actions should be taken to help improve students' educational experiences. In the fall term following data collection, programs create an improvement plan that indicates actions the program will take based on analysis of the collected assessment results in order to seek improvements to student learning. At least one improvement plan is required for each PLO assessed in the designated 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 TaskStream, the assessment management system.

### Status Reports

One term after the development of the improvement plan, faculty indicate the plan status 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 also provide a summary of the preliminary results of the improvement actions. The status report is provided to the program's academic administrator for entry into TaskStream.

### Assessment Cycle Timeline

Educational programs are assessed on a three-year cycle designed to allow these programs to implement well-developed assessment activities, collect detailed and robust longitudinal data, and develop and implement actions for improvement (i.e., Use of Results) based on the analyzed assessment results. In the Fall Term of the first year, faculty in each program review and/or revise their assessment plan to carry out during the assessment cycle. During the first two years of each cycle, faculty assess and collect data for review each fall. In the fall of the third year of each cycle, faculty members in each program use the longitudinal data to create a Use of Results plan to help improve student attainment of pre-determined program benchmarks. After implementation of the plan, students are assessed to determine the intervention's success, thus closing the loop. The assessment cycle for BCTE/A.S. programs is shown in table 8.2.a-3 below, while the assessment cycle for the A.A. degree is shown in table 8.2.a-4.

**Table 8.2.a-3: BCTE/A.S. Assessment Cycle Timeline**

	<b>Deadline</b>	<b>Activity</b>
<b>Year 1</b>	Fall Term (August)	Faculty meet to determine PLOs and measures and submit assessment plan to academic administrator for data entry
	Fall Term (August-December)	Faculty conduct assessment activities in selected courses
	Fall Term (December)	Faculty submit assessment data to academic administrator for data entry (if assessing in fall)
	Spring Term (January-May)	Faculty conduct assessment activities in selected courses
	Spring Term (May)	Faculty submit assessment data to academic administrator for data entry (if assessing in spring)
	Fall Term (August)	



<b>Year 2</b>		Faculty analyze data and develop Use of Results, which is submitted to academic administrator for data entry
	Fall Term (August-December)	Faculty implement Use of Results and reassess in selected courses
	Fall Term (December)	Faculty submit assessment data to academic administrator for data entry (if assessing in fall)
<b>Year 3</b>	Spring Term (January-May)	Faculty implement Use of Results and reassess in selected courses
	Spring Term (May)	Faculty submit assessment data to academic administrator for data entry (if assessing in spring)
	Fall Term (August)	Faculty analyze data from implemented changes and provide status report to academic administrator for data entry

**Table 8.2.a-4: PLO/General Education Competency Assessment Timeline**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Review & Confirm Discipline Learning Outcomes	Assess Discipline Learning Outcomes via Set 1 Courses	Assess Discipline Learning Outcomes via Set 1 Courses	Assess Discipline Learning Outcomes via Set 2 Courses	Assess Discipline Learning Outcomes via Set 2 Courses
Assess Discipline Learning Outcomes via Set 1 Courses	Create Use of Results Based on Data Collected via Set 1 Courses from Years 1 & 2	Create Status Report on Set 1 Courses	Create Use of Results based on Data Collected via Set 2 Courses from Years 3 & 4	Create Status Report on Set 2 Courses
Program Review (Years 4-5)		Assess Discipline Learning Outcomes via Set 2 Courses	Program Review (Years 1-3)	

### Assessment Reports

The four components of the assessment cycle - the Assessment Plan, Assessment Findings, Use of Results, and Status Report - culminate in each program's Assessment Report, which provides a comprehensive view of each program's assessment work and documents efforts to improve student learning.

Tables 8.2.a-5, 7, 9, and 12 below illustrate the full assessment cycle, providing an abbreviated example of a B.S., A.A., A.S., and C.C. program. Following each programmatic table are the Assessment Report tables (8.2.a-6, 8, 10, 11, and 13), which provide the complete assessment plans, findings, analysis and use of results over three assessment cycles for all programs within the degree /certificate. FSCJ does not use sampling for academic programs, therefore, the table provides links to the assessment reports for all academic programs/disciplines.

**Table 8.2.a-5: Bachelor's Degree Plan Example**

<b>Program-Digital Media B.A.S.[5]</b>
<b>Outcome:</b> Students will use research and analysis to inform design production.
<b>Assessment Plan</b>

<b>Measure 1</b>
Measure: Production Strategy Project
Description: Students in the Creative Problem-Solving course will work on a Production Strategy project that entails researching a fictitious place and presenting their findings to the class.
Expected Student Performance: 80% of students score 24 points or higher on a 30-point scale.
Method of Evaluation: A three-section rubric worth 30 points total and includes (1) concept and research, (2) aesthetic design, and (3) presentation.
Implementation Timeline: Fall 2019 and Spring 2020
Responsible Personnel: Digital Media Faculty
<b>Plan Findings</b>
Fall Term (2266) Out of 25 students enrolled, 80% scored 24 or higher on their Production Strategy Rubric. There were two students who did not submit a final project. Out of those 23 submissions, 20 students, or 87%, received a 24 or higher.
Spring Term (2861) Out of 19 students enrolled, 74% scored 24 or higher on their Production Strategy Rubric. There were five students who did not submit a final project. Out of those 14 submissions, 14 students, or 100%, received a 24 or higher.
Further thoughts: "For our Spring term course, students turned in their production strategy at the time our school went to a virtual learning modality due to COVID-19. Due to this, about four students did not turn in their project. The average score, although close to the percentage goal, may also reflect the fact that I gave students slightly inflated grades to account for the pandemic and quick turn around on their project. Although students were provided specific feedback, I gave them full credit if they turned in their assignment."
Results: Not Met
Responsible Personnel: Faculty in DIG 3283C course

<b>Measure 2</b>
Measure: Production Strategy Survey
Description: Students will respond to a survey related to their perceptions on their ability to use research and analysis to inform design production.
Expected Student Performance: 80% of students will respond agree or strongly agree to each question.
Method of Evaluation: Student survey responding to questions related to: (1) concept and research, (2) aesthetic design, and (3) presentation.
Implementation Timeline: Fall 2019 and Spring 2020
Responsible Personnel: Digital Media Faculty
<b>Plan Findings</b>
Responses for this survey were collected only during the spring 2020 due to COVID-19. There was a total of six respondents to this survey. Results are as follows:  Four of six, or 67%, of students responded with all ratings as agree or strongly agree.  There were two students with ratings of 3 (neither agree nor disagree) included in their ratings.

There was only one rating of a 2 which was a single student who stated, "I was able to choose useful materials in my research for my travel campaign production strategy." This student's comments on the survey indicated being unable to get out and capture pictures in the galleries and complete interviews (results from spring 2020, the term impacted by COVID-19 closures.)

The average rating for all questions was > 4.0 on a 5.0 Likert scale for all six students.

Results: Not Met

### Use of Results

Action Details: Revise the rubric for the Production Strategic to specifically include analysis and require students to include slides on analysis specifically in their presentations.

Implementation Timeline: Spring 2021

Responsible Personnel: Faculty in DIG 3283C course

### Status Report

Current Status: Not started

Additional Information: New assessment measure was not implemented in fall 2020 based on continued online instruction due to COVID-19 impacts. Will implement next time the course is taught.

**Table 8.2.a-6: Bachelor's Degree Assessment Reports**

Biomedical Sciences[6] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Business Administration[7] OA Cycles: 2018-2019; 2019-2020; 2020-2022	Communication and Media[8] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Computer Systems Networking[9] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Digital Media[5] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Early Childhood Education[10] OA Cycles: 2018-2019; 2019-2020; 2020-2023
Financial Services[11] OA Cycles: 2018-2019; 2019-2020; 2020-2022	Human Services[12] OA Cycles: 2018-2019; 2019-2020; 2020-2022	Information Systems Tech[13] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Logistics[14] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Nursing[15] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Public Safety Management[16] OA Cycles: 2018-2019; 2019-2020; 2020-2023
	Supervision and Management[17] OA Cycles: 2018-2019; 2019-2020; 2020-2023	

**Table 8.2.a-7: Associate in Arts Plan Example**

<b>Program-Associate in Arts (Communications-Oral[18])</b>
<b>Outcome:</b> Students will be able to access, document, and present relevant and credible information in appropriate written and spoken manners.
<b>Assessment Plan</b>
<b>Measure 1</b>
Measure: Direct-Source Evaluation

Description: There will be a four-question multiple choice assessment given to students enrolled in ENC 1102 and SPC 2608. The direct assessment multiple choice questions ask students to evaluate sources based on the ideas of currency, relevance, authority, and purpose.
Expected Student Performance: The target is that 70% of students will get 100% on the test questions.
Method of Evaluation: These questions, along with indirect assessment questions, will be distributed to student via a Google Form link. The questions will be scored electronically.
Implementation Timeline: This assessment will take place in the Spring 2020 Term. Courses for ENC 1102 and SPC 2608 will be chosen in order to be representative of enrollment numbers, modality, and location.
Responsible Personnel: The Speech and Letter Council, under the leadership of Karen Otto and Marilyn Painter, are responsible for this assessment. In addition, there is collaboration with the Social and Behavioral Sciences disciplines, under the leadership of Tina Dajci Angellari
<b>Plan Findings</b>
Summary of Findings: The results of the Speech and English students combined: Question #1 related to currency had 71.67% correct response. Question #2 about relevancy had 74.05% correct response. Question #3 about authority had 53.21% correct response. Question #4 related to purpose had 50.48% correct responses.  The results for SPC 2608 (C = Campus, DL = Distance Learning, HB = Hybrid) Question #1 - 71.92% C = 81.72%, DL = 71.72%, HB = 58.21% Question #2 - 77.31% C = 77.42%, DL = 73.74%, HB = 82.09% Question #3 - 56.54% C = 66.67%, DL = 46.46%, HB = 58.21 Question #4 - 56.54% C = 53.76%, DL = 54.55%, HB = 62.69
Results: Not Met

<b>Measure 2</b>
Measure: Indirect-Source Evaluation
Description: This indirect assessment will be 13 questions to find out student attitude, experience, and confidence in source evaluation.
Expected Student Performance: The first five questions of the assessment are Likert-scale questions about their feelings and experience about source evaluation. The target is that 70% of students will indicate a 3 or above on these questions. Question 6 & 7 are "yes" or "no" questions. The target is that 50% of student will answer with a positive "yes" for these questions. The last question will give us information about the student and his/her use of library resources, and whether or not the student "fact checks" information. These questions will also provide some demographic information about the student. No target is set for these questions.
Method of Evaluation: These indirect questions will be sent along with the direct assessment question in a Google Forms link and the scores will be calculated electronically.
Implementation Timeline: This assessment will be given in the Spring 2020 Term to SPC 2608 and ENC 1102 students. The students will be chosen randomly, but will be representative of enrollment, modality, and location.
Responsible Personnel: The Speech and Letters Councils, under the leadership of Karen Otto and Marilyn Painter, are responsible for this assessment. There is collaboration with the Social and Behavioral Sciences disciplines, under the leadership of Tina Dajci Angellari.

## Plan Findings

### Summary of Findings:

For Question #1 - 85.72% of respondents indicated a 4 or 5 in their confidence to assess source credibility.

For Question #2 - 86.31% of students responded with 4 or 5 in closely evaluating sources before deciding to use them.

For Question #3 - 89.05% of students responded 4 to 5 that their English and/or Speech course(s) helped them prepared to do research in other classes.

For Question #4 - 75.48% of students indicated a 4-5 that instructors in other courses, outside of English and Speech, discuss source evaluation.

For Question #5 - 53.81% of students rated a 4-5 that they use the FSCJ Library Databases to find sources for research.

For Question #6 - 24.05% of students indicated ever working with a Research Librarian.

For Question #7 - 62.62% of students indicated that most of the time or always looking for secondary or alternative sources to confirm a news story.

For Question #8 - 67.02% of students indicated that most of the time or always looking for secondary or alternative sources before using it.

For Question #9 - 62.62% of students indicated that most of the time or always looking for secondary or alternative sources before sharing a news story.

The students were asked about how far along they were in their degree program, and the respondents were pretty evenly split. 0-17 credits = 42.29%, 18-35 = 35%, and 36+ credits = 20.71%. 22.03% were dual enrollment students. 55.76% were full-time students. 70.63% of students had only taken college level courses at FSCJ.

Results: Met

## Use of Results

Action Details: Students did not reach the target for the question on authority or purpose. Only around 50% of students were able to correctly answer these questions. These are areas that need more emphasis in communication courses. In addition, the indirect measure survey results indicated that only 53% of students use the library databases for research. Students need a greater understanding about why it is good research practice to use the databases. The most startling finding is that only 24% of students indicate asking a librarian for help. The communication faculty need to collaborate with the librarians to find ways to increase the number of students who use their knowledge and services. Students will learn more about how to effectively find and evaluate sources if they are using the expertise of the librarians.

Implementation Timeline: Fall 2020

Responsible Personnel: The Speech Council, under the leadership of Karen Otto, The Letters Council, under the leadership of Marilyn Painter

## Status Report

Current Status: In Progress-The Speech Council to find ways to improve students' performance in the area of accessing, documenting, and presenting credible information. The faculty has shared teaching methods, videos, and assignments that will help students understand and improve their performance in these areas.

**Table 8.2.a-8: Associate in Arts Assessment Reports**

Associate in Arts[19]  
OA Cycles: 2018-2019; 2019-2020; 2023-2023

**Table 8.2.a-9-Associate in Science Plan Example**

<b>Program-ASL[20] English Interpreting A.S.</b>
<b>Outcome:</b> Students will produce and interpret American Sign Language (ASL) with advanced proficiency.
<b>Assessment Plan</b>
<b>Measure 1</b>
Measure: Mock Performance Exam
Description: This assignment is given as the final performance assessment in INT 1300 - Evaluation Preparation and INT 1203 - Interpreting IV: Applied Interpreting and the overall A.S. degree program. It provides students with a series of interpreting stimuli that mimic the types of stimuli used in the two nationally recognized performance interpreting assessments: NIC-National Interpreter Certification and EIPA (Educational Interpreter Performance Assessment). Students are scheduled for exams individually in two-hour time slots. Students are provided with one hour for warm-up and one hour to complete their exam. Stimuli is released to students using GoReact.com cloud based software system that allows for picture in picture recording of their interpreting sample. The measure provides specific ratings in several categories and for the purpose of this outcome, only the categories measure ASL Skills will be used.
Expected Student Performance: 80% of students will score 4.0 or higher on a 5.0 scale (ASL Skills only)
ASL Skills Only Sections (6 sections total): Overall - ASL to English (Comprehension of ASL) - pg. 1 Overall - English to ASL (Target Message Match) - pg. 1 English to ASL (Discourse) - pg. 2 English to ASL (Grammar) - pg. 2 English to ASL (Register) - pg. 2 English to ASL (Articulation) - pg. 2
Method of Evaluation: The Mock Performance Interpreting Rubric will be used by the two faculty members teaching the INT 1300 and INT 1203 courses to evaluate students' overall performance in only the ASL Skills area as defined below: ASL Skills Only Sections (six sections total): Overall - ASL to English (Comprehension of ASL) - pg. 1 Overall - English to ASL (Target Message Match) - pg. 1 English to ASL (Discourse) - pg. 2 English to ASL (Grammar) - pg. 2 English to ASL (Register) - pg. 2 English to ASL (Articulation) - pg. 2
Implementation Timeline: Spring 2020
Responsible Personnel: ASL/English Interpreting Faculty
<b>Plan Findings</b>

When measuring ASL Skills (Discourse, Grammar, Register & Articulation) within the English to ASL portion of the exam, 56% (five of nine students) scored 4.0 or higher.

When measuring ASL Skills within all portions of the exam, 22% (two of nine students) scored 4.0 or higher on ASL to English (Comprehension of ASL) and 0% (zero of nine students) scored 4.0 or higher on English to ASL (Target Message Match).

Results: Not Met

## Measure 2

Measure: Mock Performance Exam-Student Evaluation

Description: The Student Self Evaluation portion of the Mock Performance Exam will be provided to students following their one-on-one meeting with program faculty during the Spring 2020 Term final Mock Performance Exam in the program (this measure is given three times during the term as a baseline-midterm-final). The self-evaluation includes a rubric with a three-point scale and prompts students to self-assess their ASL skills and ability to both self-monitor (during interpretation) and self-evaluate (after a review of interpretation). Student ratings will be compared with faculty ratings to determine the level of ability for the student to rate themselves accurately in these areas.

Expected Student Performance: 80% of students will score an average of 4.0 or higher on a 5.0 scale (ASL Skills only)

ASL Skills Only Sections (six sections total):

English to ASL (Discourse)

English to ASL (Grammar)

English to ASL (Register)

English to ASL (Articulation)

Overall - ASL to English (Comprehension of ASL)

Overall - English to ASL (Target Message Match)

Method of Evaluation: Rubric - The self-evaluation includes a rubric a section with a 4.0-point scale and prompts students to self-assess their ASL skills and a 3.0-point scale and prompts students to self-assess their ability to self-monitor (during interpretation) and self-evaluation (after a review of interpretation).

Implementation Timeline: Spring 2020

Responsible Personnel: ASL/English Interpreting Faculty

## Plan Findings

There were no students that rated themselves at 4.0 or higher on the self-evaluation rubric in the ASL Skills sections. Average scores ranged from 1.7 to 2.7.

Results: Not Met

## Use of Results

Faculty will enhance instruction in interpretive communication (understand, interpret, and analyze what is seen) by including five to 8 ASL video summary assignments on a variety of topics in both ASL 1210-ASL IV and INT 1000-Introduction to interpreting.

Implementation Timeline: Fall 2020

Responsible Personnel: Faculty in ASL 1210 and INT 1000

## Status Report

Current Status: Completed

**Table 8.2.a-10: Associate in Science Degree and Technical Certificates Assessment Reports**

Accounting Technology		ASL/English
-----------------------	--	-------------

and T.C.s[21] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Architectural Design and Construction Technology and T.C.s[22] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Interpreting[20] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Aviation Administration[23] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Aviation Maintenance Administration[24] OA Cycles: 2018-2019; 2019-2020; 2020-2022	Aviation Maintenance Management and T.C.s[25] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Biomedical Equipment Technician[26] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Biotechnology Laboratory Technology and T.C.s[27] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Building Construction Technology [28] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Business Administration and T.C.s[29] OA Cycles: 2018-2019; 2019-2020; 2020-2022	Cardiovascular Technology [30] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Clinical Research Professional and T.C.[31] OA Cycles: 2018-2019; 2019-2020; 2020-2022
Computer Information Technology and T.C.s[32] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Computer Related Crime Investigations[33] OA Cycles: 2018-2019; 2019-2020; 2020-2022	Criminal Justice Technology and T.C.s[34] OA Cycles: 2018-2019; 2019-2020; 2020-2022
Culinary Management and T.C.s[35] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Data Science Technology and T.C.s[36] OA Cycles: 2018-2019; 2019-2020; 2020-2022	Dental Hygiene[37] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Digital Media/Multimedia Technology and T.C.s[38] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Early Childhood Management[39] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Emergency Administration and Management and T.C. [40] OA Cycles: 2018-2019; 2019-2020; 2020-2023
Emergency Medical Services and T.C.s[41] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Engineering Technology and T.C.s[42] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Environmental Science Technology and T.C.s[43] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Fire Science Technology and T.C.s[44] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Funeral Services and T.C.s [45] OA Cycles: 2018-2019; 2019-2020; 2020-2022	Health Information Technology and T.C.s[46] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Health Navigator and T.C.s[47] OA Cycles: 2018-2019; 2019-2020; 2020-2022	Histologic Technology[48] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Hospitality and Tourism Management and T.C.s[49] OA Cycles: 2018-2019; 2019-2020; 2020-2023
I.T. Security[50] OA Cycles: 2018-2019; 2019-2020; 2020-2022	Industrial Management Technology[51] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Interior Design Technology and T.C[52]. OA Cycles: 2018-2019; 2019-2020; 2020-2022
Medical Assisting Advanced and T.C.s[53] OA Cycles: 2018-2019; 2019-2020; 2020-2022	Medical Laboratory Technology[54] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Network Systems Technology and T.C.s[55] OA Cycles: 2018-2019; 2019-2020; 2020-2023
Nursing (R.N.[56]) OA Cycles: 2018-2019; 2019-2020; 2020-2022	Occupational Therapy Assistant[57] OA Cycles: 2018-2019; 2019-2020; 2020-2022	Office Administration and T. C.s[58] OA Cycles: 2018-2019; 2019-2020; 2020-2023
Paralegal Studies and A.T. C[59].	Physical Therapist Assistant [60]	Professional Pilot Technology[61]



OA Cycles: 2018-2019; 2019-2020; 2020-2023	OA Cycles: 2018-2019; 2019-2020; 2020-2024	OA Cycles: 2018-2019; 2019-2020; 2020-2022
Radiation Therapy and A.T. C[62]. OA Cycles: 2018-2019; 2019-2020; 2020-2023	Radiography[63]  OA Cycles: 2018-2019; 2019-2020; 2020-2024	Respiratory Care[64]  OA Cycles: 2018-2019; 2019-2020; 2020-2023
Supply Chain Management and T.C.[65] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Surgical Services[66]  OA Cycles: 2018- 2019; 2019-2020; 2020- 2022	Theatre and Entertainment Technology T.C.[67] OA Cycles: 2018-2019; 2019-2020; 2020-2024

**Table 8.2.a-11: Associate in Applied Science Degree Assessment Reports**

Automotive Service Management Technology[68] OA Cycles: 2018-2019; 2019-2020; 2020-2023
--

**Table 8.2.a-12: Career Certificates Assessment Plan Example**

<b>Program - Medical[69] Assisting C.C.</b>
<b>Outcome:</b> Students will demonstrate comprehension of routine minor surgical procedures performed in the physician office.
<b>Assessment Plan</b>
<b>Measure 1</b>
Measure: Evaluation of Competency in Minor Office Surgery
Description: Students will be evaluated for skills competency using the evaluation form (skills check off sheet) on assisting with minor surgery.
Expected Student Performance: 100% of the students will achieve an 85% or higher on the evaluation competency form.
Method of Evaluation: Evaluation of Competency Form: Procedure 25-7: Assisting with Minor Surgery
Implementation Timeline: Spring 2020
Responsible Personnel: Faculty teaching MEA0581 - Clinical Assisting
<b>Plan Findings</b>
All students achieved a score of 80% or better on the Minor Office Surgical Procedures assessment. The findings show an average of 88% for the 14 students from Nassau and Deerwood Centers combined.
Results: Exceeded
<b>Measure 2</b>
Measure: Minor Office Surgical Procedure Post Test
Description: In MEA0581 - Clinical Assisting, students will complete a multiple-choice post-test that is directly related to the outcome/topic of minor office surgical procedures.
Expected Student Performance: 100% of the students will achieve an 80% or higher on the post-test exam
Method of Evaluation: Answer Key
Implementation Timeline: Spring 2020
Responsible Personnel: Faculty teaching MEA0581 - Clinical Assisting
<b>Plan Findings</b>

100% of the students between Nassau and Deerwood Centers obtained an 80% or higher on the post test

Results: Met

### Use of Results

The students met or exceeded the assessments. However, increasing the hands-on practice and then an assessment will solidify learning prior to practicum. The syllabus will include specific lab time dedicated to setting up surgical trays with a competency assessment as the conclusion of the class MEA0581 Clinical Assisting.

Implementation Timeline: Fall 2020

Responsible Personnel: Faculty

### Status Report

Current Status: Completed

**Table 8.2.a-13: Career Certificates Assessment Reports**

Automotive Collision Technology Technician[70] OA Cycles: 2018-2019; 2019-2020; 2020-2023	Commercial Vehicle Driving[71] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Correctional Officer[72] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Cosmetology[73] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Crossover from Correctional Officer to Law Enforcement[74] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Dental Assisting[75] OA Cycles: 2018-2019; 2019-2020; 2020-2023
Diesel Systems Technician [76] OA Cycles: 2018-2019; 2019-2020; 2020-2022	Electricity[77] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Facials Specialty[78] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Fire Fighter[79] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Florida Law Enforcement Academy[80] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Heating, Ventilation, Air Conditioning/Refrigeration [81] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Insurance Claims Adjuster [82] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Insurance Customer Service Representative[83] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Insurance General Lines Agent[84] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Life Insurance Marketing[85] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Loan Originator-Mortgage[86] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Medical Assisting[69] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Personal Lines Insurance Agent[87] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Pharmacy Technician[88] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Practical Nursing[89] OA Cycles: 2018-2019; 2019-2020; 2020-2024
Property Adjuster Estimating OA Cycles: 2018-2019; 2019-2020; 2020-2024	Specialized Career Education, Basic[90] OA Cycles: 2018-2019; 2019-2020; 2020-2024	Welding Technology[91] OA Cycles: 2018-2019; 2019-2020; 2020-2024

Programs that can be completed primarily via distance education are evaluated using the same program learning outcomes, assessments, and benchmarks as required in on-campus programs. Data are analyzed in the aggregate and then disaggregated by delivery to compare student performance rates across face-to-face and online modalities. Similarly, A.A. course sections selected for assessment that are associated with dual enrollment are evaluated using the same learning outcomes, assessments, and benchmarks as required in on-campus programs. As with distance education and dual enrollment, results are disaggregated to compare student performance.

Additionally, all programs are further encouraged to disaggregate data based on modality, as shown in the table 8.2.a-14 below. These practices further enable faculty to identify potential differences in student performance by location or modality for consideration in developing the use of results. Faculty then provide their data, supporting documentation, and analysis to their academic administrator for entry into the assessment management system.

**Table 8.2.a-14: Communications Disaggregated by Modality**

Measure: Towards the end of the term, students in ENC 1101 and ENC 1101C will write and submit in Canvas a persuasive essay consisting of at least 750 words and using at least two sources from either primary or secondary research which is documented using MLA style. Instructors will then assess their students' essays using a three-level rubric: Does not meet expectations, Meets expectations, and Exceeds Expectations.
Expected Student Performance: At least 75% of the essays will be assessed as meeting or exceeding expectations for synthesis of evidence.
Findings: 382 of the 458 student artifacts scored (83.4%) met or exceeded expectations Distance Education: 356 of 431 (82.5%) met or exceeded expectations Dual-Enrollment: 26 of the 27 student artifacts scored (96.3%) met or exceeded expectations

### **Office of Strategic Priorities (OSP) Support of the Outcomes Assessment Process**

To assist programs in the pursuit of continuous improvement, and to ensure basic standards of quality, the OSP evaluates each component of every program's assessment report. When a program is established, the OSP reviews the program's mission statement and PLOs to ensure they meet basic standards of quality. Throughout a given cycle, a series of rubrics are used to evaluate the assessment plan[92], assessment findings[93], use of results[94], and status report[95]. In addition to a quantitative score, the OSP provides qualitative and actionable feedback[96] 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, the OSP schedules a meeting with the program to review expectations and creates an assessment plan for the following cycle.

Additionally, the OSP facilitates professional development opportunities throughout the assessment cycle through the College's Office of Training and Organizational Development. The annual schedule of workshops[97] 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 OSP-facilitated professional development opportunities are available to both faculty and staff.

Prior to the deadlines for the submission of assessment data in each area of the assessment cycle, OSP offers working sessions to provide faculty and administrators with individualized guidance on the assessment process and opportunities to discuss assessment strategies and receive technical assistance with entering data into the assessment management system. Information on these sessions is distributed via email[98] to OACs and deans to ensure all stakeholders are aware of the opportunity.

Through its webpage[99], the OSP also offers on-demand assessment resources to programs. These resources include an academic assessment guide,[100] templates[101] related to developing PLOs and measures, templates[3] to assist programs in devising their assessment plans, and the annual Academic Outcomes Assessment Procedures and Responsibilities document[2].

Additionally, the OSP partners with OACs, who are faculty members with release time and serve as discipline/program outcomes assessment liaisons to support faculty throughout the assessment cycle. Table 8.2.a-15 provides a list of OACs.

**Table 8.2.a-15: OAC Committee Members**

<b>OA Coordinator</b>	<b>Program</b>	<b>Dean</b>
Fatih Aydogan	Engineering and Industry	Doug Brauer
Yakup Bilgili	Education and Human Services	Tara Haley
Anna Byrd	Mathematics	Ed Stringer
Russell Flint	Communications	Jeff Hess
Militza Garrillo	Humanities	Talani Torres
Jana Kinder	Communications	Jeff Hess
Stacey Legler	Business	Annette Barrineau
Dr. Jeff Mans	Natural Sciences	Sondra Evans
Dr. Debidatta Mahapatra	Social and Behavioral Sciences	Billy Thomas
Sebena Masline	Technology	Mamdouh Babi
Dr. Nancy Mullins	Natural Sciences	Sondra Evans
Karen Otto	Communications	Jeff Hess
Claire Rhodes	Professional Studies & Public Safety	Richard Greene
Dr. Jerry Santiago	Health Sciences	Neal Henning

## **Program Review**

FSCJ has established a process of program review that is designed to examine critical information about the need, delivery, quality, and operation of each of its academic programs. The purpose of program review is to:

- Determine viability and effectiveness
- Provide thoughtful feedback to enhance program goals and planning
- Identify trends to inform and support the College's strategic plan
- Use findings to inform the planning and budget process
- Ensure continuous improvement

Program performance data and data on current and future workforce needs are also examined by faculty and administrators 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, to discontinue academic programs, or to revise course curricula may also be informed through the program review process.

Prior to 2020, all program reviews were conducted at the same time. In 2020, faculty decided to move to a staggered three-year program review cycle. Each year, one third of the programs are reviewed. During the transition, the outcomes assessment cycles will vary from two years to four years.

However, all programs will be on a three-year cycle after the first round of program reviews. Table 8.2.a-16 provides the program review schedule and its alignment to the Outcomes Assessment cycle for BCTE. For A.A., please see table 8.2.a-4.

**Table 8.2.a-16: BCTE Program Review/Outcomes Assessment Alignment**

<b>Program Review Schedule</b>		
<b>PR Cycle 1: 2020-21</b>	<b>PR Cycle 2: 2021-22</b>	<b>PR Cycle 3: 2022-23</b>
<b>OA Cycle: 2020-23</b>	<b>OA Cycle: 2020-24</b>	<b>OA Cycle: 2020-22</b>
<b>Business</b>		
Office Administration A.S. & T.C.s	Supply Chain Management A.S. & T.C.	Business Administration A. S. & T.C.s
Accounting Technology A.S. & T.C.s	Logistics B.A.S.	Business Administration B. S.
Supervision and Management B.A.S.		Financial Services B.S.
<b>Education and Human Services</b>		
Early Childhood Management A.S.	Early Childhood Education B.S.	Human Services B.S.
<b>Engineering and Industry</b>		
Automotive Service Management Technology A. S. & T.C.	Aviation Maintenance Management A.S. & T.C.s	Aviation Maintenance Administration A.S.
Architectural Design and Construction Technology A.S. & T.C.s	Biomedical Equipment Technician A.S.	Professional Pilot Technology A.S.
Aviation Administration A.S.	Building Construction Technology (Construction Management) A.S.	Engineering Technology (Advanced Manufacturing) A.S. & T.C.s
Automotive Collision Technology Technician C.C.	Industrial Management Technology A.S.	Diesel Systems Technician /Diesel Systems Technician I C.C.
<b>Health Sciences</b>		
Biotechnology Laboratory Technology A.S. & T.C.s	Biomedical Sciences B.S.	Clinical Research Professional A.S. & T.C.
Cardiovascular Technology A.S.	Dental Hygiene A.S.	Funeral Services A.S. & T. C.
Histologic Technology A.S.	Emergency Medical	

	Services A.S. & T.C.s	Health Navigator A.S. & T.C.
Medical Laboratory Technology A.S.	Environmental Science Technology A.S. & T.C.s	Medical Assisting Advanced A.S. & T.C.
Radiation Therapy A.S. & T.C.	Health Information Technology A.S. & T.C.s	Occupational Therapy Assistant A.S.
Respiratory Care A.S.	Physical Therapy Assistant A.S.	Ophthalmic Technology A.S.
Dental Assisting C.C.	Radiography A.S. (Degree completion & FSCJ option)	Surgical Services A.S.
<b>Nursing</b>		
Nursing B.S.N.	Practical Nursing C.C.	Nursing A.S.
<b>Professional Studies and Public Safety</b>		
Culinary Management A.S. & T.C.s	Theatre and Entertainment Technology A.S. & T.C.	Computer Related Crime Investigations A.S.
Hospitality and Tourism Management A.S. & T.C.s	ASL/English Interpreting A.S.	Criminal Justice Technology A.S. & T.C.
Emergency Administration and Management A.S. & T.C.s	Digital Media/Multimedia Technology A.S. & T.C.s	Interior Design Technology A.S. & T.C.
Fire Science Technology A.S. & T.C.s	Communication and Media B.S.	
Paralegal Studies A.S. & A.T.C.	Digital Media B.A.S.	
	Public Safety Management B.A.S.	
<b>Technology</b>		
Network Systems Technology A.S. & T.C.s	Computer Information Technology A.S. & T.C.s	Data Science Technology A.S. & T.C.s
Computer Systems Networking and Telecommunications B.A.S.	Information Technology Management B.A.S.	IT Security A.S.
<b>Career Certificates (Workforce Education)</b>		
	Commercial Vehicle Driving	
	Correctional Officer	
	Cosmetology	
	Crossover from Correctional Officer to Law Enforcement Officer	

	Electricity (Construction)	
	Facials Specialty	
	Firefighter	
	Florida Law Enforcement Academy	
	Heating, Ventilation, Air-Conditioning/Refrigeration	
	Insurance Claims Adjuster	
	Insurance Customer Service Representative	
	Insurance General Lines Agent	
	Life Insurance Marketing	
	Medical Assisting	
	Loan Originator	
	Personal Lines Insurance	
	Pharmacy Technician	
	Property Adjuster Estimating	
	Specialized Career Education, Basic	
	Welding Technology	

## Summary

As evidenced by the above narrative, 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] General Education Competencies
- [2] Academic OA Procedure and Responsibilities
- [3] Blank OA template
- [4] APM 02-1601 Institutional Effectiveness 2018
- [5] Digital Media B.A.S.
- [6] Biomedical Sciences
- [7] Business Administration B.S.
- [8] Communication and Media B.S.
- [9] Computer Systems Networking and Telecommunications B.A.S.
- [10] Early Childhood Education B.S.
- [11] Financial Services B.S.
- [12] Human Services B.S.
- [13] Information Systems Technology B.A.S.
- [14] Logistics B.A.S.

- [15] Nursing B.S.N.
- [16] Public Safety Management B.A.S.
- [17] Supervision and Management B.A.S.
- [18] Communications-Oral
- [19] General Education assessment
- [20] ASL English Interpreting A.S.
- [21] Accounting Technology A.S. and T.C.s
- [22] Architectural Design and Construction Technology A.S. and T.C.s
- [23] Aviation Administration A.S.
- [24] Aviation Maintenance Administration A.S.
- [25] Aviation Maintenance Management A.S. and T.C.
- [26] Biomedical Equipment Technician A.S.
- [27] Biotechnology Laboratory Technology A.S. and T.C.s
- [28] Building Construction Technology A.S.
- [29] Business Administration A.S. and T.C.s
- [30] Cardiovascular Technology A.S.
- [31] Clinical Research Professional A.S. and T.C.
- [32] Computer Information Technology A.S. & T.C.
- [33] Computer Related Crime Investigations A.S.
- [34] Criminal Justice Technology A.S. and T.C.
- [35] Culinary Management A.S. and T.C.
- [36] Data Science Technology A.S. and T.C.
- [37] Dental Hygiene A.S.
- [38] Digital Media and Multimedia Technology A.S. & T.C.
- [39] Early Childhood Management A.S.
- [40] Emergency Administration and Management A.S. and T.C.
- [41] Emergency Medical Services A.S. and T.C.
- [42] Engineering Technology A.S. and T.C.s
- [43] Environmental Science Technology A.S. and T.C.s
- [44] Fire Science Technology A.S. & T.C.
- [45] Funeral Services A.S. and T.C.
- [46] Health Information Technology A.S. and T.C.s
- [47] Health Navigator A.S.
- [48] Histologic Technology A.S.
- [49] Hospitality and Tourism Management A.S. and T.C.s
- [50] I.T. Security A.S.
- [51] Industrial Management Technology A.S.
- [52] Interior Design Technology A.S. and T.C.
- [53] Medical Assisting Advanced A.S. and T.C.
- [54] Medical Laboratory Technology A.S.
- [55] Network Systems Technology A.S. and T.C.s
- [56] Nursing RN A.S.



- [57] Occupational Therapy Assistant A.S.
- [58] Office Administration A.S. and T.C.s
- [59] Paralegal Studies A.S. & ATC
- [60] Physical Therapist Assistant A.S.
- [61] Professional Pilot Technology A.S.
- [62] Radiation Therapy A.S. and T.C.
- [63] Radiography A.S.
- [64] Respiratory Care A.S.
- [65] Supply Chain Management A.S. and T.C.
- [66] Surgical Services A.S.
- [67] Theatre and Entertainment Technology A.S. and T.C.
- [68] Automotive Service Management Technology
- [69] Medical Assisting C.C.
- [70] Automotive Collision Technology
- [71] Commercial Vehicle Driving C.C.
- [72] Correctional Officer C.C.
- [73] Cosmetology C.C.
- [74] Crossover from Correctional Officer to Law Enforcement Officer
- [75] Dental Assisting C.C.
- [76] Diesel Systems Technician C.C.
- [77] Electricity C.C.
- [78] Facials Specialty C.C.
- [79] Firefighter C.C.
- [80] Florida Law Enforcement Academy C.C.
- [81] HVAC C.C.
- [82] Insurance Claims Adjuster C.C.
- [83] Insurance Customer Service Representative C.C.
- [84] Insurance General Lines Agent C.C.
- [85] Life Insurance Marketing C.C.
- [86] Loan Originator-Mortgage
- [87] Personal Lines Insurance Agent C.C.
- [88] Pharmacy Technician C.C.
- [89] Practical Nursing C.C.
- [90] Specialized Career Education C.C.
- [91] Welding Technology C.C.
- [92] Assessment Plan Rubric
- [93] Assessment Findings Rubric
- [94] Use of Results Rubric
- [95] Staus Report Rubric
- [96] Assessment plan feedback
- [97] Academic OA 2022 Workshop schedule
- [98] Assessment support email

- [99] Outcomes Assessment webpage
- [100] Academic Assessment Guide v2
- [101] Developing Program Learning Outcomes

## 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)* [Off-Site/On-Site Review]

Compliance     Partial Compliance     Non-Compliance

#### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) 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. Additionally, the narrative will illustrate that the College's degree and certificate programs are based upon fields of study appropriate to higher education and reflect coherence in sequencing, increasing complexity, and linkages between and among program components.

#### Types of Programs Offered

Per Florida Statute 1004.65(8)[1], FSCJ is authorized to "Grant associate in arts degrees, associate in science degrees, associate in applied science degrees, certificates, awards, and diplomas" and to "Provide access to and award baccalaureate degrees in accordance with law." As listed in the 2022-23 College Catalog[2], as well as in the Institutional Summary Form[3], the College offers 167 educational programs, which are distributed across the following degree types:

**Table 9.1-1: Number of Degree Types Offered at FSCJ**

Types of Undergraduate Programs	# of Programs
Bachelor of Applied Science (B.A.S.)	6
Bachelor of Science (B.S.)	6
Bachelor of Science in Nursing (B.S.N.)	1
Associate in Arts (A.A.) University Transfer	1
Associate in Science (A.S.)	50
Associate in Applied Science (A.A.S.)	1
Technical Certificates (T.C.): programs embedded within the associate in science degree programs	64
Advanced Technical Certificates (A.T.C.)	3
Advanced Technical Diploma (A.T.D. new, prospectus submitted)	1
Career Certificates (C.C.): adult vocational/workforce certificate or clock hour programs	25
Professional Preparation Certificate: Educator Preparation Institute	1
Adult Education/ESOL Programs: non-credit programs in adult basic and secondary education, adult high school, and English for speakers of other languages (ESOL)	8

FSCJ offers the following program levels:

- Diploma or certificate program(s) requiring less than one year beyond Grade 12.
- Diploma or certificate program(s) requiring 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.

## **Ensuring a Coherent Course of Study**

FSCJ has established policies and procedures to ensure that all educational programs at the College, regardless of location or learning modality, are designed and implemented in such ways as to ensure that consistent and coherent courses of study are available to students. These procedures include the use of a curriculum committee and a rigorous curriculum proposal and review process, and alignment of coursework with the state frameworks and course numbering system. Each of these are discussed in more detail in the following paragraphs.

### College Policies

Administrative Procedure Manuals (APMs) specify the College's policies and procedures as an extension of the rules of the District Board of Trustees, or Board Rules. The institution'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, with the support of their 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] and APMs 09-0306[5], *Curriculum Committee and General Education Review Subcommittee*, and 09-0307[6], *Curriculum Process*.

### The Curriculum Committee

Administrative Procedure Manual 09-0306 delineates the constituency of the College's Curriculum Committee, which consists of faculty, academic administrators, Curriculum Committee members, and Curriculum Services staff members. As the Curriculum Committee Calendar[7] illustrates, the committee typically meets on the third Thursday of each month. The Curriculum Committee Calendar is located on the Curriculum Services SharePoint site[8], and displays the meeting dates, action item submission date, and the SACSCOC and/or Title IV submission dates.

The Curriculum Committee Roster[9] demonstrates a representative body of liberal arts and sciences faculty, baccalaureate and career technical education faculty, career certificate faculty, adult education faculty, and a faculty librarian. Academic administrators, Student Services professionals, including the Registrar, and a Student Government Association representative also serve on the committee. As non-voting members, Curriculum Services staff serve in secretarial and resource capacities on the committee. The Curriculum Committee reviews submitted proposals and votes with a collective recommendation for final approval from the Provost/Vice President of Academic Affairs. The curriculum approval process is designed to ensure that proposed curricula embody a coherent course of study, adhere to the stated mission and goals of the College, and comprise a higher educational program that meets a documented labor market need. Curriculum Services posts archived minutes from Curriculum Committee meetings on the Curriculum Services SharePoint site[8], with documentation dating back to the 2016-2017 academic year.

### The Curriculum Proposal Process

The College's Curriculum Proposal process and forms are designed to ensure that proposed educational programs embody a coherent course of study based on fields of study appropriate to higher education. As the Table of Contents for the Program and Course Curriculum Proposal Form[10] illustrates, faculty originators, in collaboration with their academic administrators, are responsible for providing the following information as part of educational program proposals:

- *Proposal Background and Summary*, including information about the proposal's alignment with the College's strategic 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.
- *Program Accreditation*, including responses to an initial assessment of potential SACSCOC substantive change and the identification of any requirements from specialized accreditors.

The proposal process also requires originators to provide a narrative and rationale[11] for creating, modifying, or inactivating a program; and occupational outlook and labor market data[11], as evidenced in the completed Curriculum Proposal for modifications to the Professional Pilot program. Curriculum Services staff members assist proposal originators with identifying the appropriate Classification of Instructional Program (CIP) and Standard Occupational Classification (SOC) codes for federal and state reporting.

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, alternately referred to as the Business and Industry Leadership Team (BILT), and to include the associated meeting minutes[12] within the proposal. Administrative Procedure Manual (APM) 09-0601[13], *Business and Industry Leadership Team (BILT)*, provides guidelines about the role and responsibilities of BILT (formerly Advisory Committee System) relative to the College's curriculum approval process. The curriculum process described above applies to all programs and courses, regardless of course modality.

#### Designation of Program and Course Type

The curriculum approval process requires that originators designate the type of proposed program in Section II[14]: *Program Information of the Curriculum Proposal Form*. Originators must also specify the type of proposed course(s) on the Course Learning Outcomes Assessment Form[15] for each course master outline. Additionally, originators determine the program and course types in accordance with the definitions in the Academics: Degree and Certificate Programs section of the 2022-2023 College Catalog[2]. These definitions reflect those in rule 6A-14.030[16], Florida Administrative Code, *Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions*.

#### Alignment of FSCJ's Programs and FLDOE Curriculum Frameworks

The College adheres to the guidelines established by the Florida Department of Education's 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 career certificate programs. When developing or modifying career technical curricula, proposal originators carefully align the topics, learning outcomes, and assessments on the course master outlines to the standards and benchmarks of the FLDOE curriculum frameworks. This alignment is demonstrated in the example of the Associate in Science in Surgical Services, where the information is consistent on the College Catalog page[18], the Curriculum Proposal[19], and the relevant FLDOE framework[20]. The programs, as designed, fulfill 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 and skills needed to prepare for further education and careers."

For baccalaureate proposal development, the College follows the procedures outlined in Florida Statute 1007.33[21] and rule 6A-14.095[22] of the Florida Administrative Code: *Site Determined Baccalaureate Access*. To assist faculty and administrators with state requirements for developing a bachelor's program, Curriculum Services staff created the document titled *Baccalaureate Degree Guidelines for Program Proposal*[23].

Additionally, each year, Curriculum Services staff analyzes the annual FLDOE Curriculum Change Document[24], which provides information about career and technical education programs identified

for inactivation, replacement, or new development. Curriculum Services staff members summarize the state-mandated changes that affect FSCJ programs so that faculty and academic administrators have the necessary information about their program areas and can respond to them in a timely manner. This information is then disseminated Collegewide through the College's Academic Operations Bulletin [25].

### Adherence to the Florida Statewide Course Numbering System

Courses within each educational program are submitted for approval to the Florida Statewide Course Numbering System (SCNS) database[26] to ensure alignment between the proposed institutional course description and that prescribed by the state course profile description. The College offers approximately 2,200 courses, with course master outlines[27] housed on the Curriculum Services SharePoint site[28], which also provides links to current proposals for review and action, the current year's curriculum development calendar, and related curricular forms and resources.

### Adherence to the Curriculum Requirements of Specialized Accreditors

When developing and reviewing program content, the institution also complies with the requirements of any applicable specialized accreditation agencies. A note about specialized program accreditation appears on the program pages in the College Catalog. For example, under the section labeled "Program Accreditation" for the Funeral Services Associate in Science degree program, the following statement[29] appears:

"The Associate in Science in Funeral Services degree program at Florida State College at Jacksonville is accredited by the American Board of Funeral Service Education (ABFSE), 992 Mantua Pike, Suite 108, Woodbury Heights, NJ 08097, (816) 233-3747. Web: abfse.org." Adherence to the requirements of specialized accreditors further ensures that the College's educational programs are based upon coherent fields of study appropriate to higher education.

### 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 members ensure that the proposal originators have fully addressed all relevant proposal questions. Additionally, the Program Information section of the Curriculum Proposal Form requires that originators designate the type of program that they are proposing - a bachelor's, associate, technical certificate, career certificate, or adult education program. Curriculum Services verifies that the proposed program type accurately aligns with the legislative definition, as established in rule 6A-14.030[16], Florida Administrative Code: *Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions*.

For associate in science degrees, technical certificates, and career certificates, Curriculum Services confirms that the proposed curriculum matches the program content and length prescribed in the respective Florida Department of Education 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 tracks /concentrations and embedded technical certificates, as applicable. Curriculum Services staff consult State Common Prerequisite Manual[30] to advise faculty and program leaders about associate-to-baccalaureate pathways intentionally incorporated into the programmatic design.

During the technical and quality reviews, Curriculum Services staff members closely examine the proposed curriculum for accuracy in course sequencing, checking each course for any pre- or co-requisites to ensure that students experience a coherent course of study. Curriculum Services accordingly reviews the recommended course sequencing for any hidden requisites that may compromise a student's degree progression.

In addition to receiving technical, quality, and SACSCOC reviews, curriculum proposals are submitted to the appropriate Associate Provost for approval. Upon receipt of the appropriate Associate Provost's signatory support, the proposals are submitted electronically for review by Curriculum Committee members as well as Collegewide faculty members, academic administrators, Office of Institutional Effectiveness staff members, and employees 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. The Curriculum Committee Secretary records the minutes[31] of each face-to-face meeting or electronic proceeding. The minutes are later archived on the Curriculum Services SharePoint site. Proposals involving substantive change, as defined by SACSCOC, necessitate additional communication with such approval authorities as the College's District Board of Trustees, SACSCOC, the Florida Department of Education, and specialized accreditors, where applicable.

### Surgical Services Associate in Science Degree Example

Through intentional curricular design, the College's educational programs reflect increasing complexity in the coursework and in the linkages between and among programmatic components. The Surgical Services Associate in Science with embedded Central Sterile Processing Technologist Technical Certificate illustrates progressive course complexity. The Surgical Services Associate in Science degree program requires that students complete prerequisite coursework in English composition, general education mathematics, and human biology prior to admission, as specified in the 2022-2023 College Catalog[18]. Submitted to the Curriculum Services office on June 8, 2022, the curriculum proposal[32] for the Surgical Services Associate in Science degree adds a new embedded Central Sterile Processing Technologist Technical Certificate which reveals a programmatic emphasis on course sequencing to ensure a coherent course of study that facilitates students' timely degree completion.

The carefully constructed sequence of courses in the Surgical Services Associate in Science and Central Sterile Processing Technologist Technical Certificate programs, listed in the proposal summary [19], embody a coherent course of study that illustrates the intentionality with which program faculty, with the support of academic administrators, design curriculum at FSCJ. The Surgical Services courses reflect increasing complexity through carefully planned lectures, discussions, labs, and clinical learning experiences. The students' progressive learning experience culminates in their taking a Surgical Certification Symposium to prepare for the Certified Surgical Technologist exam, administered by the National Board of Surgical Technology and Surgical Assisting, as well as two Surgical Technology Clinicals that provide hands-on instruction with surgical techniques. The program roadmap[33], which can found in the catalog[34], further reveals the linkages between and among the program components and provides students with an easy-to-follow sequence of courses.

### The Curriculum System Input Process

Upon receiving the necessary institutional, accreditation, and/or state approvals, Curriculum Services enters course data in multiple curricular systems, including the enterprise resource system (PeopleSoft), the catalog system (Acalog), the Curriculum Services SharePoint site, and the Florida Statewide Course Numbering System (SCNS). Curriculum Services staff members also update course master outlines on the Curriculum Services SharePoint site. Finally, Curriculum Services notifies the proposal originators, the Student Records office, the Student Financial Aid office, and Marketing /Communications. The Student Records office accordingly creates or updates the academic advisement report (degree audit) for the approved program.

### **Compatibility with Stated Mission and Goals of the Institution**

FSCJ offers degree programs that are compatible with the College's mission[35] to provide "an equitable, high quality, success-driven learning experience for our diverse community of students." The College's 2021-2024 Visionary Impact Plan 2.0[36] includes the following strategic priorities:

- **Enrollment:** Expand access to and support persistence in postsecondary education serving all student populations.
- **Service:** Enhance and deliver an exceptional student and employee experience to create a sense of belongingness.
- **Success:** Increase student achievement and success to strengthen opportunities for economic mobility for all students.
- **Excellence:** Invest in the employee experience and Collegewide operations to promote continuous quality improvement.
- **Community:** Proactively engage community and business partners to continually align industry needs and academic programming.

FSCJ's mission aligns closely with that of the Florida College System[37], 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." Additionally, as a Florida College System institution, Florida Statute 1004.65(8)[38] also states that:

The primary mission and responsibility of Florida College System institutions is responding to community needs for postsecondary academic education and career degree education by being responsible for:

- (a) Providing lower-level undergraduate instruction and awarding associate degrees.
- (b) Preparing students directly for careers requiring less than baccalaureate degrees. This may include preparing for job entry, supplementing skills and knowledge, and responding to needs in new areas of technology. Career education in a Florida College System institution shall consist of career certificates, credit courses leading to associate in science degrees and associate in applied science degrees, and other programs in fields requiring substantial academic work, background, or qualifications.

FSCJ's 167 educational programs are compatible with the stated mission of both the College and the broader mission of the Florida College System and follow Florida Statute. Intentionally designed, each program provides students with a high-quality academic experience that promotes intellectual growth for life-long learning.

Finally, per Florida Statute 1004.03[39], *Program Approval*, approval from the Florida Board of Governors is required for the approval of any new educational programs offered by the College. Per College Board Rule 9.1[4], *Curriculum*, when the College applies for new programs with the Florida Department of Education, the FSCJ District Board of Trustees approves the programs and confirms that they "meet the workforce and educational needs of the College's service area prior to their implementation" and ensures the programs' alignment with the College mission.

## **Appropriateness of Fields of Studies to Higher Education**

### Collegewide Course Outline Reviews

In order to help ensure that the College continues to offer educational programs that represent appropriate fields of study to higher education, FSCJ conducts regular reviews of courses and educational programs. A review of general education courses regularly occurs on a three-to-five-year cycle, as detailed in Administrative Procedure Manual (APM) 09-0307[6], *Curriculum Process*. The College also cyclically reviews its associate in science and baccalaureate courses as well as those in career certificate, adult education, and English for speakers of other languages programs. The Baccalaureate, Career, and Technical Education (BCTE) division intentionally incorporates curriculum into its three-year program review cycle[40]. Specifically, Section IV of the Curriculum of the BCTE Program Review Cycle 1 form[41], asks faculty and administrators whether they anticipate any major curricular changes within the next three years. Ongoing, iterative reviews within the BCTE division and other academic areas 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.



## The Annual Purge of Courses

In accordance with rule 6A-10.0331[42] of the Florida Administrative Code, APM 09-0307[6] 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. The purged courses are archived to continue to support the historical transcript information.

## The Office of Institutional Effectiveness's Review

During the technical review process, Curriculum Services staff members identify any proposals that would constitute a potential substantive change for SACSCOC purposes, and forwards those for further review by staff members in the Office of Institutional Effectiveness (OIE). From the Fall 2015 term to present day, staff members from OIE, Curriculum Services, Student Records, Financial Aid, Marketing/Communication, and other areas have met monthly via the NEXUS Committee to review pending curriculum proposals for possible substantive changes at the program or course levels. To facilitate Collegewide communication about draft and completed curriculum proposals with faculty, academic administrators, advisors, and other curriculum stakeholders, the Curriculum Services office distributes a document titled *Curriculum Proposals At-a-Glance*[43] on a monthly basis.

## **Informing Students**

### College Catalog

Each year, the College Catalog[2] includes a list of all programs. Each program page[29] includes, at a minimum, a description of the program, the general education and professional course requirements, graduation requirements, a contact for more information. When applicable, the catalog program page also includes transfer options, certification/licensing exams, and accreditation information.

### Website

In addition to the College Catalog, students can learn about FSCJ's educational programs under "Areas of Study[44]" on the College website. By clicking on the link to "Business[45]," for example, students can view the various business degrees and certificates offered by the College. To illustrate further, if students select the Business Administration Bachelor of Science (B.S.) degree[46], they will discover a link to "Requirements[47]," which contains course and program information exported from the College Catalog. As a representative sample of the web layout for the College's other educational programs, the "Requirements" section for the B.S. in Business Administration[47] contains 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 program information on the website reflects intentionally designed, coherent courses of study.

### Academic Program Roadmaps

As part of the 2020-2021 Visionary Impact Plan[48], one of the institutional priorities, goals, and objectives is as follows:

- **Priority 2:** Increase retention and completion across all student groups, with an emphasis on underrepresented populations.
- **Goal 1:** Develop academic pathways to reduce time for efficient degree completion.
- **Objective 3:** Complete academic pathway roadmaps for A.A. and A.S. degrees to improve efficiency for students and reduce time to completion.

With funding from the College's Title III BRIDGES grant, a team of faculty, Student Services, and Curriculum and Instruction staff members developed roadmaps for most Associate in Arts (A.A.) program concentrations. Additionally, a team of Curriculum and Instruction and Baccalaureate, Career,

and Technical Education staff members developed roadmaps for the Associate in Science (A.S.) /Associate in Applied Science (A.A.S.) and 13 baccalaureate programs. The list below shows the number of roadmaps developed for each program type:

- Bachelor's degrees: 19 (includes all concentrations for the 13 degrees, pending approval)
- Associate in Arts University Transfer: 94 academic pathways
- Associate in Science/Associate in Applied Science: 73 (includes concentrations)
- Technical Certificates: 64 (all programs)
- Advanced Technical Certificates: 3 (all programs)
- Advanced Technical Diploma: 1 (of 1)
- Career Certificates: 9 (of 25 programs)
- Professional Preparation Certificate: 1 (of 1)

Both current and prospective students can view the roadmaps on the program webpage[2] for each area of study. The Business area of study, for example, houses ten A.A. roadmaps[49]. In addition, the A.S. roadmaps appear in the "Resources" area of the corresponding A.S. program pages on the website. Students interested in the A.S. in Business Administration, for instance, will click on "Resources" from which they will then select "Academic Roadmap[50]." Students may also access the list of roadmaps from the College Catalog[51].

As of December 2021, the A.A., A.S./A.A.S., and bachelor's roadmaps have been entered in the College's recently launched student success management system, myGradPlan[52] (EAB Navigate), which provides currently enrolled students with course sequencing guidance linked to class registration, thus further facilitating coherent courses of study and timely program completion.

## Summary

Compatible with its stated mission and goals, FSCJ's educational programs embody a coherent study appropriate to higher education. The above narrative demonstrates coherence in course sequencing, increasing course complexity, and linkages among curricular elements within the College's programs.

## Evidence

- [1] 1004.65
- [2] Catalog-Programs
- [3] FSCJ Institutional Summary Form-2024 Compliance Report
- [4] BR 9.1 Curriculum 2018
- [5] APM 09-0306 Curriculum Committee and Gen Ed Review 2020
- [6] APM 09-0307 Curriculum Process 2020
- [7] Curriculum Committee Calendar
- [8] Curriculum Services SharePoint Site
- [9] Curriculum Committee Roster 2021-22
- [10] Curriculum Proposal Blank Form
- [11] Curr Prop Prof Pilot-Rationale-Market
- [12] Pro Pilot BILT Comm Minutes
- [13] APM 09-0601
- [14] Curriculum Proposal Form-Section II
- [15] Course Learning Outcomes and Assess Form
- [16] FL Rule 6A-14.030 Postsecondary Inst Unit Def 2022
- [17] FLDOE 2022-23 CTE Curriculum Frameworks
- [18] Surgical Services AS Catalog Page

- [19] Surgical Services Curriculum Proposal Summary
- [20] Surgical Services AS FLDOE Framework
- [21] FL Statute 1007.33 Baccalaureate Degrees 2022
- [22] FL Rule 6A-14.095 Baccalaureate Access 2022
- [23] Baccalaureate Degree Guidelines for Program Proposal
- [24] FDOE Curriculum Change Doc 22-23
- [25] Sample Academic Operations Bulletin
- [26] FLDOE SCNS
- [27] Course Outline Algebra
- [28] Cur Serv-Course Outlines SharePoint
- [29] Funeral Services AS Catalog Page
- [30] FLDOE Common Prerequisites Manual
- [31] Curriculum Committee Meeting Minutes 11-21-2019
- [32] Curriculum Proposal Surgical Services
- [33] Surgical Services Roadmap
- [34] Catalog-Surgical Services Roadmap
- [35] Mission, Vision & Values Webpage
- [36] 2021-24 Visionary Impact Plan
- [37] FL College System Mission
- [38] FL Statute 1004.65 FCS Governance 2022
- [39] FL Statute 1004.03 Program Approval
- [40] BCTE Program Review Schedule
- [41] BCTE Program Review Template
- [42] FL Rule 6A-10.0331
- [43] Curr Prop At-a-Glance
- [44] Areas of Study-FSCJ Webpage
- [45] Business Degrees Webpage
- [46] Business Administration BS Degree Webpage
- [47] Business Admin BS Requirements Webpage
- [48] 2020-21 Visionary Impact Plan
- [49] AA Transfer Roadmap-Business Admin
- [50] AS Roadmap-Business Admin
- [51] Catalog-Roadmaps
- [52] MyGradPlan

**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; Off-Site/On-Site Review]**

Compliance     Partial Compliance     Non-Compliance

## Narrative

### Overview

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) offers both associate and baccalaureate programs and uses semester credit hours as the common measure of course completion at the associate and bachelor's degree levels. All bachelor's degrees at FSCJ are earned through successful completion of a minimum of 120 semester credit hours, and all associate degrees are earned through the completion of a minimum of 60 semester credit hours. FSCJ does not offer graduate programs, nor does it offer combined degree programs.

The College adheres to the procedures in Administrative Procedure Manual (APM) 10-0501[1], *Graduation - Degrees, Certificates and Diplomas*, which outlines the requirements for college credit programs.

FSCJ offers 13 bachelor's 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.

All course requirements for each program are listed in the College Catalog. Table 9.2-1 below provides examples of three of FSCJ's bachelor's programs with the required courses and hours:

**Table 9.2-1: Examples - Bachelor's Programs  
with Required Courses and Hours**

Program	Required General Education Hours	Required Lower Division Hours	Required Upper Division Hours	Required Upper Concentration Hours	Total
Biomedical Sciences B.S. [2]	51	23	30	16	120
Information Systems Tech. B.A.S.[3]	36	45 (15 hours Elective Coursework)	12	27	120
Nursing B.S.N. [4]	45	45	30	0	120

FSCJ offers 52 associate degree programs, each requiring 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,
- Fifty Associate in Science (A.S.) degree programs, and
- One Associate in Applied Science (A.A.S.) degree program.

Table 9.2-2 provides examples from the College Catalog of three of FSCJ's associate programs with the required courses and hours:

**Table 9.2-2: Examples - Associate Degree Programs with Required Courses and Hours**

Program	Required General Education Hours	Required Professional Hours	Required Professional Elective Hours	Total
Associate in Arts A.A.[5]	36	24	NA	60
Accounting Technology A.S.[6]	15	36	9	60
Automotive Service Mgmt. Technology, A.A. S.[7]	15	48	5	68

All of the institution's 13 bachelor and 52 associate degree offerings meet SACSCOC requirements regarding program length. Additionally, these programs also adhere to the appropriate Florida Department of Education (FLDOE) requirements, including:

- The FLDOE Career Technical Education Curriculum Frameworks[8] for associate in science and embedded technical certificates;
- The Statewide Articulation Manual[9];
- Florida Statutes 1007.23[10], *Statewide Articulation Agreement*, and 1007.25(8, 9)[11], *General Education Courses; Common Prerequisites; Other Degree Requirements*;
- Florida Rule 6A-10.024(4)[12], *Articulation Between and Among Universities, Community Colleges, and School Districts*; and
- Florida Rule 6A-14.030[13], *Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions*.

### The Curriculum Process

Per Administrative Procedure Manual (APM) 09-0307[14], *Curriculum 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 that includes the completion and submission of a Program and Course Curriculum Proposal[15] to the Curriculum Services office for technical and quality review. Section II of the curriculum proposal includes fields related to FLDOE Curriculum Frameworks. Additionally, an embedded hyperlink 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 requirements and expectations of the FLDOE, SACSCOC, and any pertinent specialized programmatic accreditors. 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[16], which consists of several 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 may necessitate additional communication with such approval authorities as the College's District Board of Trustees, SACSCOC, the FLDOE, and/or specialized accreditors.

Program length is monitored via a review of publicly posted pending curriculum proposals, which are available through the Curriculum Services SharePoint site[17]. Prior to each Curriculum Committee meeting, Curriculum Services sends an email[18], inviting review and feedback for pending curriculum proposals. While all College stakeholders have access to pending curriculum proposals, the Registrar's Office, the Office of Institutional Effectiveness, and the 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 the U.S. Department of Education (USDOE). Further, these offices meet monthly to discuss potential impacts of pending curricular actions, including those related to program length.

## Program Roadmaps

Like the Catalog, required coursework and total credit hours for each program are also detailed in the A.S. program roadmaps, which provide students with a suggested course progression. The roadmap for the Accounting Technology A.S. degree is provided as an example[19]. These roadmaps can be found in the Catalog[20] and within the specific Areas of Study[21] on the FSCJ website, the Business[22] area, for example.

The same information for the selected program of study for each student is reflected in the student's Academic Advisement Report (AAR), or degree audit, in the College's enterprise resource planning system, PeopleSoft. The AARs/degree audits list the required courses and document that the students completed them.

Below are sample AARs for the different degree types:

- Associate in Arts, A.A[23].
- Accounting Technology, A.S[24].
- Automotive Service Management Technology, A.A.S[25].
- Biomedical Sciences, B.S[26].
- Information Tech Management, B.A.S[27].
- Nursing, B.S.N[28].

## Summary

FSCJ uses semester credit hours as the common measure of course completion at the associate and bachelor's 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 or combined degree programs.

## Evidence

- [1] APM 10-0501 Graduation-Degrees Certificates Diplomas 2015
- [2] Catalog-Biomedical Sciences BS
- [3] Catalog-Info Systems Technology BAS
- [4] Catalog-Nursing BSN
- [5] Catalog-Associate in Arts
- [6] Catalog-Accounting Technology AS
- [7] Catalog-Automotive Service Mgmt Tech AAS
- [8] FDOE CTE Curriculum Frameworks Website
- [9] Statewide Articulation Manual
- [10] FL Statute 1007.23-Articulation

- [11] FL Statute 1007.25 Gen Ed-Prerequisites
- [12] FL Rule 6A-10.024 Articulation Universities-Colleges-Schools 2022
- [13] FL Rule 6A-14.030 Postsecondary Inst Unit Def 2022
- [14] APM 09-0307 Curriculum Process 2020
- [15] Curriculum Proposal Program and Course Form
- [16] Curriculum\_Committee\_Roster 2022-2023
- [17] Curriculum Services SharePoint Site
- [18] Email Sent Prior to Curr Comm Mtgs
- [19] Accounting Technology Roadmap
- [20] Catalog-Academic Roadmaps
- [21] Areas of Study-FSCJ Website
- [22] Business Area of Study Roadmaps
- [23] Associate in Arts AAR 09.15.2022\_Redacted
- [24] Accounting Technology AAR 09.15.2022\_Redacted
- [25] Automotive Service Mgmt Tech AAR 09.15.2022\_Redacted
- [26] Biomedical Sciences AAR 09.15.2022\_Redacted
- [27] Information Technology Mgmt AAR 09.15.2022\_Redacted
- [28] Nursing BSN AAR 09.15.2022\_Redacted

- 9.3 The institution requires the successful completion of a general education component at the undergraduate level that:**
- is based on a coherent rationale.**
  - is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.**
  - ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science /mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.**

*(General education requirements)*[CR; Off-Site/On-Site Review]

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) has general education requirements that are founded upon a coherent rationale. General education, comprising a substantive component of the College's undergraduate degree programs, promotes intellectual inquiry and ensures a breadth of knowledge.

### Coherent Rationale

Essential to FSCJ's degree programs, general education advances the institutional mission[1] of providing "an equitable, high quality, success-driven learning experience for our diverse community of students."

FSCJ's general education requirements are based on Florida state law. In addition to establishing guidelines for all general education courses, Florida Statute 1007.25[2], *General education courses; common prerequisites; other degree requirements*, states that students must complete at least one core course from each of the following general education subject areas: communication, mathematics, social sciences, humanities, and natural sciences. Florida Administrative Rule 6A-14.0303[3], *General Education Core Course Options*, lists the allowable courses within the statewide course numbering system, in each of the five subject areas. Table 9.3-1 below demonstrates how the FSCJ general education program aligns with SACSCOC content areas.

**Table 9.3-1: FSCJ General Education Program Alignment with SACSCOC Content Areas**

General Education Area	SACSCOC Content Area	Florida Allowable Courses
Communication	N/A	ENC1101 English Composition
Humanities	Humanities/Fine Arts	ARH 2000 Art Appreciation HUM 2020 Introduction to Humanities LIT 2000 Introduction to Literature MUL 2010 Music Literature/Music App. PHI 2010 Introduction to Philosophy THE 2000 Theatre Appreciation
Mathematics	Natural Sciences/ Mathematics	MAC 1105 College Algebra MAC 2311 Calculus I MGF 1106 Liberal Arts Mathematics I MGF 1107 Liberal Arts Mathematics II STA 2023 Statistical Methods
Natural Sciences	Natural Sciences/ Mathematics	AST 1002 Descriptive Astronomy BSC 1005 General Biology



		BSC 2010 General Biology I BSC 2085 Anatomy and Physiology I CHM 1020 Chemistry for Liberal Studies CHM 2045 General Chemistry I ESC 1000 Intro to Earth Science EVR 1001 Intro to Environmental Science PHY 1020 Fundamentals of Physics PHY 2048 General Physics with Calculus PHY 2053 General Physics I
Social Sciences	Social/Behavioral Sciences	AMH 2020 Intro. Survey Since 1877 ANT 2000 Introduction to Anthropology ECO 2013 Principles of Macroeconomics POS 2041 American Government PSY 2012 Introduction to Psychology SYG 2000 Principles of Sociology

The College developed Administrative Procedure Manual (APM) 10-0501[4], *Graduation - Degrees, Certificates, and Diplomas*, specifying that students must complete graduation requirements for the appropriate award as approved by the District Board of Trustees and required by Florida Statute and the State Board of Education. For college-credit programs, APM 10-0501 further indicates that students must fulfill the following requirements:

- General Education
- Specific Program Courses
- Electives
- Foreign Language

The College Catalog states that the General Education Paradigm/Philosophy[5] is as follows:

General Education course selections prepare students to become thoughtful, generative learners. Through exploring broad areas of knowledge - the human condition; the global and historical; the cultural and aesthetic; and the communicative, mathematical, scientific, and technological - students will develop the knowledge bases, and intellectual competencies, and be exposed to the values requisite for participating responsibly in, and adapting to, a complex and diverse world.

### **Substantial Component of Undergraduate Programs**

General education forms a substantial component of the College's degree programs. The General Education Requirements[6] section of the catalog lists all accepted general education courses. Within each of the five subject areas, state core course options are identified with an asterisk.

To obtain an Associate in Arts degree (baccalaureate transfer), students must earn 60 credit hours, 36 of which must come from the general education requirements. For both the associate in science and associate in applied science degrees, students must complete "the required semester hours, as specified by the degree, of which a minimum of 15 semester hours must be general education requirements" including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. For a bachelor's degree, students must fulfill 36 college-credit general education hours (out of a total of 120 credits) in the defined categories. Notably, students pursuing the Bachelor of Science in Nursing degree must earn 42 credit hours in general education.

The catalog lists each degree and includes a description of the specific general education, professional, and elective coursework required. Specified for each degree program in the catalog, graduation requirements indicate that students must fulfill all academic requirements for the chosen program of study and earn a grade of C or better in all general education courses.

A representative sample of the graduation requirements for the different types of degree programs include:

- Associate in Arts[7]
- Associate in Science in Data Science Technology[8]
- Associate in Applied Science in Automotive Service Management Technology[9]
- Bachelor of Science in Business Administration[10]
- Bachelor of Applied Science in Logistics[11]
- Bachelor of Science in Nursing[12]

### **Breadth of Knowledge**

General education courses include at least one course from each of the following areas: humanities /fine arts, social/behavioral sciences, and natural science/mathematics.

The Glossary of Academic Terms[13] in the 2022-2023 College Catalog defines general education courses as those designed to develop students' "knowledge, skills, attitudes, and understanding in [the] broad discipline areas" of Communication, Humanities, Social Sciences, Mathematics, and Natural Sciences. This definition aligns with the SACSCOC guideline that general education courses ensure breadth of knowledge rather than narrowly focused skills, techniques, or procedures specific to a particular occupation or profession.

The College Catalog also suggests that a generally educated person should possess knowledge in several specific areas.

#### Knowledge Bases

- Human Awareness and Understanding
- Global and Historical Knowledge and Understanding
- Cultural and Aesthetic Knowledge and Understanding
- Communication
- Mathematics, Science and Technology

Additionally, the General Education Requirements section of the catalog specifies the following intellectual competencies and values that generally educated individuals should possess:

#### Intellectual Competencies

- Reads, writes, speaks, and listens effectively
- Acquires, evaluates, analyzes, presents, and communicates information
- Employs quantitative and qualitative analyses to solve problems
- Uses information technology in communication, research, and problem solving
- Organizes concepts into orderly systems
- Works collaboratively within complex systems and diverse groups
- Applies ethical judgment to everyday life
- Applies the scientific method of inquiry

#### Values

- Intellectual honesty
- Curiosity and openness to new ideas
- Recognition of one's own creative and intellectual potential
- Acceptance of differences among people, and cultural diversity
- Civic engagement
- Lifelong learning
- Social justice and equality

These knowledge bases, intellectual competencies, and values comprise the foundation of FSCJ's general education requirements.

### Humanities Within the General Education Requirements

Of additional note is the Humanities component of general education. The College offers twenty-four general education Humanities courses, six of which are identified as "core." Students in the Associate in Arts program are required to take six credits, or two courses, within the Humanities area, and at least one of the courses must be one of the following designated core courses:

- ARH 2000[14]: Art in the Humanities (Credit Hours: 3)
- PHI 2010[15]: Philosophy in the Humanities (Credit Hours: 3)
- MUL 2010[16]: Music in the Humanities (Credit Hours: 3)
- LIT 2000[17]: Literature in the Humanities (Credit Hours: 3)
- HUM 2020[18]: Topics in the Humanities (Credit Hours: 3)
- THE 2000[19]: Theatre in the Humanities (Credit Hours: 3)

The second course may be one of the above core courses or one course within the following subject areas:

- AML (American Literature)
- ARH (Art History)
- DAN (Dance)
- ENG (English General)
- ENL (English Literature)
- HUM (Humanities)
- LIT (Literature)
- MUL (Music Literature/Music Appreciation)
- PHI (Philosophy)
- REL (Religion)
- THE (Theatre Studies)

Different from the skills-based focus of the ENC (English Composition) and SPC (Speech Communication) courses in the Communication category, those in the Humanities area focus on fostering students' ability to "think critically through demonstrating interpretive ability and cultural literacy" and to "acquire competence in reflecting critically upon the human condition" in accordance with the statewide General Education Competencies in the Humanities area (pg. 5[20]). When developing and reviewing Humanities course outlines, faculty align the course learning outcomes with the Humanities discipline learning outcomes and general education competencies, which reveal a broad, conceptual emphasis.

### **Recent Legislatively Directed Changes**

During the 2021 Florida legislative session, Senate Bill 1108[21] amended Florida Statute 1007.25[2], to require that students initially entering an associate in arts or bachelor's degree at a Florida College System or State University System institution in the 2021-2022 academic year, or thereafter, fulfill the civic literacy graduation requirement by passing a civic literacy course (AMH 2020[22]: U.S. History from 1877 to the Present or POS 2041[23]: American Federal Government) and a state-approved civic literacy exam. Effective in the 2022-2023 academic year, students initially entering an associate in science or associate in applied science program must also satisfy the above civic literacy graduation requirement. Rule 6A-10.02413[24]: *Civic Literacy Competency*, Florida Administrative Code, was amended to reflect the modified civic literacy graduation requirement.

To assist FSCJ faculty and staff with the implementation of the general education and civic literacy requirements, staff members from the office of Curriculum and Instruction presented "Legislative Updates and Curriculum Actions[25]" in a variety of forums, including the Curriculum Committee, throughout the 2021-2022 academic year. The Curriculum Services team, moreover, conducted a

comprehensive impact analysis[26] of the legislative requirements on the College's associate in science and associate in applied science degrees. During the 2021-2022 academic year, Curriculum Services staff collaborated with career and technical education administrators and faculty to develop curriculum proposals[27] for the required legislative changes to the associate in science and associate in applied science programs. Curriculum Services also assisted with required updates regarding the civic literacy graduation requirements for the associate in arts and bachelor's programs in the 2021-2022 academic year. Excerpted from the Bachelor of Science in Human Services catalog program page[28] the statement below appears under the "Graduation Requirements" section (page 3, item #6). This statement can also be found in the Graduation Requirements for the other bachelor's programs as well as for associate in arts, associate in science, and associate in applied science programs:

Demonstrated competency in civic literacy in accordance with s. 1007.25, Florida Statutes (F.S.), and State Board of Education Rule 6A-10.02413, Florida Administrative Code (F.A.C.). Pursuant to guidelines established by Senate Bill 1108, competency is demonstrated by completion of one of two civic literacy courses (either AMH 2020 or POS 2041) with a grade of C or higher -AND- by achievement of the standard score on a state-approved assessment.

Beginning with students who initially enter a public postsecondary institution in the 2022-2023 academic year, House Bill 1507[29] (2021) requires that the institutions award them a nationally recognized digital badge upon completing general education core courses that demonstrate career readiness. After receiving technical assistance from the Florida Department of Education, staff members from FSCJ's Liberal Arts and Sciences and Curriculum Services departments updated the General Education Requirements section of the 2022-2023 College Catalog[7] to inform students about the digital badge. Effective in the 2022-2023 academic year, students will receive a digital badge for completion of the Communication general education core course ENC 1101 or ENC 1101C with a grade of C or higher. Once the badges for the other general education areas are finalized at the state level, students will be able to earn them as well.

### **Course Substitutions**

The College has developed APM 10-0504[30], *Course Substitutions*, to provide guidelines for the approval of course substitutions that meet graduation requirements. If not essentially the same as the College's curriculum, transfer courses apply as electives within the degree programs. To serve as substitutes for the College's associate in arts graduation requirements, such transfer courses must satisfy established criteria. For example, in the Humanities area of the associate in arts, only "integrated humanities courses" may be substituted for ENC 1101 - English Composition, whereas any general humanities course may be used as a substitute for ENC 1102 - Writing About Texts. Unless approved by the appropriate academic dean, FSCJ courses may not be substituted for specifically required courses in the general education areas of the associate in arts, associate in science, or baccalaureate degree programs.

### **Curriculum Development Oversight**

To adhere to the expressed general education paradigm/philosophy and to ensure the expected breadth of knowledge for each general education course, the College maintains the following shared governance bodies which oversee curriculum development:

- The Curriculum Committee serves as the recommending body to the Provost/Vice President of Academic Affairs for all College-related curriculum actions.
- The General Education Review Committee, composed of faculty and academic deans, oversees the development and modification of general education requirements and courses in accordance with the General Education Paradigm/Philosophy.
- The General Education Review Sub-Committee serves as the recommending body to the Curriculum Committee for all general education-related curriculum actions. To ensure a cohesive general education program, this body reviews the course outline submitted by the faculty discipline committees prior to submission to the Curriculum Committee.

APM 09-0306[31], *Curriculum Committee and General Education Review Sub-Committee*, defines the committee's membership, and APM 09-0307[32], *Curriculum Process*, details curricular procedures. APM 09-0307 dictates that College-approved general education courses conduct the faculty disciplines of Communication, Humanities, Social and Behavioral Sciences, Mathematics, and Natural Sciences. Under the leadership of the Associate Provost of Liberal Arts and Sciences, faculty began the general education review process in the 2021-2022 academic year for an intended implementation date of fall 2023. The prior cyclical review occurred in the 2017-2018 and 2018-2019 academic years. Each general education course outline that undergoes a review specifies a date for the term when the curricular changes, if any, will become effective. To illustrate, during this review period, general education course outlines for AMH 2020[22]: U.S. History from 1877 to the Present, HUM 2020[18]: Topics in the Humanities, and MAC 1105[33]: College Algebra indicate an effective term date of fall 2019. The minutes[34] from the associated General Education Review Sub-Committee meetings during the 2017-2018 and 2018-2019 academic years also document reviews of the submitted course outlines.

Additionally, APM 09-0307[32] requires that general education disciplinary faculty adopt a minimum of two of the five statewide general education competency areas (Communication, Humanities, Social Sciences, Mathematics, Natural Sciences) per course. The statewide general education requirements are delineated in the *General Education Core Course Options*[35] document and inform the general education components of the College's degree programs. Upon the recommendation of the state's General Education Steering Committee and faculty disciplinary committees, the Florida State Board of Education and the Board of Governors adopted statewide general education competencies and core courses within the five state-required general education areas, as specified in Florida Statute 1007.25 [2]. The state-directed general education requirements include the requisites in the present accreditation standard, with the addition of the Communication area.

### **Curriculum Review Process**

The College's curriculum approval process engages multiple stakeholders in evaluating general education courses for inclusion in the core curriculum to ensure a coherent rationale within the courses and general education curriculum. Aligned with the general education requirements in the catalog, the course learning outcomes and assessment section of the College's course master outline template[36] for the development and modification of curriculum includes the following categories:

- Type of Course (General Education Core or General Education)
- Intellectual Competencies
- General Education Discipline Area
- General Education Learning Outcome Area
- Learning Outcome, Type of Outcome, Assessment Methods

The curriculum approval process is designed to maintain adherence to the General Education Paradigm/Philosophy[5] - that is, to the underlying rationale for general education. For example, the Course Learning Outcomes and Assessment section within the course outline for HUM 2020: Topics in the Humanities (pg. 5[18]), evidences the expected breadth of knowledge inherent in a general education course.

During the 2021-2022 academic year, staff members from Curriculum Services collaborated with Liberal Arts and Sciences and Institutional Effectiveness to enhance the general education review process. Through an interdivisional collaboration, the following resources were developed:

- A Course Outline section[37] of the Curriculum Services' SharePoint site which houses all general education course outlines in one easily accessible location.
- A General Education Course Outline Review section[38] of the Curriculum Services' SharePoint site, which includes the revised course outline templates for the general education courses as well as those for developmental education, English for academic purposes, student life strategies, interdisciplinary studies, and world languages.

- A revised course outline template[36] for liberal arts and sciences courses, including those in general education, designed to engage faculty in the process of reviewing general education course learning outcomes for alignment with disciplinary learning outcomes and general education competencies. This process seeks to ensure that general education courses represent a sufficient breadth of knowledge rather than a narrow focus on career technical skills.
- An easy reference list of Associate in Arts General Education Learning Outcomes[39].
- A General Education Outline submission form developed in MS Forms.[40]
- A Course Outline Review Dashboard[41] for tracking the outline submissions by discipline and course.
- Other Resources, including outcomes development tools[42] and videos[43] about retrieving the outlines and completing the submission process.

Additionally, to offer guidance regarding the criteria for reviewing general education courses, the Curriculum Services team developed the document titled "Curriculum Questions for Consideration[44]." Not only does this resource prompt faculty to consider the alignment of course learning outcomes with disciplinary learning outcomes and general education competencies, but it also includes questions about the creation of courses that foster inclusive learning, per strategic goal 3.2.2. in Visionary Impact Plan 2.0[45]. To submit a reviewed general education course outline, faculty click on the link to the General Education Outline submission form on the SharePoint site. Upon answering seven questions on the form, faculty upload the reviewed course outline, which then displays as "complete" on the Course Outline Review Dashboard. Through the redesigned model for course outline reviews, faculty identify courses that meet the criteria for the general education requirements within the College's degree programs.

## **Informing Students**

### College Catalog

The College employs several resources and tools to communicate about general education requirements with degree-seeking students and to ensure that they follow the appropriate pathways for course selection. Under the Programs section of the 2022-2023 College Catalog[46], students can view the general education requirements for each degree program. For example, the Associate in Arts (A.A.) baccalaureate transfer program page[47] notes that students pursuing this degree must complete 36 hours of general education coursework. Additionally, the program page specifies the requisite number of credit hours for each general education area. A.A. degree-seeking students, for example, must complete a total of six credit hours in the Humanities area. The A.A. program page also informs students of the need to complete at least one HUM-prefix course and to complete an asterisked course representing the general education core. Lastly, all program pages advise students that they must earn a grade of C or higher in each general education course.

### Academic Advisement Reports

Housed within the student information system, PeopleSoft Campus Solutions, the academic advisement report (AAR), or degree audit, provides students with individualized information about their general education as well as other graduation requirements. The AARs reflect general education and other degree requirements as outlined in the College Catalog. Sample AARs[48] for the A.A. degree, the Associate in Science in Accounting Technology, and the Bachelor of Science in Business Administration, illustrate the office of the Registrar/Student Records' approach to monitoring students' fulfillment of general education requirements.

### Academic Roadmaps

In response to Strategic Goal 1.1.2. in the College's Visionary Impact Plan 2.0[45], faculty and staff updated academic roadmaps for the College's degree programs for the 2022-2023 academic year. These roadmaps provide another means for communicating with students about their general education requirements. Below is a list of the roadmaps:

**Table 9.3-2: List of the FSCJ Roadmaps**

Advanced Technical Certificate	3 roadmaps (2 finalized, 1 pending Spring 2023 implementation Example[49])
Associate in Arts	94 roadmaps/pathways (all finalized) Example[50]
Associate in Science/Applied Science	73 roadmaps (66 finalized, 7 pending reviews by the program staff) Example[51]
Bachelor's	19 (includes separate roadmaps for programs with concentrations; all pending approval from the Associate Provost of Baccalaureate, Career and Technical Education) Example[52]
Career Certificate	9 roadmaps (finalized) Example[53]
Certificate of Professional Prep.	1 roadmap (finalized) Example[54]
Technical Certificate	66 roadmaps (63 finalized, 3 pending reviews by the program staff) Example[55]

The completed roadmaps appear in the 2022-2023 College Catalog[56]. In addition, staff members from the office of the Registrar/Student Records have access to the roadmaps for input into the College's student success management system, EAB Navigate. Branded "myGradPlan[57]," this tool provides a learner-centered mechanism for ensuring that students enroll in degree-appropriate general education courses, thereby facilitating a guided pathway to timely program completion.

### Summary

Founded upon a coherent rationale as articulated in FSCJ's General Education Paradigm/ Philosophy, general education requirements constitute a substantive component of the institution's undergraduate degree programs while fostering intellectual inquiry and breadth of knowledge.

### Evidence

- [1] Mission, Vision & Values Webpage
- [2] FL Statute 1007.25 Gen Ed-Prerequisites
- [3] FL Rule 6A-14.0303 Gen Ed Core Courses
- [4] APM 10-0501 Graduation-Degrees Certificates Diplomas 2015
- [5] Catalog-Gen Ed Req
- [6] General Educ Req 22-23 Catalog
- [7] AA Degree Requirements 22-23 Catalog
- [8] Catalog-AS Data Sci Tech-Grad Req
- [9] Catalog-Auto Serv Mgmt Tech
- [10] Catalog-BS Business Admin
- [11] Catalog-BAS Logistics
- [12] Catalog-BSN Nursing
- [13] Glossary of Academic Terms 22-23 Catalog
- [14] ARH2000 Course Outline
- [15] PHI2010 Course Outline
- [16] MUL2010 Course Outline
- [17] LIT2000 Course Outline
- [18] HUM2020 Course Outline

- [19] THE2000 Course Outline
- [20] FL General Education Competencies
- [21] Senate Bill 1108
- [22] AMH2020 Course Outline
- [23] POS2041 Course Outline
- [24] FL Rule 6A-10.02413
- [25] Curriculum Committee Legislative Updates 9-16-21
- [26] General Education Core Reqs Analysis
- [27] Civic Literacy Program Modifications
- [28] Human Services Catalog Page
- [29] House Bill 1507
- [30] APM 10-0504 Course Substitutions
- [31] APM 09-0306 Curriculum Committee and Gen Ed Review 2020
- [32] APM 09-0307 Curriculum Process 2020
- [33] MAC1105 Course Outline
- [34] Gen Ed Review Minutes 2018-19
- [35] General Education Core Course Options
- [36] Course Outline Template
- [37] Curr Serv SharePoint-Course Outlines
- [38] General Education Course Outline Review
- [39] AA Gen Ed Learning Outcomes
- [40] Gen Ed Outline Submission Form
- [41] Course Outline Review Dashboard
- [42] Outcomes Development Tools
- [43] Course Outline Video Resources
- [44] LAS Curriculum Questions for Consideration 2022
- [45] 2021-24 Visionary Impact Plan
- [46] Catalog-Programs List
- [47] Catalog-Associate in Arts
- [48] AAR Examples
- [49] Roadmap ATC
- [50] Roadmap AA Pathways
- [51] Roadmap AS
- [52] Roadmap BAS
- [53] Roadmap CC
- [54] Roadmap CPP
- [55] Roadmap TC
- [56] Catalog-Academic Roadmaps
- [57] MyGradPlan



## 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)***[Off-Site/On-Site Review]**

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) 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*.

Credit and Career Certificate (clock-hour) programs are offered during fall, spring, and summer terms. The academic calendar is published in the College Catalog[3], which is available online for students and the public. A downloadable term-specific calendar with key registration deadlines is published on the public website[4]. Additionally, a term-specific At-a-Glance[5] calendar is shared electronically and in printed form for distribution in Student Services and elsewhere at each campus and center for students and the public.

Career Certificate (C.C) program information includes contact hours and attendance requirements, which may vary by program. Each student participating in a C.C. program, for example, the Dental Assisting C.C., receives a Student Handbook[6], which includes details of attendance expectations.

#### Grading Policies

The grading systems for credit and certificate courses are defined in APM 10-0602[7], *Grading System and Faculty Grading Responsibilities*. Grades are assigned as A, B, C, D, F, I (incomplete), W (withdrawal) and X (audit). Grade points include 4 for an A, 3 for a B, 2 for a C, and 1 for a D. The grading system for pre-collegiate studies 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 online Catalog[9] is an additional source of information regarding grading policies for both students and the public.

Faculty members are required to include grading policies in their syllabi. Each course syllabus, regardless of delivery method (asynchronous online, live online, hybrid, or face-to-face), or location, must include all student responsibilities impacting grade, grading criteria (examples: tests, portfolios, quizzes, case studies, simulations, rubrics, etc.), and the make-up policy. These and other 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, with the pages of the grading policies noted, are provided for a variety of courses, delivery methods, and degree types:

- Associate in Arts Degree - ENC 1102[11], Writing About Texts, Online (pg. 7)
- Associate in Science Degree - TRA 2098[12], Warehouse Management, Hybrid (pg. 6)
- Associate in Science Degree - OTH 1520C[13], Pediatrics in Occupational Therapy, Face-to-Face (pg. 8)
- Bachelor's Degree - MAN 3353[14], Management Theory and Practices, Live Online (pg.7)
- Bachelor's Degree - GEB 3213[15], Business Writing, Online (pg. 7)
- Career Certificate - PTN 0084[16], Pharmacy Tech I, Face-to-Face (pg. 7)

- Career Certificate - COS 0007[17]. Cosmetology, Face-to-Face (pg. 8)

### Cost of Attendance and Refund Policies

Each academic year, the cost of attendance is published both on the College website[18] and in the College Catalog[19] for both students and the public. Board Rule 4.19[20]. *Fees, Charges and Refunds*, outlines provisions for refunds of tuition, assessment, and other fees. The College also maintains APM 04-0801[21], *Payment Deadlines and 100% Refund Date*, and APM 04-0804[22], *Refunds of Tuition, Assessments and Other Fees*, which outlines 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 refunds for students as well as for third-party guarantors. These APMs are published on the Board Rules website[23]. Information concerning refund policies and processes is also available to both students and the public in the online College Catalog[24]. Specific dates by term for refunds are also included in the Term At-a-Glance[5] calendar 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. These policies apply to all students, regardless of delivery mode or location. Information about these policies is published online in the catalog, on the College's website, and in course syllabi, making the information easily accessible to all students.

### Evidence

- [1] BR 2.15 College Calendars Holidays Closings 2016
- [2] APM 10-1003 Development of College Calendars 2016
- [3] Academic Calendar 22-23 Catalog
- [4] 2022-23 Calendar Webpage
- [5] At-a-Glance Calendar Spring
- [6] Dental Student Handbook
- [7] APM 10-0602 Grading System-Faculty Grading 2020
- [8] APM 10-0608 Grading and Standards of Progress 2015
- [9] Grading Policies 22-23 Catalog
- [10] APM 09-0201 Instructional Consistency-Course Description-Outline-Syllabus 2015
- [11] ENC 1102 Online Syllabus
- [12] TRA2098 Syllabus Hybrid
- [13] OTH 1520C Syllabus F2F
- [14] MAN3353 Syllabus Live Online
- [15] GEB 3213 Syllabus Online
- [16] PTN 0084 Syllabus F2F
- [17] COS 0007 Syllabus F2F
- [18] Cost of Attending Website
- [19] Tuition and Fees 22-23 Catalog
- [20] BR 4.19 Fees Charges and Refunds 2022
- [21] APM 04-0801 Payments Deadlines-Refund Date 2017
- [22] APM 04-0804 Refunds of Tuition-Assessments 2017
- [23] Board Rules Webpage
- [24] Refunds 22-23 Catalog



- 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)***[Off-Site/On-Site Review]**

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) publishes admissions policies which apply to all students, regardless of learning modality or location, and are consistent with the College mission. Furthermore, FSCJ recruiting materials and presentations accurately represent the College's practices, policies, and accreditation status. The College does not employ independent contractors or agents for use in recruitment or admissions activities.

### College Mission

The College's admissions policies are consistent with its mission[1] of "providing an equitable, high quality, success-driven learning experience for our diverse community of students." These policies are consistent with standards that are common for open-access institutions.

### Open Access Nature of Institution

FSCJ operates primarily as an open-access institution 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 in Florida Statute 1004.65[2], *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 FSCJ Board Rule 2.1[3], *Equal Access/Equal Opportunity: Non-Discrimination, Harassment or Retaliation*, the College supports equal access and equal opportunity for all applicants.

### General Admissions Policies

The College adheres to the Florida College System's (FCS) policies for state and community colleges, such as Florida College Statute 1007.263[4], *Florida College System institutions; admissions of students*.

Guided by FSCJ Board Rule 10.1[5], *Requirements for Admissions*, the College's general admissions policies minimize barriers and limitations to obtaining a college degree by accepting any student who meets the basic eligibility criteria explained below. All applicants with a high school diploma or equivalent will be accepted, although one could be denied based on certain past misconduct issues specified in the rule. Reflective of the College's mission, 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 (career certificates), associate degrees, technical certificates, and baccalaureate degrees. The general admissions requirements are published in the College Catalog[6] as well as the Board Rules website[7] and are consistently implemented

through the Office of Student Recruitment and Admissions. The Catalog is annually updated to ensure relevance and accuracy, per Administrative Procedure Manual (APM) 10-1002[8], *Annual College Catalog Preparation, Production and Publication*.

The general admissions eligibility criteria that apply to all students are listed below:

1. The individual must have earned a standard or college-ready high school diploma or the equivalency of a standard high school diploma.
2. Applicants under the age of 18 with a significant disciplinary or criminal record may be excluded from admission at the discretion of the College Administration.
3. Pursuant to [Florida Statute] 1001.64(8)(a)[9], [*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. [Note: These procedures are identified in APM 10-0701[10], *Admissions - Sexual Predators/Sexual Offenders*.]
4. 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.
5. A student designated as a sexual predator or sexual offender admitted and continuously enrolled prior to the adoption of this Rule will be subject to procedures established by the administration, including, but not limited to, responsibilities and any conditions or restraints to continue his/her enrollment.
6. Selective Admissions: Some associate degrees, baccalaureate degrees and technical 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 are published on the program curriculum pages within the College catalog.

Specific program admissions requirements are listed in the College Catalog for a baccalaureate[11] degree, an associate[12] degree, and a career certificate[13] program.

### **High School Transcript Validation**

FSCJ practices ensure compliance with both FSCJ and state admission policies, and that only transcripts from valid schools are accepted. If a transcript from an unfamiliar high school is submitted, the registrar's office first consults documents such as the Florida High School Athletic Association (FHSAA) Directory of high schools[14], and the Florida College Registrars and Admissions Officers (FCRAO) lists of acceptable[15] and unacceptable[16] schools created from FCRAO best practices[17]. If a school does not appear on the FHSAA directory or FCROA acceptable school list, then an online search is conducted and a call made to the school to determine whether the school is valid. There is also a list of helpful websites[18] that are used when evaluating transcripts. These sites not only guide the registrar's office in identifying potential "diploma mills," they guide the language used when communicating information to Advising, Support Staff, and Students concerning high school diploma integrity, state requirements and accreditation standards. If a school is deemed invalid, a High School Diploma Validation form[19] is used to document the validation process and to keep track of invalid schools. The transcript is marked as "credit not accepted" on the student account and a code of "NVAL" (not validated) is inserted in the diploma field. Completing these steps in People Soft sends an automated message to the student stating that a transcript evaluation was complete and that the transcript was not accepted. They may contact Advising or Student Records to discuss next steps.

### **Admissions Categories**

Enrollment procedures for students entering the College's credit and career certificate programs are different for students in varying circumstances. Each category is described in more detail within a table in the Enrollment Overview[20] section of the College Catalog, as shown in Table 10.5-1 below:

**Table 10.5-1: Enrollment Procedures for Different Student Types**

Type of Student	Goal	Application
First-Time-In-College Degree Seeking	Earn a degree at FSCJ	General Application
Incoming Transfer Degree Seeking	Transfer to FSCJ's college credit program from another college /university.	General Application
Students Seeking a Second Degree	Earn a second degree at FSCJ	General Application
Non-Degree Seeking	Earn college credit without earning a degree at FSCJ	General Application
High School	Earn college credit while in high school	Dual Enrollment Student Application
International*	Earn college credit as a degree seeking visiting foreign student (non-resident) or study in the English Language Institute (intensive English language program)	International Student (F-1) Application
Transient Student	Take classes at FSCJ to transfer credits back to another institution.	Transient Student Application

*\*Note: FSCJ does not conduct international travel for recruiting purposes.*

### Limited Access Programs

Limited and Selective Access (LSA) programs follow specific admissions policies, each requiring additional information and prequalifying factors to be accepted. Processes for admission into each LSA program are noted within their respective program descriptions in the larger College Catalog and on the program webpages. Examples include the Nursing[21] bachelor's program, the Florida Funeral Director[22] Technical Certificate (T.C.) program, the Dental Assisting[23] Career Certificate (C.C.) program, and the Dental Hygiene[24] Associate in Science (A.S.) program. The Dental Hygiene webpage states the following:

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[25] 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[26].
5. Forward official college transcripts to the dental program office.
6. Transcripts must be received from both high school/GED® and any postsecondary education. They must be official and sealed directly from the awarding institution. Transcripts may be delivered electronically or by mail.
7. Complete the required pre-requisite courses with a minimum grade of 'C.'

Each academic year, the Admissions Committee for the Dental Hygiene A.S. program meets to review the program applications and to identify which applicants meet the published standards. Meeting minutes[27] from the 2022 Admissions Committee meeting are included as evidence.

## **Admissions and Recruitment Personnel, Materials, and Presentations**

FSCJ takes steps to ensure that recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The Student Recruitment and Admissions Department conducts ongoing events that conform to the College's admissions policies and accurately reflect information about FSCJ. The College abides by the professional policies and ethical standards at the forefront of national, regional, and state professional associations. The College follows federal guidelines regarding compensation for student recruitment and admission activities and avoids commission-based recruitment practices to remain in compliance with the Principles of Accreditation and U.S. Department of Education regulations.

Recruitment and admissions personnel undergo background checks required by the institution before conducting employment events. Additionally, all recruitment and admissions staff are required to complete a formal, two-week training program. Admissions staff members receive training on the Family Education Rights and Privacy Act (FERPA), operational training for using the admissions platform and customer relationship management system (Element451), and training to use the College's student information system (PeopleSoft). Admissions staff participate in shadowing and mentoring opportunities with experienced staff. These staff members also participate in weekly Student Recruitment and Admissions Department meetings that feature ongoing training, internal and external professional development opportunities, and process improvement activities.

The Student Recruitment and Admissions Department manages on- and off-campus programs and events on a variety of topics such as "Finding Money for College[28]," "College and Career Exploration [29]," and "Why Choose FSCJ?[30]". Staffing for events includes recruiters, campus admissions staff, and program staff. In addition to on-campus presentations, the full-time recruitment staff also conduct these and other presentations[31] at local high schools, community groups, businesses, college fairs, and other college recruitment events. Recruiters also attend regional college fairs and virtual college recruitment events hosted by the National Association for College Admission Counseling (NACAC) and local high school districts.

## **Collaborations with Marketing and Communications Department**

FSCJ's Marketing and Communications Department works collaboratively with the College's Office of Student Recruitment and Admissions 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. These efforts include disseminating a wide variety of College materials, in both print and digital formats to target specific demographics. Recruitment materials are reviewed on an ongoing basis by departmental deans, program managers, and faculty, with particular emphasis during the summer before the start of the fall recruitment season. All publications are also reviewed by the Marketing and Communications Department and use the FSCJ Brand & Style Guide[32] to ensure approved standards are followed.

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 FSCJ serves. 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 represent the College accurately and effectively for the benefit of all.

All recruitment materials accurately represent the institution's practices, policies, and accreditation status, as evidenced by the materials listed below:

- [FSCJ Website](#) - FSCJ developed and maintains its public-facing website[33]. The site was redesigned in 2022 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[34] throughout the site.

- Program Webpages - Also on the FSCJ website are individual pages for each program. Under the link to Academics on the main page, is the Areas of Study link[35]. Within each area of study, i.e., Business, Education, Health Sciences, etc., is a link for all degrees and certificates within that program. Each program page, such as Dental Hygiene, for example, has four sections: About[36], program course Requirements[37], Outcomes (Career Outlook[38]), and downloadable Resources such as a Program Fact Sheet[39], and an Academic Roadmap[40].
- At-A-Glance Brochure - The printed At-A-Glance Brochure[41] 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 - Email[42] 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.
- Social Media - FSCJ Communications uses Facebook and other social media platforms for recruitment[43] as well as announcements for special activities and events.
- Duval and Nassau Connect Mailers - A series of printed mailers are sent to households in Nassau[44] County and Duval[45] County with high school aged students. The mailer includes a variety of information such as program spotlights, community partner spotlights, upcoming events information and financial aid and advising highlights.
- UNF (University of North Florida) Connect Brochure - The printed UNF Connect Brochure[46] and webpage[47] highlight 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.

## Independent Contractors

FSCJ does not employ independent contractors or agents for the purposes of student recruitment or admissions activities.

## Summary

As demonstrated above, the College publishes admissions policies consistent with its mission and with state statute. Admissions policies and procedures apply to all students, regardless of learning modality or location. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution.

## Evidence

- [1] Mission, Vision & Values Webpage
- [2] FL Statute 1004.65 FCS Governance 2022
- [3] BR 2.1 Equal Access-Opportunity-Non-Discrimination-Harrasment 2020
- [4] FL Statute 1007.263 FCS Admissions
- [5] BR 10.1 Requirements for Admission 2022
- [6] Catalog-Admissions
- [7] Board Rules Webpage
- [8] APM 10-1002 Annual College Catalog Preparation 2021
- [9] FL Statute 1001.64 BOT Powers and Duties 2022
- [10] APM 10-0701 Admissions-Sexual Predators-Offenders 2020
- [11] Catalog-Bachelor Degree Req



- [12] Catalog-AA Requirements
- [13] Catalog-Career Cert Req
- [14] FHSAA Membership\_List\_2022\_23
- [15] FROCA List of Acceptable Schools
- [16] FROCA List of Unacceptable Schools
- [17] FCRAO\_HS\_Validation\_Procedure
- [18] High School Validation Process Websites
- [19] Diploma Validation Form Examples
- [20] Catalog-Enrollment Overview
- [21] LAP-Nursing
- [22] LAP-Funeral Director
- [23] LAP-Dental Assisting CC
- [24] LAP-Dental Hygiene
- [25] Dental Hygiene Application Packet
- [26] Dental Hygiene Application Packet-Observation Form
- [27] Dental Admissions Committee Minutes
- [28] Paying for College PowerPoint
- [29] College and Career Exploration PowerPoint
- [30] Why FSCJ PowerPoint
- [31] Let's Talk About Money PowerPoint
- [32] Brand Style Guide
- [33] FSCJ Website Landing Page
- [34] Website Footer
- [35] Areas of Study-FSCJ Webpage
- [36] Dental Hygiene About
- [37] Dental Hygiene Requirements
- [38] Dental Hygiene Outcomes Webpage
- [39] Dental Hygiene Fact Sheet
- [40] Dental Hygiene Roadmap
- [41] At-A-Glance Brochure
- [42] Student Email Blast
- [43] FaceBook Promotion Examples
- [44] Nassau County Mailer 2022
- [45] Duval County Mailer 2022
- [46] UNF Connect Brochure
- [47] UNF Connect Wegpage

**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)* **[Off-Site/On-Site Review]**

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) ensures that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives credit. Furthermore, FSCJ has a written procedure protecting the privacy of students enrolled in distance education courses or programs and ensures that students are notified in writing at the time of registration or enrollment of any projected additional charges associated with verification of student identity. The College does not offer correspondence education courses or programs.

### Verification of Student Identity

#### Student Computing Account

Upon acceptance to the College, students are provided with a free computing account, which is required to gain centralized, authenticated access to basic network resources. Students are assigned a unique user-ID (log-in name) and password, which is required for students to access their account. User-IDs uniquely identify specific individuals. Student user-IDs are eight characters and are non-descript, consisting of letters and numbers. This unique user-ID is used on all computer platforms (e. g., UNIX, Windows) where authenticated access is required.

#### Student Email Account and Portal

Students' email accounts are formatted as [studentID@students.fscj.edu]. This account is used for College communications and can be accessed by students through the myFSCJ web portal. The myFSCJ web portal[1] is available to all enrolled students, including students in online courses, and provides a single point of entry for transactions or activities. These transactions include course searches, registration, grade viewing, transcripts, and payments. Additionally, the portal provides access to course materials through a link to the College's learning management system (LMS), Canvas.

Student accounts are 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 to regain computer resources.

#### Proctored Exams

In addition to the use of unique student computing accounts to access the learning management system, proctored testing is available to ensure that students completing tests are the same as those enrolled in the online course. Distance learners take proctored exams in a physical location or use approved online proctoring software. The following testing options are available to students:

##### *A. On-Campus:*

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, other College assessment and certification centers 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 the following processes:

- A current government-issued photo ID with signature or FSCJ student ID is required. These are the only forms of ID accepted. The 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.
- Cell phones and other communication and electronic devices must be powered off and stored prior to testing.
- Personal items other than photo ID and materials allowed by faculty are 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.

#### *B. Automated/Online Testing:*

Procedures for using the online proctoring software, currently SmarterServices Automated Proctoring and ProctorU (Review+), are outlined in the Distance Learning Proctored Testing Handbook for Proctors[2] and on the online learning Remote Site Testing webpage[3]. Students are only able to schedule and access an exam administered via the online proctoring software by logging into the College's LMS and the online classroom with their unique student login. The automated proctoring system includes identity verification using images of the student and their photo identification that are captured for review by the course instructor. Sessions are video recorded, and "flags" are used to document if a student performs tasks outside exam specifications. Faculty members are notified if a session is flagged, and they may review the recordings.

#### *C. Off-Campus Testing:*

The Remote Site Testing webpage also states that if students live outside the College service area and are unable to get to a campus testing site, but prefer to test in a physical location, they may request approval to use a testing site near where they live. The website[4] states that there are additional costs for this option. Assessment Center personnel verify the site before testing is approved. Students are required to present a valid government-issued photo ID or College ID, and the name on the identification must match the name of the test-taker on the class roster.

## **Protecting Student Privacy**

### College Policy

Administrative Procedure Manual (APM) 09-0204[5], *Distance Education Compliance*, was written to ensure compliance with the requirements of the Higher Education Opportunity Act-2008 (HEOA) and the SACSCOC Principles of Accreditation regarding distance education. The APM specifically states the following:

The College protects the privacy of students, including those enrolled in distance education courses and programs, by adherence to requirements of the Family Educational Rights and Privacy Act (FERPA) of 1976 (P.L. 93-568, Sec. 2), the College's *Acceptable Use and Internet Privacy Policies*, and technology policies and procedures. These policies and procedures, and applicable online course quality initiatives aligned with the *State University System of Florida's 2025 Strategic Plan for Online Education*, are summarized below, and are intended to protect the privacy of students' data and sensitive information; students' centralized, authenticated access to network resources, including the LMS; student communications; and the privacy of student user-IDs and passwords.

### Internet Privacy Policy

The College's Internet Privacy Policy[6] (posted on the FSCJ website) protects the privacy of all College website users, including distance learners. This policy stipulates that the College does not

collect personal information about students or the public when they visit the FSCJ website unless they affirmatively choose to make such information available.

### Technology Policies

The *Technology Policies and Procedures Manual*[7] provides written policies and procedures for the protection of privacy, data, and sensitive information which include administrative, technological, and physical controls. This manual can be found in the Technology Library section of the College's Help Desk webpage[8]. Specific policies include the User Agreement (pg.11[9]), Email Policy (pg.14[10]), and Information Security, Network Login Policy (pgs. 98-101[11]).

Students' centralized, authenticated access to network resources, including the LMS, and the policy and procedures for the privacy of user-IDs and passwords, are posted on the FSCJ website in the Acceptable Use Policy[12]. By signing onto a College system, students agree to abide by the College's Acceptable Use Policy, which governs the use of all computing facilities, defined as, "any computer, network, peripheral, operating system, software, or any combination thereof owned, licensed by or under the control of Florida State College at Jacksonville."

Students are not permitted to change their 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 8 characters and no more than 16 characters
- Passwords must be unique and cannot be reused
- Passwords must be changed at initial login and after a password creation or reset
- After more than one hour of idle time on any system, there is a session timeout
- Unless found compromised, passwords will not be required to be changed
- Accounts compromised through phishing will be required to be changed every 30 days until required training is completed.

Additionally, beginning August 15, 2022, two-factor authentication was instituted to provide a second layer of security to prevent anyone other than the student from accessing sensitive information online. Logging in with a username and password comprises the first factor. The second factor consists of using a physical device, such as a mobile phone, tablet, or personal email, to confirm identity.

FSCJ's computing policies specifically state that "users shall not share with others the access codes, account numbers, passwords or other authorization assigned to them." Computing policies are published in the Student Handbook (pg. 20[13]) and the College Catalog (appendix[14]).

### Protection of Data and Sensitive Information

The College protects the confidentiality of critical or sensitive information sources using data encryption. The Technology Policy and Procedures Manual (pg.117-118[15]) lists the following guidelines governing the 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.

### Family Educational Rights and Privacy Act (FERPA)

In addition to written policies and procedures for the protection of student privacy, FSCJ also protects the confidentiality and integrity of student records through adherence to FERPA. The Administrative Procedure Manual (APM) 10-0601[16], *Release of Student Information*, outlines the specific procedures that College personnel must follow when receiving requests for access to or release of student information.

Under both FERPA and the College's policy, a student will be given access to their 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. Furthermore, the student may insert a written explanation of any matter contained within the record. Other than directory information, a student must consent to the release of any personal information to a person or agency before such information is released. This consent must be in writing, signed, 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.

Information classified as "directory information" will be released upon request to any person. However, students have a right to submit a request in writing to the Office of the Registrar requesting confidentiality of such information. Directory information includes the following:

1. Student name
2. Program of study
3. Dates of enrollment (start and end dates of the periodic attendance, not to individual class attendance records)
4. Enrollment status
5. Degrees, honors, and awards received
6. For student athletes on NJCAA-recognized teams, the student's height, weight, hometown, and high school

The College Catalog (appendix[17]) and the Student Handbook (pg. 9[18]) provide information to students regarding both FERPA and privacy. Information regarding FERPA and responsibilities for implementation and compliance is included in the Technology Policies and Procedures Manual (pgs. 128-129[19]).

### **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 accomplished through a unique user-ID and account access provided by the College at the time of enrollment. Proctored exams, used by many faculty, also help verify that a student who is enrolled in a course is the one who participates and completes the work. Students do not have to pay for exams that are taken online or at one of the campus testing centers. The only time there is a cost to students for taking an exam is if they choose to take an in-person exam at a location other than one of the campus testing centers. Students are informed, at the time of registration, of these potential additional costs. All online courses have the following information listed in the course notes section[20] while searching for courses in the online schedule:

Orientation and coursework online. Access this course in Canvas through myFSCJ. Proctored testing may be required. A fee is not charged for virtual proctoring but may be required at approved off-campus testing sites. See the College's Online Course Testing website at <https://www.fscj.edu/academics/schools-of-learning/online-learning/online-course-testing> for additional information and technical requirements for virtual and off-campus testing. Some distance learning online courses may require occasional one-on-one virtual meetings with the instructor.

### **Summary**

The College has implemented a formal process to verify students' identities, regardless of the learning modality. The College provides all students with a computing account and requires unique user-IDs, passwords and email addresses. On-campus, automated and off-campus proctored exams are also available as a means of ensuring that students completing the exams are the same as those taking the courses.

Students do not pay any additional fees for identity verification or online testing. Students choosing alternative testing sites may be required to pay a proctored testing fee. Students are informed of these fees on the FSCJ website, in the course description information that is provided at the time of registration, and within the online classes.

## Evidence

- [1] myFSCJ Web Portal
- [2] DL Handbook for Proctors 2021
- [3] Remote Site Testing
- [4] Assessment and Certification Webpage
- [5] APM 09-0204 Distance Education Compliance 2020
- [6] Internet Privacy Policy Webpage
- [7] Technology Polices and Procedures Manual
- [8] Help Desk Webpage
- [9] Tech Polices and Procedures-User Agreement
- [10] Tech Polices and Procedures-Email
- [11] Tech Polices and Procedures-Information Security
- [12] Acceptable Use Policy Webpage
- [13] Student Handbook-Computing Policies
- [14] Catalog-Computing Policies
- [15] Tech Polices and Procedures-Data Security
- [16] APM 10-0601 Release of Student Info 2021
- [17] FERPA-Catalog
- [18] Student Handbook-FERPA
- [19] Tech Polices and Procedures-FERPA
- [20] Course Notes for Online Class

- 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*)[**Off-Site/On-Site Review**]

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) 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. FSCJ does not award credit for courses through means other than credit hours.

### Practices for Awarding Credit

The College's Administrative Procedure Manual (APM) 09-0206[1], *Awarding Credit*, is modeled after Florida Statute 6A-14.030[2], *Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions*, and defines the value and types of credit offered at the College for college credit, clock hour, developmental, and non-credit programs. The APM defines a credit hour 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 approximately 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.

FSCJ offers courses in 15-week, 12-week, and 7-week session lengths. The number of contact hours per course -- for example, 45 contact hours for a three-credit course -- is the same regardless of term length or mode of delivery.

The College is also guided by Florida Statute 1007.24[3], which requires 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 Florida public higher education institutions and assures consistency in evaluating and reporting common course prerequisites. The SCNS requires that the course content and the credit hours awarded for each course conform to specific standards. The statute states:

Any student who transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions. Credit shall be awarded if the courses are judged by the appropriate statewide course numbering system faculty committees representing school districts, public postsecondary educational institutions, and participating nonpublic postsecondary educational institutions to be academically equivalent to courses offered at the receiving institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution.

The Florida Department of Education published a user's manual[4] to explain the SCNS. The breakdown of the course numbers is as follows:

The Statewide Course Numbering System is a classification system based on course content. A course is identified by a prefix, level number, course number, and lab code.

- The prefix is a three-letter abbreviation representing a broad subject area.
- The level number is the FIRST numeric digit of the course number, representing the year in college the course is usually taken:
  - 0 = college preparatory or vocational
  - 1-2 = lower-level college courses (freshman, sophomore)
  - 3-4 = upper-level college courses (junior, senior)
  - 5-9 = graduate courses
- The three-digit course number identifies the specific content of the course.
- The lab code is used to indicate that a course is a laboratory component of a lecture/lab pair, or that an integrated lab is a component of a combined course. If no lab code is specified, the course does not include a laboratory component.
  - L = lab section of a lecture/lab pair
  - C = combined lecture/lab course

The College, through the Provost, Associate Provosts, and Deans, are part of the broader, statewide academic conversations through participation in various statewide standing committees such as the Council of Academic Affairs, the Council of Student Affairs, the Council of Workforce Education, and the Articulation Coordinating Committee. These committees discuss statewide changes to the statewide articulations, the SCNS, and other areas related to academics.

### **Publication of Credit Information**

All College policies mentioned above are published on the Board Rules website[5]. The course descriptions in the College Catalog[6] include the number of credits, as do the course details[7] when students view course information in the Class Schedule. Additionally, in the Glossary of Terms[8] in the catalog, students will find the following definitions: Carnegie Unit, Clock Hour, College Credit, and Semester Hour.

### **Persons Academically Qualified**

The College has a dedicated Office of Curriculum Services to ensure that faculty members who are academically qualified to make curricular decisions in their discipline or program have a role in reviewing the academic credit awarded for each course offered. Each course in the curriculum has an official course outline[9], which includes the assignment of credit hours, contact hours by week, contact hour breakdown (i.e., discussion, laboratory, etc.), as well as course topics and 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[10] *Instructional Consistency: Official Course Description, Official Course Outline, and Required Syllabus Components*. This APM ensures instructional consistency for each course taught, regardless of location or learning modality.

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 three-year cycle, at a minimum, by the appropriate College-wide discipline/program committee. For example, the mathematics council conducts a periodic review of mathematics course outlines. Any changes suggested by the mathematics council go to the Curriculum Committee for approval. 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 academically qualified faculty through this process is delineated in APM 09-0307[11], *Curriculum Process*. All curricular changes begin with a completed Curriculum Proposal Form[12], completed by academically qualified faculty within the program and approved by the Department Chair or Program Manager, Program Director or Dean, the appropriate Associate Provost or Associate Vice President, the Curriculum Committee Chair, and the Provost/Vice President of



Academic Affairs. The recent review of the course outlines for the courses within the Cardiovascular Technology A.S. program is included as part of the Curriculum Proposal (pgs. 24-54[13]) provided as an example.

Membership of the Curriculum Committee is defined in APM 09-0306[14], *Curriculum Committee and General Education Review Subcommittee*, and is comprised of full-time faculty and academic administrators as follows: five faculty, the Associate Provost, and the Dean/Department Chair from the School of Liberal Arts and Sciences; three faculty and the Dean/Instructional Program Manager from the School of Business, Professional Studies and Public Safety; two faculty and Dean/Instructional Program Manager from the School of Technology and Industry; three faculty and the Dean /Instructional Program Manager from the School of Health, Education and Human Services; two faculty and the Associate Vice President from Workforce Education; one faculty member from Adult Education; one librarian; and the Associate Vice President for Baccalaureate, Career and Technical Education. 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 for a two-year term. The roster[15] of committee membership for the 2022-2023 academic year is posted on the Curriculum Committee SharePoint site[16].

While not every discipline or program has representation on the Curriculum Committee, all curriculum proposals originate from individuals with the proper academic credentials to make curricular decisions. For example, the curriculum proposal for the Surgical Services program[17] does not have a subject matter expert on the Curriculum Committee but was developed by three full-time faculty members in the program with the appropriate academic credentials. It was also approved by the Instructional Program Manager. Since curriculum proposals originate from subject matter experts and then have multiple subsequent reviews and sign offs, this ensures the integrity of the proposal for voting by the Curriculum Committee.

### **Distance Education and Off-campus Instructional Sites**

The amount of credit awarded, and the curriculum review process, is identical for distance education and off-campus instructional sites, including those administered through dual enrollment articulation agreements. The awarding of credit for all courses, regardless of location or learning modality, complies with state and College rules, policies, and procedures.

### **Credit Equivalencies - Internal and Statewide Articulations**

Students may be awarded credit for non-college credit Career Certificates (formerly Postsecondary Adult Vocational) earned in Florida colleges and technical centers by submitting a certificate or documentation of the coursework to the appropriate program manager. Credit may be granted if the certificate is covered by one of the College's internal articulation agreements or by one of the Florida Department of Education statewide articulation agreements[18]. The Statewide Articulation Manual[19] describes statewide articulation policies, the Articulation Coordinating Committee makeup, and the Statewide Course Numbering System. FSCJ uses the recommended number of credits to be awarded using the State's Articulation Coordinating Committee Credit by Exam Equivalencies[20]. The College's Internal Articulation Agreements are maintained and reviewed by the Office of Articulation.

Per College APM 10-0603[21], *Credit for Prior Learning*, credit is only awarded if the certificate matches an articulation agreement where it has already been evaluated as equivalent to an existing College course 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[22]) 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 Career Certificate (formerly called P.S.A.V.) to A.S. Degree Articulation Agreement

form[23]. An example is the articulation of credit into the Culinary Management A.S. program[24] and is attested to by the signatures of a program faculty member, program manager and dean as well as the Associate Provost for Baccalaureate Career and Technical Education.

### Applying the Standards of Professional Organizations

Many of the College's programs are accredited by specialized accrediting bodies[25], such as the Accreditation Council for Business Schools and Programs (ACBSP) and the Accreditation Commission for Education in Nursing (ACEN). These program accreditation-specific standards serve as further guidelines for FSCJ faculty when determining standards and policies for awarding credit. Acceptable practices for awarding credit for noncredit coursework are reviewed during program-specific accreditation visits and program reviews. 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

### 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 of determining credit equivalencies.

### Evidence

[1] APM 09-0206 Awarding Credit Hours 2022

- [2] FL Rule 6A-14.030 Postsecondary Inst Unit Def 2022
- [3] FL Statute 1007.24 Course Numbering System 2022
- [4] SCNS Users Manual
- [5] Board Rules Webpage
- [6] Course Descriptions 22-23 Catalog
- [7] Class Search Details ENC 1101 7-week
- [8] Glossary of Academic Terms 22-23 Catalog
- [9] CVT2427C Course Outline
- [10] APM 09-0201 Instructional Consistency-Course Description-Outline-Syllabus 2015
- [11] APM 09-0307 Curriculum Process 2020
- [12] Curriculum Proposal Form
- [13] Cardiovascular Tech AS Curr Prop pgs 24-54
- [14] APM 09-0306 Curriculum Committee and Gen Ed Review 2020
- [15] Curriculum\_Committee\_Roster
- [16] Curriculum Committee SharePoint Site
- [17] Surgical Services Curriculum Proposal
- [18] Statewide Career and Technical Education Articulation Agreements
- [19] Statewide Articulation Manual
- [20] Credit by Exam Equivalencies
- [21] APM 10-0603 Credit for Prior Learning 2019
- [22] Statewide Articulation Manual
- [23] PSAV to AS Articulation Template
- [24] Culinary Articulation 2015
- [25] Program Accreditation  
Curriculum Services SharePoint Site

## Section 11 Library and Learning/Information Resources

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

Compliance     Partial Compliance     Non-Compliance

#### Narrative

The Library and Learning Commons (LLC) at Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) provides adequate and appropriate library and learning/information resources, services, and support for the institution's mission of providing an "equitable, high quality, success-driven learning experience for our diverse community of students." The LLC provides students, faculty, and staff with robust library and tutoring support options that foster their success at the institution and beyond. This narrative will demonstrate that the resources and services provided through the LLC adequately support the full range of academic programs offered by the College.

#### Mission and Vision

FSCJ's mission statement[1] is "Florida State College at Jacksonville provides an equitable, high quality, success-driven learning experience for our diverse community of students." The vision statement is "To promote intellectual growth for life-long learning, advance the economic mobility of our students and transform the communities we serve."

The LLC mission statement is "Through an engaged team of faculty and staff, the FSCJ Library and Learning Commons (LLC) provides robust and relevant information resources, instructional services, tutoring support, and student-centered facilities to foster academic success and life-long learning in a dynamic, information-rich educational environment." The vision statement is "The FSCJ Library and Learning Commons is a nationally recognized leader in the provision of innovative library information resources and services, educational technologies, and tutoring support that measurably improve students' academic success."

The LLC directly supports the College's mission by providing specific and targeted information literacy instruction as well as student, faculty, and staff access to information, instruction, resources, and academic support services in all disciplines. These services will be covered in detail in the paragraphs to follow but the included infographic[2] provides an excellent summary of the services offered and the number of students served.

Additionally, the LLC supports the College's efforts to foster diversity, equity, and inclusion across all parts of the LLC and the College, its student body, and the broader communities served by the institution. The LLC strives to meet the policy guidelines established by the American Library Association (ALA) in promoting diversity and awareness within our communities and the library actively demonstrates the ALA Diversity Guidelines[3] and College's diversity efforts in the following ways:

- LLC staff actively participate as members of the Diversity, Equity, Inclusion and Belonging Council.
- The Wilson Grant[4], which supports diversity and equity efforts, includes funds to provide textbook reserves primarily for African American students.
- There is specific library funding for diversity, equity, and inclusion e-resources to support and improve community awareness of diversity, equity and inclusion issues.

#### Library Facilities

LLCs are located at each of FSCJ's seven campus and center locations[5]. To meet student needs, the LLC's physical facilities are open approximately 70 hours per week, depending upon the location and time within the semester. The hours are posted by week on the LLC webpage[6]. Each LLC site provides optimal learning environments in which students may access needed materials and

technology, receive academic support, or simply study. The LLCs offer varied study and instructional spaces to facilitate group and individual work. Users have access to hundreds of computer workstations with networked internet access, and wireless access for users who prefer to bring their own computing devices. Some LLC locations are co-located with Faculty Resource Centers (FRC[7]), which serve as a resource for faculty professional development, collaboration, and support for integration of media and technology into instructional offerings. The LLCs provide ample seating and computer workstations for student use across all campus locations. Table 11.1-1 below outlines availability by campus.

**Table 11.1-1: Library Seating and Computer Workstations by Campus**

<b>Location</b>	<b>Total Square Feet</b>	<b>Student Seats</b>	<b>Student Computers</b>	<b>Study Rooms</b>
Cecil	20,146	58	28	1
Deerwood	24,445	200	108	11
Downtown	34,949	92	70	5
Kent	36,626	146	159	7
Nassau	5,938	30	27	2
North	21,032	136	78	3
South	19,377	216	177	5
<b>Totals</b>	<b>162,513</b>	<b>878</b>	<b>647</b>	<b>34</b>

### **Campus-Based Library Collection and Services**

The LLC is an academic support unit of the College that provides library instruction and services for faculty, students, and staff at each of the College's four campuses and three center locations, as well as virtually. This hybrid approach to service delivery ensures that the LLC meets the needs of all learners, regardless of the location or modality in which they are completing coursework.

At all locations, members of the academic community have access to library circulation services and course reserves, library reference and instructional support, interlibrary loan, periodicals, and tutoring assistance. All students, including online and students taking courses at off-campus locations and dual enrollment sites, may use the services provided at any of these physical locations. Extensive information regarding LLC services and resources is available in the LLC Handbook[8].

The LLC offers the following academic resources at each location to support students' academic work:

- Windows and Macintosh Computers with Microsoft Office and other software packages
- Wireless network access for users who prefer to bring their own computing devices
- Study spaces for individuals and small groups
- Science labs[9] equipped with anatomical models, microscopes, and other science-related resources (at some locations)
- STEAM labs[10] equipped with 3-D printers, software and technology for coding and robotics, and items such as virtual reality goggles and podcasting equipment (at some locations)
- Adaptive technology - such as *Sorensen*, *Merlin*, *Kurzweil* - for students with visual or hearing impairments
- Access to equipment such as printers, whiteboards, calculators, and headsets for multimedia viewing and language practice
- Physical copies of subject-specific handouts
- Laptop lending, available through the LLCs[11], or through a partnership[12] with the Jacksonville Public Library system

### Physical Library Collections

Library facilities at each campus and center house a wide range of information resources, including collections of print materials, periodicals, and a variety of audio-visual and multimedia materials, as shown in Table 11.1-2 below. Each library has a general collection as well as materials purchased in direct support of specialized academic programs and courses offered at those locations. LLCs employ full-time and part-time library assistants and clerical staff who help patrons with locating materials, borrowing items, and using technology such as computers and printers.

**Table 11.1-2: Physical Library Collections**

<b>Library Collection Location</b>	<b>Audio Visual</b>	<b>Print Books</b>	<b>Equipment</b>	<b>Print Journals</b>	<b>Totals</b>
Cecil	1,369	4,338	22	25	5,754
Deerwood	1,865	16,244	532	14	18,688
Downtown	2,700	27,594	95	64	30,453
Kent	3,431	22,406	240	41	26,147
Nassau	671	2,908	29	9	3,617
North	1,648	17,249	184	30	19,135
South	2,579	46,422	595	22	49,737
<b>Totals</b>	<b>14,263</b>	<b>137,161</b>	<b>1,697</b>	<b>205</b>	<b>153,531</b>

### Library Collection Evaluation and Management

Librarians at each location manage their physical collections in collaboration with input from local faculty, students, the Executive Dean of Library Services, and other library administration. Guidelines are detailed in the Collection Development and Management Plan[13], developed by the Faculty Librarian Council. Collections are built to support general education courses as well as the unique course offerings and areas of study concentrated at each location. Additionally, the LLC uses a fund allocation formula[14] to provide a targeted spending plan for specific areas of the collection that reflect the eight meta-major categories identified by the Florida Department of Education. Librarians and managers use this plan as a general guide but are free to select any item that will add value to their local collections. Special attention is placed on collecting diverse materials that represent each campus/center and local communities, and that contribute to the institution's commitment to diversity, equity, inclusion, and belonging. For example, the Nassau Center performed a case study and determined they needed more titles written by or about marginalized or under-represented groups and presented[15] its findings at the center. Regular weeding (deselection[16]) of the collection is completed locally and is driven by item condition, circulation history, and currency of content.

### Reference and Instruction Services

Reference and instruction services are critical academic support areas within the LLC. The library reference and instruction team is comprised of full-time and part-time faculty librarians who provide reference assistance and information literacy instruction, lead collection management efforts, and collaborate with teaching faculty across the College to ensure that the LLCs are responsive to the academic needs of all programs.

Reference and research assistance services are available during hours of operation on a walk-in basis and by scheduled appointment. Hours of operation vary by location and day of week but are always listed on the website[6]. Teaching faculty can schedule instruction sessions through several pathways, including an orientation request form[17], direct email to faculty librarians, and in-person requests. In-person library instruction sessions can be held in the professor's classroom or in the LLCs. Campus-based library instruction is available at every LLC.

### Course Reserves

Supplemental materials for students enrolled in current courses may be placed on reserve for the semester that the course is offered. Materials placed on reserve by faculty often include articles, books, audio-visual materials, or other objects (e.g., anatomical models). Reserved materials may be items from the library's collections or personal copies belonging to the professor. Additionally, online materials such as e-books, articles, and streaming videos can be linked directly in the Canvas Learning Management System (LMS). Any item placed on reserve must comply with the Fair Use provisions of Copyright Law, as noted on the Course Reserves Request form[18]. Reserve materials are located at the circulation desk of each campus or center library, and library staff are available to assist students seeking access to reserve materials.

### Intercampus and Interlibrary Loan Services

Intercampus loan is a service provided to all FSCJ students, faculty, and staff. FSCJ-owned materials may be requested online through the Library Catalog (Primo) for pick-up at any LLC location, allowing patrons to access the full range of library holdings, regardless of location.

The LLC also offers interlibrary loan services (ILL) that provide borrowing and lending of items owned by other libraries through agreements with regional, state, and national consortia. FSCJ students, faculty, and staff may request materials owned by college and university libraries in the state of Florida through Uborrow via the FSCJ online library catalog. Materials that are not available within the state of Florida may be available through the Online Computer Library Center (OCLC) borrowing systems provided by the library. The Interlibrary Loan Guide[19] provides directions on how to place an interlibrary loan request, or they may obtain assistance from a library staff member.

### **Peer Comparisons**

The data provided in the following supporting evidence and discussions are generated from the Integrated Postsecondary Education Data System (IPEDS) Academic Library data resource. This report includes data for the three reporting years 2017-2019 (the most recent information from the IPEDS site at the time of this report). Tables include comparisons of all the public colleges in Florida. The two peer institutions highlighted below were chosen because they have the closest Full-time equivalent (FTE) student count in the most recent year as FSCJ. Data for 2019 indicates FSCJ reported a student FTE of 16,780. St. Petersburg College (SPC) reported a 2019 student FTE of 18,970 and Indian River State College (IRSC) reported 11,778 student FTE. Data is normalized by dividing reported figures by the reported FTE. That denominator provides the "per FTE" result for comparison. Table 11.1-3 below depicts how FSCJ compares with the two comparable peer institutions for a variety of library materials[20].

**Table 11.1-3: Resource Holdings and Usage Comparisons with Peer Institutions**

<b>Resource</b>	<b>Measure</b>	<b>FSCJ</b>	<b>SPC</b>	<b>IRSC</b>
Physical Book Count	Books per FTE	<b>7.50</b>	4.42	7.22
Physical Book Usage	Circulations per FTE	1.59	.57	<b>1.66</b>
Physical Serials (Journals)	Titles per FTE	.07	<b>.08</b>	.06
Total Physical Materials	Items per FTE	<b>8.29</b>	4.78	7.69
Electronic Books and Media Count	eBooks and Media per FTE	<b>21.99</b>	9.40	18.75
Electronic Books and Media Usage	Circulations per FTE	8.62	<b>11.09</b>	3.02
Electronic Serials (Online Journal Collections)	Titles per FTE	<b>3.57</b>	2.55	<b>3.57</b>
Interlibrary Loans - Outgoing	Requests to other institutions from FSCJ students	.021	<b>.007</b>	.012
Interlibrary Loans - Incoming	Requests by other institutions to FSCJ	<b>.169</b>	.122	.020

## Virtual Library Collection and Services

There are several online library resources available to students, faculty, and staff regardless of their physical location. The virtual resources shown in Table 11.1-4 below are available any time. The online databases[21] give users access to full-text articles, books, e-books, journals[22], primary source documents, and streaming media. Students, faculty, and staff may access these resources through the myFSCJ portal[23], the LLC webpage[24], and the Canvas LMS.

**Table 11.1-4: Virtual Library Collection**

Subscribed e-Books	Owned e-Books	Shared e-Books (statewide)	Audio e-Books	Streaming Videos	Subscribed Databases	Total Virtual Collection
249,086	30,626	23,399	629	43,208	162	<b>347,118</b>

### Library Guides

The LLC provides online information support for instructional programs and departments at the College through librarian-created resources known as LibGuides (library guides). These guides contain library resources such as books, e-books, databases, and media to support easy access to relevant, accurate, and current information for students on a variety of topics and subject areas. LibGuides are targeted web pages developed and published by faculty librarians to meet the information needs of specific populations, courses, programs, services, and resources. For example, students and faculty may find out about library resources that are available in the LLC Student Resources LibGuide[25], the Dual Enrollment LLC LibGuide[26], and the Faculty Resources LibGuide [27], all available for download on the LLC website. The LLC currently offers over 200 online LibGuides [28] covering the program offerings across the College.

### Florida Virtual Campus

The LLC is a member of Florida Virtual Campus (FLVC[29]), which coordinates resources and services among the 28 colleges and 12 state universities and provides access to a statewide collection of e-resources and a shared catalog of library holdings and services[30]. FSCJ's membership in FLVC expands the College's ability to provide library resources to stakeholders. FLVC grants FSCJ access to several key services: a statewide collection of electronic library databases, an online library catalog [31] (Primo VE), a Library Management System (Alma[32]), and digital archives (Islandora[33]).

### Research Services/Instruction

The LLC librarians provide synchronous and asynchronous online instruction through a variety of means, including a live general library orientation[34], a research LibGuide[35], a Canvas Research Skills Course[36], and a Research Skills Mini Course[37] that faculty are encouraged to integrate into their online and face-to-face courses. Librarians also collaborated with faculty to align instruction with course-specific needs. For example, for ENC 1101, *Strategies for the Pursuit of Knowledge*, librarians created two information literacy assignments[38]; and for SLS 1103, *Strategies for Success in College, Career, and Life*, librarians created a research search strategies assignment[39].

Additionally, faculty may request a librarian to be embedded[40] in their courses to serve as a point of contact for students throughout the research process. FSCJ librarians also provide online reference assistance directly to individual students through virtual appointments, live chat, text messaging, and by phone via the LibAnswers[41] platform. LibAnswers user statistics[42] demonstrate that students have utilized these services at an increasing rate over the last couple of years. Librarians are available to all FSCJ students, regardless of location or learning modality.

## Tutoring - In-Person Services



The LLC provides in-person tutoring at each of the locations in core subjects such as mathematics, writing, and science. Campus-based tutoring services are available to all currently enrolled students, and they may visit any location of their choice to receive help. Students may preschedule campus-based appointments or drop in for a tutoring appointment at any location during that location's hours of operation, using the EAB Navigate Student Success Management System, known to students as the myGradPlan appointment booking system[43], which is available from the LLC website and the myFSCJ portal. Hours of operation vary by location and day of week, but hours are always listed on the website[6]. Most locations have Saturday hours, and although all are closed on Sundays, live online chat is available on Sundays from 1 to 8 p.m.

Tutoring services provided at each of these physical locations are tailored to align with the programmatic emphases and typical course offerings as well as the enrollment patterns at each site. Table 11.1-5 provides an overview of resources and services available at each site.

**Table 11.1-5: Specialized Tutoring Services by LLC Location**

<b>Location</b>	<b>Enrollment*</b>	<b>Unique Programs</b>	<b>Specialized Tutoring Services</b>
Cecil Center	970	-Aviation -Commercial Truck Driving	-Computer Assistance -Math -Science
Deerwood Center	4,102	-IT -Nursing	-Computer Assistance -Computer Science -Math -Science -World Languages -Writing
Downtown Campus	3,930	-Biotechnology -Computer Systems -Culinary Arts -Early Childhood Education	-Computer Assistance -Computer Science -Math -Science -Writing
Kent Campus	3,352	-Accounting -Business -Financial Services -Interior Design -Logistics -Paralegal	-Accounting -Computer Assistance -Math -Science -Writing
Nassau Center	1,037	-Cardiovascular Technology -Medical Assisting	-Computer Assistance -Math -Writing
North Campus	3,614	-Allied Health -Biomedical Sciences -Human Services -Nursing	-Computer Assistance -Math -Nursing -Science -World Languages -Writing
South Campus	7,347	-ASL Interpretation/Media -Data Science -Digital Media -Fire Science -Public Safety -Theatre Tech	-Computer Assistance -Computer Science -Math -Science -World Languages -Writing

\*Reporting year 2021-22 unduplicated headcount

## Tutoring - Online Services

The availability of online tutoring expands access to academic assistance because students may receive online tutoring services during times that are outside the scope of the LLC's physical facility hours. Providing online tutoring also ensures that students taking distance learning courses or who are taking courses at off-site locations may access tutoring support. In addition to the online tutoring described below, students may access discipline-specific resource guides through LibGuides[44].

The LLC provides online tutoring through an online tutoring platform called Brainfuse[45] to ensure access to tutoring support for students taking classes in all modalities and at all locations. Students may schedule online tutoring appointments with one of the College's tutors through a system feature in Brainfuse called Tutor Match, or they may work with one of Brainfuse's professional tutors by using the Live Help, Writing Lab, and Send-a-Question features within the platform.

Brainfuse's professional tutors facilitate expanded subject coverage, providing tutorial support in some subject areas that are not covered by FSCJ's tutors. In total, the Brainfuse online tutoring platform offers a robust range of academic support options to students. Table 11.1-6 provides an overview of the breadth of subject coverage in the Brainfuse online tutoring platform.

**Table 11.1-6: Brainfuse Online Tutoring Subject Coverage**

<b>Live Help and Send a Question (Brainfuse Tutors)</b>	<b>Tutor Match (FSCJ Tutors)</b>	<b>Writing Lab (Brainfuse Tutors)</b>
<p><b><u>Business</u></b>            -Accounting            -Economics            -Finance  <b><u>Computers and Technology</u></b>            -Access            -Adobe Illustrator            -Adobe Photoshop            -Excel            -HTML5/CSS            -PL/SQL            -PowerPoint            -Word  <b><u>Communication</u></b>            -Reading  <b><u>Mathematics</u></b>            -Calculus            -College Algebra            -Differential Equations            -Geometry            -Pre-Algebra            -Precalculus            -Statistics            -Trigonometry  <b><u>Nursing and Allied Health</u></b>            -Adult Gerontological Nursing            -Allied Health Essay Review            -Care Plans            -Emergency Care            -Human Anatomy &amp; Physiology            -Medical Technology            -Medical Terminology            -Medical Surgery            -Nursing Administration</p>	<p><b><u>Communication</u></b>            -Reading            -Writing  <b><u>Computers and Technology</u></b>            -Access            -Adobe Illustrator            -Adobe Photoshop            -C Programming            -C+ Programming            -C++            -Cisco 1: Networking Fundamentals            -Cisco II: Networking, Routing, &amp; Switching            -Computer Hardware Configuration            -Computer Software Configuration            -Digital Media            -Excel            -HTML5/CSS            -Information Security Fundamentals            -Introduction to Programming            -Java            -JavaScript            -MySQL            -PL/SQL            -PowerPoint            -Python            -Word  <b><u>Mathematics</u></b>            -Basic Math</p>	<p>Academic writing across all disciplines, as well as the following types of writing tasks:</p> <ul style="list-style-type: none"> <li>-Business Writing</li> <li>-Proposals</li> <li>-Short Story</li> <li>-Poetry</li> <li>-Spanish Paper Review</li> <li>-Admissions Essay</li> <li>-Resume/Cover Letter</li> </ul>

<ul style="list-style-type: none"> <li>-Oncology</li> <li>-Pharmacology</li> <li>-Psychiatric Mental Health</li> <li>Nursing</li> <li>-Women's Health</li> <li><b><u>Science</u></b></li> <li>-Anatomy &amp; Physiology</li> <li>-Biology</li> <li>-Chemistry</li> <li>-Earth Science</li> <li>-Microbiology</li> <li>-Physics</li> <li><b><u>Social Sciences</u></b></li> <li>-History</li> <li>-Psychology</li> <li>-Sociology</li> <li><b><u>World Languages</u></b></li> <li>-College French</li> <li>-College German</li> <li>-College Spanish</li> </ul>	<ul style="list-style-type: none"> <li>-Calculus</li> <li>-College Algebra</li> <li>-Geometry</li> <li>-Pre-Algebra</li> <li>-Precalculus</li> <li>-Trigonometry</li> <li><b><u>Science</u></b></li> <li>-Anatomy &amp; Physiology</li> <li>-Biology</li> <li>-Chemistry</li> <li>-Earth Science</li> <li>-Microbiology</li> <li>-Physics</li> <li><b><u>Social Sciences</u></b></li> <li>-History</li> <li>-Sociology</li> <li><b><u>World Languages</u></b></li> <li>-College French</li> <li>-College Spanish</li> </ul>	
--	---	--

### **Marketing of Library Services**

The LLC sends a monthly e-newsletter[46] to all enrolled students, faculty, and staff with news about upcoming events, featured titles, new titles, and types of assistance available. Tutoring services are marketed through e-mails to faculty[47] and students[48], and outreach visits to classes. Services are also advertised via the Tutoring Services webpage[49] and by using social media[50]. Flyers are printed, posted, and distributed to advertise special tutoring events such as the TAGSS[51] (tutor-assisted group study sessions) and Math Meet-Ups[52]. Librarians include tutoring information sessions in professional development events[53] for faculty and staff that highlight the availability of tutoring resources and services.

### **Off-Campus Students**

The FSCJ LLC offers the same resources and services to off-campus students as to their on-campus counterparts. The largest contingent of students taking courses at remote sites are Dual Enrollment (DE) students in Duval and Nassau County high schools; however, there are also military off-site locations such as the Naval Station Mayport and Naval Air Station Jacksonville. All students enrolled in FSCJ courses offered at off-site locations have the same LLC user privileges as those enrolled at the College's campuses and centers. Students at off-campus instructional sites, including DE students, have 24/7 access to the full range of online resources and services through multiple FSCJ access points including the myFSCJ portal, the Canvas portal, the LLC main homepage, and through the LLC LibGuides. Additionally, any enrolled student may visit any of the campuses or centers to take advantage of the physical services and resources offered by the LLCs.

### **Dual Enrollment Library Education Activities**

The LLCs work with the dual enrollment (DE) program and the Information Technology Department to identify and reduce any technological or procedural barriers to student access to online resources and services.

DE faculty and students are required to attend an orientation[54] detailing the full range of library academic support resources and services offered and how students can access them. Throughout the school year, DE faculty work closely with the LLC Dual Enrollment Librarian to inform students of available resources and emphasize the importance of using these resources for their college credit classes. Sessions stress 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 enrolled in a DE course to access all College LLC resources and services.

To promote ongoing awareness of LLC academic support resources and services, the LLC provides an online Dual Enrollment LibGuide[26] that includes videos of why students should use the LLC academic support services and how to access library services and resources. The Dual Enrollment LibGuide is designed to pull together information and links to resources that are commonly used by DE students and faculty, such as a section on research assistance[55]. The LLC also hosts orientation events such as the Dual Enrollment Family Night[56].

Additionally, the LLC prints and distributes specifically designed bookmarks[57] for DE students, faculty, and high school counselors. Bookmarks are given to faculty at orientation for distribution to their students, directly to DE students when they attend an orientation at FSCJ, and throughout the term as FSCJ librarians and DE coordinators communicate and interact with DE faculty and students. The bookmarks include QR code hyperlinks to both LLC academic support and other useful 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 cellphones and link via a web browser to targeted resources using a QR code reader. Bookmarks are also available for downloading and printing from the Dual Enrollment LibGuide under the Faculty Resources[58] tab.

#### Dual Enrollment Sites without Librarians

The LLC provides one full-time librarian in Duval County and one LLC Manager in Nassau County to specifically support local DE high school sites. These individuals work across departments to foster direct communication among LLCs, DE faculty, and high school guidance counselors. Direct written and oral communications with DE instructors and guidance counselors throughout the year keep the lines of communication open. The LLC distributes a Dual Enrollment Library and Learning Commons Support document[59] that includes assigned contact information, as well as contact information for the LLC directors and all DE coordinators at FSCJ. The document includes several hyperlinks to commonly used LLC resources and services.

The LLC strongly encourages DE faculty to invite FSCJ librarians to visit DE classes at the high schools to provide information and instruction to students. The LLC systematically communicates instructional support opportunities directly to DE faculty throughout the semester to provide updates and instructional support. Additionally, if an on-site librarian visit cannot be accommodated, the LLC will provide live online instruction to classes via WebEx. Program interaction data[60] demonstrates the number, type, and location of interactions between the LLC and DE participants.

#### **Adequacy and Appropriateness of Services**

One of the ways the College evaluates the adequacy and appropriateness of LLC services is via its participation in the Community College Survey of Student Engagement (CCSSE). Several questions on this survey ask students to rate their level of satisfaction with college services, including library services. Response options are Not at all (satisfied), Somewhat (satisfied), Very (satisfied), and Not applicable. FSCJ is considered an extra-large college so the results are compared with other extra-large colleges as well as to all participating colleges in the cohort. The most recent survey was conducted in 2021. The table below shows the level of satisfaction with the library services listed, as well as how the FSCJ student responses compared to other colleges. Only responses for students who actually used the services are included. For each of the four library services listed in Table 11.1-7 below, the percentage of students who were very satisfied with the service was 60% or above, which is comparable to, or higher than, the percentage for its peer institutions.

**Table 11.1-7: 2021 CCSSE Results**

	FSCJ	Ex-Large Colleges	2021 Cohort

Service	Response	#	%	#	%	#	%
Library resources and services	Not at all	15	3%	657	3%	3,772	3%
	Somewhat	169	28%	6,445	28%	33,792	29%
	Very	410	69%	15,820	69%	78,338	68%
	<b>Total</b>	<b>594</b>	<b>100%</b>	<b>22,922</b>	<b>100%</b>	<b>115,902</b>	<b>100%</b>
Peer or other tutoring	Not at all	13	4%	1,186	8%	5,863	8%
	Somewhat	116	36%	5,550	37%	26,053	38%
	Very	197	60%	8,161	55%	37,535	54%
	<b>Total</b>	<b>326</b>	<b>100%</b>	<b>14,897</b>	<b>100%</b>	<b>69,451</b>	<b>100%</b>
Skill labs (writing, math, etc.)	Not at all	14	4%	995	7%	4,877	7%
	Somewhat	124	36%	5,328	38%	27,799	39%
	Very	204	60%	7,558	54%	38,383	54%
	<b>Total</b>	<b>342</b>	<b>100%</b>	<b>13,881</b>	<b>100%</b>	<b>71,059</b>	<b>100%</b>
Computer lab	Not at all	5	2%	715	5%	3,867	5%
	Somewhat	84	30%	4,525	32%	25,243	32%
	Very	194	69%	9,085	63%	50,159	63%
	<b>Total</b>	<b>283</b>	<b>100%</b>	<b>14,325</b>	<b>100%</b>	<b>79,269</b>	<b>100%</b>

An annual Dual Enrollment Student Survey[61] is also used to gain valuable feedback from students regarding their DE classes. The surveys are sent to students who take DE classes face-to-face at the middle/high schools, through FSCJ campuses or centers, or online. The responses, including answers to open-ended questions, are used to determine the adequacy of communication with students and the provision of resources available for their use. Students are asked about their awareness of, usage of, and satisfaction with LLC resources. For the 2022 survey, more than 75% of students were aware of LLC services, and 65% were aware of tutoring services (pgs. 31-32[62]). Regarding satisfaction level (pg.34[63]), 71% of respondents were "Satisfied or Very Satisfied" with FSCJ library services (an additional 27% of students who used library services were "Neutral" and less than 1% were "Dissatisfied"). For those students who used tutoring services, 55% were "Satisfied or Very Satisfied" with the LLC's tutoring services (an additional 44% of students were "Neutral" and less than 2% were "Dissatisfied").

The LLC's administrators also routinely review student utilization of tutoring[64], which is tracked by a "time and use" database (EAB Navigate) and Brainfuse usage reports[65] generated by the system. This information is used in tandem with course schedules to plan for staffing and provision of resources in a manner that meets the needs of students and faculty.

## Summary

In brief, FSCJ's LLC provides adequate and appropriate library and learning/information resources, services, and support for the institution's mission. Both on campus and online, the LLC offers all members of the academic community access to robust library and tutoring support, thereby facilitating their success.

## Evidence

- [1] 2022 Mission Vision and Values Webpage
- [2] Infographic
- [3] ALA Policy Manual -Diversity
- [4] Wilson Grant
- [5] Locations

- [6] LLC Webpage-Hours
- [7] Faculty Resource Centers
- [8] LLC Handbook
- [9] LibGuides-Science Labs Anatomy Models
- [10] Guide to STEAM Lab Equipment
- [11] Laptops-LLC
- [12] Laptops-Public Library
- [13] Collection Development Policy
- [14] Allocation Formula
- [15] Collection Development Presentation
- [16] Weeding Guidelines
- [17] Library Orientation Request
- [18] Course Reserve Request Form
- [19] LibGuide-ILL
- [20] Peer Comparisons
- [21] A-Z Databases
- [22] Online Journal Titles by Subject
- [23] Library and Learning Commons in MyFSCJ
- [24] LLC Webpage
- [25] LibGuide-Student Resources
- [26] DE LibGuide
- [27] LibGuideFaculty Resources
- [28] Libguides-List
- [29] FLVC Website
- [30] FLVC Library Services
- [31] Primo VE
- [32] Alma
- [33] Islandora
- [34] Online Instruction Students
- [35] LibGuide-Research Companion
- [36] Canvas Research Skills Course
- [37] Research Skills Mini Course
- [38] IDS Info Lit Assignments
- [39] SLS1103 Assignment1
- [40] Embedded Librarian
- [41] LibAnswers
- [42] LibAnswers User Statistics
- [43] myGradPlan
- [44] LibGuides by Subject
- [45] Brainfuse Online Tutoring
- [46] LLC Newsletter
- [47] E-mail Sent to Academic Deans

- [48] Sample Student E-mail from EAB Navigate
- [49] Tutoring Services Web Page-Home Page
- [50] Sample Social Media Posts
- [51] TAGSS Flyer
- [52] Tutoring Flyer-Math
- [53] Math Mini Conference Agenda
- [54] DE Presentation
- [55] DE Research Assistance
- [56] DE Family Night
- [57] DE Bookmark
- [58] DE Faculty Resources LibGuide
- [59] DE Handout-LLC Services
- [60] Dual Enrollment Outreach Data
- [61] DE Student Survey Instrument 2022
- [62] DE Student Survey-LLC Awareness
- [63] DE Student Survey-LLC Satisfaction
- [64] EAB Navigate Analytics Page
- [65] Brainfuse Usage Report

## 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 Off-Site/On-Site Review]

Compliance     Partial Compliance     Non-Compliance

#### Narrative

Consistent with its mission, Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) provides appropriate academic and student support programs, services, and activities. These services are provided to all learners, including distance learning students and students located at dual enrollment and other off-campus instructional sites. 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 and Vision

The academic and student support services offered by FSCJ are consistent with the College's mission [1] and vision statements, which are, "Florida State College at Jacksonville provides an equitable, high quality, success-driven learning experience for our diverse community of students," and "To promote intellectual growth for life-long learning, advance the economic mobility of our students and transform the communities we serve," respectively. Each of the College's major academic and student support services supports one or more aspects of the institutional mission and vision. For example, advising supports students' intellectual growth through the exploration of degree and career pathways and promotes success-driven learning. Likewise, tutoring services also promote success and intellectual growth. The Center for Civic Engagement provides students 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.

#### Student Body Profile

The College supports the educational needs of a diverse undergraduate student body. Using data from the College's 2020-2021 Fact Book (pg. 17[2]), approximately 13.6% of the 34,048 students enrolled during the 2020-2021 reporting year were enrolled in baccalaureate programs and the remaining 86.4% were enrolled in associate and certificate programs. According to the demographic overview ( pg. 7[3]), the average age of students in 2020-21 was 28 years and 62.2% of the student body was female. The College's enrollments by race/ethnicity at that time was 27.2% reporting as Black or African American, 45.3% as White, 13.3% as Hispanic or Latino, 4.7 % as two or more races, 4.9% as other minority, and 4.6 % as unreported/unknown. In the Fall and Spring Terms of the 2020-21 state reporting year, 23.4% of the students were enrolled full-time and 76.6% were enrolled part-time.

Academic and student support services are provided at each of the College's four campuses and three centers 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. With nearly 77% of its students enrolled part-time, it is important that the College delivers universally accessible support services to students who are balancing the obligations of work, family, and education. Additionally, a large contingent of students take some or all classes online or take classes at smaller off-campus instructional sites, such as military bases and dual enrollment high schools. Thus, most support services can be accessed remotely without a student having to physically visit a campus.

#### Organization and Delivery of Services



While each division of the College supports student success, Student Services, led by a vice president, provides direct delivery of the bulk of the College's academic and student support services. This division delivers a broad array of services including those related to recruitment and admissions, advising, disability services, student assistance programs, career development, student life and leadership, success coaching, military services, and financial assistance programs including student loans and scholarships.

Other student services are provided under Academic Affairs, led by the Provost. This division provides academic support services through the Assessment Centers, Library and Learning Centers, the Center for Civic Engagement, and services provided by dual enrollment coordinators. Additionally, the Ombudsman provides an important service for students and is supervised by the Chief Officer of Diversity, Equity, and Inclusion. Both division leaders and the Chief Officer of Diversity, Equity, and Inclusion report directly to the College President.

Tables 12.1-1, 12.1-2, and 12.1-3 below shows the departments and key administrators responsible for each service discussed in this narrative. The College's organizational chart[4] provides additional clarity regarding the reporting structure within each division.

**Table 12.1-1: Student Services Division**

<b>Service</b>	<b>Direct Supervisor</b>
Academic Advising	Associate Director, Academic Advising Services
Career Development	Associate Director, Student Success
Financial Aid	Director, Financial Aid
Military & Veteran Services	Director, Military & Veteran Services
Orientation	AVP, Enrollment Mgmt. & Student Success
Recruitment, Admissions & Matriculations	Director, Student Recruitment & Admissions
Single Stop	Case Manager/Career Specialist
Student Assistance Program	FSCJ Health Advocate Liaison
Student Life & Leadership	Associate Director, Student Success
Student Support Services/Disability Services	Associate Director, Student Success
Success & Coaching	AVP, Student Support

**Table 12.1-2: Academic Affairs Division**

<b>Service</b>	<b>Direct Supervisor</b>
Assessment Centers	Manager, Certification Center
Center for Civic Engagement/Service Learning	Associate Director, Program Development, Curriculum & Instruction
Dual Enrollment	Executive Director, Articulation
Library & Learning Commons/Tutoring	Executive Dean, Library Services
TRiO Student Support Services-STEM	Director, Program Development

**Table 12.1-3: Office of the President**

<b>Service</b>	<b>Direct Supervisor</b>
Ombudsman	Chief Officer of Diversity, Equity, and Inclusion

### **Academic and Student Support Services**

The College's key academic and student support services and programs are described in detail below. All student services listed are available to all enrolled students, regardless of location or learning

modality, including online students and students taking classes at off-campus and dual enrollment sites. Student Resources is one of the main links at the top of the FSCJ. The Student Resources webpage[5] provides links to individual resources and services. The library also created a library guide (LibGuide[6]) of student resources so students could see a list in one place, and the College catalog includes a section on student services[7].

When reviewing FSCJ's student support services, note that FSCJ operates seven "full-service" campuses and centers. The main campus is the Downtown Campus. The other six locations are considered off-campus instructional sites (OCISs): Kent Campus, North Campus, South Campus, Cecil Center, Deerwood Center, and Nassau Center. FSCJ also operates two smaller OCISs at Jacksonville Naval Air Station and Mayport Naval Station.

### Academic Advising

Advisors are dedicated to assisting students with navigating their journey with the College. Advisors assist with academic planning and connect students to vital internal and external resources. Academic advisors are available at each of the College's seven campuses and centers and both military locations for walk-in or pre-scheduled appointments on Mondays through Thursdays from 8:00 a.m. to 6:00 p.m., and Fridays from 9:00 a.m. to noon. For students who cannot meet with an advisor in person, services are also available over the phone, through email, and through virtual advising. Students can use the Advising webpage[8] to request a phone call and see the estimated time for receiving a call back. Students may also schedule a future appointment through the website, the student portal (myFSCJ[9]), or via the myGradPlan[10] student success platform.

Advising for dual enrollment students is conducted by assigned Dual Enrollment Coordinators prior to each registration period, with intensive advising conducted for juniors and seniors. Students complete a Course Registration Coordinators work closely with the students and high school advisors to ensure students are enrolled in courses that will meet both the requirements for their intended major and high school graduation. Coordinators are required to complete the same training[11] as regular College advising staff.

### Assessment Centers

The College's Assessment and Certification Centers provide services to students, community members, and faculty, by ensuring examination integrity in a secure and test-friendly environment. There are in-person testing services at all seven campuses and centers, the Jacksonville Naval Air Station, and Mayport Naval Station military off-campus locations, and online. The centers comply with National College Testing Association (NCTA) standards[12]. The Assessment and Certification Centers facilitate dozens of different assessments including Advanced Placement (AP) and college placement tests, such as the Scholastic Aptitude Test (SAT), and commercial assessments. Students and community members may schedule on-campus assessment appointments directly through the Assessment and Certification Center webpage[13], which lists hours of operation for each location. Distance learners may come to an assessment center for in-person testing or use online proctoring services scheduled through their online courses, both free of charge. The FSCJ Online webpage[14] includes information about how online students can take placement tests or course exams virtually.

### Career Development

The College's Career Development area provides students, including dual enrollment students, alumni, and prospective students with career planning and development services both on-site and virtually. There are offices located at the Kent, Deerwood, and Downtown campuses, which are open Mondays through Thursdays from 8:00 a.m. to 6:00 p.m., and Fridays from 8:00 a.m. to noon. Any student, including distance education students and students studying at off-site locations, may also request a virtual appointment from the Career Development webpage[15]. Just a few of the services include resume and cover letter reviews and writing assistance, career assessments, matching majors and career options, mock interviews, and access to professional attire. Career Development also provides job placement assistance to graduates through various partnerships. Students may access

job and salary data via Career Coach[16] online for nearly any field so they can assess various career paths independently or with an advisor.

Career Development also serves as the point of contact for local businesses and community partners seeking students for part-time or full-time employment, internships, and practicums. The office also coordinates several large career fairs each year and offers on-site interviewing opportunities for potential employers.

### Center for Civic Engagement/Service Learning

The Center for Civic Engagement program works to foster service learning and civic engagement efforts across the College. 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 and academic service-learning opportunities, internships, and pre-career development experiences that generate reciprocal economic impact for the learner and the community. The Center works with faculty members to create co-curricular experiences that impact the community while enhancing student learning in both traditional and distance learning courses. A Center for Civic Engagement and Civic Engagement Infographic[17] documents the number of students who participated, the number of hours served, and program outcomes and impacts.

The program is housed within Curriculum and Instruction. It does not have a separate office but staff contact information is listed on the Center for Civic Engagement webpage[18] and staff are available during regular office hours, Monday through Friday, 8:00 a.m. to 4:30 p.m. Students learn about service learning opportunities from advisors, faculty, the website, or via the Library and Learning Commons Service Learning LibGuide[19], which includes a list of various in-person and online service learning opportunities with directions for submitting each experience to professors as an assignment. An example of a virtual assignment is to write a letter to military personnel serving overseas. Students watch a YouTube video with directions, make handmade cards, make electronic copies of them, send the cards, then write a reflection to submit to their instructor. Students can register their service, keep track of their hours, and create a volunteer resume using the FSCJServes[20] portal. Students with 50-99 service-learning hours receive a certificate, and those with 100 or more hours receive a medallion that can be worn with commencement regalia.

### Dual Enrollment Coordinators

The Dual Enrollment webpage[21] informs students and parents/guardians about dual enrollment eligibility requirements, where they can take dual enrollment courses (FSCJ campuses, certain high schools, and online), how to get started with a link to the application, and how to contact someone for more information. Dual Enrollment Coordinators are at the Downtown, Kent, North and South campuses, and the Deerwood Center. A coordinator is assigned to each high school, where they conduct mandatory on-site and virtual orientations[22], conduct tours of FSCJ campuses, provide specialized advising, assist students with application procedures, enroll students in their dual enrollment classes, and provide ongoing support throughout the school year.

### Financial Aid/Financial Services

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[23] 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.

There are Financial Aid offices at the four campuses and the Deerwood Center that are open for walk-in or prescheduled appointments on Mondays through Thursdays from 8:00 a.m. to 6:00 p.m., and Fridays from 9:00 a.m. to noon. For students who cannot meet with a Financial Aid Advisor in person, services are also available over the phone, and through virtual appointments, which can be made via the Financial Aid webpage[24]. The webpage also provides information on financial aid requirements,

forms, scholarships, loans, and videos covering various financial aid topics. Financial Literacy Resources[25] are used to educate students on how to pay for college, save money, protect against identity theft, and more.

The office of Student Financial Services is an additional resource for students. It is a one-stop shop for all questions related to student payments, student billings, debt and refunds. It also includes the Bursar's Office. Student Financial Services is located at each of the campuses and centers and open Mondays through Thursdays from 8:00 a.m. to 5:00 p.m., and Fridays from 9:00 a.m. to noon. Students can walk in during these hours for assistance or make an appointment on the webpage[26].

### Library & Learning Commons and Tutoring

Each of the seven campuses and centers has a Library and Learning Commons (LLC). Faculty may request[27] an in-person orientation to the library or include a virtual introduction in their online courses. In addition, students can request an online live chat with a librarian via phone or the website during the following hours: Monday-Thursday, 8:00 a.m. to 8:00 p.m., Friday 8:00 a.m. to noon, Saturday from 10:00 a.m., and Sunday 1:00 p.m. to 8:00 p.m. except during holidays. Hours of operation for each library are posted by week on the website[28], with increased hours during peak times in the semester. The website[29] also includes contact information, FAQs, login help, subject guides, and a search feature to find books, e-books, articles, and videos. A complete LLC Handbook [30] outlines all services that are available.

The LLCs offer a range of physical and virtual academic resources to meet the needs of all learners, regardless of location or learning modality. Services at all seven LLC locations including the following:

- Windows and Macintosh Computers with Microsoft Office and other software packages.
- Wireless network access for users who prefer to bring their own computing devices.
- Study spaces for individuals and small groups.
- Science labs[31] equipped with anatomical models, microscopes, and other science-related resources (at some locations).
- STEAM labs[32] equipped with 3-D printers, software and technology for coding and robotics, and items such as virtual reality goggles and podcasting equipment (available at the Downtown, North, and South campuses, and the Deerwood Center).
- Adaptive technology such as Sorensen, Merlin, and Kurzweil, for students with visual or hearing impairments.
- Access to equipment[33] to use within the LLCs such as laptops, whiteboards, calculators, and headsets for multi-media viewing and language practice.
- Laptop lending, available through the LLCs[34], or through a partnership[35] with the Jacksonville Public Library system.
- Discipline-specific virtual resource guides through LibGuides[36].
- Thousands of full-text journal articles[37] and 162 searchable databases[38] on a variety of subjects from Agriculture to Zoology.

Tutoring services are provided onsite at all seven Library and Learning Commons (LLC) locations in core subjects such as mathematics, reading, writing, and science. A brief description of tutoring services is provided in the Course Catalog[39], while a detailed description is included on the LLC webpage[40]. Students can walk in for tutoring or schedule an appointment for an in-person session via the website. Tutoring support in more specialized areas such as health sciences, accounting, world languages, and computer programming is available at specific campus locations where typical instructional offerings create a demand for such coverage. For example, the Kent Campus location is the primary site where courses in business, accounting, and financial services are offered, and there is campus-based support for accounting at this site. Tutoring in health sciences is offered at North Campus, where the majority of health science programs are offered. Upon request, tutors will even sit in on class lectures and then provide what is called Supplemental Instruction sessions[41], to go over the material in more detail and provide students with the opportunity for extra practice. Tutor-Assisted Group Study Sessions, or TAGSS[42], are informal sessions where students study together outside of class with the assistance of a tutor.

Online tutoring is provided via a platform called Brainfuse[43] to ensure access for students taking classes online or at off-site locations, or for any student who wishes to learn from home. Students may also schedule online tutoring appointments with one of the College's tutors through a system feature in Brainfuse called Tutor Match[44], or they may work with one of Brainfuse's professional tutors. Faculty may also ask a librarian to be "embedded[45]" into their online course throughout the term to assist students as needed. The availability of online tutoring expands access to academic assistance by providing tutoring services during times that are outside of the scope of the LLC's facility hours, and Brainfuse's professional tutors facilitate expanded subject coverage. Tutoring Services, whether in person or online, are available to all currently enrolled students, including students in distance learning courses, Dual Enrollment students, students at other off-site locations, and students enrolled in the College's community education courses.

The LLC markets tutoring services through e-mails to faculty[46] and students[47] and through outreach visits to classes. Services are also advertised via the Tutoring Services webpage[48], posted flyers[49] of special tutoring workshops, and social media[50]. Designed specifically for dual enrollment students, the librarians developed a handout[51] that summarizes the library services, and a dual enrollment LibGuide[52]. The LLC also hosts a special orientation event called Dual Enrollment Family Night[53].

Tutoring services are described in greater detail in Standard 11.1.

### Military & Veteran Services

The Military and Veterans Service Center (MVSC), provides support and educational resources to active military, veterans, military spouses, and dependents. Located on South Campus, Kent campus, Naval Station Mayport, and Naval Air Station Jacksonville, all services provided are available both in-person on a walk-in basis or virtually. Appointments can be scheduled directly from the Military and Veterans webpage[54]. In addition to providing assistance with military specific tuition assistance and VA benefits, the MVSC provides academic and community resources to help students succeed in their educational opportunities.

Through the MVSC, students are also able to receive additional services through VetSuccess[55], a partnership with FSCJ and the U.S. Department of Veteran Affairs. VetSuccess counselors are at South and Kent Campuses and are available Monday through Thursday from 8:00 a.m. to 4:30 p.m., and Fridays from 8:00 a.m. to noon. Students may walk in for services or call for an appointment.

### Ombudsman

The College Ombudsman is an appointed, impartial, and independent party who helps students resolve concerns by offering an informal and confidential exploration of options. The Ombudsman provides services that help clarify College policy and address problems that have not been resolved by other offices. 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 Ombudsman does not replace formal avenues or processes but is a service available to students to help them resolve issues in an informal, independent, impartial, and confidential manner. The Ombudsman offers students a safe and private environment to discuss general complaints, concerns, or problems related to College policies or procedures. When appropriate, the Ombudsman may initiate an informal intervention that offers an acceptable resolution to all parties. The Ombudsman will communicate with all enrolled students in person, by phone, or via email.

Students contact the Ombudsman by phone or email. Contact information can be found on the Ombudsman webpage[56]. Students find out about the Ombudsman from faculty, advisors and via the Student Resources webpage[5], Student Handbook[57], and the College Catalog[58].

### Orientation

The new student orientation[59] is available in an online format in the myFSCJ student portal. This allows all students to receive the same vital information whether they plan to take classes at one of the College's campuses or centers, at an off-site location, or online. The student orientation is promoted in the student's acceptance letter and via the Chart Your Path to Success guide[60], available from the Quick Links area on the Admissions webpage[61]. When students log into myFSCJ, they also have a "to do" list after being accepted, and the orientation is one of the items. The orientation includes the following units:

- Welcome to FSCJ
- Your Academic Path
- myFSCJ
- Life at FSCJ
- Paying for College
- Resources at FSCJ
- Next Steps

Students also have the option to participate in an in-person orientation conducted by the Associate Director of Admissions. These orientations are offered monthly and include some repetition of important information in the online version, plus a campus tour and a group advising session.

In addition to the online orientation, dual enrollment students also participate in a mandatory orientation [22] with their assigned coordinator either in-person at the high school or live online. The orientation includes topics such as logging into myFSCJ, using Canvas (the learning management system), viewing their schedules, data security, and using College resources such as the Library and Learning Commons, tutoring services, disability accommodations, and Assessment Centers.

### Recruitment and Admissions

The Office of Student Recruitment and Admissions 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.

Offices are at the Downtown, Kent, North, and South campuses, and the Deerwood Center, and are open for walk-in or pre-scheduled appointments Mondays through Thursdays from 8:00 a.m. to 6:00 p.m., and Fridays from 9:00 a.m. to noon. Appointments can be made directly from the Admissions webpage[62], with estimated wait times listed for an immediate callback.

The Student Recruitment and Admissions Department manages on- and off-campus programs and events focused on financial aid, education, and career planning. Specific topics include "Paying for College," "College and Career Exploration," and "Why Choose FSCJ?" in addition to general application and FAFSA labs, and campus and center open houses. The full-time recruitment staff conduct presentations at local high schools, businesses, college fairs, and for community groups. Recruiters also attend regional college fairs and virtual college recruitment events hosted by the National Association for College Admission Counseling (NACAC) and local high school districts.

Specific recruitment efforts are targeted to households in Nassau County[63] and Duval County[64] with high school aged students. Mailers includes information such as program spotlights, community partner spotlights, upcoming event information, financial aid, and advising highlights.

### Single Stop

The College has partnered with Single Stop, a non-profit organization, to create a one-stop shop, online resource, that connects students with financial assistance and local resources they may need to stay focused on their academic goals. Free to FSCJ students, including dual enrollment and online students, Single Stop provides the following services:

- Helps arrange referrals to northeast Florida resources and social service programs that support assistance with food, housing, transportation, childcare, and other life needs.
- Provides screening for multiple government benefits and supports application assistance.
- Connects students to on-campus resources.

The Single Stop webpage[65] provides contact information for the two case managers who can refer students to on-campus and community resources. A video on the site demonstrates how students can also access Single Stop services by logging into their myFSCJ accounts.

### Student Assistance Program

The Student Assistance program[66] is a partnership with Health Advocate, a third-party, non-profit organization, 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
- childcare and other concerns
- help for other challenges in life

The Student Assistance Program ensures that any student, regardless of location or learning modality, can be successful and knows how to effectively use resources available to them that support collegiate success. The webpage has a direct link to Health Advocate[67], where students may make an appointment.

### Student Life and Leadership

A robust menu of student life and leadership programming[68] contributes significantly to the comprehensive student services offered at the College in both in-person and online modalities. This includes student clubs/organizations[69], Student Government Association[70], Student Ambassadors [71], history and heritage celebrations[72], ally/safe space training[73], and diversity programs[74]. The Student Life and Leadership webpage[68] lists hours of operation for the Student Life Centers at each of the seven campuses and centers.

The Life @ FSCJ webpage[75] includes information on other student life opportunities such as campus housing[76], athletics[77], fitness centers[78], volunteer opportunities[79], and the food pantry[80]. Additionally, there are many opportunities for students to engage with the arts via participation in musical and theatrical productions at the South Campus Nathan H. Wilson Center for the Arts[81], and art galleries[82] at four campuses and two centers, plus art gallery exhibit podcasts.

Student involvement in co-curricular activities allows for interaction with others whose thoughts and values may differ from their own; provides an opportunity to explore career fields; provides hands-on opportunities to practice what they learn in class; builds connections outside the classroom with students, faculty, staff, and community leaders; encourages soft/life skills that the student may not get in class (e.g. public speaking, problem-solving, conflict resolution, team building, working in groups, financial management, organization, etc.); and increases self-awareness and a sense of belonging.

The Calendar of Events webpage[83] is a great place for current students, alumni, and the public to find out more information on available in-person and virtual activities, sporting events, exhibits, performances, and volunteer opportunities.

Dual enrollment students may also participate in most campus life activities. Dual Enrollment Coordinators conduct tours of the campus closest to the students' high school, where they obtain a student ID. Students can use the ID to receive discounts, access Student Life Centers and the Library and Learning Commons, and participate in student clubs, organizations, and student government. However, dual enrollment students are not permitted to participate in FSCJ sports.

### Student Support Services/Disability Services

Student Support Services provides students with programs, services, and resources to eliminate barriers to retention and program completion and facilitates accommodations for students with disabilities to foster an all-inclusive College environment. Students request accommodations through the myFSCJ student portal. Students can make an in-person or virtual appointment with one of the Student Support Coordinators, located at the Downtown, Kent, North, and South campuses, and the Deerwood Center, directly from the Student Support Services webpage[84]. The webpage also provides contact information and a downloadable PDF Guide[85] to Accessibility Services.

### Success & Coaching

The College's Success Coaches, with offices at the four campuses, support students and assist them with identifying obstacles to student success. Success Coaches assist with creating collaborative solutions to support students' academic goals and implement personal solutions to challenging issues or areas of concern. They assist students with practicing good study skills and habits, and connect them to College resources to support personal, social, and academic goals.

In-person or virtual appointments are available during regular working hours, Monday through Friday from 8:00 a.m. to 4:30 p.m. Students may schedule an appointment directly from the Success and Coaching webpage[86]. Students may also contact Success Coaches by email and phone; contact information is available on the webpage.

### TRiO Student Support Services

TRiO is a federally funded program for students in STEM (Science, Technology, Engineering and Mathematics) programs. TRiO programs help students overcome academic, social, and cultural barriers to higher education. Its mission is to increase the academic success, retention, and graduate rates of first generation, low-income students, and individuals with a disability. Services include personal advising, tutoring, financial aid advising and assistance, financial and economic literacy, academic resources, and other services. The TRiO office is located at North Campus with available hours on Mondays through Wednesdays, 8:00 a.m. to 5:15 p.m., Thursdays 9:00 a.m. to 5:15 p.m., and Fridays 8:00 a.m. to 3:00 p.m. Staff members provide services in person, by phone, or via email. The webpage[87] includes office hours, staff contact information, eligibility requirements, and an application.

### **Faculty Support Services**

In addition to direct student services, the College also provides academic services for faculty, which directly impact student success. The Academy for Teaching and Learning (ATL[88]), which is part of Training and Organizational Development (TOD[89]), provides faculty members with professional development and support services that are connected to foundational and innovative classroom methods, research-based practices, and Collegewide conversations on teaching and learning. The ATL offers academic colloquia, faculty inquiry groups, an adjunct academy, and a mentor commons, among other services. Faculty can log into myLearning[90] to see a list of face-to-face and online workshops on a variety of subjects. Additionally, TOD sends a weekly email[91] of all upcoming professional development opportunities for faculty and staff.





	<b>Total</b>	<b>98</b>	<b>100%</b>	<b>5,100</b>	<b>100%</b>	<b>29,973</b>	<b>100%</b>
Library resources and services	Not at all	15	3%	657	3%	3,772	3%
	Somewhat	169	28%	6,445	28%	33,792	29%
	Very	410	69%	15,820	69%	78,335	68%
	<b>Total</b>	<b>594</b>	<b>100%</b>	<b>22,922</b>	<b>100%</b>	<b>115,899</b>	<b>100%</b>
Peer or other tutoring	Not at all	13	4%	1,186	8%	5,863	8%
	Somewhat	116	36%	5,550	37%	26,053	38%
	Very	197	60%	8,161	55%	37,535	54%
	<b>Total</b>	<b>326</b>	<b>100%</b>	<b>14,897</b>	<b>100%</b>	<b>69,451</b>	<b>100%</b>
Services for active military and veterans	Not at all	7	6%	814	23%	4,505	23%
	Somewhat	33	29%	1,027	29%	6,001	31%
	Very	75	65%	1,726	48%	9,048	46%
	<b>Total</b>	<b>115</b>	<b>100%</b>	<b>3,567</b>	<b>100%</b>	<b>19,554</b>	<b>100%</b>
Services for students with disabilities	Not at all	10	11%	761	16%	4,208	17%
	Somewhat	27	29%	1,392	30%	7,710	31%
	Very	55	60%	2,477	53%	12,844	52%
	<b>Total</b>	<b>92</b>	<b>100%</b>	<b>4,630</b>	<b>100%</b>	<b>24,762</b>	<b>100%</b>
Student organizations	Not at all	7	5%	1,009	12%	5,257	11%
	Somewhat	48	34%	3,444	41%	19,226	41%
	Very	87	61%	3,869	46%	22,178	48%
	<b>Total</b>	<b>142</b>	<b>100%</b>	<b>8,322</b>	<b>100%</b>	<b>46,661</b>	<b>100%</b>
Transfer advising/ planning	Not at all	25	8%	1,487	10%	7,342	10%
	Somewhat	116	38%	6,051	40%	28,637	39%
	Very	163	54%	7,775	51%	37,659	51%
	<b>Total</b>	<b>304</b>	<b>100%</b>	<b>15,313</b>	<b>100%</b>	<b>73,638</b>	<b>100%</b>

FSCJ also conducts an annual Graduate Survey and uses the results to determine the appropriateness of services provided. In this survey, students are asked to rate certain aspects of their College experience, including several student services. Students rate these aspects on a scale of 0 = N/A or don't know, 1 = very poor, 2 = poor, 3 = adequate, 4 = good, or 5 = very good. Below are some of the services rated by the respondents on the 2020-2021 Graduate Survey along with the average score:

- Library resources and services - 3.96
- Academic advising - 3.84
- Financial aid - 3.45
- Career development - 2.94
- Tutoring - 2.94
- Student activities - 2.74

College staff are also surveyed annually regarding several aspects of the College. The 2020 Institutional Effectiveness Survey asked respondents for their level of agreement with the following statements regarding academic services (the average response on a scale of 1-5 is also included):

FSCJ is improving student success by...

- Assessing academic programs and services - 3.88
- Using assessment results to improve academic programs and services - 3.80

The College...

- Evaluates its academic services for quality - 3.92
- Identifies resource needs for academic services - 3.89
- Documents academic services improvements - 3.80

The LLC's administrators also routinely review student utilization of tutoring, which is tracked by a "time and use" database[97] (EAB Navigate) and Brainfuse usage reports[98] generated by the system. Many data points related to tutoring are reported via a public-facing Tutoring Services Statistics Dashboard[99]. This information is used in tandem with course schedules to plan for staffing and provision of resources in a manner that meets the needs of students and faculty.

The Student Climate Survey[100], undertaken every other year, asks students about their knowledge, use, and satisfaction of FSCJ support services. In the 2020 Student Climate Survey, students strongly indicated they were aware (85% or higher) of services such as financial aid, computer labs, academic advising, and the Library and Learning Commons. Advising had the highest satisfaction level, with just over 70%. The survey demonstrated that there were opportunities for improvement regarding promotion of the availability of services to students and in the delivery of services to students.

An annual Dual Enrollment Student Survey[101] is also used to gain valuable feedback from students regarding their dual enrollment (DE) classes. The surveys are sent to students who take DE classes face-to-face at the middle/high schools, through FSCJ campuses or centers, or online. The responses, including answers to open-ended questions, are used to determine the adequacy of communication with students and the provision of resources available for their use. Students are asked about their ability to access resources such as email, the Canvas learning management system, and their assigned dual enrollment coordinator. The 2022 survey results (pgs. 21-22[102]) showed that 97% of students were able to access email, 92% Canvas, and 79% their coordinator. The survey also asks about their awareness of, usage of, and satisfaction with LLC resources. For the 2022 survey, more than 75% of students were aware of LLC services, and 65% were aware of tutoring services. Regarding satisfaction level, 71% of respondents were "Satisfied or Very Satisfied" with FSCJ library services (an additional 27% of students who used library services were "Neutral" and less than 1% were "Dissatisfied"). For those students who used tutoring services, 55% were "Satisfied or Very Satisfied" with the LLC's tutoring services (an additional 44% of students were "Neutral" and less than 2% were "Dissatisfied").

The adequacy of professional development workshops for faculty is primarily evaluated via a course evaluation[103] administered by the Office of Training and Organizational Development. In this survey, participants are asked about 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. Additionally, at the institutional level, the College administers the Personal Assessment of the College Environment (PACE) via the National Initiative for Leadership & Institutional Effectiveness (NILIE). For the 2020 PACE assessment[104], 74% of respondents indicated they were "satisfied" or "very satisfied" with the available professional development and training opportunities.

## Summary

The College provides appropriate academic and student support programs, services, and activities. 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 their location or the modality in which they engage in coursework. Appropriate support services are also provided to faculty.

## Evidence

- [1] Mission, Vision & Values Webpage
- [2] 2020-2021 Fact Book-pg 17
- [3] 2020-2021 Fact Book 7

- [4] Org Chart 09-21-22
- [5] Student Resources Webpage
- [6] LibGuide-Student Resources
- [7] Catalog-Student Services
- [8] Academic Advising-Appts
- [9] Student View in myFSCJ
- [10] MyGradPlan
- [11] Coordinators Training Reqs
- [12] NCTA Standards
- [13] Assessment and Certification Webpage
- [14] FSCJ Online Webpage
- [15] Career Development-Appts
- [16] Career Coach
- [17] Center for Civic Engagement Infographic 2020
- [18] Center for Civic Engagement Webpage
- [19] Service Learning LibGuide
- [20] FSCJ Serves
- [21] Dual Enrollment Webpage
- [22] DE Orientation
- [23] Financial Aid Types Webpage
- [24] Financial Aid-Appts
- [25] Financial Literacy Webpage Resources
- [26] Student Financial Services-Appts
- [27] Library Orientation Request
- [28] LLC Hours Webpage
- [29] LLC Webpage
- [30] LLC\_Handbook\_2021\_Final
- [31] Science Labs Equipment
- [32] STEAM Labs
- [33] Equipment for students
- [34] Laptops-LLC
- [35] Laptops-Public Library
- [36] LibGuides by Subject
- [37] Online Journal Titles by Subject
- [38] A-Z Databases
- [39] Catalog-Tutoring
- [40] Tutoring Services Web Page
- [41] SI Sample Flyer
- [42] TAGSS Sample Flyer
- [43] Brainfuse Online Tutoring
- [44] Tutor Match (Brainfuse)
- [45] Embedded Librarian

- [46] E-mail Deans-Faculty Tutoring
- [47] Sample Student E-mail from EAB Navigate
- [48] Tutoring Services Web Page
- [49] Tutoring Workshop Flyer
- [50] Sample Social Media Posts
- [51] DE Handout-LLC Services
- [52] DE LibGuide
- [53] DE Family Night
- [54] Military Veterans Webpage
- [55] VetSuccess on Campus
- [56] Ombudsman Webpage
- [57] Ombudsman Student Handbook 22-23
- [58] Catalog-Ombudsman
- [59] Online Student Orientation
- [60] Chart Your Success
- [61] Admissions Webpage
- [62] Admissions-Appts
- [63] Nassau County Mailer 2022
- [64] Duval County Mailer 2022
- [65] Single Stop
- [66] Student Assistance Program Webpage
- [67] Health Advocate Login
- [68] Student Life & Leadership Webpage
- [69] Student Clubs and Organizations
- [70] Student Government Association Website
- [71] Student Ambassadors Webpage
- [72] History & Heritage Celebrations Webpage
- [73] Safe Space Programs Website
- [74] Diversity Programs Webpage
- [75] Life @ FSCJ Webpage
- [76] Housing Website
- [77] Athletics Webpage
- [78] Fitness Centers Webpage
- [79] Volunteer Webpage
- [80] Food Pantry
- [81] Wilson Center for the Arts Webpage
- [82] Art Galleries Webpage
- [83] Calendar of Events Webpage
- [84] Student Support Services Webpage
- [85] Guide to Accessibility Services
- [86] Success and Coaching Webpage
- [87] TRIO Student Support Services Webpage

- [88] Academy for Teaching and Learning Webpage
- [89] Train Org Dev Webpage
- [90] myLearning Calendar
- [91] Training and Org Dev Email
- [92] Helpdesk Webpage
- [93] Academic Technology Blog
- [94] Academic Technology Email
- [95] Center for eLearning Webpage
- [96] 2021 CCSSE Results
- [97] EAB Navigate Analytics Page
- [98] Brainfuse Usage Report
- [99] Tutoring Services Dashboard
- [100] Student Climate Survey Excerpts
- [101] DE Student Survey Instrument 2022
- [102] DE-Student-Survey Results
- [103] Training Survey
- [104] 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*)  
**[Off-Site/On-Site Review]**

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows those procedures when resolving them, and maintains a record of student complaints that can be accessed upon request by SACSCOC. This narrative will describe the College's policies regarding written student complaint procedures, how students are informed about these policies, and how records of student complaints are stored. It will also describe the distinct types of student complaints and provide examples of each to demonstrate that published College policies and procedures are appropriately applied.

### Overview

The College provides formal processes for addressing written student complaints. All students, regardless of location or learning modality, follow the same processes and procedures established by the College for addressing student complaints. To accommodate all students, regardless of their learning modality or instructional location, complaints and appeals may be submitted in person, by telephone, fax, or email to any Student Services Office/Advising Center or any College administrator. Complaints are reviewed by the appropriate administrator for response.

### College Policy

Student complaint procedures are governed by Administrative Procedure Manuals (APMs), which guide the day-to-day administration and execution of College policies. The College has various complaint procedures based on the type of complaint alleged. The APMs relevant to student complaints are:

- APM 11-0602[1], *Student Appeals Procedures*. The purpose of this procedure is to outline all processes relating to the student appeals process. Types of appeals include formal and informal academic appeals, non-academic appeals, and general appeals. This APM includes definitions of terms used in student appeals, the processes for filing appeals, and how each type of appeal is resolved.
- APM 11-0603[2], *Student Complaints Procedures*. The purpose of this procedure is to outline the process for filing student complaints. It includes specific language relevant to out-of-state distance learning students who are taking online classes as part of the State Authorization Reciprocity Agreement (SARA) and provides information about how such students can file complaints if they have not been able to resolve them using the FSCJ procedures for appeals and complaints. There is also information for all students who are not satisfied with the outcome of the institutional complaint process. The address and phone number for the Florida College System are provided.
- APM 02-1301[3], *Equal Access/Equal Opportunity*. The Equal Access/Equal Opportunity policy applies not only to employment, but also to all educational programs and services. This APM outlines the College's commitment to equal access and equal opportunity and provides information about how to file a complaint with the College Equity Office or the Title IX Coordinator if a person feels that they have been subjected to discrimination.

- APM 02-1303[4], *Discrimination, Harassment, Sexual Harassment or Retaliation*. The purpose of this procedure is to present an overview of options available to a person who believes that they have been subjected to discrimination, harassment, sexual harassment, or retaliation in violation of the College's policies. Such a person may file a complaint by utilizing either an informal or formal complaint process, or both. The procedures for filing formal and informal complaints are outlined, as well as an explanation of how complaints are reviewed and resolved.
- APM 11-0801[5], *Title IX/Sexual Misconduct/Relationship Violence*. The purpose of this procedure is to provide a clearly articulated set of behavioral standards, and to define key concepts and descriptions of prohibited sexual misconduct. The procedure applies to all employees and students, both on and off campus, if connected to a college program or activity. The procedures for reporting sexual misconduct and an explanation of how complaints are reviewed and resolved are also included.
- APM 11-0802[6], *Resolution of Sexual Misconduct Complaints*. This related APM goes into greater detail regarding the processes of investigating and resolving all complaints of sexual misconduct against students at the College.

### **Policy Review Process**

All Board Rules and APMs are reviewed on a regular cycle for routine updating, but review may also be triggered by a change in District Board of Trustee policy, state law, or federal law. The member of the President's Leadership Team who is assigned responsibility for the affected functional area drafts the new or amended policy or procedure, assuring adequate stakeholder input and review.

The Office of Student Services has an informal process for reviewing each APM or Rule regarding student complaints every three years, although these reviews may occur more often, if needed. If it is determined that a change is needed, a request is made to the relevant member of the President's Leadership Team who begins the review process. All items are then reviewed by the Office of the General Council to ensure compliance with both Florida Statutes and State Board of Education Rules, and to ensure the recommended changes are in the best interest of the College, its students, and its staff. The revised policy or procedure is then considered by the full Leadership Team. New and revised APMs become effective immediately and Board Rules are voted on at a regular Board meeting.

Per APM 11-0603[2], *Student Complaints Procedures*, complaints are retained "for the purposes of periodic review and continuous quality improvement." Complaints, both formal and informal, are reviewed by the receiver with the supervisor either during regularly scheduled standing meetings, or more often if the situation dictates. Complaints and concerns that touch multiple departments are shared with the leaders in those other departments. Patterns of concern are identified as each issue is discussed, leading to exploration for potential interventions and solutions.

### **Informing Students**

Information about complaint policies and procedures is available through a variety of means. All APMs mentioned above are published on the Board Rules website[7]. The Harassment Statement[8] can be found on the Title IX webpage on the College website.

Additionally, the Student Handbook, which can easily be found on the FSCJ website on the Student Resources page, includes sections entitled "Title IX/Gender Discrimination/Sexual Misconduct /Relationship Violence" (pg. 12[9]), with information on how to report incidents and get help; "Procedures for Academic and Non-Academic Appeals" (pgs. 30-34[10]), with information on filing formal and informal academic complaints as well as general and public complaints; and "Student Ombudsman" (pg. 46[11]), which explains the role the Ombudsman plays in helping students resolve informal complaints and other concerns.

The College Catalog includes a link to the Student Handbook as well as links to individual sections with specific information regarding the Ombudsman[12] and Procedures for Academic and Non-



Academic Appeals[13], which includes a section on general complaints. Students will also find a complaint report[14] feature when they log into their myFSCJ portal. Additionally, a printed Incident Report Flyer[15] is distributed in areas where students frequent.

The FSCJ Online website[16] includes information for how out-of-state distance education students from State Authorization Reciprocity Agreement (SARA) states can find out how to file a complaint with the Florida Department of Education[17] and/or FL-SARA Postsecondary Reciprocal Distance Education Coordinating Council (PRDEC Council) if they have completed the FSCJ procedures for appeals and complaints but feel their issue has not been sufficiently resolved at the College level. As mentioned above, this information is also available in APM 11-0603[2]. The Florida Department of Education also has information for all students about filing different kinds of complaint procedures on their website[18].

## **Types of Complaints**

### Formal Complaints

Student complaints fall into two categories, formal complaints (written) and informal (verbal) complaints. APM 11-0603[2], *Student Complaints Procedures*, explains that students may express complaints verbally or in writing to any College Administrator, and that although most complaints are likely to be resolved informally, students have the option to file formal complaints in writing. This information is also included in the Student Handbook (pg. 32-33[19]) stating:

Students who have general complaints regarding their college experience may express those complaints verbally or in writing to any College administrator. Complaints alleging issues of discrimination or harassment should follow specific procedures in APM 11-0603. It is expected that most general complaints will be resolved informally through normal operational discourse. Students who are unable to resolve complaints informally may make a formal complaint in writing to the appropriate Associate Provost or Associate Vice President. In making a formal complaint, the student should express that the complaint is formal and summarize any informal actions that the student has taken to attempt to resolve the complaint. The appropriate Associate Provost/Associate Vice President (or their designee) will ensure that all formal complaints receive an initial response within 10 College business days.

### Discrimination and Harassment Allegations

Any person, including students, may file a complaint against an employee of the College relating to alleged discrimination, harassment, sexual harassment, or retaliation. The steps to follow for filing such a complaint are outlined in APM 02-1303[4], *Discrimination, Harassment, Sexual Harassment or Retaliation*. Additionally, students have a right to file a complaint with the appropriate federal, state, or local agencies.

Students may bring complaints to the Equity Officer, the Chief Human Resources Officer, or any supervisor or administrator. The goal is to resolve the situation to the mutual satisfaction of all parties. If, however, the problem is not resolved satisfactorily, a formal complaint may be filed.

Students may file a formal, written complaint using the Equity Intake Form[20] located on the College's Equity Office website[21]. The College attempts to complete the process for formal complaints within ninety (90) days, using the following steps:

1. The Equity Officer reviews the complaint and conducts an investigation, which may include interviewing the complainant, witnesses, and the alleged offender.
2. The Equity Officer prepares a summary report and makes recommendations for further action.
3. The report is provided to the complainant, alleged offender, the immediate supervisor, the appropriate executive leadership member, and the Chief Human Resource Officer. If the

recommendation of the Equity Officer is disciplinary action, the executive leadership member makes the final determination as to corrective action taken, in accordance with College policy and the terms of the Collective Bargaining Agreement[22] (Article 9, *Discipline*, pg. 9).

4. Either party may request an appeal by filing a written request within twenty (20) days. The opposing party may file a response to the appeal within twenty (20) days of the appeal.
5. If there is an appeal, the College President, or designee, issues a final written finding.

An example of a student harassment/discrimination report is included. The student contacted the Equity Office by email. The Equity Officer completed an Equity Office Report[23] describing the nature of the complaint and outlining the investigation process. The student completed an Equity Intake Form [24], as requested, and attached a separate Statement[25] with additional details. The student alleged that one of her professors mocked her disability, intimidated her by hitting the blackboard when she asked for assistance, favored particular students, and made inappropriate statements in class. As part of the investigation, the Equity Office interviewed two students, whose names were given by the complainant as having specific knowledge of her complaint. Neither student said that the professor seemed to show any favoritism, and they did not remember hearing the professor harassing or making fun of a student or saying anything inappropriate in class. The Equity Officer also interviewed the professor who denied the allegations. He admitted he hit the blackboard once but only to grab the class's attention when they were talking. The Equity Officer concluded that there was insufficient evidence to warrant disciplinary action. The student was provided with a copy of the report and did not appeal.

### Title IX Complaints

The College provides formal processes for reporting sexual assault or sexual misconduct related cases. The process for investigating and resolving such allegations, as well as definitions of different types of sexual misconduct, are outlined in APM 11-0801[5], *Title IX, Sexual Misconduct, Relationship Violence* and APM 11-0802[6], *Resolution of Sexual Misconduct Complaints*. These procedures apply to all students, faculty, staff, and vendors.

Students are first encouraged to report incidents of sexual misconduct to a medical provider and/or law enforcement. Students are then encouraged to report allegations to a responsible employee on the campus where they attend, such as a Campus Security Officer, or one of the Deputy Title IX Coordinators located at the Downtown Campus, Kent Campus/Cecil Center, North Campus/Nassau Center, FSCJ Online/Deerwood Center, and South Campus. Students may file a confidential report online using the FSCJ Report It[14] feature in the myFSCJ portal or by phone using the College's third-party, toll-free Ethics and Equity Hotline (1-833-650-0005).

The College's Title IX Coordinator/Associate Director of Student Conduct (Coordinator) oversees the review, investigation, reporting, and resolution procedures for allegations of sexual misconduct with the assistance of the campus-based Deputy Title IX Coordinators who are trained in state and federal laws that apply to matters of sexual misconduct, as well as the College's policies and complaint resolution procedures. After an initial review of the allegations, the Coordinator decides whether a full investigation is needed. Most complaints do not end up meeting the threshold required to be considered a Title IX complaint and are not moved forward. However, when this situation occurs, the coordinator refers the complainants to the appropriate office or person to handle their concerns. If the complaint does meet the threshold, the Coordinator attempts to complete the following process within sixty (60) days:

1. Within five (5) days of the initial complaint being filed, the Coordinator meets with the reporting party (or third party if the complaint was filed on behalf of another student). During this meeting, the Coordinator discusses interim support measures and accommodations that can be provided to the reporting party during the process.
2. Within five (5) days of the initial meeting, the Coordinator meets with the responding party to discuss the complaint, procedures, investigation, confidentiality, and non-retaliation requirements.

3. The Coordinator determines if an investigation should be conducted. If the Coordinator determines that an investigation is not warranted, the resolution is documented and the parties informed.
4. If an investigation is pursued, the College Director of Security serves as the Primary Investigator (PI). The PI conducts separate interviews, reviews files and documents, and gathers additional evidence.
5. The PI completes an investigative report and shares it with the Coordinator.
6. Following the investigation, a Sexual Misconduct and/or Committee Hearing is scheduled. The Committee is made up of trained individuals identified by the College to include, but not be limited to, the decision maker(s) and an advisor for each party.
7. Within five (5) days following the Committee Hearing, the Committee sends their findings and recommended sanctions to the appropriate administrator. The administrator reviews the recommendations and makes a final determination of the sanctions to be imposed and sends them to the Coordinator. Sanctions may include, but are not limited to training, written reprimand, suspension or expulsion from the College, or termination of employment.
8. The Coordinator notifies both parties of the findings of the Committee Hearing, the final sanctions imposed, and procedures for filing an appeal.

The most recent Title IX complaint occurred early in 2022. A student who resides in on-campus housing at the Downtown Campus reported to the Resident Director that a friend of hers had received a nude picture via text message from one of the housing security officers. (Housing security officers are hired by a third-party contractor.) Immediately, the Resident Director reported the incident to the Student Housing Coordinator, who informed the College campus security office and the Title IX office. The Chief of Security assigned the case to a Title IX investigator. The Chief also contacted the outside contractor to inform him of the situation. The day after the initial report was made, the investigator and another officer met with the student who had received the inappropriate photo. The investigator also contacted the respondent and interviewed him via telephone. The respondent said that he had no recollection of sending the photo but that he was a heavy drinker and that when he drinks, he doesn't always remember what he does. He refused to come in for an in-person interview stating that he had been terminated from the contracted company and was told not to go near the FSCJ campus again or he would be arrested. No college committee hearing was necessary because action was taken by the third-party contractor, who terminated the respondent's employment.

The Title IX Coordinator followed up with the student via email[26] and telephone to offer resources and assistance. The case was formally closed after all documentation, including the investigator's report[27] with the student's statement and evidence, and the coordinator's summary report[28], had been uploaded into Advocate, the college's Title IX database.

### Academic Appeals

A student appeal as defined in APM 11-0602[1], *Student Appeals Procedures*, as a "formal request by an enrolled or former student for reconsideration of a College rule or regulation, including the assignment of a final grade." An academic appeal by a student most often relates to a grade dispute, but may also include an audit grade issue, withdrawal past the published withdrawal deadline, drop for non-attendance, course waiver request, or request for a fourth course attempt. The appeal must be submitted at one of the College's Student Services/ Advising Centers prior to the withdrawal deadline of the term following the occurrence of the alleged concern. Academic complaints are forwarded to, and handled by, the appropriate Associate Provost/Vice President.

Academic appeals may follow informal or formal procedures. The process for each level of academic appeal is outlined in the APM and summarized in the steps below:

#### *Grade Appeal, Informal Procedure:*

1. A student request for a grade change should first be directed to the course instructor. If the instructor is not available, the appeal is submitted to the appropriate academic administrator.

2. If the instructor of record approves the grade change, the request is sent to the appropriate academic administrator for final approval. The grade change is forwarded to the Office of Student Records for processing.
3. If the student's informal request is not approved, the student can initiate a formal grade appeal.

*Grade Appeal, Formal Procedure:*

1. The student submits a formal appeal request with the required documentation.
2. The appeal is reviewed by the appropriate administrator and forwarded to the instructor of record for approval or denial. If the instructor is unavailable, the administrator makes the decision.
3. If the appeal is approved by both the instructor of record and the academic administrator, a grade change is submitted to the Office of the Registrar for processing. The administrator notifies the student of the decision in writing.
4. If the appeal is denied, the student is notified in writing. The student has fifteen (15) business days from the date of the notification to submit additional relevant evidential documentation, and to submit a request to convene the Student Appeals Committee for review. If no request is made, or if the request for a Student Appeals Committee is denied based on insufficient additional documentation, the student is notified in writing of the denial.
5. If the student is granted a hearing, a Student Appeals Committee is convened. The Student Appeals Committee is made up of an administrator and full-time faculty member from an academic area that is different than the area of concern, plus a student representative. The instructor of record, or designee, is also invited. The Chair of the committee may, but is not required to, invite the student. The Committee considers the case and forwards its recommendations to the appropriate Associate Provost.
6. The Associate Provost reviews the recommendations of the Student Appeals Committee and either accepts, repeals, or amends the decision of the Committee. This decision is final and cannot be appealed.

An example of an academic appeal is included from a student who requested a withdrawal past the deadline. This type of appeal requires a formal appeal in writing. The student initially submitted an email[29] requesting an appeal for a withdrawal past the deadline due to a death in the family. She then submitted the appeal form[30], with the required documentation. The Academic Department Coordinator contacted the professor by email to get his approval along with an explanation, which the faculty member provided[31]. The appeal was approved, and a letter[32] sent to the student.

Non-Academic Appeals

A non-academic appeal is considered a finance-related appeal, typically a tuition refund, and is handled by an Associate Provost. Students have the right to request a refund or waiver to repeat a course due to extenuating circumstances beyond the control of the student such as involuntary call to military duty, death in the family, extensive illness, extensive hospitalization, or college error. The procedures for securing a refund or waiver are published in APM 11-0602[1]: *Student Appeals Procedures*, and are as follows:

1. The student submits a Finance-Related Appeal Form along with supporting documentation to any Advising Center.
2. The request is then reviewed by the appropriate department administrator and Associate Provost.
3. The request may be denied, approved for disenrollment and a refund of tuition, or approved with a waiver for the class to be repeated. Non-academic appeals are typically resolved within 20 business days.
4. The administrator sends a written decision to the student. The decision is final and may not be appealed.

An example is provided of a finance-related appeal from a student who requested a waiver to repeat a class due to medical reasons. She completed the form[33] and attached the required paperwork. A

request[34] was sent to the Associate Provost for approval, which was granted. The appeal was approved, and the student was sent a letter[35] notifying her of the approval.

### General Appeals

The College also maintains procedures for students' general appeals. General appeals are defined in APM 11-0602[1] as those relating to residency, limited/selective access admissions, graduation, articulation, and other general appeals, and are referred to the Registrar and Director of Student Records, except for Articulation issues which are referred to the Executive Director of Articulation.

The procedures for submitting a non-academic or general appeal are summarized below:

1. The student submits the completed appeal form and supporting documentation to the campus Student Services/Advising Center Office.
2. The Advising Center forwards the appeal to the appropriate administrator for review, depending on the type of appeal. The administrator approves or denies the appeal and notifies the student, typically within twenty (20) days.
3. If the appeal is approved, the appropriate action is documented and submitted to the Office of the Registrar for processing.
4. If the appeal is denied, the student may, within ten (10) working days of receiving written notification, request a hearing by the Student Appeals Committee. The hearing is granted only if the student submits additional, relevant documentation.
5. The Student Appeals Committee hears the case, makes a recommendation, and forwards its decision to the appropriate administrator for review.
6. The administrator may accept, repeal, or amend the decision.
7. 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.

An example is provided whereby a General Appeal Form[36] was submitted by a student who wished to be refunded part of the tuition she paid because her residency status had somehow been changed when she did not take classes for two semesters in a row due to family obligations. Her appeal was approved[37] by the Registrar and a letter[38] was sent to the student. There has not been a complaint regarding articulation since the last reaffirmation.

### **Record Keeping**

College procedures for record keeping are guided by APM 02-1403[39] *Records Retention and Disposition*, the purpose of which is to ensure "the proper retention and disposition of all records at FSCJ in compliance with the law" including federal laws and Rule 1B-24.003[40] of the Florida Department of State Division of Library & Information Services. APM 02-1403 states that College facilities are designed to allow the storage of three years of paper records but may be scanned if they need to be kept beyond three years. All records are secured in locked cabinets or electronically in password-protected sites.

The specifics of record retention for student complaints depend upon the type of complaint and where the complaint originates. The office/person responsible and procedures for record-keeping for each type of complaint are as follows:

Title IX – Title IX complaints are tracked by the Associate Director of Student Conduct using Advocate, a case-management system that is used to report, manage, and store Student Conduct, Title IX, and Academic Honesty incidents. The system contains a reporting feature that is available for reviewing these complaints, if needed.

Harassment and Discrimination – All records are maintained in the Equity Office and kept on file in hard-copy format in a locked cabinet for the number of years required by state law. Files are shredded after the required timeframe has expired.

Academic/Non-Academic/General Appeals – The responsibility for retention, review, and record-keeping of academic, non-academic/finance-related, and general appeals falls with the appropriate Associate Provost/Vice President, depending on the program type (Associate in Arts, Bachelor’s Degree, Technical Certificate, or Career Certificate). Records are retained per the requirements of APM 11-0603[2]. *Student Complaints Procedures*, which states that a copy of the complaint will be retained, along with a narrative summary of the resolution and the final communication to the student. These documents are stored in a secure SharePoint site[41], accessible only by authorized staff members, and organized by appeal type and academic year. The log links to the documents, shows the student’s name and ID, to whom the appeal was referred, the decision, and processing status. This log allows the Associate Provost access to the documents to determine patterns and trends. SACSCOC can be given access to the records upon request.

## Summary

The College has clear student complaint policies and procedures, the details of which are available to all students regardless of location or learning modality. To ensure that students' rights are protected, the College handles all appeals carefully and keeps records as evidence of all complaints and appeals.

## Evidence

- [1] APM 11-0602 Student Appeals Procedures 2021
- [2] APM 11-0603 Student Complaints Procedures 2021
- [3] APM 02-1301 Equal Access-Opportunity 2020
- [4] APM 02-1303 Discrimination-Harrasment-Retaliation 2020
- [5] APM 11-0801 Title IX-Sexual Misconduct-Relationship Violence 2020
- [6] APM 11-0802 Resolution of Sexual Misconduct Complaints 2020
- [7] Board Rules Webpage
- [8] Harrasment Statement Webpage
- [9] Title IX Student Handbook 22-23
- [10] FSCJ Student Handbook pgs 30-34
- [11] Ombudsman Student Handbook 22-23
- [12] Ombudsman 22-23 Catalog
- [13] Appeals 22-23 Catalog
- [14] myFSCJ Student Portal and Report it
- [15] Incident Report Flyer
- [16] FSCJ Online Webpage
- [17] FLDOE SARA Complaint Process
- [18] FLDOE College Complaint Procedures
- [19] Complaints Student Handbook 22-23
- [20] Equity Intake Form
- [21] Equity Webpage
- [22] CBA Effective 8.16.20
- [23] Equity Office Report-Student Complaint
- [24] Equity Intake Form-Student Complaint
- [25] Equity Intake Form-Student Statement
- [26] Title IX Email Correspondence
- [27] Title IX Investigator Report

- [28] Title IX Coordinator Report
- [29] Academic Appeal Student Email
- [30] Academic Appeal Student Form
- [31] Academic Appeal Faculty Approval
- [32] Academic Appeal App Ltr to Student
- [33] Finance Appeal Student Form
- [34] Finance Appeal Ltr to Assoc Provost
- [35] Finance Appeal Ltr to Student
- [36] General Appeal Student Form
- [37] General Appeal Student Resolution
- [38] General Appeal Student Letter
- [39] APM 02-1403 Records Retention and Disposition 2019
- [40] FL Rule 1B-24.003 Records Retention 2022
- [41] Appeals SharePoint Site

- 12.6** The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. (*Student debt*)

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. Addressing student debt through financial aid awareness and financial literacy is a Collegewide effort involving the Office of Admissions and Recruitment, Financial Aid, Advisors, and the Office of Diversity, Equity and Inclusion. The College helps its students understand the importance of financial literacy and debt management by providing both physical and electronic information and publications, as well as financial aid awareness activities.

### Debt Management

FSCJ fosters debt management by encouraging students to complete a Free Application for Federal Student Aid (FAFSA), to apply for scholarships, and to accept Title IV aid before applying for alternative /private loans. The Office of Financial Aid, in conjunction with community partners such as Duval County Public Schools (DCPS), Nassau County School District (NCSD), the University of North Florida, City Year, and Earn Up offers an event called Form Your Future[1] to help incoming college students and their families complete the FAFSA[2]. Through this workshop, both current and prospective students receive guidance on ways to pay for college and can personally interact with financial aid experts who are available to answer any questions they may have. This in-person event is held twice a year at FSCJ and is available to all Duval and Nassau County high school students and their families. In order to help advertise this event, the College sends postcards[3] to all graduating seniors from Duval and Nassau counties, a flier[4] is sent electronically to DCPS and NCSD so they can advertise within their schools, a banner[5] is prominently posted on the College website, and the event is promoted on Facebook[6]. The event is also open to current college students who receive notifications from the colleges and universities they attend.

As required by federal regulations, new loan borrowers must complete entrance counseling before their loan(s) will provide coverage and when students fall below half-time or withdraw completely. The Office of Financial Aid notifies students by email to complete exit loan counseling when they are close to graduating[7] or when they fall below six credit hours[8]. They are sent a follow-up email[9] if they fail to complete the counseling within a specific amount of time. When students complete exit counseling, the data is imported from files received from Student Aid Internet Gateway. The College is only required to provide two notifications to students, and there are no negative consequences to not completing exit counseling. This counseling is provided by the U.S. Department of Education, Office of Federal Student Aid, through the website Studentaid.gov[10]. Students use the ID they are assigned when completing the FAFSA to log onto the website to complete the counseling modules. The entrance [11] module covers topics such as avoiding delinquency, financial planning, debt management, deferment, loan forgiveness, and other topics. The exit[12] module explains the different types of federal loans, interest rates, and repayment options.

### Financial Literacy and Support

The College provides a wide range of events and services to raise students' understanding of financing including orientation, the First Year Experience course, information and video resources on the FSCJ website, Single Stop, and the Student Emergency Assistance Fund. These are explained in more detail below. Students may also receive or be connected to support resources on an individual basis when they contact the Financial Aid Office.

### Orientation



All first year and transfer students are encouraged to complete the FSCJ Smart Start online orientation experience. There are six interactive modules in the orientation including career exploration, advising basics, getting involved on campus, classroom essentials, campus resources and support, and paying for college[13]. The paying for college module includes information on cost of attendance, sources of aid, FAFSA application, scholarships, financial aid verification, FSCJ payment program, refunds, satisfactory academic progress, and financial literacy. Students access the online orientation by logging into the student portal, myFSCJ.

### First Year Experience

An additional tool for helping to provide students with information regarding financial literacy is the College's First Year Experience course (IDS 1107). All incoming Associate in Arts (A.A.) students are required to take IDS1107 within their first 15 hours, unless they have transferred to FSCJ with more than 15 credits and have a 2.0 GPA or higher or have already successfully completed a first-year experience or student success course. A component of this course is a Financial Literacy assignment in the Planning for a Future Career module. Faculty members who teach the course are provided with several assignments[14], discussion questions[15], and quizzes[16] that can be used to teach and assess the stated learning outcomes in the course outline[17].

### Website Resources

Through the College's Financial Aid website[18], and the Admissions Student Financial Services website[19], students can make an online appointment with an advisor at any campus. Students will also find information on how to apply for financial aid, types of financial aid, scholarships, important dates, frequently asked questions (FAQs), and all needed forms. Additionally, students can access printable personal finance worksheets[20].

The College partners with Ocelot to provide students with an online Chatbot, Ask[21] FSCJ, which is available to students and other website visitors 24 hours a day, seven days a week. It can be found on many pages of the College's website. The Chatbot can be used to ask questions such as, "How do I create a budget[22]?" and "What is debt?[23]". The response provides some brief information, a video, and a link to the College's Financial Literacy Resources page, which contains information on budgeting, student loans and repayments, credit cards, identity theft, and other topics.

The College also partners with Financial Aid Television (FATV) to provide videos[24] in English and Spanish to students and their families. These videos cover a wide range of financial aid information from the application process to the types of aid and scholarships available. Personal finance videos[25] include topics such as saving money, money management and budgeting, credit card debt, and identity theft. The Director of Financial Aid receives monthly reports[26] on the usage of these videos.

### Single-Stop

FSCJ has partnered with Single Stop, a non-profit organization (funded by the USDOE), to create a one-stop shop that connects students with financial assistance and local resources they may need to stay focused on their academic goals.

Free to FSCJ students, Single Stop helps arrange referrals to northeast Florida resources and social service programs that support assistance with food, housing, transportation, childcare and other life needs. Additionally, it provides screening for multiple government benefits and supports application assistance and connects students to on-campus and community resources. Students can find more information about the program and get contact information for the case managers on the Single Stop webpage[27].

### SEA-Fund

FSCJ has also created the Student Emergency Assistance Fund (SEA-Fund) that students can utilize when they experience a financial emergency. The SEA-Fund provides a one-time grant of up to \$500

when unexpected, unforeseen, and unavoidable emergency expenses occur, such as accidents, illness, fire or natural disaster damage, or crime victimization. When a Student Success Division member, such as an Academic Advisor or Student Success Coach, identifies an emergency financial need that threatens a student's success in their coursework, the staff member completes the SEA-Fund checklist[28] (using the SEA-Fund training document as a guide[29]) and obtains the signature of a campus leader such as the Associate Director of Advising or Ombudsman. Once approved, the monies are awarded, usually within three business days.

## Summary

Florida State College at Jacksonville provides a variety of resources and services to increase students' financial literacy and help student borrowers understand how to manage their debt and repay their loans.

## Evidence

- [1] Form Your Future Webpage
- [2] FAFSA Worksheet
- [3] FYF postcard 2022
- [4] FYF flyer 2022
- [5] FYF Website Banner
- [6] FaceBook-Form Your Future
- [7] Exit Loan Letter-Graduating
- [8] Exit Loan Letter-Low Enrollment
- [9] Exit Loan Letter-Follow Up
- [10] Student Aid.gov
- [11] Federal Loan Entrance Counseling
- [12] Federal Loan Exit Counseling
- [13] Orientation-Paying for College
- [14] FYE-Assignment
- [15] FYE-Discussion Questions
- [16] FYE-Quizzes
- [17] IDS1107 Course Outline
- [18] Financial Aid Webpage
- [19] Student Financial Services Webpage
- [20] Literacy Worksheets and Resources
- [21] Ask FSCJ Chatbot Examples
- [22] Chatbox Budget Website
- [23] Chatbox Debt Website
- [24] FATV Financial Videos Webpage
- [25] FATV Personal Finance Videos
- [26] FATV report from August 2022
- [27] Single Stop
- [28] SEA-Fund Checklist
- [29] SEA-Fund Training Guide

## Section 13 Financial and Physical Resources

### 13.1 The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. *(Financial resources)*[CR]

Compliance     Partial Compliance     Non-Compliance

#### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

#### Sound Financial Base and Fiscal Stability

FSCJ has consistently maintained a sound financial base and financial stability, as demonstrated by the College's financial audits for fiscal years ending 2020[1], 2021[2], and 2022[3], conducted by the state of Florida Auditor General, as well as the 2021 Florida Annual Comprehensive Financial Report[4], which includes FSCJ as part of the statewide report.

FSCJ's primary source of operating revenue is state appropriations from two sources: the Educational Enhancement Trust Funds (Lottery Funds), as well as student tuition and fees. Sales and services, federal, state, and local grants are also significant sources of College revenue. Additionally, the FSCJ Foundation is a source of local funds and is reported as a component unit in the College's financial statements, as required by the reporting requirements of the Governmental Accounting Standards Board. As demonstrated in Table 13.1-1 below, although specific funding streams have fluctuated from year-to-year in the last five years, the College has increased the amount spent per full-time equivalent (FTE) during that period. In 2019-20, there was a decline in student fee revenue and sales and services due to the coronavirus pandemic. However, the following year the College received federal Higher Education Emergency Relief Funds (HEERF) to assist with revenue recovery due to the resulting downturn in enrollment. By maintaining stable funding per FTE, the College is able to maintain the quality of programs and services provided to students to support the mission of the institution.

**Table 13.1-1: Revenues and Funding Per FTE (in dollars)**

Fiscal Year	State Funding	Student Fees	Sales & Services	Other/ Federal/ Gifts/ Transfers In	Total Revenue	% Inc./Dec. in Revenue per FTE	Total FTE	Total Funding per FTE	% Inc./Dec. in Funding per FTE
2017-18	78,076,370	48,720,827	1,209,873	1,914,525	129,921,595	-7.1%	16,807.5	7,684	3.9%
2018-19	78,937,537	52,615,024	550,534	3,417,016	135,520,111	4.3%	16,907.9	8,015	4.3%
2019-20	79,478,790	50,594,312	526,216	3,366,624	133,965,942	-1.1%	17,156.5	7,808	-2.6%
2020-21	79,844,337	47,662,458	387,001	9,266,364	137,160,160	2.4%	15,457.2	8,874	13.6%
2021-22	81,127,522	45,382,483	607,580	21,102,565	148,220,150	8.1%	14,172.4	10,458	17.9%

#### Unrestricted Net Assets Exclusive of Plant and Plant Related Debt

Table 13.1-2 below represents the Unrestricted Net Assets Exclusive of Plant and Plant Debt (UNAEP). An additional adjustment is also included to remove Compensated Absence, Net Pension and Other Post-Employment Benefits (OPEB) to get a better indicator of unrestricted assets currently available to meet the operational and financial obligations of the College, as these items are expected to be financed in the future and not an immediate claim on cash.

Based on the data in Table 13.1-2 below, the unrestricted net assets excluding plant and plant debt, compensated absences, and pension liabilities have remained stable over the last five years and provide a strong financial base to support the mission of the institution. The reduction in FY 2018-19 over the prior year was a result of restricting \$12 million in assets to hold as a reserve to cover insurance deductibles related to hurricane/storm recoveries and major plant failure. The College determined the funds were better held in an account restricted for that purpose in the Unexpended Plant Fund. (Note: All data below is taken from audited financial statements.)

**Table 13.1-2: UNAEP, Compensated Absences and Pension & OPEB Liabilities (in dollars)**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Net Position	207,359,454	199,011,952	185,702,591	180,266,675	195,680,376
Less: Invested in Capital Assets, net related debt	(212,703,476)	(204,325,777)	(193,891,309)	(185,662,614)	(196,622,840)
Less: Restricted Expendable	(25,929,239)	(37,877,714)	(43,115,296)	(51,802,775)	(50,804,235)
Unrestricted Net Position Excluding Plant & Plant Related Debt	(31,273,261)	(43,191,539)	(51,304,014)	(57,198,714)	(51,746,700)
Add: Compensated Absences Liability	13,647,833	13,984,602	15,382,902	16,453,568	16,273,419
Add: Net Pension Liability	66,069,981	63,329,270	67,970,318	81,218,887	34,643,184
Add: Net OPEB	1,937,493	1,916,763	2,467,407	2,713,683	2,300,764
Add: Deferred Inflow of Resources	8,368,540	11,592,064	10,278,463	5,818,409	42,402,674
Less: Deferred Outflow of Resources	(29,069,841)	(27,262,213)	(24,182,568)	(27,116,723)	(22,735,396)
<b>Unrestricted Net Position Exclusive of PP&amp;E, Compensated Absences, and Pension Liabilities</b>	<b>29,680,745</b>	<b>20,368,947</b>	<b>20,612,508</b>	<b>21,889,110</b>	<b>21,137,945</b>

### Annual Budget Process

Pursuant to Florida Statutes 1009.22[5] and 1009.23[6], each year the Florida Legislature specifies a standard fee amount per credit hour to be charged by all colleges. The College's District Board of Trustees (DBOT) has the authority to establish fees within a range below and above this standard amount. Evidence of the College's Operating Revenue Budget for the fiscal year 2022-23 is contained within the is contained within the College's Operating Budget[7]. The Florida Legislature also approves appropriations for College operations annually as part of the state budget as the College is a component unit of the state of Florida. The levels of state appropriations and student fees, while fluctuating with enrollment, have provided a sustainable financial base for the College.

The annual budgeting process is driven by funding and enrollment projections and is coupled with the priorities developed within the College's strategic plan[8]. The budget process begins in January of each year and budget managers seek input from their respective budget areas to develop a budget based upon program and department needs.

Based on FSCJ's funding allocation approved by Florida Legislature and Governor and current revenue projections, expense requests and revenue budgets are presented to vice presidents for expense adjustments to achieve a balanced institutional budget. The balanced budget is presented to the DBOT in a workshop in May where all areas of the operating and capital budgets are discussed, as evidenced by the minutes[9] for the May 17, 2022, Deep Dive Budget Workshop. The DBOT's suggested changes are incorporated, as appropriate, and the DBOT approves the operating and

capital outlay budgets, as evidenced by the minutes of the June 14, 2022[10] (pgs. 8-9) meeting. The approved budget is sent to the Chancellor for final approval.

FSCJ makes budget assumptions on the expense side for adjuncts, faculty overload expense, insurance rate increases, and utility expenses. Furthermore, the College makes similar budget assumptions on the revenue side for enrollment, tuition, and student fee revenue. The initial budget that is approved by the DBOTs is always balanced. The Associate Vice President of Administrative Services compares revenue estimates to actual revenue recognized on a monthly basis to ensure that initial and ongoing projections are realistic. Actual revenue and expenses for these assumptions are monitored throughout the year and budget amendments are made, as needed, to maintain a balanced budget.

Table 13.1-3 below demonstrates the Condensed Statement of Net Position for FY17-18 through FY21-22 for FSCJ. In the following section, the data from the table will be used to look at financial ratios that demonstrate FSCJ has sound financial resources and is financially stable to support this mission. (Note: All data is taken from audited financial statements.)

**Table 13.1-3: Condensed Statement of Net Position (in dollars)**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>ASSETS</b>					
Current Assets	27,724,035	46,248,113	45,866,699	45,828,349	42,761,331
Noncurrent Assets	279,685,458	261,256,370	254,016,686	255,377,635	245,605,455
<b>Total Assets</b>	<b>307,409,493</b>	<b>307,504,483</b>	<b>299,883,385</b>	<b>301,205,984</b>	<b>288,366,786</b>
Deferred Outflows	29,069,841	27,262,213	24,182,568	27,116,723	22,735,396
<b>Total Assets &amp; Deferred Outflows</b>	<b>336,479,334</b>	<b>334,766,696</b>	<b>324,065,953</b>	<b>328,322,707</b>	<b>311,102,182</b>
<b>LIABILITIES</b>					
Current Liabilities	24,251,688	30,830,770	29,149,160	29,899,761	24,846,784
Noncurrent Liabilities	96,499,652	93,331,910	98,935,739	112,337,862	48,172,348
<b>Total Liabilities</b>	<b>120,751,340</b>	<b>124,162,680</b>	<b>128,084,899</b>	<b>142,237,623</b>	<b>73,019,132</b>
<b>Total Deferred Inflows</b>	<b>8,368,540</b>	<b>11,592,064</b>	<b>10,278,463</b>	<b>5,818,409</b>	<b>42,402,674</b>
<b>NET POSITION</b>					
Net Investment in Capital Assets	212,703,475	204,325,777	193,891,309	185,662,614	196,622,841
Restricted Expendable	25,929,240	37,877,714	43,115,296	51,802,775	50,804,235
Unrestricted	(31,273,261)	(43,191,539)	(51,304,014)	(57,198,714)	(51,746,700)
<b>Net Position, End of Year</b>	<b>207,359,454</b>	<b>199,011,952</b>	<b>185,702,591</b>	<b>180,266,675</b>	<b>195,680,376</b>
<b>Liabilities, Deferred Inflows &amp; Net Position</b>	<b>336,479,334</b>	<b>334,766,696</b>	<b>324,065,953</b>	<b>328,322,707</b>	<b>311,102,182</b>

#### Ratio Analysis - Cash Ratio and Current Ratio

Financial ratios are another way to measure the financial stability of an institution. Table 13.1-4 below shows two common ratios used to evaluate an institution's ability to fund current operations: the cash ratio and current ratio.

The cash ratio compares cash and cash equivalents to current liabilities. It determines the institution's ability to repay short term debt with cash (or near cash) resources. Having a higher ratio is preferred as it shows the ease in repaying current obligations. FSCJ has increased the ratio since 2017-2018 and has maintained enough cash and cash equivalents to cover its current debt for the last four years.

The current ratio compares current assets to current liabilities. The greater the number, the more resources available to satisfy its current obligations. As shown in the table below, FSCJ has maintained a positive ratio with current assets exceeding current liabilities. The ratio has grown 51% between FY17-18 to FY21-22. Increasing ratios over time show positive financial stability.

These ratios show that FSCJ has the liquidity needed to fund ongoing operations and support the mission of the College. (Note: All data is taken from audited financial statements.)

**Table 13.1-4: Ratio Analysis (in dollars)**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Cash & Cash Equivalents	13,455,645	35,825,578	36,761,061	36,152,382	30,510,293
Current Liabilities	24,251,688	30,830,770	29,149,160	29,899,761	25,846,784
<b>Cash Ratio</b>	<b>0.55</b>	<b>1.16</b>	<b>1.26</b>	<b>1.21</b>	<b>1.23</b>
Current Assets	27,724,035	46,248,113	45,866,699	45,828,349	42,761,331
Current Liabilities	24,251,688	30,830,770	29,149,160	29,899,761	25,846,784
<b>Current Ratio</b>					<b>1.72</b>

### Support for Programs and Services

Table 13.1-5 below categorizes how FSCJ has allocated resources over the past five years. As shown below, FSCJ has consistently funded core functions of instruction, academic support, and student services. The totals are somewhat skewed in FY21-22 due to federal HEERF support provided to the College to assist with the effects of the coronavirus pandemic. These funds were awarded both as aid to students under the scholarships and fellowships category as well as to the institution as institutional support. Many of the institutional support funds were used for technology upgrades to assist students with distance learning, additional classroom materials to allow for social distancing, and facilities upgrades to help mitigate virus spread. (Note: All data below is taken from audited financial statements.)

**Table 13.1-5: Expenditures by Function (in dollars)**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Instruction	58,339,808	58,391,658	59,481,875	58,745,746	51,518,336
Public Service	67,652	17,243	0.00	0.00	0.00
Academic Support	23,812,441	25,441,281	26,955,716	27,406,468	23,561,763
Student Services	19,962,602	19,642,617	23,692,026	20,364,333	20,139,655
Institutional Support	23,213,947	23,289,163	24,969,748	27,706,551	29,396,402
Operations & Plant Maintenance	24,907,528	24,093,917	21,020,013	19,297,683	18,931,853
Scholarships and Fellowships	29,292,492	33,320,710	35,246,444	42,881,030	58,075,422
Depreciation	12,865,111	12,993,616	12,306,749	12,501,301	12,914,553
Auxiliary Enterprises	480,934	962,664	702,446	733,876	788,468

Grand Total	192,942,515	198,152,868	204,375,017	209,636,988	215,326,452
-------------	-------------	-------------	-------------	-------------	-------------

## Annual Audits

Florida State College at Jacksonville is audited annually by the state of Florida's Office of the Auditor General pursuant to the provisions of Florida Statutes 11.45(2)(c)[11] and the applicable standards contained in the Governmental Auditing Standards issued by the Comptroller General of the United States. An audit report is issued to the College's District Board of Trustees at the completion of each annual audit. The reports have consistently found that the College's financial statements are fairly stated and represent the true financial position of the College. The reports indicate full compliance with Government Auditing Standards with no material weaknesses in internal controls over financial reporting. The annual attestations as fully described in Standard 13.2 serve to externally validate the College's financial position.

## Summary

FSCJ has sound financial resources and a stable financial base to support the mission of the institution and the scope of its programs and services.

## Evidence

- [1] Financial Audit 2021 for FYE 2020
- [2] Financial Audit 2022 for FYE 2021
- [3] Financial Audit 2023 for FYE 2022
- [4] 2021 FL Comp Fin Report-Relevant Pages
- [5] FL Statute 1009.22 Workforce Ed Student Fees
- [6] FL Statute 1009.23 FCS Student Fees
- [7] 2022-2023 College Budget
- [8] 2021-24 Visionary Impact Plan
- [9] May 17 2022 DBOT Deep Dive Workshop Minutes
- [10] June 14 2022 DBOT Mtg Minutes-Budget
- [11] FL Statute 11.45(2)c Definitions-Duties

**13.2 The member institution provides the following financial statements:**

- a. an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.
- b. a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.
- c. an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

(Financial documents) [CR]

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) provides the following financial statements:

1. An institutional audit for the most recent fiscal year prepared by an independent certified public accountant.
2. A statement of financial position of unrestricted net assets, exclusive of plan assets and plant-related debt, which represented the change in unrestricted net assets attributable to operations for the most recent year.
3. An annual budget that is preceded by sound planning, is subject to sound fiscal procedures and is approved by the District Board of Trustees (DBOT), which serves as the governing board for the College.

### Annual Institutional Audits

Pursuant to the provisions of Florida Statute 11.45(2)(c)[1], and the applicable standards contained in the Governmental Auditing Standards issued by the Comptroller General of the United States, FSCJ is audited annually by the State of Florida's Office of the Auditor General. An audit report is issued to the College's District Board of Trustees (DBOT) at the completion of each annual audit. The Financial Audit reports for fiscal years ending 2019[2], 2020[3], 2021[4], and 2022[5] have consistently found that the College's financial statements are fairly stated and represent the true financial position of the College. The reports indicate full compliance with Government Auditing Standards with no material weaknesses in internal controls over financial reporting.

In the Financial Audit for FSCJ for the fiscal year ending June 30, 2022 (dated February 2023), in the section titled "Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with Government Auditing Standards" is the following statement (pgs. 57-58[6]): "The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards." The State Auditor General's Office considers this report, modified to include such a statement, to be the equivalent of a management letter for this year and all previous years. The Auditor General's Office posts individual Florida College System reports on its website and sends a copy of FSCJ's audits directly to each member of the DBOT.

While the state auditors issue a stand-alone report for FSCJ's financial statements, the College is also included as part of the State of Florida Annual Comprehensive Financial Report[7] for fiscal year ending June 30, 2021 (relevant pages are pages 62-63[8]). A report on FSCJ's compliance in relation to federal spending activities is not issued individually but is part of a statewide audit report entitled *State of Florida Compliance and Internal Controls over Financial Reporting and Federal Awards*[9]



. The findings of this audit are discussed in more detail in Standard 13.6, *Federal and State Responsibilities*, along with the most recent Financial Aid Audit. Additionally, the Florida Office of the Auditor General conducted an Operational Audit in 2020[10], the most recent operational audit.

### Statement of Financial Position of Unrestricted Net Assets, exclusive of Plant Assets and Plant Related Debt

Table 13.2-1 below represents the Unrestricted Net Assets Exclusive of Plant and Plant Debt (UNAEP). An additional adjustment is also included to remove Compensated Absence, Net Pension, and Other Post-Employment Benefits (OPEB) to get a better indicator of unrestricted assets currently available to meet the operational and financial obligations of the College, as these items are expected to be financed in the future and not counted as an immediate claim on cash.

Based on the data in Table 13.2-1, the unrestricted net assets excluding plant and plant debt, compensated absences, and pension liabilities have remained stable over the last five years, providing a strong financial base to support the mission of the College and its day-to-day obligations. The reduction in FY 2018-19 over the prior year was a result of restricting \$12 million in assets to hold as a reserve to cover our insurance deductibles related to hurricane/storm recoveries and major plant failure. The College determined the funds were better held in an account restricted for that purpose in the Unexpended Plant Fund.

Due to state statutes, there is limited opportunity for growth in unrestricted net position. Florida State Statute 1013.841[11] regulates the amount of ending fund balance for operating funds. Colleges with a full-time equivalent (FTE) of more than 15,000 are required to carry forward a minimum of at least seven percent of their operating budget, colleges with less than 15,000, five percent. For all but the most previous year, FSCJ's FTE was above 15,000, but for reporting year 2021-22, it was 14,172. If colleges carry more than the required five or seven percent, they must submit a spending plan for the excess carry forward balance to be approved by the College's DBOT and reviewed by the State Board of Education. The spending plan must include the estimated cost per planned expenditure and a timeline for completion of the expenditure.

**Table 13.2-1: UNAEP, Compensated Absences, Net Pension, and OPEB Liabilities (in dollars)**

	2017-18	2018-19	2019-20	2020-21	2021-22
Net Position	207,359,454	199,011,952	185,702,591	180,266,675	195,680,376
Less: Invested in Capital Assets, Net Related Debt	(212,703,476)	(204,325,777)	(193,891,309)	(185,662,614)	(196,622,840)
Less: Restricted Expendable	(25,929,239)	(37,877,714)	(43,115,296)	(51,802,775)	(50,804,235)
Unrestricted Net Position Excluding Plant & Plant Related Debt	(31,273,261)	(43,191,539)	(51,304,014)	(57,198,714)	(51,746,700)
Add: Compensated Absences Liability	13,647,833	13,984,602	15,382,902	16,453,568	16,273,419
Add: Net Pension Liability	66,069,981	63,329,270	67,970,318	81,218,887	34,643,184
Add: Net OPEB	1,937,493	1,916,763	2,467,407	2,713,683	2,300,764
Add: Deferred Inflow of Resources	8,368,540	11,592,064	10,278,463	5,818,409	42,402,674
Less: Deferred Outflow of Resources	(29,069,841)	(27,262,213)	(24,182,568)	(27,116,723)	(22,735,396)
<b>Unrestricted Net Position Exclusive of PP&amp;E, Compensated Absences, and Pension Liabilities</b>	<b>29,680,745</b>	<b>20,368,947</b>	<b>20,612,508</b>	<b>21,889,110</b>	<b>21,137,945</b>

## Annual Budget Process

FSCJ has a sound and conservative annual budgeting process[12] that is driven by funding and enrollment projections and is coupled with the priorities developed within the College's strategic plan [13]. The budget process begins in January of each year and budget managers seek input from their respective budget areas to develop a budget based upon program and department needs. Budget requests are submitted through March. A request from the Curriculum department[14] is included as an example.

FSCJ makes budget assumptions on the expense side for adjuncts, faculty overload expense, insurance rate increases, and utility expenses. Furthermore, the College makes similar budget assumptions on the revenue side for enrollment, tuition, and student fee revenue. The initial budget that is approved by the DBOT is always balanced. The Associate Vice President of Administrative Services compares revenue estimates to actual revenue recognized on a monthly basis to ensure that initial and ongoing projections are realistic. Actual revenue and expenses for these assumptions are monitored throughout the year and budget amendments are made, as needed, to maintain a balanced budget.

The budget is prepared with budgeted allowances for contingencies for personnel expenses, current expenses, and capital expenses to allow for unforeseen departmental expenses. Budget amendments are made either for a known change in revenues or expenses, or for a change in projected revenues or expenses that cause a budget deficit. Budget amendments are reviewed by the Vice President of Finance and Administration and presented to the DBOT for approval. For example, the agenda[15] for the September 7, 2021, meeting included three action items of two operating budget amendments and a capital outlay budget amendment.

Based on FSCJ's funding allocation approved by Florida Legislature and Governor and current revenue projections, expense requests and revenue budgets are presented to vice presidents for expense adjustments to achieve an institutional balanced budget. The balanced budget is presented to the DBOT in a workshop in May where all areas of the operating and capital budgets are discussed, as evidenced by the minutes[16] for the May 17, 2022, Deep Dive Budget Workshop. The DBOT's suggested changes are incorporated, as appropriate, and the DBOT approves the operating and capital outlay budgets[17], as evidenced by the minutes of the June 14, 2022[18] (pgs.8-9) meeting. Budget approvals for the two previous years, on June 8, 2021[19] (pgs.7-8) and June 9, 2020[20] (pgs. 7-8) are also included. The approved budget[17] is sent to the Chancellor for final approval.

## Summary

As evidenced above, the College's annual budget is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. All required financial documents are attached.

## Evidence

- [1] FL Statute 11.45(2)c Definitions-Duties
- [2] Financial Audit FYE 2019
- [3] Financial Audit FYE 2020
- [4] Financial Audit FYE 2021
- [5] Financial Audit 2023 for FYE 2022
- [6] Financial Audit 2023 for FYE 2022-pgs 57-58
- [7] FL 2021 Annual Comprehensive Financial Report
- [8] 2021 FL Comp Fin Report-Pgs 62-63
- [9] FL Compliance and Internal Controls 2020
- [10] Operational Audit November 2020

- [11] FL Statute 1013.841 End of Year Balance FCS Inst 2022
  - [12] Budget Development Process and Timeline
  - [13] 2021-24 Visionary Impact Plan
  - [14] Curriculum-A Catalyst for Institutional Change-Digitizing the Curriculum Process
  - [15] Sept 2021 DBOT Mtg Agenda-Budget Amend
  - [16] May 17 2022 DBOT Deep Dive Workshop Minutes
  - [17] 2022-2023 College Budget
  - [18] June 14 2022 DBOT Mtg Minutes-Budget
  - [19] June 8 2021 DBOT Mtg Minutes
  - [20] June 9 2020 DBOT Mtg Minutes
- Financial Audit 2023 for FYE 2022

**13.3** The institution manages its financial resources in a responsible manner. (*Financial responsibility*)

Compliance     Partial Compliance     Non-Compliance

**Narrative**

Florida State College at Jacksonville (hereafter referred to as FSCJ or the College) manages its financial resources in a responsible manner. This is achieved through comprehensive annual budget planning process, which includes considerations for strategic initiatives to ensure the College's financial operations are consistent with the mission and strategic plan of the institution and that resources are appropriately allocated in a responsible manner. Evidence of financial responsibility is shown through audited statements, which reflect increasing revenues, consistent program support, positive cash flows and liquidity, and increases in net assets.

**FSCJ Mission and Strategic Plan**

The College mission statement[1] is "Florida State College at Jacksonville provides an equitable, high quality, success-driven learning experience for our diverse community of students." The vision statement is "To promote intellectual growth for life-long learning, advance the economic mobility of our students and transform the communities we serve." The 2021-24 Visionary Impact Plan 2.0[2] includes five strategic priorities: Enrollment, Service, Success, Excellence, and Community. The College's budget[3] and financial operations support both the mission and strategic plan by focusing expenditures to address the five priorities.

**Operating Budget Planning**

FSCJ responsibly manages the College's finances through a comprehensive budget planning process [4] and continued monitoring.

Per Florida Statute 1011.30[5], the president of each institution in the Florida College System is required to recommend to the board of trustees "a budget of income and expenditures at such time and in such form as the State Board of Education may prescribe." In accordance with statutory requirements, each fiscal year the President, or his designee, prepares a budget request and an operating budget, which is presented to the District Board of Trustees (DBOT) during the June Board meeting. Prior to presenting the budget to the DBOT for voting, a budget workshop is held. The DBOT members are given detailed information and provided with an opportunity to ask questions and request changes to the proposed budget, as evidenced by the minutes[6] for the May 17, 2022, Deep Dive Budget Workshop. The DBOT's suggested changes are incorporated, as appropriate. The 2022-2023 Budget[7] was approved by the DBOT at the June 14, 2022[8] (pgs. 8-9) meeting. The budget is then sent to the Chancellor for approval.

To ensure revenue targets are met, and that actual expenditures are in line with initial projections, the budget is compared to the actual expenses on a monthly basis. If budget projections are off, a budget amendment is presented to the Board to realign the budget. For example, at the September 14, 2021, DBOT meeting, the trustees were presented with three action items[9] for approval: two operating budget amendments and one capital outlay budget amendment.

**Audits**

Pursuant to the provisions of Florida Statute 11.45(2)(c)[10], and the applicable standards contained in the Governmental Auditing Standards issued by the Comptroller General of the United States, FSCJ is audited annually by the State of Florida's Office of the Auditor General. Audit reports have consistently found that the College's financial statements are fairly stated and represent the true financial position of the College. The Financial Audit for the fiscal year ending June 30, 2022[11] is included. Standard 13.2 goes into more detail about FSCJ's recent audits and the findings.

## Program Support

Table 13.3-1 below shows the allocation of expenditures by function at FSCJ for the last past five years. The core functions of instruction, academic support, and student services have received consistent funding during this period. The totals are somewhat skewed in FY 2021-2022 due to Federal Higher Education Emergency Relief Funds (HEERF) provided to the College to assist with the effects of the coronavirus pandemic. These funds were awarded both as aid to students under the Scholarships and Fellowships category as well as to the institution as Institutional Support. Many of the institutional support funds were used for technology upgrades to assist students with distance learning, additional classroom materials to allow for social distancing, and facilities upgrades to help mitigate virus spread. (Note: All data below is taken from audited financial statements.)

**Table 13.3-1: Expenditures by Function**

	2017-18	2018-19	2019-20	2020-21	2021-22
Instruction	\$58,339,808	\$58,391,658	\$59,481,875	\$58,745,746	\$51,518,336
Public Service	\$67,652	\$17,243	\$0	\$0	\$0
Academic Support	\$23,812,441	\$25,441,281	\$26,955,716	\$27,406,468	\$23,561,763
Student Services	\$19,962,602	\$19,642,617	\$23,692,026	\$20,364,333	\$20,139,655
Institutional Support	\$23,213,947	\$23,289,163	\$24,969,748	\$27,706,551	\$29,396,402
Operations & Maintenance of Plant	\$24,907,528	\$24,093,917	\$21,020,013	\$19,297,683	\$18,931,853
Scholarships and Fellowships	\$29,292,492	\$33,320,710	\$35,246,444	\$42,881,030	\$58,075,422
Depreciation	\$12,865,111	\$12,993,616	\$12,306,749	\$12,501,301	\$12,914,553
Auxiliary Enterprises	\$480,934	\$962,664	\$702,446	\$733,876	\$788,468
Grand Total	\$192,942,515	\$198,152,868	\$204,375,017	\$209,636,98	\$215,326,452

## Revenues and Operations

For several years in a row, total revenues for FSCJ increased; however, there was a decrease in operating revenues beginning in 2019-2020 as a result of the enrollment decline that stemmed from the coronavirus pandemic. During the same period, the non-operating revenues increased primarily due to federal funding under the Higher Education Emergency Relief Funds (HEERF), which provided support to ensure educational opportunities continued during the pandemic. FSCJ received funding as an institution, as well as funding to disburse directly to students to help them with their needs. The decline in capital revenues was primarily the result of a reduction of state support of capital projects that had previously been funded under the State of Florida Public Education Capital Outlay (PECO) allocations.

Overall, the operational bottom line, without depreciation expense, shows that the College is responsibly managing its financial resources. As demonstrated in Table 13.3-2 below, there were some years that the College ran a deficit; however, the following year it was followed by a substantial surplus, thus demonstrating the ability of the College to make operational adjustments to adapt to internal and external factors and ensure fiscal responsibility. (Note: All data below is taken from audited financial statements.)

**Table 13.3-2: Condensed Statement of Revenues, Expenses & Changes in Net Position**

	2017-18	2018-19	2019-20	2020-21	2021-22
Operating Revenues	\$41,470,131	\$44,759,618	\$40,976,288	\$38,926,771	\$37,236,578
	\$129,269,220	\$136,722,918	\$144,214,086	\$160,670,308	\$189,124,072

Non-operating Revenues (net)					
Capital Revenues	\$8,829,268	\$8,337,692	\$5,875,282	\$4,603,993	\$4,379,503
<b>Total Revenues</b>	<b>\$179,568,619</b>	<b>\$189,820,228</b>	<b>\$191,065,656</b>	<b>\$204,201,072</b>	<b>\$230,740,153</b>
Less: Operating Expenses	(\$192,942,515)	(\$198,152,868)	(\$204,375,017)	(\$209,636,988)	(\$215,326,452)
<b>Change in Net Position</b>	<b>(\$13,373,896)</b>	<b>(\$8,332,640)</b>	<b>(\$13,309,361)</b>	<b>(\$5,435,916)</b>	<b>\$15,413,701</b>
Add back depreciation	\$12,865,111	\$13,051,048	\$12,306,749	\$12,501,301	\$12,914,553
<b>Operational bottom line without depreciation</b>	<b>(\$508,785)</b>	<b>\$4,718,408</b>	<b>(\$1,002,612)</b>	<b>\$7,065,385</b>	<b>\$28,328,254</b>

### Fund Balance Percentage

Due to state statutes, there is limited opportunity for the College to grow unrestricted net position. However, FSCJ has maintained a stable fund balance. Florida Statute 1013.841[12], *End of Year Balance for Florida College System Institutional Funds*, regulates the amount of ending fund balance for operating funds that can be carried forward. Colleges are required to carry forward a minimum of at least 5 percent (with FTE of less than 15,000) or 7 percent (with FTE of 15,000 or more) of their operating budget. However, if Colleges carry more than 5 percent (with FTE of less than 15,000) or 7 percent (with FTE of 15,000 or more) they must then submit a spending plan for the excess carry forward balance to be approved by the College's Board of Trustees and to be reviewed by the State Board of Education. The spending plan must include the estimated cost per planned expenditure and a timeline for completion of the expenditure.

As demonstrated in Table 13.3-3 below, FSCJ has maintained an unencumbered fund balance percentage over the minimum requirement of 7% each year, demonstrating responsible management of financial resources. The reduction in fund balance for the 2018-2019 fiscal year was due to an internal transfer to restrict \$12 million as a reserve for major plant failures and hurricane/storm recovery. (Note: All data below is taken from audited financial statements.)

**Table 13.3-3: Fund Balance Percentage**

	2017-18	2018-19	2019-20	2020-21	2021-22
Prior Year Fund Balance (excluding compensated absences)	\$28,354,515	\$25,909,988	\$16,625,974	\$17,229,050	\$18,860,771
Grand Total Revenues	\$129,921,595	\$135,520,11	\$133,965,94	\$137,160,16	\$148,220,151
Total Funds Available	\$158,276,111	\$161,430,09	\$150,591,91	\$154,389,21	\$167,080,922
Unencumbered Fund Balance	\$24,438,392	\$15,491,898	\$16,601,069	\$17,816,994	\$15,950,272
Unencumbered Fund Balance as % of Total Funds Available	15.44%	9.60%	11.02%	11.54%	9.55%

### Positive Cash Flows and Liquidity

Although FSCJ showed increasing cash flows over several years, there was a slight decline in 2020-21 due to paying off a large long-term debt. Though cash decreased for the year, this change better aligned the College financially to reduce liability and related interest charges.

The cash ratio compares cash and cash equivalents to current liabilities. It determines the institution's ability to repay short-term debt with cash (or near cash) resources. Having a higher ratio is preferred as it shows the ease in repaying current obligations.

The current ratio compares current assets to current liabilities. The greater the number, the more resources are available to satisfy the College's current obligations. As shown in Table 13.3-4 below, FSCJ has maintained a positive current ratio, with current assets exceeding current liabilities. In fact, the current ratio for FSCJ has grown 51% between FY 2017-18 to FY 2021-22. (Note: All data below is taken from audited financial statements.)

**Table 13.3-4: Ratio Analysis**

	2017-18	2018-19	2019-20	2020-21	2021-22
Cash & Cash Equivalents	\$13,455,645	\$35,825,578	\$36,761,061	\$36,152,382	\$30,510,293
Current Liabilities	\$24,251,688	\$30,830,770	\$29,149,160	\$29,899,761	\$24,846,784
<b>Cash Ratio</b>	<b>0.55</b>	<b>1.16</b>	<b>1.26</b>	<b>1.21</b>	<b>1.23</b>
Current Assets	\$27,724,035	\$46,248,113	\$45,866,699	\$45,828,349	\$42,761,331
Current Liabilities	\$24,251,688	\$30,830,770	\$29,149,160	\$29,899,761	\$24,846,784
<b>Current Ratio</b>	<b>1.14</b>	<b>1.50</b>	<b>1.57</b>	<b>1.53</b>	<b>1.72</b>

### Net Position and UNAEP

Table 13.3-5 below shows the net position of the College over the last five years, including the College's unrestricted net assets, exclusive of plant assets and plant-related debt (UNAEP). A variety of factors affect the net position of the College, such as enrollment, funding, and expenditures. In the last five years, the College has had to adjust to many changing factors that have had an influence on the financial position of the institution, such as the coronavirus pandemic, reduced state funding for capital projects and facilities maintenance, declining enrollment, and an influx of federal funds to assist with the recovery of the pandemic. However, even with all these changes, the net position has only varied slightly, less than 1% over the five-year span, as the College continuously makes adjustments to mitigate these events. (Note: All data below is taken from audited financial statements.)

**Table 13.3-5: Net Position and UNAEP**

	2017-18	2018-19	2019-20	2020-21	2021-22
Net Position	\$207,359,454	\$199,011,952	\$185,702,591	\$180,266,675	\$195,680,376
Less: Invested in Capital Assets, net related debt	(\$212,703,476)	(\$204,325,777)	(\$193,891,309)	(\$185,662,614)	(\$196,622,840)
Less: Restricted Expendable	(\$25,929,239)	(\$37,877,714)	(\$43,115,296)	(\$51,802,775)	(\$50,804,235)
Unrestricted Net Position Excluding Plant & Plant Related Debt	(\$31,273,261)	(\$43,191,539)	(\$51,304,014)	(\$57,198,714)	(\$51,746,700)
	\$13,647,833	\$13,984,602	\$15,382,902	\$16,453,568	\$16,273,419

Add: Compensated Absences Liability					
Add: Net Pension Liability	\$66,069,981	\$63,329,270	\$67,970,318	\$81,218,887	\$34,643,184
Add: Net OPEB	\$1,937,493	\$1,916,763	\$2,467,407	\$2,713,683	\$2,300,764
Add: Deferred Inflow of Resources	\$8,368,540	\$11,592,064	\$10,278,463	\$5,818,409	\$42,402,674
Less: Deferred Outflow of Resources	(\$29,069,841)	(\$27,262,213)	(\$24,182,568)	(\$27,116,723)	(\$22,735,396)
<b>Unrestricted Net Position Exclusive of PP&amp;E, Compensated Absences, and Pension Liabilities</b>	<b>\$29,680,745</b>	<b>\$20,368,947</b>	<b>\$20,612,508</b>	<b>\$21,889,110</b>	<b>\$21,137,945</b>

### Capital Assets

The capital assets at FSCJ consist of land, artwork, computer software licenses, buildings, other structures and improvements, furniture, machinery, equipment, and computer software. For depreciable assets, straight line depreciation is used based on estimated useful life.

**Table 13.3-6: Capital Assets (in thousands)**

Category	2017-18	2018-19	2019-20	2020-21	2021-22
Land	\$12,000	\$12,000	\$12,000	\$8,221	\$8,221
Artwork	\$89	\$89	\$89	\$89	\$89
Computer Software License	\$2,827	\$2,827	\$2,827	\$2,827	\$2,827
Construction in Progress	\$14,152	\$20,114	\$19,617	\$21,367	\$5,695
Buildings	\$173,377	\$167,085	\$159,768	\$153,201	\$149,848
Other Structures & Improvement	\$1,956	\$1,651	\$2,534	\$2,184	\$15,871
Furniture, Machinery & Equipment	\$3,967	\$4,240	\$3,569	\$4,130	\$4,961
Computer Software	\$18,175	\$15,909	\$13,643	\$11,377	\$9,111
Capital Assets, net	\$226,543	\$223,915	\$214,047	\$203,396	\$196,623

As shown in Table 13.3-6 above, FSCJ has substantial capital assets. The overall total of capital assets has decreased over the last few years primarily due to the depreciation expense on existing buildings being greater than new additions and the sale of undeveloped land. There has been less funding available over the last few years since the College has not received PECO funding allocations to assist with renovation, remodeling, and general maintenance projects. However, the College has invested other funds to maintain campus facilities by funding capital projects each year to renovate and maintain existing buildings, structures, and equipment.



## Debt

FSCJ entered a financing arrangement in 2017, characterized as an equipment lease purchase agreement, to provide up to \$25 million in capital lease financing for energy management facilities upgrade projects. The total amount borrowed was \$19.6 million. The debt was paid in full during the 2021-2022 fiscal year.

## Summary

FSCJ manages its financial resources in a responsible manner through budget planning as evidenced through increasing operating revenues, consistent program support, positive cash flows and liquidity, and maintaining net position.

## Evidence

- [1] Mission, Vision & Values Webpage
- [2] 2021-24 Visionary Impact Plan
- [3] 2021-2022 and 2022-2023 Budgets
- [4] Budget Development Process and Timeline
- [5] FL Statute 1011.30 FSC Budgets 2022
- [6] May 17 2022 DBOT Deep Dive Workshop Minutes
- [7] 2022-2023 Budgets
- [8] June 14 2022 DBOT Mtg Minutes-Budget
- [9] September 2021 DBOT Mtg-Budget Amendments
- [10] FL Statute 11.45(2)c Definitions-Duties
- [11] Financial Audit 2023 for FYE 2022
- [12] FL Statute 1013.841 End of Year Balance FCS Inst 2022

- 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)***[Off-Site/On-Site Review]**

Compliance     Partial Compliance     Non-Compliance

## Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act and audits its financial aid programs as required by federal and state regulations.

### Title IV Program Compliance

FSCJ 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 has applied and received acceptance to participate in the Federal Title IV Student Financial Assistance Programs and received its current U.S. Department of Education (USDOE) Eligibility and Certification Approval Report (ECAR[1]) and Program Participation Agreement (PPA[2]) on December 3, 2020, both expiring on September 30, 2026.

FY 2018 and 2019 official cohort default rates[3] were delivered to both domestic and foreign schools on September 29, 2022. Institutions whose cohort default rate exceeds 30% may face sanctions by the USDOE. FSCJ had a cohort default rate of 9.9% for fiscal year 2018 and 2.8% for fiscal year 2019, demonstrating that the College 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. The financial audit was performed in accordance with governmental auditing standards. 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 had two findings in the federal audit[4] dated March 2021, for the fiscal year ending June 30, 2020. These findings were not repeat findings from previous audits. The first finding, on page 116 [5] of the report, was the College did not always accurately or timely report enrollment status changes to the National Student Loan Data System (NSLDS) for Pell Grant recipients and Direct Loan borrowers. The College has taken the corrective action of updating business processes to ensure accurate reporting of enrollment data to NSLDS. The second finding, on page 124[6], was the College did not always accurately calculate the amount of Title IV Higher Education Act (HEA) Pell Grant or Direct Loan assistance that the student earned as of the student's withdrawal date, or always returned unearned funds to the USDOE in a timely manner. The College has taken the corrective action of updating procedures to ensure the timely return of unearned aid. Additionally, the College has updated the procedures to ensure the proper calculation of earned aid as of the withdrawal date. The USDOE does not have to accept or affirm the corrective actions taken by the College.

The College's participation in the state of Florida's Bright Futures program is audited biennially by the Florida Department of Education (FLDOE). The last two-year audit report[7], dated September 2022, covers fiscal years ending June 30, 2020, and June 30, 2021. FSCJ had no audit findings.

### Summary

FSCJ is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act and audits its financial aid programs as required by federal and state regulations.

## Evidence

- [1] ECAR Report
- [2] Federal Student Aid-Program Participation Agreement
- [3] Cohort Default Rate 2018 and 2019
- [4] FL Fin and Fed Audit 2021
- [5] FL Fin and Fed Audit 2021 pg 116
- [6] FL Fin and Fed Audit 2021 pg 124
- [7] Bright Futures Audit 2022

- 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*)[Off-Site/On-Site Review]

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) 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. FSCJ's mission statement[1] is "Florida State College at Jacksonville provides an equitable, high quality, success-driven learning experience for our diverse community of students." The vision statement is "To promote intellectual growth for life-long learning, advance the economic mobility of our students and transform the communities we serve."

Collegewide facilities operation and maintenance take place through centralized facilities planning, construction, operations, maintenance policies and procedures, and an institution-wide technological infrastructure. Physical facilities and resources are based on state requirements for educational facilities, international building code, and Florida building code.

### FSCJ Locations and Facilities

As shown in the College's 2020-2021 Fact Book[2], FSCJ's physical facilities consist of four campuses and three centers, encompassing 104 buildings with nearly three million gross square feet (GSF) on more than 823 acres in Duval and Nassau counties in northeast Florida. The FSCJ Locations Map[3] shows where each campus and center is located. The combined value of all properties is \$714,667,163 as of March 2022.

All seven locations have a Student Services area, an Assessment Center, and a Library and Learning Commons. In-person advising and Financial Services are available at all but the Cecil Center and the Nassau Center, and there is an on-site admissions office at all but the Cecil Center.

In late fall 2012, the U.S. Department of Education requested the College officially designate a main campus for financial aid and administrative purposes. Thus, the Downtown Campus, which is adjacent to the district administration office, is considered FSCJ's main campus. 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 as they do not have their own budgetary or hiring authority (as defined in the SACSCOC Principles of Accreditation Resource Manual, pg. 156 [4]). Each of the campuses and centers is described in detail below and each includes a link to a campus map as well as a document with photographs.

#### Downtown Campus

The Downtown Campus[5] sits on 41.5 acres of land and consists of 10 buildings comprising approximately 700,000 square feet, with 62 classrooms and 42 labs. The campus includes the Administrative Office building and the Urban Resource Center, an academic facility that includes classrooms and College offices such as Student Services, Workforce Operations, Financial Aid, and Student Records. Programs include Computer Networking and Cyber Security, Advanced Manufacturing, Biomedical Technology and Biotechnology, Logistics and Supply Chain Management, Office Administration, Business Management, Early Childhood Education, Culinary Arts and Hospitality, and English as a Second Language (ESOL).

The Advanced Technology Center houses programs geared to high-wage, high-skill technical fields such as Automotive Technology, Diesel Technology, Construction Management, Building Trades, and

Welding. This facility is a technology-rich and service-driven educational venue which provides an optimal training environment with state-of-the-art labs, smart seminar rooms, and a new Financial Technology lab.

Cafe Frisch, which is operated and staffed by culinary faculty and students, is open two days a week for lunch and dinner and provides culinary delights from around the world to FSCJ employees and the community at large. The Downtown Campus is also the only location that provides student housing. The Lerner Building was leased by the College in 2017 and renovated to provide housing for 57 students.

The Downtown Campus also houses an auditorium, art gallery, fitness center, Student Life Center, and a Child Development Center. (Photos[6].)

### South Campus

South Campus[7] is the largest campus and serves the southern and eastern portion of Duval County. Currently, the campus has 35 buildings with over 630,000 square feet on nearly 338 acres. There are 73 classrooms and 34 labs.

The Nathan H. Wilson Center for the Arts, which includes a large theatre and an art gallery, hosts a variety of events throughout the year by performing and visual arts programs and guest artists. There is also a ceramics studio, dance and music studios, visual arts studios, and a stagecraft lab.

The Fire Academy of the South includes an instructional lab for the fire fighter and emergency responder programs, a state-of-the-art Burn Ship Prop, and an Aircraft Rescue Fire Fighting training facility.

Besides the specialty programs mentioned, South Campus also offers all the courses needed for the Associate in Arts program and community and adult education classes. South Campus also has a Military and Veterans Service Center, food pantry, fitness center, Student Life Center, and large gymnasium which is home to several sports teams, including basketball and volleyball. (Photos[8].)

### North Campus

North Campus[9] has 23 buildings with over 460,000 square feet on 160 acres. The campus serves northern and northwestern Duval County and much of Nassau County. The North Campus houses dental, nursing, and other healthcare programs. Newly renovated dental facilities include a dental clinic lab with 27 operatories, a dental assisting lab, and a dental classroom. There are 38 classrooms and 42 labs in all.

Criminal justice programs are offered in a state-of-the-art Criminal Justice Center, which includes a jail lab, mock cells, a firearms training system, courtroom lab, and two law enforcement labs.

North Campus also contains a fitness center, Student Life Center, art gallery, auditorium and is home to several sports teams including softball, baseball, and track. (Photos[10].)

### Kent Campus

Kent Campus[11] has eight buildings with over 414,000 square feet on approximately 38 acres. Kent Campus serves the western and southwestern areas of Duval County. The campus is part of the Riverside-Avondale Historic District and faces a major thoroughfare, Roosevelt Boulevard, that connects the town of Orange Park with downtown Jacksonville. Kent Campus has 44 classrooms and 19 labs to facilitate FSCJ's Science, Technology, Engineering and Math (STEM) programs, as well as Bachelor of Science programs in Business Administration, Supervision and Management, and Financial Services. The second Financial Technology lab was created at Kent Campus to provide training and certification opportunities for topics such as blockchain, mobile applications, machine learning, and cloud-based data management.

Kent Campus also has a Military and Veterans Center, a Child Development Center, the Jacksonville Women's Business Center, an art gallery, an auditorium, a Student Life Center, and an interior design lab. (Photos[12].)

### Cecil Center

Cecil Center[13] was established after the Navy vacated Cecil Field in August of 1999 and serves west Duval County. Currently, Cecil Center is divided into two distinct areas. Cecil Center South is located adjacent to Cecil Airport and consists of three buildings. The Aviation Center of Excellence was established at Cecil Center South. The College leases two buildings from the City of Jacksonville and one from the Jacksonville Aviation Authority (JAA). All three buildings, including a 134,889 square foot Aircraft Service Educational Facility, were extensively remodeled and are home to the College's aviation-related programs. In partnership with the Jacksonville Aviation Authority, students learn flying, as well as aircraft maintenance, repair, overhaul, and painting at the facility.

Cecil Center North sits on 130 acres owned by the College and houses a 46,697 square foot education facility. Additionally, this site is home to a 6,000-square-foot Commercial Vehicle Driving facility, a three-quarter mile driving track, and a large maneuvering area. It currently includes two buildings but was designed as a six-building educational center. The proposed future Building B will be the third building planned as student enrollment grows. In total, the Cecil Center includes nine classrooms and seven labs, as well as an auditorium. (Photos[14].)

### Deerwood Center

The Deerwood Center[15] is one large building on 14 acres that previously served as a shopping mall. It is now an instructional and student support service building with approximately 280,000 square feet of academic space featuring 22 classrooms, nine labs, a theater, TV studio, Student Life Center, and conference center. It provides a full range of academic programs and houses FSCJ Online. Since the first phase of remodeling was completed in 2000, the facility has experienced rapid growth in enrollment. To meet this new demand, the College acquired the balance of the retail space in the mall and constructed a 500-space parking garage. The additional space was remodeled, providing additional instruction space and an Information Learning Commons. The Center also houses a joint-use nurse training and healthcare simulation center with the University of North Florida[16]. The simulation lab allows students to learn hands-on skills and practice clinical scenarios in patient care situations. (Photos[17].)

### Nassau Center

Nassau Center[18] was constructed to meet the specific needs of Nassau County residents. This 102-acre campus is a full-service center with 30 buildings at over 119,000 square feet. It has 14 classrooms and eight labs. FSCJ, along with the Nassau County School District[19], completed a joint use Technical Career Center that provides much-needed training for high school and college students in high-demand vocational areas and select academic areas such as cardiovascular technology and HVAC/Electrical. There is also an outdoor education center with a meeting facility, an extensive low ropes course, and a 30-foot climbing wall that can be used by local organizations and corporations and provides an environment that allows the College to offer credit outdoor education classes. (Photos[20].)

### **Library Facilities**

All seven campuses and centers house a full-service Library and Learning Commons (LLC). At all locations, students and faculty have access to library circulation services and course reserves, library reference and instructional support, interlibrary loans, periodicals, and tutoring assistance. The LLCs offer varied study and instructional spaces to facilitate group and individual work. Users have access to computer workstations with networked internet and wireless internet for users who prefer to bring their own computing devices. All students, including students taking courses online or at off-campus

locations and dual enrollment sites, may use the services provided at any of these physical locations. Table 13.7-1 outlines information by campus.

**Table 13.7-1: Library Seating and Computer Workstations by Campus**

<b>Campus</b>	<b>Total Square Feet</b>	<b>Student Seats</b>	<b>Student Computers</b>	<b>Study Rooms</b>
Cecil	20,146	58	28	1
Deerwood	24,445	200	108	11
Downtown	34,949	92	70	5
Kent	36,626	146	159	7
Nassau	5,938	30	27	2
North	21,032	136	78	3
South	19,377	216	177	5
<b>Totals</b>	<b>162,513</b>	<b>878</b>	<b>647</b>	<b>34</b>

### **Adequacy of Facilities**

One document that demonstrates the adequacy of facilities is the Site Utilization Report which shows the utilization rate for classrooms and labs on the campuses and centers each term. These rates demonstrate that the College has sufficient space to accommodate all classes and programs that are needed to meet scheduling demands. For example, the 2021-2022 report[21] shows that for spring term, the classroom utilization rate was no higher than 45% for any location, and the laboratory rate was no higher than 64%. During the fall term, the report shows the classroom utilization rate was no higher than 48% for any location, and the laboratory rate was no higher than 60%.

Another document that speaks to the adequacy of facilities is a survey[22] that was conducted by the consulting company, Prosser[23], which included several questions regarding facilities. The 32-question survey was completed by 420 students, staff and faculty members, and administrators. The questions below are the ones that were relevant to the adequacy of facilities:

- Question 22 – Rank which best describes what you like about the Campus [where you spend most of your time]? Out of six options, respondents ranked the statement “adequate opportunity and space to engage with fellow students” as their first choice. The third ranking choice was “classroom technology.”
- Question 25 – The current classroom facilities provide all the space and technology needed to teach and learn in the 21st century. Seventy-six percent of respondents answered “agree” or “strongly agree.”
- Question 26 – Do you feel safe on campus? Eighty-nine percent of respondents answered “yes.”
- Question 31 – Is office space adequate? Of the faculty, staff, and administrators who responded, 79% answered “yes.”
- Question 32 – Community and multipurpose rooms are adequate on campus. Seventy-four percent of respondents either “strongly agreed” or “agreed” with this statement.

### **Off-Campus Instructional Sites**

In addition to the campuses and centers listed in the table above, the College offers select courses at off-campus instructional sites (OCIS) to meet the needs of the College’s programs. There are three program areas that utilize off-campus site facilities: employer-based programs, dual enrollment high school programs, and military programs.

The physical facilities for off-campus 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 being offered. Per Administrative Procedure Manual (APM) 08-0111[24], *Inspection and Review of Off-Campus Instructional Sites*, before classes are taught at any new off-campus site, the location is

reviewed by an OCIS Committee consisting of individuals from the following areas: SACSCOC Liaison (or designee), Faculty Senate, Information Technology, Library and Learning Commons, Safety, Facilities, Academics, Continuing Workforce Education, and Student Services. This committee uses a Review Checklist[25] of OCIS Instructional Sites to ensure the facilities and resources are adequate and comparable to facilities and services provided at a regular campus.

OCISs are inspected every three years and whenever a site reaches 50% of any academic program. A recent example[26] is the review of Trinity Christian Academy dual enrollment site that was completed prior to submitting a prospectus for SACSCOC approval of that site to offer 50% of the Associate in Arts (A.A.) program. If inadequacies are found during a three-year review, a plan to remediate the inadequacies must be documented and completed as soon as possible, unless the deficiencies are serious enough to warrant immediate relocation of a class or activity. Between the last reaffirmation and the present, no OCIS reviews have resulted in serious deficiencies.

### **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 review and update of the Collegewide Master Plan
4. Annual Capital Improvement Plan (CIP) documentation
5. Monthly Process Team Meeting communications

These procedures are based on the credit and workforce development programs offered and Capital Outlay Full-Time Enrollment (COFTE[27]) data from the Florida Department of Education, resulting in physical resources that are customized to the needs of the College and provide the proper mix and number of physical resources to meet the College's mission. The procedures are outlined in two Administrative Procedure Manuals: (APM) 08-0104[28], *Facilities Five Year Educational Plant Survey and College Master Development Plans*, and APM 08-0105[29], *PECO Funding Request Process for Educational Facilities*. The following paragraphs illustrate these procedures in detail.

#### Program List and Capital Outlay Full Time Enrollment (COFTE)

The Facilities Department is required by Florida Statute 1013.31[30], *Educational plant survey; localized need assessment; PECO project funding*, to prepare an Educational Plant Survey every five years. The first step in conducting the survey is to obtain the current list of programs[31] offered by the College and an approved workforce development list, or form DVE 768[32], 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[33] from the College's Associate Vice President for Institutional Effectiveness. Next, the Facilities Department meets with the Provost, Associate Provost, and Associate Vice President of Workforce Development & Entrepreneurship to discuss any changes in the programs currently being offered, new programs being developed, or old programs that will be discontinued. This information is aggregated and used to reconcile existing and new facility 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[34] based on the needs identified, and sends it to the Florida Department of Education, Office of Educational Facilities.

#### Room Inventory and Space Utilization

The Facilities Department validates the room inventory[35] annually by visually inspecting all campus and center buildings, utilizing current floor plans and maps for the Downtown Campus, and associated



buildings and Administrative Offices, Kent Campus, North Campus, South Campus, Deerwood Center, Nassau Center, and Cecil Center. The Collegewide inspection verifies room location, layout, use, condition, and square footage. 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 any time a change occurs to room use, renovation, or remodel project. For example, a general computer classroom, was recently renovated and reclassified as a FinTech specialty lab to support the Financial Technology program.

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[21] back to the College. These reports are published by the Facilities Department and shared with College leadership.

### Collegewide Master Plan

The State Requirements for Educational Facilities (SREF[36]) require the College to develop Collegewide Master Plans. 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. 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 academic leadership to update the Collegewide Master Plan[37] including site amenities, new buildings or additions, and parking. The revised 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. The Collegewide Master Plan is updated annually and kept relevant for submission to the state every five years.

### Capital Improvement Plan (CIP)

The Capital Improvement Plan (CIP[38]) 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[39], which was developed in 2018.

The Facilities Department meets annually with 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 District Board of Directors approved the most current CIP at the June 14, 2022 Board meeting[40]. In addition, the Florida Department of Education Commissioner must approve a list for expenditure of Capital Outlay and Debt Service (CO&DS) funds [34].

### Facilities Process Team Communications

The Facilities Process team consists of personnel from the Facilities Department (Data Managers, Director of Campus Operations, Director of Facilities Planning & Design, Campus Facility Directors, and Building Officials), as well as representatives from the Purchasing and Information Technology departments. Per APM 06-0601[41], *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 Project Request List[42]. The minutes[43] from the August 2, 2022, as well as

three prior meetings[44], are provided as examples. Through collaborative discussions, the team members recommend 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 \$5,000 or greater. There are three major areas of maintenance and operations procedures:

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

### Custodial and Grounds Operations

The Campus Facilities Director (CFD) 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[45], *Property Control and Accounting*, the Vice President of Business Services is responsible for developing and maintaining a property records system to follow property from acquisition through disposal. APM 06-1505[46], *Property/Material Disposal*, outlines the process for property disposal. This includes all property with a purchase price of \$5,000 or greater, and 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 property inventory is conducted each year for the year prior 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 using the PC1-A Form[47] for Lost or Stolen Item. Disposal of items no longer in use are documented using the PC-1 Property Disposal online form. Each lost or stolen item is investigated to verify the item cannot be located and determine the root cause for the item's disappearance. Documentation[48] for the missing item must be completed and signed by the responsible department and vice president. The 2022 Property Inventory Report[49] inventoried 4,568 items out of 4,609, for a 99.5% completion rate.

### Maintenance Operations and Procedures

The Facilities Department publishes a Facilities Operations and Maintenance Procedures Manual[50], 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 [51]. 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 to offer new ones where necessary. The Facilities Operations and Maintenance Procedures are reviewed and approved by the members of the Facilities Process Team as needed, but not less frequently than annually.

The Facilities Department procures and administers the CMMS[52], 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 uses the CMMS to perform preventive maintenance scheduling, work order management, customer request functions, and permit tracking. CMMS data is input by the supervisors, architectural and engineering consultants, and customer users.

An assessment of all facilities and equipment is completed every five years, with the most recent assessment completed in 2018. The assessment notes the life expectancy and replacement costs of all equipment, by campus and building. The Facility Condition Assessment for the Downtown Campus, Building M[53], is included as an example. The current five-year deferred maintenance estimate for the College is \$11,783,302, with a total maintenance/repair amount of \$21,012,347. 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 and Campus Safety**

The College's Comprehensive Emergency Management Plan (CEMP[54]) 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 Continuity of Operations Plan (COOP[55]) augments the CEMP and is expected to be implemented post disaster, if needed, to assure continuity of mission essential functions. The COOP contains information pertaining to the deployment, mobilization, and tactical operations of FSCJ in response to emergencies.

The Annual Security Report[56] meets standards established by the federal Student Right-To-Know and Campus Security Act, also known as the Jeanne Clery Disclosure of Campus Security Police and Campus Crime Statistics Act. It contains information on crimes committed on campus, crime prevention programs, the emergency notification system, as well as policies and reporting procedures for drugs and alcohol, weapons, and sexual misconduct.

An annual Comprehensive Safety Review[57] is required by College Board Rule 8.4[58], Safety and Sanitation, and the Florida Department of Education, and documents any hazards or other issues that occur in buildings and around campus and the corrective action taken.

FSCJ uses Arthur J. Gallagher as its brokerage company for insurance. The College has a comprehensive insurance portfolio[59] to include major risks with policies for property, liability, workers' compensation and additional policies, as needed, to cover risks specific to the College. Certificates evidencing proof of liability[60] and property[61] insurance are provided.

## **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[62]; Administrative Procedure Manual APM 07-0101[63], *Strategic Technology Plan*; Board Rule 7.1[64], *Technology*; Technology Construction Requirements [65]; and Technology Equipment Requirements[66].

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 10 Gbps metro Ethernet redundant dark fiber ring. From the Network Operations Center, the College shares two redundant internet connections, one at 2Gbps and one at 1Gbps. These links are monitored for utilization trends and uptime and are currently sufficient for the College's needs, both for internal and external users.

The College's Information Technology Department manages the technology funds for the entire institution and purchases technology in bulk to obtain the best pricing and to enforce support

standards. The Information Technology Department maintains the standards and approved purchase list[67] for computer, audio/visual, and software purchases. This department also maintains the Technology Construction Requirements[65] guide to provide all construction contractors with the College expectations on cabling, audio/visual security, and classroom design standards.

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

The College provides online programs and courses through FSCJ Online, which is based 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, offering access without the limits of time, place, or distance to students and faculty. FSCJ Online course delivery options include hybrid, live online (synchronous), and online (asynchronous). The learning management system (LMS) used is Canvas Instructure, which includes software products for Course Management, Content Management, and Community Building through a portal server. Canvas is a cloud application 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 emphasizes the importance of accessibility and usability, so rigorous testing and quality assurance are implemented along with a course review process to ensure that the courses meet federal accessibility and quality standards. Currently, the CeL has seven senior-level and one 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 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] 2022 Mission Vision and Values Webpage
- [2] FSCJ Fact Book 2020-2021-Facilities
- [3] Map of FSCJ locations
- [4] SACSCOC Manual Pg 156
- [5] Downtown-Campus-Map
- [6] Downtown Campus Photos
- [7] South-Campus-Map
- [8] South Campus Photos
- [9] North-Campus-Map
- [10] North Campus Photos
- [11] Kent-Campus-Map
- [12] Kent Campus Photos
- [13] Cecil-Center-Map

- [14] Cecil Center Photos
- [15] Deerwood-center-map
- [16] FSCJ-UNF Agreement
- [17] Deerwood Center Photos
- [18] Nassau-center-map
- [19] Nassau County School Board MOU
- [20] Nassau Center Photos
- [21] Site Utilization Reporting Year 2021-22
- [22] Prosser Facilities Survey
- [23] Prosser Company
- [24] APM 08-0111 Inspection of Off-campus Sites 2021
- [25] OCIS Inspection Checklist Template 2022
- [26] Trinity OCIS Inspection Checklist
- [27] FDOE COFTE Data
- [28] APM 08-0104 5-yr Educ Plant Survey-Master Dev Plans
- [29] APM 08-0105 PECO Funding Request Process
- [30] FL Rule 1013.31 Educational Plant Survey
- [31] Catalog-Programs List 22-23
- [32] Career-Adult Ed Facility Needs-DVE
- [33] FSCJ COFTE
- [34] Capital Outlay Plan and PPL
- [35] Room Inventory
- [36] Florida SREF
- [37] Master Plan 2016
- [38] CIP Cap Improve Plan
- [39] 2018 Educational Plant Survey
- [40] DBOT Mtg-CIP Approval
- [41] APM 06-0601 Maintenance and Repair Services
- [42] Project Request List
- [43] Facilities Process Team Meeting Minutes 8-2-2022
- [44] FPT Meetings
- [45] APM 04-1101 Property Control
- [46] APM 06-1505 Surplus Property-Material Disposal
- [47] PC1A Form Lost-Stolen Assets Blank
- [48] PC1A Form Lost-Stolen Assets Example
- [49] 2022 Property Inventory Report
- [50] Maintenance Operations Procedure Manual
- [51] FDOE Maint and Operations Guidelines
- [52] CMMS-Campus PM list
- [53] FCA-Downtown Campus-Building M
- [54] CEMP 2022
- [55] COOP 2022

- [56] Security Report 2022-23
- [57] Comprehensive Safety Review
- [58] Board Rule 8.4 Safety-Sanitation
- [59] Insurance List 2022-23
- [60] Liability Insurance
- [61] Property Insurance
- [62] Tech Policies and Procedures
- [63] APM 07-0101 Strategic Technology Plan 2021
- [64] BR 7.1 Technology
- [65] Technology-Construction-Requirements
- [66] Technology-Equipment-Requirements
- [67] Approved-Technology

## 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*)[**Off-Site/On-Site Review**]

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy. FSCJ does not have locations that qualify as branch campuses, therefore part "(b)" of the standard is not applicable.

### Accreditation Status Representation

FSCJ's accreditation information is accurate, is consistently displayed across publications, and complies with SACSCOC's Institutional Obligations for Public Disclosure Policy[1].

SACSCOC's recently revised its required accreditation statement. Effective January 1, 2023, it is as follows:

(Name of member institution) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award (name specific degree levels, such as associate, baccalaureate, masters, and doctorate). Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of (name of member institution) may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

FSCJ's current accreditation statement reads:

Florida State College at Jacksonville is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Florida State College at Jacksonville may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The revised accreditation statement has already been changed on the standard footer throughout the College's website, in the 2022-2023 College Catalog, and in its job postings. The latest Student Handbook and annual FSCJ At-a-Glance document that include the accreditation statement contain the old statement because they were published prior to the revision. However, new additions and materials will contain the new statement.

Examples are provided here as evidence that the College accurately represents its accreditation status:

- College Website Footer[2] (updated throughout website)
- 2022-2023 Catalog[3] (updated)
- 2022-2023 Student Handbook[4] (published prior to revised statement)
- 2021-2022 Fact Book[5] (published prior to revised statement)
- 2021-2022 FSCJ At-a-Glance Brochure[6] (published prior to revised statement)

- Hiring: HigherEd Jobs Faculty Position Posting[7] (updated)
- Email to students[8] (sent prior to revised statement)

## Summary

Florida State College at Jacksonville 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 no longer has branch campuses therefore part "(b)" of the standard is not applicable. (Note: Notification letters were sent to SACSCOC in June, 2022, changing the status of the North, South, Deerwood, and Kent campuses to regular off-campus instructional sites, rather than branch campuses. An acknowledgement letter[9] was received by SACSCOC on January 11, 2023, but the changes may not appear on the SACSCOC website at the time of this report.)

## Evidence

- [1] SACSCOC Policy-Public Disclosure 2022
- [2] FSCJ Main Webpage
- [3] Accreditation Statement-2022-23 Catalog
- [4] Accreditation Statement Student Handbook 22-23
- [5] Accreditation Statement 20-21 Fact Book
- [6] Accreditation Statement 21-22 Brochure
- [7] Accreditation Statement Job Posting
- [8] Accreditation Statement Email
- [9] SACSCOC Acknowledgment 3 Branch Changes



**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)* **[Off-Site/On-Site Review]**

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites, including dual enrollment locations. The College does not currently have any branch campuses and does not offer correspondence education.

### Course Offerings

Course offerings available on FSCJ's seven campuses and centers, via distance education, and at off-campus instructional sites[1], include courses from a wide range of baccalaureate and associate degree programs, technical certificate programs, and career certificate programs (postsecondary adult vocational programs). Each term, students may select and enroll in courses with any instructional delivery method available or at any location available in the term schedule, provided they meet the requirements for that program or course. However, dual enrollment courses in high schools are offered only to dual enrollment students.

The College scheduling process ensures that classes are scheduled in a variety of delivery formats (hybrid, face-to-face, online, and live online) to meet program requirements and student expectations. Additionally, some programs are available completely or primarily online and are listed on the FSCJ Online website[2]. Students participating in fully online programs are also free to enroll in face-to-face courses if they choose and may utilize all services at any campus.

The College ensures that distance learning and off-campus courses are held to the same high standards as on-campus courses and that online and off-campus students have access to the same quality resources as their on-campus peers.

The sections below address the standards that specifically mention distance education and/or off-campus instructional sites. Since FSCJ is participating in differentiated review for the 2024 reaffirmation cycle, only those standards that are a part of differentiated review are covered.

### Standard 6.2.a. Faculty Qualifications

Faculty members who teach distance education courses participate in the standard institutional hiring and credentialing procedures for their associated programs and are subject to the same credentialing requirements as faculty who teach face-to-face courses. This is true for full-time faculty and part-time faculty alike. The same is true for all faculty who teach at off-campus instructional locations, including at dual enrollment sites. The Faculty Roster Forms provided in Standard 6.2.a include all faculty, regardless of location or delivery mode.

### Standard 6.2.c Program Coordination

Each individual program is led by an academically qualified program coordinator. The coordinators are either instructional program managers, program managers, deans, lead faculty members, or faculty directors. Program coordinators are responsible for all course sections within their respective programs, regardless of location or delivery method.

Curriculum and program development policies and procedures are identical for all course modalities, as is the course revision, review, and approval process. The College curriculum review and approval process ensures that all new or modified programs and courses meet internal standards of quality and

best practices regarding content, instructional methodologies, learning outcomes and assessment, course management, and student evaluation. This curriculum review process applies to all programs, regardless of teaching modality or location, including dual enrollment sites, and ensures that all courses meet external standards provided by the Florida Department of Education.

All courses, regardless of the location or modality through which they are offered, are expected to be aligned with either state curriculum frameworks or standard course descriptions from the statewide course numbering system. Additionally, Administrative Professional Manual (APM) 09-0201[3], *Instructional Consistency: Official Course Description, Official Course Outline, and Required Syllabus Components*, establishes a syllabus review process, performed by the Curriculum Committee, for all courses, regardless of modality or location, to ensure consistency and compliance with state and institutional standards. All students may also evaluate[4] classes, regardless of how or where they may be taught.

### **Standard 8.1 Student Achievement**

Student success at the College is measured by the following four measures: IPEDS graduation rate, fall-to-fall persistence rate (formerly retention rate), institutionally calculated graduation rate, and completion of ENC1101 and/or gateway mathematics course within the first year. Data includes online courses and courses delivered at all off-campus instructional sites, including dual enrollment. All of these measures are impacted by actual student performance in their coursework. The Student Achievement website[5] includes five years of data for each of the four measures. Additional data on student performance can be found in Standard 8.1.

### **Standard 8.2.a Student Outcomes: Educational Programs**

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 outcome assessment results by modality. Additionally, programs are encouraged to disaggregate outcome assessment results for off-site locations. The assessment results report[6] for Communications is included as an example and includes information disaggregated by dual enrollment locations. The College expects that the student learning outcomes are 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.

### **Standard 9.1 Program Content**

FSCJ has established policies and procedures to ensure that all educational programs at the College, regardless of location or learning modality, are designed and implemented in such ways as to ensure that consistent and coherent courses of study are available to all students. These procedures include the use of a curriculum committee as well as a rigorous curriculum proposal and review process, and alignment of coursework with the state frameworks and course numbering system. More details about these procedures can be found in the narrative for Standard 9.1.

### **Standard 10.2 Public Information**

The College makes available to all students and to the public, on the website and in the College catalog, current academic calendars (website[7], catalog[8]), grading policies (website[9], catalog[10]), cost of attendance (website[11], catalog[12]), and refund policies (website[13], catalog[14]), making the information easily accessible to all students. Additionally, all course syllabi[15] include a calendar with due dates and grading policies. As detailed within the narrative for Standard 10.2, these policies apply to all students, regardless of delivery mode or location.

### **Standard 10.5 Admissions Policies and Practices**

As detailed within the narrative for Standard 10.5, admissions policies and procedures apply to all students, with the exception of some Limited and Selective Access (LSA) associate degree programs and baccalaureate programs. All students use the same standard application but early in the process, students select whether they are transient, international, continuing education, or dual enrollment. A Dual Enrollment Application Guide[16] is available for download on the Dual Enrollment webpage[17] to help students complete the application. There is no differentiation for students taking online courses, or if they are taking classes full- or part-time, or at a location other than one of the College's campuses or centers. All applicants with a high school diploma or equivalent are accepted, although one could be denied based on certain past misconduct issues specified in College Board rule 10.1[18], *Requirements for Admissions*.

### **Standard 10.6 Distance and Correspondence Education**

As detailed within the narrative for Standard 10.6, the College ensures that a student who registers for a distance education course is the same student who participates in and receives credit for the course. Students are provided with unique computing accounts to log into the Learning Management System. Additionally, many faculty members require proctored online or on-campus testing. FSCJ also has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. Administrative Procedure Manual (APM) 09-0204[19], *Distance Education Compliance*, states the following:

The College protects the privacy of students, including those enrolled in distance education courses and programs, by adherence to requirements of the Family Educational Rights and Privacy Act (FERPA) of 1976 (P.L. 93-568, Sec. 2), the College's *Acceptable Use and Internet Privacy Policies*, and technology policies and procedures. These policies and procedures, and applicable online course quality initiatives, aligned with the State University System of Florida's 2025 Strategic Plan for Online Education...and are intended to protect the privacy of students' data and sensitive information; students' centralized, authenticated access to network resources, including the LMS; student communications; and the privacy of student user-IDs and passwords.

FSCJ also ensures that students are notified in writing at the time of registration or enrollment of any potential additional charges associated with verification of student identity. Although there are no *required* additional costs associated with identity verification or proctored testing, there are situations where students may choose to take proctored exams at a location other than the testing centers on campus. In these circumstances, students may incur additional costs. However, course descriptions, which can be viewed at the time of enrollment, include a notice[20] regarding these situations and potential costs.

The College also ensures 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 many subject areas and is integrated into academic programs with oversight from program administrators.

### **Standard 10.7 Policies for Awarding Credit**

The policies and practices for awarding credit are defined in Administrative Procedure Manual 09-0206 [21], *Awarding Credit Hours*, and apply to all course types and modes of delivery. For example, the number of required contact hours is the same, regardless of whether that course is taught in a 16-week session, 12-week session, or 7-week session, and regardless of whether it is taught on campus, at an off-campus instructional site, online, in a hybrid format, or live online (synchronous). Official course outlines include the assignment of credit hours, contact hours by week, contact hour breakdown (i.e., discussion, laboratory, etc.), as well as course topics and outcomes that must be achieved in all course offerings. These outlines apply to all course formats and modes of delivery. Course descriptions in the College Catalog[22] include the number of credits earned, as do the class details[23] when students view course information in the Class Schedule, making the information accessible to all students.

## **Standard 11.1 Library and Learning/Information Resources**

All students registered for a class with the College can access the full range of online Library and Learning Commons (LLC) resources in person at any of the full-service LLCs at each campus and center. Online students and students taking classes at one of the off-campus instructional locations, including dual enrollments sites, are welcome to use any LLC facility. Additionally, there are a wide range of online materials, resources, and services available through the library webpage[24] and accessible to all registered students. These include online databases of peer reviewed journals and repositories that offer streaming video, such as Films on Demand.

The LLC also hosts the College's tutoring services[25]. Tutoring services are provided both on-ground and virtually through Brainfuse[26]. Distance education students and those taking courses at off-campus and dual enrollment instructional sites may use either modality of tutoring service, and may make an appointment via the website.

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[27], the online chat portal. Information about LLC services and resources is available to students via the LLC webpage[24] or on the LLC Resource tab on the myFSCJ student portal.

Standard 11.1 includes a more detailed description of library holdings, facilities, tutoring, and other services available to all students.

## **Standard 12.1 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 where they are located. In response to the growing number of distance learners, 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[28] portal is the consistent link for all students to access College information and services and is accessed using a unique student ID number and password. Additionally, students can receive immediate assistance 24/7 for many services through a chatbot box that pops up as soon as a student opens the Admissions, Financial Aid, and Advising webpages[29]. The chatbot system is based on artificial intelligence which can answer many common questions. This use of technology benefits all students, regardless of where or how they take their classes, by making it easier to locate helpful resources at any time.

Additionally, students may make an appointment for many services via phone or live online meeting. Appointment options are listed on the Academic Advising[30], Admissions[31], Financial Aid[32], Student Financial Services[33], Career Development[34], and Success Coaching[35] websites. Most of these webpages list wait times, by campus, for immediate service, or have an option to make a future appointment.

The FSCJ Online website[36] provides a list of what programs are available completely or primarily online, and information about test proctoring options, technical requirements, and technical support. All students have an optional Canvas orientation[37] available to them, a link to which is provided on the FSCJ Online website. Additionally, every class using the master course has a Student Resources[38] section that directs students to College departments, services and resources, and the Canvas orientation.

Students taking online courses typically take required proctored exams remotely using online proctoring software, currently provided by Smarter Services Automated Proctoring or ProctorU (Review+). Procedures for using these services are outlined on the FSCJ Online website, Online Course Testing webpage[39], as well as provided by the instructors within the Canvas courses. There are no costs to the students for online proctoring.

Standard 12.1 includes a more detailed description of all student services and addresses how online and off-campus learners are included in those services.

#### **Standard 12.4 Student Complaints**

The College provides formal processes for addressing written student complaints. All students, regardless of location or learning modality, follow the same processes and procedures established by the College for addressing student complaints. To accommodate all students, regardless of their learning modality or instructional location, complaints and appeals may be submitted in person, by telephone, fax, or email to any Student Services Office/Advising Center or College administrator. Standard 12.4 goes into detail regarding the different kinds of student complaints, how those complaints are handled and by whom, and how they are stored.

#### **Standard 13.7 Physical Resources**

In addition to the College's seven campuses and center locations, FSCJ provides courses at additional off-campus instructional sites to meet the needs of the College's programs. There are three areas of programs that use these off-campus instructional site 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[40], describe the extent of the College's responsibilities for off-campus instructional sites' physical facilities and the organization's responsibilities.

Additionally, per APM 08-0108[41], *Inspection and Review of Off-Campus Instructional Sites*, before classes are taught at any new off-campus instructional site (OCIS), the location is reviewed by an OCIS Committee consisting of individuals from the following areas: SACSCOC Liaison (or designee), Faculty Senate, Information Technology, Library and Learning Commons, Safety, Facilities, Academics, Continuing Workforce Education, and Student Services. This committee uses a Review Checklist[42] of OCIS Instructional Sites Physical Facilities and Resources to ensure the facilities and resources are adequate and comparable to facilities and services provided at a regular campus. OCISs are inspected every three years and whenever a site reaches 50% of any academic program.

#### **Standard 14.1 Publication of Accreditation Status**

The College publishes required accreditation status information including the name, address, and telephone number of SACSCOC, on the standard footer throughout its website[43]; in its catalog[44]; in its student handbook[45]; and on the annual FSCJ At-a-Glance Brochure[46], and hiring[47], making the information easily accessible to all students, regardless of location or learning modality. FSCJ's accreditation information is accurate, is consistently displayed across publications, and complies with SACSCOC's Institutional Obligations for Public Disclosure Policy[48]. (Note: SACSCOC revised the required accreditation statement effective January 1, 2023. While FSCJ has already updated the statement on the footer of all pages on its website, in the current 2022-2023 Catalog, and in its job postings; annual publications such as the brochure and student handbook will contain the revised statement at the next publication date.)

#### **Summary**

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] Off-Campus Instructional Sites

- [2] FSCJ Online Webpage
- [3] APM 09-0201 Instructional Consistency-Course Description-Outline-Syllabus 2015
- [4] Student Course Evaluation
- [5] Student Achievement
- [6] Communications-Oral
- [7] 2022-23 Calendar Webpage
- [8] Calendar-Catalog
- [9] Grading Policies Webpage
- [10] Grading Policies Catalog
- [11] Tuition and Fees Webpage
- [12] Tuition and Fees-Catalog
- [13] Refund Overview Webpage
- [14] Refunds-Catalog
- [15] ENC1102 Syllabus Online
- [16] DE Student Application Guide
- [17] Dual Enrollment Webpage
- [18] BR 10.1 Requirements for Admission 2022
- [19] APM 09-0204 Distance Education Compliance 2020
- [20] Add Charges-Online Class Course Notes
- [21] APM 09-0206 Awarding Credit Hours 2022
- [22] Course Descriptions-Catalog
- [23] Course Notes for Online Class
- [24] LLC Webpage
- [25] LLC Tutoring Webpage
- [26] LLC Tutoring Services - Brainfuse
- [27] LibAnswers
- [28] myFSCJ Webpage
- [29] Chat Box
- [30] Academic Advising-Appts
- [31] Admissions-Appts
- [32] Financial Aid-Appts
- [33] Student Financial Services-Appts
- [34] Career Development Appointment Webpage
- [35] Success and Coaching Appointment Webpage
- [36] FSCJ Online Webpage
- [37] Canvas Orientation Webpage
- [38] Canvas-Student Resources
- [39] Online Course Testing Webpage
- [40] Dual Enrollment Agreement-Nassau County 2021-2022
- [41] APM 08-0108 Use of Facilities by Outside Organizations 2015
- [42] OCIS Inspection Checklist Template 2022
- [43] FSCJ Main Webpage

- [44] Accreditation Statement-Catalog
- [45] Accreditation Student Handbook 22-23
- [46] Accreditation Statement 21-22 Brochure
- [47] Accreditation Statement Job Posting
- [48] SACSCOC Policy-Public Disclosure 2022

- 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*)[**Off-Site/On-Site Review**]

Compliance     Partial Compliance     Non-Compliance

### Narrative

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) represents itself accurately to all U.S. Department of Education (USDOE) recognized accrediting agencies with which it holds accreditation and informs those agencies of any change of accreditation status, including the imposition of public sanctions. The narrative below describes the College's policies regarding accreditation, the processes for ensuring compliance, examples of such compliance, and the offices responsible for this work.

### College Policy

Board Rule 2.2[1], *Internal Organization*, stipulates that the College is "expected to maintain regional accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and comply with the policies of the SACSCOC." Furthermore, Administrative Procedure Manual (APM) 02-1103[2], *Specialized Program Accreditation*, states that, "The designated supervising administrator, in consultation with faculty, will prepare any self-study, application for, or other requirements to maintain accreditation and licenses as required for programmatic accreditation."

As required by APM 02-1103 referenced above, the Office of Institutional Effectiveness "is responsible for tracking and monitoring specialized accreditations and licensures for the College" and "will maintain the institution's master list of all programs that have specialized accreditation and licensure, all required follow up reports and the respective re-affirmation/ renewal/due dates." The Accreditation Coordinator maintains a database[3] of accredited programs along with all due dates, types of documentation that is required, correspondence to and from accrediting agencies, and current status of accreditation. A detailed list of those program accreditations is maintained by the Office of Institutional Effectiveness and posted on the Accreditation webpage[4]. The coordinator also maintains a copy of all accreditation documents, reports, and correspondence in a SharePoint site and assists departments by sending emails[5] to program managers, reminding them of upcoming due dates and reviewing all annual reports and self-studies prior to submission.

### Accreditation Representation

There are eight programs at FSCJ with programmatic accreditation from USDOE-recognized agencies, which are identified in Table 14.4-1 below:

**Table 14.4-1: FSCJ Programs Accredited by USDOE-Recognized Agencies**

Program Name	Accreditation Agency	Last Review	Last Report
Dental Hygiene (A.S.)	American Dental Association Commission on Dental Accreditation (CODA)	08 /2019	10 /2022
Dental Assisting (C.C.)	American Dental Association Commission on Dental Accreditation (CODA)	08 /2019	10 /2022
Funeral Services (A.S.)	American Board of Funeral Service Education (ABFSE)	04 /2014	03 /2022
Nursing (B.S.N.)	Accreditation Commission for Education in Nursing (ACEN)	10 /2019	11 /2022
Nursing R.N. (A.S.)			



	Accreditation Commission for Education in Nursing (ACEN)	10 /2020	11 /2022
Nursing R.N. Bridge Option for Paramedics and Licensed Practical Nurses (A.S.)	Accreditation Commission for Education in Nursing (ACEN)	10 /2020	11 /2022
Occupational Therapy Assistant (A.S.)	Accreditation Council for Occupational Therapy Education (ACOTE) / American Occupational Therapy Association (AOTA)	04 /2018	05 /2021
Physical Therapy Assistant (A.S.)	Commission on Accreditation in Physical Therapy Education (CAPTE)	04 /2021	11 /2022

The College describes itself consistently and accurately to program accreditation agencies. In April 2022, the College sent a letter[6] to all of its accrediting organizations to confirm its institutional responsibility under the SACSCOC Policy[7], *Accrediting Decisions of Other Agencies*. The letter reiterated the College's mission, governance, degrees, types of programs, personnel, finances, and constituencies.

In this letter, as well as in all regular correspondence regarding program accreditation applications, self-studies, and annual reports, FSCJ asserts that it is a public, non-profit Florida College System institution serving Duval and Nassau counties, and that the College is authorized by the Florida Legislature and Florida Department of Education to offer the following credentials for students:

- Baccalaureate Degree Programs
- Associate Degree Programs
- Career Education Workforce Certification Programs
- Adult Education Programs
- Continuing Education Programs

If the College's financial resources are requested in program accreditation documents, the College is consistently described as an institution that receives financial support for operations from direct state funding and from tuition, matriculation fees, laboratory fees, student activities fees, and other special student fees, and through shared federal funding, grants and contracts, and miscellaneous revenue from College investments and endowments.

An example of the information provided in accreditation documents can be found in the Funeral Services Self-Study, submitted in March of 2021. Relevant pages regarding mission statement, programs, awarding of degrees, governance, personnel, constituents, and financial resources are provided as evidence[8], with the pages bookmarked. Another example is the 2020 Self-Study of Nursing programs, also included as evidence[9] with bookmarked pages of relevant pages.

Additionally, FSCJ is listed on the U.S. Department of Education Database of Accredited Postsecondary Institutions and Programs (DAPIP[10]) website, and on the Council for Higher Education Accreditation (CHEA[11]) website, as being accredited by SACSCOC.

### **Accreditation Standing**

In May of 2022, the College received a letter[12] from the Commission on Accreditation in Physical Therapy Education (CAPTE), a USDOE-recognized agency, that the Physical Therapist program was placed on probationary status, effective 04/26/2022, because the program's two-year licensure pass rate fell below the 85% requirement. Per SACSCOC policy[7], a notification letter[13] was sent to SACSCOC on September 23, 2022. As required by CAPTE, the College sent a letter[14] to the PTA students, informing them of the probationary status.

Per SACSOC policy, FSCJ also sent a letter[15] to the other USDOE recognized accrediting bodies that accredit FSCJ programs, informing them of the probationary status. These agencies include the following:

- American Dental Association Commission on Dental Accreditation (CODA)
- Accreditation Commission for Education in Nursing (ACEN)
- Accreditation Council for Occupational Therapy Education (ACOTE)
- American Board of Funeral Service Education (ABFSE)

FSCJ is in good standing with the four other USDOE-recognized agencies listed above. These agencies have not taken negative action, nor have they terminated the College's program accreditation. Furthermore, the College has not voluntarily withdrawn accreditation from any of the USDOE-recognized specialized program accreditation agencies.

## Summary

FSCJ represents itself accurately to all USDOE-recognized accrediting agencies with which it holds accreditation and informs those agencies of any change of accreditation status.

## Evidence

- [1] BR 2.2 Internal Organization 2016
- [2] APM 02-1103 Specialized Program Accreditation 2021
- [3] Program Accreditation Database
- [4] Accreditation Webpage
- [5] Email Reminders
- [6] Letters to USDOE-Recognized Accrediting Agencies
- [7] SACS Policy-Accrediting Decisions
- [8] Funeral Services Self Study 2021-Excerpts
- [9] Nursing Self Study 2020-Excerpts
- [10] DAPIP FSCJ Accreditation
- [11] CHEA Website-FSCJ
- [12] CAPTE Letter of PTA Probationary Status
- [13] Letter to SACSCOC-PTA Program Probation
- [14] Probationary Accreditation Memo to Students
- [15] Letters to Accrediting Agencies-PTA Probationary Status

**14.5** The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current Principles of Accreditation. **(Policy compliance)**

**(Note: For applicable policies, institutions should refer to SACSCOC website <http://www.sacscoc.org>)**

Compliance     Partial Compliance     Non-Compliance

#### Narrative

Florida State College at Jacksonville (hereafter referred to as FSCJ or the College) is in compliance with the revised *Principles of Accreditation* approved in December 2020. The College also complies with all current SACSCOC policies and reporting requirements.

FSCJ has appointed the Vice President of Institutional Effectiveness and Advancement as the College's SACSCOC Liaison. FSCJ's SACSCOC liaison attends the SACSCOC Annual Meeting and other appropriate meetings. In addition, the accreditation liaison:

1. Interprets SACSCOC principles, policies, and accreditation requirements
2. Communicates requirements to College personnel
3. Maintains a current file of all accreditation documents
4. Maintains a file of communications from SACSCOC and other accrediting agencies
5. Monitors the "Policies and Procedures" section of the SACSCOC website for new information
6. Is responsible for communicating any changes in the College's accreditation status to SACSCOC and other appropriate agencies

#### Summary

FSCJ is in compliance with the approved Principles of Accreditation and complies with all current SACSCOC policies and reporting requirements.

#### 14.5. "Reaffirmation of Accreditation and Subsequent Reports"

- a Applicable Policy Statement.** If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

**Documentation:** The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Compliance     Partial Compliance     Non-Compliance

#### Narrative

FSCJ is a member of the Florida College System (FCS). The FCS is comprised of 28 public colleges as listed in Florida Statute 1000.21[1]. Article IX, Section 8, part b[2], of the Constitution of the State of Florida, specifically states:

There shall be a single state college system comprised of all public community and state colleges. A local board of trustees shall govern each state college system institution and the state board of education shall supervise the state college system.

The Florida College System website[3] states:

Constitutionally, each college is governed by a district board of trustees appointed by the governor. The FCS is under the supervision of the State Board of Education (SBOE). The Chancellor of the Division of Florida Colleges reports to the Commissioner of Education and is referred to in Florida Statutes as the "Chancellor of the Florida College System" when specific duties are assigned to the position.

Regular communication exists between the Chancellor and the 28 state college presidents. Monthly meetings are conducted by the Council of Presidents, and the Chancellor maintains an agenda slot at each meeting. In addition, the Chancellor holds semi-regular meetings outside of the Council of Presidents meetings for the purposes of information, policy formation, and feedback.

Florida Statute 1004.65[4] details the governance, mission, and responsibilities of all FCS institutions. It states that "the mission of the Florida College System reflects a commitment to be responsive to local educational needs and challenges." The responsibilities listed in the statute include, but are not limited to:

- Providing high-quality, affordable education and training opportunities
- Providing opportunities to all while combining high standards with an open-door policy
- Serving all who can benefit without regard to age, race, gender, creed, or ethnic or economic background
- Providing lower-level undergraduate instruction and awarding associate degrees
- Preparing students for careers requiring less than a baccalaureate degree
- Providing student development services
- Promoting economic development within the institution's district

#### Aligned Mission Statements

As stated on the Florida College System website[3], its mission 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 mission<sup>[5]</sup> of Florida State College at Jacksonville is “to provide an equitable, high quality, success-driven learning experience for our diverse community of students.” This mission is aligned with and helps achieve the FCS mission.

### Evidence

- [1] FL Statute 1000.21 System Definitions 2022
- [2] Constitution Article IX 8b
- [3] Florida College System Website
- [4] FL Statute 1004.65 FCS Governance 2022
- [5] Mission, Vision & Values Webpage

**14.5. "Separate Accreditation for Units of a Member Institution"**

**b Applicable Policy Statement.** If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

**Implementation:** If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. No response is required by the institution.

Compliance     Partial Compliance     Non-Compliance

**Narrative**

No response is required by the institution.

**Part 4 Institutional Summary Form Prepared for Commission Reviews****IS The "Institutional Summary Form Prepared for Commission Reviews"**

## GENERAL INFORMATION

**IS-A1** Institution Information

Name of Institution

Florida State College at Jacksonville

Name, Title, Phone number, and email address of Accreditation Liaison

Dr. Jerrett Dumouchel, Interim Vice President of Institutional Effectiveness & Advancement, 904-632-3307, jerrett.dumouchel@fscj.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Lisa Ciardulli, Accreditation Coordinator, 904-632-3351, lisa.ciardulli@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: 3/1/2023

## EDUCATIONAL PROGRAMS

**IS-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)



**IS-B2** Types of Undergraduate Programs (Check all that apply)

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

**IS-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."*

## TITLE IV PARTICIPATION

**IS-D1** Title IV Participation

Check the appropriate governance control for the institution:

- Institution participates in title IV, Higher Education Act programs
- Institution does NOT participate in title IV, Higher Education Act programs

*\* If an institution has changed or plans to change its title IV participation, it is required to notify SACSCOC. See SACSCOC policy, "Title IV Program Responsibilities," for additional information and direction for responding to standards under the "Principles of Accreditation."*

## INSTITUTIONAL INFORMATION FOR REVIEWERS

### IS- History and Characteristics

**E1** Provide a brief 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 large, multi-campus institution and is part 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 SACSCOC 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 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

Florida State College at Jacksonville provides an equitable, high quality, success-driven learning experience for our diverse community of students.

##### Geographic Service Area

Florida State College at Jacksonville serves approximately 40,000+ students throughout Duval and Nassau Counties and nationally 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 more than 911,000 residents.

##### Composition of Student Population

The College supports the educational needs of a diverse student body. Per the College's 2020-21 Fact Book, 40,282 students (unduplicated headcount) were enrolled in at least one course in 2020-21. At that time, nearly 62% of its population was female and the average age was 28. More than 76% of FSCJ students attended college part-time. The annual 2020-21 enrollment data disaggregated as 27.2% Black or African American, 45.3% White, 13.3% Hispanic or Latino, 4.7% two or more races, 5.2% other minority and 4.9% unreported/unknown for the fall and spring terms.

##### Unique or Distinctive Features

In 2022, the Aspen Institute named FSCJ one of the 150 institutions eligible to compete for the \$1 million Aspen Prize for Community College Excellence. Since 2015, FSCJ has been a member of the Achieving the Dream network of nonprofit community colleges sharing strategies and evidence to improve student success. In June of 2021, FSCJ was one of only 26 U.S. colleges and universities – and the only one in Florida – to be awarded a 2021 IDEAS Grant (Increase and Diversify Education Abroad for U.S. Students) under the Capacity Building Program for U.S. Study Abroad by the U.S. Department of State's Bureau of Educational and Cultural Affairs and World Learning. In May

of 2021, FSCJ was selected as a winner of the 2021 Most Promising Places to Work in Community Colleges award by the National Institute for Staff and Organizational Development (NISOD). In addition, FSCJ ranks among the top 50 most affordable public, four-year institutions in the nation.

### **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.

**IS- List of Degrees**

**E2** 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 state law to grant associate in arts degrees, associate in science degrees, associate in applied science degrees, career education workforce certificates, awards and diplomas. During the 2020-21 academic year (Fall 2020, Spring 2021, Summer 2021), the College offered the following degree and certificate types, with the number of graduates indicated.

<b>Degree/Certificate Type</b>	<b>Number of Graduates</b>
Bachelor of Applied Science (B.A.S.)	353
Bachelor of Science (B.S.)	347
Bachelor of Science in Nursing (B.S.N.)	140
Associate in Arts (A.A.)	1,912
Associate in Science (A.S.)	988
Associate in Applied Science (A.A.S)	11
Technical Certificate (T.C.)	1,424
Advanced Technical Certificate (A.T.C.)	5
Career Certificate (C.C.) (credit clock-hour programs)	1,350

For the Degree and Certificate types listed above, the College offers the following majors /concentrations. The College refers to these as "programs." The programs listed below are from the current 2022-2023 College Catalog.

<b>Program Type</b>	<b>Program Name</b>	<b>Program Number</b>
<b>Bachelor of Applied Science (B.A.S.) Degree</b>	Computer Systems Networking	S300
	Digital Media	S500
	Information Systems Technology	S301
	Logistics	S110
	Public Safety Management	S400
	Supervision and Management (with concentrations in Organizational Management & Healthcare Administration)	S100
<b>Bachelor of Science (B.S.) Degrees</b>	Biomedical Sciences (with concentrations in Biological Sciences & Biochemistry)	T300
	Business Administration (with concentrations in General Business Administration, Human Resources, Entrepreneurship, and Marketing)	T200
	Communication and Media	T400
	Early Childhood Education	T100

	Financial Services (with a concentration in Banking)	T210
	Human Services (with concentrations in Human Services & Education)	T500
<b>Bachelor of Science in Nursing (B.S.N.) Degrees</b>	Nursing	N200
<b>Associate in Arts (A.A.) Degree</b>	Associate in Arts (University Transfer)	1108
<b>Associate in Science (A.S.) Degrees</b>	Accounting Technology	2201
	Architectural Design and Construction Technology	2202
	ASL/English Interpreting	221A
	Aviation Administration (Air Traffic Control)	2360
	Aviation Maintenance Administration	2365
	Aviation Maintenance Management	2150
	Biomedical Equipment Technician	2371
	Biotechnology Laboratory Technology	2199
	Building Construction Technology (Construction Management)	2234
	Business Administration	2213
	Cardiovascular Technology	2125
	Clinical Research Professional	2408
	Computer Information Technology	2153
	Computer Related Crime Investigations	2319
	Criminal Justice Technology	2239
	Culinary Management	2259
	Data Science Technology	2157
	Dental Hygiene	2300
	Digital Media/Multimedia Technology	2152
	Early Childhood Management	2203
	Emergency Administration and Management	2404
	Emergency Medical Services (EMS)	2251
	Engineering Technology (Advanced Manufacturing)	2320
	Environmental Science Technology	2166
	Fire Science Technology	2911
	Funeral Services	2161
	Health Information Technology	2277
	Health Navigator	2370
	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
	Paralegal Studies (Legal Assisting)	2299
	Physical Therapy Assistant	222A
	Professional Pilot Technology	2258
	Radiation Therapy	2163
	Radiography (Degree Completion)	2254
	Radiography (FSCJ option)	2154
	Respiratory Care	2244
	Supply Chain Management	2127
	Surgical Services	2167
	Theatre and Entertainment Technology (Entertainment Technology)	221B
<b>Associate in Applied Science (A.A.S.) Degree</b>	Automotive Service Management Technology	A236
<b>Technical Certificates (T.C.)</b>	Accounting Technology Management	6224
	Accounting Technology Operations	6223
	Accounting Technology Specialist	6221
	Advanced Computer-Aided Technical Design	6012
	Advanced Driver Assistance Systems (ADAS) Technician	6963
	Advanced Manufacturing (Automation)	6040
	Advanced Network Virtualization	6111
	Automotive Service Technician	6236
	Aviation Airframe Mechanics	6115
	Aviation Mechanic	6119
	Aviation Powerplant Mechanics	6117
	Banking Specialist – Financial Services (FinTech)	6225
	Biotechnology Laboratory Specialist (Health Science)	6199
	Biotechnology Specialist (Manufacturing)	6198
	Business Entrepreneurship	6257
	Business Management	6251
	Business Operations	6250
	Business Specialist	6253
	Central Sterile Processing Technologist	6367
	Chemical Laboratory Specialist	6501
	Clinical Research Coordinator	6408
	CNC Machinist/Fabricator	6041



Computer Aided Technical Design	6011
Computer Programming Specialist	6956
Criminal Justice Technology Specialist	6420
Culinary Arts	6051
Data Science Technician	6287
Database Development Specialist	6955
Digital Forensics	6112
Digital Media/Multimedia Production	6402
Emergency Administrator and Manager	6405
Emergency Medical Technician	6042
Engineering Technology Support Specialist	6042
Environmental Science Technician	6022
FinTech Technician	6289
Fire Officer Supervisor	6455
Florida Funeral Director	6154
Food and Beverage Management	6050
GIS (Geographic Information Systems) Technician	6203
Graphic Design Production	6401
Guests Services Specialist	6052
Hazardous Materials Specialist	6021
Health Navigator Specialist	6370
Healthcare Informatics Specialist	6165
Home Staging Specialist	6404
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
Scientific Workplace Preparation	6502
Stage Technology	6210
Web Development Specialist	6954

<b>Advanced Technical Certificate (A.T.C)</b>	Financial Technology (FinTech)	4301
	Paralegal Studies	4104
	Radiation Therapy Specialist	4105
<b>Career Certificates (C.C.) (credit clock-hour programs)</b>		
<b>Career Certificates (C.C.) (credit clock-hour programs)</b>	Automotive Collision Technology Technician	5806
	Commercial Vehicle Driving	5100
	Correctional Officer	5759
	Cosmetology	5743
	Crossover from Correctional Officer to Law Enforcement Officer	5789
	Dental Assisting	5649
	Diesel Systems Technician	5826
	Diesel Systems Technician I	5836
	Electricity (Construction)	5632
	Facials Specialty	5101
	Firefighter	5820
	Florida Law Enforcement Academy	5797
	Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)	5604
	Insurance Claims Adjuster	5728
	Insurance Customer Service Representative	5727
	Insurance General Lines Agent	5723
	Life Insurance Marketing	5726
	Loan Originator - Mortgage	5767
	Medical Assisting	5648
	Personal Lines Insurance Agent	5737
Pharmacy Technician	5771	
Practical Nursing	5657	
Property Adjuster Estimating	5157	
Specialized Career Education, Basic	5290	
Welding Technology	5789	
<b>Certificate of Professional Preparation</b>	Educator Preparation Institute	F222

FSCJ does offer non-credit English as a Second Language (ESL) programs. Courses are offered online and in a hybrid format and are designed to teach students to listen, speak, read, and write English in seven life-skills topics: Communication, Civics, Family and Community Resources, Employment, Consumer Education, Health and Nutrition, Transportation and Travel, and Safety and Security. Classes are offered mornings and evenings three days a week, at a cost of \$30 per term.

**IS- Off-Campus Instructional Locations and Branch Campuses**

**E3** 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.

**Narrative**

In late fall 2012, the U.S. Department of Education requested the College officially designate a main campus for financial aid and administrative purposes. Thus, the Downtown Campus, which is adjacent to the district administration office, is considered FSCJ's main campus. The Downtown Campus is one of four College-owned campuses. There are also four satellite centers, which are College-owned facilities under the direct administration of one of the four 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. All the College-owned locations, other than the Downtown campus, are included in the table of off-campus instructional sites that offer 50% or more of any program. At some locations, the list of programs offered does not fit in the table; therefore, where there are more than three programs for a particular location, all programs are listed in an appendix.

**Table 1: Off-Campus Instructional Sites** — Programs offered at 50% or more at these SACSCOC approved locations. Note: Programs listed below are reflective of the last three years of course offerings.

Name of Site	Physical Address	Date of SACSCOC Approval	Date of FSCJ Implementation	Educational Programs with 50% or More Credit Hours	Active?
FSCJ Cecil Center North	5640 New World Ave., Jacksonville, FL 32221	Predates substantive change	1999	Associate in Arts (+4 more [1])	YES
FSCJ Cecil Center South	13450 Lake Fretwell St. Jacksonville, FL 32221	Predates substantive change	1999	Aviation Administration (Air Traffic Control) A.S. (+8 more[1])	YES
FSCJ Deerwood Center (Site is also home to FSCJ Online/Open Campus)	9911 Old Baymeadows Rd., Jacksonville, FL 32256	Predates substantive change	1994	Associate in Arts (+30 more [1])	YES
FSCJ Kent Campus	3939 Roosevelt Blvd., Jacksonville, FL 32205	Predates substantive change	1979	Associate in Arts (+34 more [1])	YES
FSCJ Nassau Center	76346 William Burgess Blvd., Yulee, FL 32097	Predates substantive change	2000	Associate in Arts (+15 more [1])	YES
			1971		YES

FSCJ North Campus	4501 Capper Rd., Jacksonville, FL 32218	Predates substantive change		Associate in Arts (+39 more [1])	
FSCJ South Campus	11901 Beach Blvd., Jacksonville, FL 32246	Predates substantive change	1971	Associate in Arts (+52 more [1])	YES
Andrew Jackson High School (Dual Enrollment)	3816 North Main St., Jacksonville, FL 32206	2/12/13	Fall 2002	Of current courses offered, no combination meets 50% or more of a single program.	YES
Atlantic Coast High School (Dual Enrollment)	9735 R.G. Skinner Pkwy., Jacksonville, FL 32256	7/1/21	Fall 2013	Of current courses offered, no combination meets 50% or more of a single program.	YES
Douglas Anderson High School (Dual Enrollment)	2445 San Diego Rd., Jacksonville, FL 32207	5/30/12	Summer 2011	Of current courses offered, no combination meets 50% or more of a single program.	YES
Duncan Fletcher High School (Dual Enrollment)	700 Seagate Ave., Neptune Beach, FL 32266	5/30/12	Fall 2011	Associate in Arts	YES
Edward H. White High School (Dual Enrollment)	1700 Old Middleburg Rd., Jacksonville, FL 32210	2/12/13	Fall 2002	Of current courses offered, no combination meets 50% or more of a single program.	YES
Englewood High School (Dual Enrollment)	4412 Barnes Rd., Jacksonville, FL 32207	5/30/12	Fall 2011	Of current courses offered, no combination meets 50% or more of a single program.	YES
First Coast High School (Dual Enrollment)	590 Duval Station Rd., Jacksonville, FL 32218	5/19/14	Fall 2011	Of current courses offered, no combination	YES

				meets 50% or more of a single program.	
Frank H. Peterson Academy of Technology (Dual Enrollment)	7450 Wilson Blvd., Jacksonville, FL 32210	3/15/12	Summer 2011	Of current courses offered, no combination meets 50% or more of a single program.	YES
Harvest Community School (Dual Enrollment)	2360 St. Johns Bluff Rd., Jacksonville, FL 32246	5/19/14	Fall 2014	Associate in Arts	YES
Jean Ribault High School (Dual Enrollment)	3701 Winton Dr., Jacksonville, FL 32208	5/19/14	Fall 2014	Of current courses offered, no combination meets 50% or more of a single program.	YES
Naval Air Station (NAS) Jacksonville	Building 110, Yorktown Ave., Jacksonville, FL 32212	1/19/12	Prior to 1989	Associate in Arts, Scientific Workplace Preparation T. C., Financial Services B.S.	YES
Naval Air Station (NS) Mayport	3604 Mayport Rd., Bldg. 460, NS Mayport, 32228	1/19/12	Prior to 1989	Associate in Arts, Scientific Workplace Preparation T. C., Financial Services B.S.	YES
River City Science Academy (Dual Enrollment)	7565 Beach Blvd., Jacksonville, FL 32216	7/1/21	Fall 2016	Associate in Arts, Business Specialist T.C.	YES
Samuel W. Wolfson High School (Dual Enrollment)	7000 Powers Ave., Jacksonville, FL 32217	2/12/13	Fall 2002	No courses are currently being offered at this location.	NO, since 2019
Sandalwood High School (Dual Enrollment)	2750 John Prom Blvd., Jacksonville, FL 32246	5/30/12	Summer 2011	Associate in Arts, Scientific Workplace Preparation T. C.	YES
Trinity Christian Academy (Dual Enrollment)	800 Hammond Blvd., Jacksonville, FL 32221	4/1/22	Fall 2016	Associate in Arts	YES

West Nassau High School (Dual Enrollment)	1 Warrior Dr., Callahan, FL 32011	5/30/12	Summer 2011	Associate in Arts	YES
Yulee High School (Dual Enrollment)	85375 Miner Rd., Yulee, FL 32097	5/19/14	Fall 2014	Of current courses offered, no combination meets 50% or more of a single program.	YES

**Table 2: Off-Campus Instructional Sites** - Programs offered at 25-49% at these SACSCOC approved locations. Note: Programs listed below are reflective of the last three years of course offerings.

Name of Site	Physical Address	Date of SACSCOC Acceptance	Date of FSCJ Implementation	Educational Programs with 25-49% Credit Hours	Currently active? If no, date of last activity.
A. Phillip Randolph Academies of Technology (Dual Enrollment)	1157 Golfair Blvd., Jacksonville, FL 32209	12/4/12	Fall 2012	No courses are currently being offered at this location.	NO, date of last activity cannot be determined
Aetna Life Insurance Company	841 Prudential Dr., Jacksonville, FL 32207	2/20/12	Fall 2009	No courses are currently being offered at this location.	NO, date of last activity cannot be determined
Baldwin Middle-Senior High School (Dual Enrollment)	291 Mill St. W, Baldwin, FL 32234	10/17/13	Fall 2013	Of current courses offered, no combination meets 25% or more of a single program.	YES
Beaches Chapel School (Dual Enrollment)	610 Florida Blvd., Neptune Beach, FL 32266	3/15/12	Fall 2011	Business Specialist T. C.	YES
Darnell-Cookman School of the Medical Arts (Dual Enrollment)	1701 N. Davis St., Jacksonville, FL 32209	10/23/14	Fall 2014	Of current courses offered, no combination meets 25% or more of a single program.	YES

Duval Charter at Baymeadows (Dual Enrollment)	7510 Baymeadows Way, Jacksonville, FL 32256	1/26/22	Fall 2021	Business Specialist T. C.	YES
Eagle's View Academy (Dual Enrollment)	7788 Ramona Blvd. West Jacksonville, FL 32221	8/12/20	Fall 2020	Business Specialist T. C.	YES
Faith Christian Academy (Dual Enrollment)	464067 State Road 200, Yulee, FL 32096	1/26/22	Fall 2021	Business Specialist T. C.	YES
Fernandina Beach High School (Dual Enrollment)	435 Citrona Dr., Fernandina Beach, FL 32034	3/15/12	Summer 2011	Associate in Arts, Business Specialist T. C., Scientific Workplace Preparation T.C.	YES
Florida Air National Guard	14300 Fang Dr., Jacksonville, FL 32218	9/30/13	Fall 2013	Associate in Arts, Business Specialist T. C.	YES
Hilliard High School (Dual Enrollment)	1 Flashes Ave., Hilliard, FL 32046	3/15/12	Summer 2011	Business Specialist T. C.	YES
Jacksonville International Airport	14201 Pecan Park Road, Jacksonville, FL 32218	4/11/13	Spring 2013	No courses are currently being offered at this location.	NO, date of last activity cannot be determined
Jacksonville University	2800 University Blvd. N., Jacksonville, FL 32211	10/18/12	Fall 2012	No courses are currently being offered at this location.	NO, date of last activity cannot be determined
Mandarin High School (Dual Enrollment)	4831 Greenland Rd., Jacksonville, FL 32258	12/16/13	Spring 2014	Associate in Arts	YES
Oakleaf High School (Dual Enrollment)	4035 Plantation Oaks Blvd., Orange Park, FL 32065	5/14/15	Fall 2015	Of current courses offered, no combination meets 25%	YES

				or more of a single program.	
Robert E. Lee High School (Dual Enrollment)	1200 S. McDuff Ave., Jacksonville, FL 32205	3/15/12	Fall 2011	Associate in Arts, Business Specialist T. C.	YES
Terry Parker High School (Dual Enrollment)	7301 Parker School Rd., Jacksonville, FL 32211	3/15/12	Fall 2011	No courses are currently being offered at this location.	NO, date of last activity cannot be determined
University of Florida Shands Hospital Jacksonville	655 W. 8th St., Jacksonville, FL 32209	2/12/12	Summer 2006	Of current courses offered, no combination meets 25% or more of a single program.	YES
University of North Florida	1 UNF Dr., Jacksonville, FL 32224	9/4/12	Fall 2012	Of current courses offered, no combination meets 25% or more of a single program.	YES
Westside High School (Dual Enrollment)	5530 Firestone Rd., Jacksonville, FL 32244	10/30/2013	Fall 2013	Of current courses offered, no combination meets 25% or more of a single program.	YES
William M. Raines High School (Dual Enrollment)	3663 Raines Ave., Jacksonville, FL 32209	12/4/12	Fall 2012	Of current courses offered, no combination meets 25% or more of a single program.	YES

### Branch Campuses

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 as they do not have their own budgetary or hiring authority, as defined in the SACSCOC Principles of Accreditation Resource Manual.



**Evidence**

[1] OCIS with Programs at 50%+

**IS- Distance and Correspondence Education**

**E4** 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 on June 21, 2002. None of the educational programs use distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing). There are four class types, which are defined for students in the class schedule as follows:

1. Online – instructors post course material such as lectures, presentations, notes and readings in Canvas, which is FSCJ’s online learning system.
2. Live Online – the instructor meets the class as a group in Canvas, through myFSCJ, at regular, designated days and times. (Note: this type was added due to COVID but will likely remain.)
3. Face-to-Face – students meet as a group at an FSCJ campus or center during specified meeting times throughout the term.
4. Hybrid – course is delivered through a combination of a face-to-face and online instruction.

While individual courses may be offered in multiple formats to accommodate student preference, no full programs are offered using synchronous technology. Below are programs where 50% or more of the credit hours are delivered in an online asynchronous format:

**Bachelor Degree Programs**

<b>Program #</b>	<b>Program Title</b>
T200	Business Administration
T400	Communication and Media
S300	Computer Systems Networking
S500	Digital Media
T100	Early Childhood Education
T210	Financial Services
T500	Human Services
S301	Information Systems Technology
S110	Logistics
N200	Nursing
S400	Public Safety Management
S100	Supervision and Management

**Associate Degrees**

<b>Program #</b>	<b>Program Title</b>
2201	Accounting Technology
1108	Associate in Arts
2213	Business Administration

2408	Clinical Research Professional
2153	Computer Information Technology
2239	Criminal Justice Technology
2157	Data Science Technology
2152	Digital Media/Multimedia Technology
2203	Early Childhood Management
2404	Emergency Administration and Management
2911	Fire Science Technology
2151	Funeral Services
2277	Health Information Technology
2370	Health Navigator
2262	Histologic Technology
2158	I.T. Security
2389	Interior Design Technology
2156	Network Systems Technology
2265	Office Administration
2299	Paralegal Studies (Legal Assisting)
222A	Physical Therapist Assistant
2163	Radiation Therapy
2127	Supply Chain Management
2167	Surgical Services
<b>Technical Certificate Programs</b>	
<b>Program #</b>	<b>Program Title</b>
6224	Accounting Technology Management
6223	Accounting Technology Operations
6221	Accounting Technology Specialist
6111	Advanced Network Virtualization
6225	Banking Specialist – Financial Services (FinTech)
6257	Business Entrepreneurship
6251	Business Management
6250	Business Operations
6253	Business Specialist
6367	Central Sterile Processing Technologist
6408	Clinical Research Coordinator

6956	Computer Programming Specialist
6420	Criminal Justice Technology Specialist
6985	Data Science Technician
6955	Database Development Specialist
6112	Digital Forensics
6402	Digital Media/Multimedia Production
6405	Emergency Administrator and Manager
6042	Engineering Technology Support Specialist
6289	FinTech Technician
6154	Florida Funeral Director
6370	Health Navigator Specialist
6165	Healthcare Informatics Specialist
6399	Home Staging Specialist
6404	Homeland Security and Emergency Manager
6281	Information Technology Analysis
6280	Information Technology Support Specialist
6114	IP Communications
6127	Logistics and Transportation Specialist
6155	Medical Information Coder/Biller
6113	Network Enterprise Administration
6110	Network Infrastructure
6109	Network Support Technician
6359	Office Management
6101	Office Specialist
6100	Office Support
4104	Paralegal Studies
4105	Radiation Therapy Specialist
6502	Scientific Workplace Preparation
6954	Web Development Specialist
<b>Certificate of Professional Preparation</b>	
<b>Program #</b>	<b>Program Title</b>
F222	Educator Preparation Institute

**IS- Accreditation**

- E5**
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 SACSCOC 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) The table below includes a list of all agencies that currently accredit any of the FSCJ's programs.

(2) SACSCOC is the primary accreditor for FSCJ for access to USDE Title IV funding. There have been no USDOE-recognized agencies that have terminated the College's accreditation.

(3) The ASL/English Interpreting program, which was accredited by the Commission on Collegiate Interpreter Education (CCIE - not a USDOE-recognized agency), did not seek reaccreditation after its accreditation expired in June 2022, based on recommendations of the program's Business and Industry Leadership Team, and the results of an employer survey that showed that students graduating from an accredited program did not benefit in the hiring process. The email exchange[1] with CCIE and the program manager is attached.

(4) In May of 2022, FSCJ received a letter[2] from the Commission on Accreditation in Physical Therapy Education (CAPTE), stating that the Physical Therapist Assistant program was being placed on probation, effective 4/26/2022, because the program did not meet the required 85% two-year average licensure pass rate. FSCJ notified SACSCOC[3] and the other USDOE-recognized accreditors [4] of the probationary status, per SACSCOC requirements.

<b>Program Name</b>	<b>Accrediting/Approval Agency</b>	<b>USDOE Recognized?</b>	<b>Date of Last Accreditation</b>
Accounting Technology (A. S.)	Accreditation Council for Business Schools and Programs (ACBSP)	No	07/2021
Business Administration (B. S. and A.S.)	Accreditation Council for Business Schools and Programs (ACBSP)	No	07/2021
Cardiovascular Technology (A.S.)	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	No	01/2019
Culinary Management (A.S.)	American Culinary Federation Education Foundation (ACFEF)	No	02/2021
Dental Assisting (A.S. and C.C.)	American Dental Association Commission on Dental Accreditation (CODA)	Yes	08/2019
Diesel Systems Technician	Automotive Service Excellence Education Foundation (ASEEF)	No	11/2020
Financial Services (B.S.)	Accreditation Council for Business Schools and Programs (ACBSP)	No	07/2021
Funeral Services (A.S.)	American Board of Funeral Service Education (ABFSE)	Yes	04/2014

Health Information Technology (A.S.)	Commission on Accreditation for Health Informatics and Information Management (CAHIIM)	No	05/2022
Histologic Technology (A.S.)	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	No	10/2019
Hospitality and Tourism Management (A.S.)	Accrediting Commission for Programs in Hospitality Administration (ACPHA)	No	07/2020
Logistics (B.A.S.)	Accreditation Council for Business Schools and Programs (ACBSP)	No	07/2021
Medical Laboratory Technology (A.S.)	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	No	10/2019
Nursing (B.S.N.)	Accreditation Commission for Education in Nursing (ACEN)	Yes	10/2019
Nursing R.N. Traditional and Bridge Option (A.S.)	Accreditation Commission for Education in Nursing (ACEN)	Yes	10/2020
Occupational Therapy Assistant (A.S.)	Accreditation Council for Occupational Therapy Education (ACOTE)	Yes	04/2018
Office Administration (A.S.)	Accreditation Council for Business Schools and Programs (ACBSP)	No	07/2021
Paralegal Studies (A.S. and A.T.C.)	American Bar Association (ABA)	No	08/2017
Paramedic (T.C.)	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	No	07/2016
Physical Therapy Assistant (A.S.)	Commission on Accreditation in Physical Therapy Education (CAPTE)	Yes	04/2021
Respiratory Care (A.S.)	Commission on Accreditation of Respiratory Care (CoARC)	No	10/2020
Supervision and Management (B.A.S.)	Accreditation Council for Business Schools and Programs (ACBSP)	No	07/2021
Supply Chain Management (A.S.)	Accreditation Council for Business Schools and Programs (ACBSP)	No	07/2021
Surgical Services (A.S.)	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	No	11/2015

## Evidence

- [1] CCIE No ReAccreditation
- [2] CAPTE Letter of PTA Probationary Status and Response
- [3] Letter to SACSCOC-PTA Program Probation.docx
- [4] Letters to Accrediting Agencies-PTA Probationary Status

**IS- Relationship to the U.S. Department of Education**

**E6** 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 does not have any limitations or suspensions, is not on reimbursement or exceptional status, and has not had any termination of financial aid by the U.S. Department of Education in the last three years. The College's current Program Participation Agreement (PPA), which expires on September 30, 2026, does not have a Provisional Certification designation.