

# **Florida State College at Jacksonville**



**End-of-the-Year Report  
of the Institutional Effectiveness Committee  
2010-2011 Academic Year**

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The Institutional Effectiveness Committee Co-Chairs and Members acknowledge and appreciate the extensive and exceptional contributions of Naomi Sleaf, Project Coordinator, Office of Institutional Effectiveness and Accreditation, in designing, preparing and disseminating all graphic and illustrative materials contained in this report.

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## **End-of-the-Year Report of the Institutional Effectiveness Committee 2010-2011 Academic Year**

### **I. Highlights**

The End-of-the-Year Report of the Institutional Effectiveness Committee contains an introduction to Institutional Effectiveness at Florida State College at Jacksonville, the role of the Collegewide Institutional Effectiveness Committee, a summary of the process of institutional effectiveness assessment and a description of many of the resources and professional development workshops provided to the College community.

Institutional Effectiveness is an ongoing, cyclical process by which the institution, its divisions, its degree and certificate programs, and its units gather, analyse, and use data to ascertain how well it is accomplishing its mission and goals, and to make continuous improvements based on assessment results. Each department and unit within the institution identifies its goals and expected outcomes consistent with the mission of the College. Then assessment tools to measure and analyze the degree of its performance and levels of success in achieving its proscribed goals are developed, administered and analyzed. Ultimately, the purpose of assessment is to make improvements based upon the assessment data.

The Southern Association of Colleges and Schools (SACS) Commission on Colleges (COC) emphasizes institutional effectiveness as an integral component of the accreditation process. Specific SACS COC standards pertaining to Institutional Effectiveness are outlined in several Core Requirements, Comprehensive Standards, and Federal Requirement. The structure and organization of the institutional effectiveness process at Florida State College at Jacksonville was designed to reflect the culture and mission of the College, while addressing the applicable areas of SACS Comprehensive Standard 3.3.1. for Institutional Effectiveness. Thus, Institutional Effectiveness is a process of demonstrating how well Florida State College at Jacksonville performs in accomplishing and demonstrating the above-referenced SACS requirements and standards as well as demonstrating its overall effectiveness through assessment of academic programs, student learning outcomes and administrative outcomes reflecting and supporting the institution's mission.

The Institutional Effectiveness assessment process is linked to other major activities at the College, including the Learning Outcomes Enhancement Plan (LOEP) classroom assessment project of full-time faculty, General Education assessment, the President's Annual Major Priorities, and the College's Goals. Each program and unit is expected to identify which General Education student learning outcomes, Priorities, and Goals, that its program or unit outcomes support.

Of critical importance is the use of assessment results for improvement of the institution, its curriculum and services, and ultimately student learning. Each year, the Office of Institutional Effectiveness and Accreditation will review annual Institutional Effectiveness assessment reports to determine patterns and trends in student learning outcome and administrative outcome achievement, and examine action plans to identify requests for equipment, instructional materials, professional development and other needs, and consider impact on resource allocations. This information will be presented to the President's Cabinet and the Center for Advancement of Teaching and Learning.

Major accomplishments of the 2010-2011 year include:

- Provided training and support to each member of the collegewide Institutional Effectiveness (IE) committee;
- Implemented an enhanced systematic cycle of institutional effectiveness for every program and unit at the College
- Facilitated, interpreted and disseminated the IE Committee's review of every program and unit's institutional effectiveness assessment plan using collegewide IE rubrics; and provided customized feedback for each plan on at least one occasion
- Launched the WEAVEonline assessment software to assist the institution in documenting, sharing, and collaborating on institutional effectiveness and assessment efforts.
- Provided IE assessment training to more than 200 programs and units
- Supported the development and input of over 200 program/units' mission statements, outcomes, assessment measures and achievement targets in WEAVEonline. Academic Programs have also completed their first cycle in WEAVEonline by entering assessment findings and action plans.
- Developed Institutional effectiveness manuals and other resources
- Developed the Institutional Effectiveness website

## **II. Introduction and Background**

### **A. Institutional Effectiveness at Florida State College at Jacksonville**

The Florida State College at Jacksonville administration emphasizes an iterative, systematic assessment process for all departments, academic programs and units of the College. This process is based on the College Enhancement Cycle of ongoing assessment, analysis, reflection, and action - the model for program assessment efforts. Appendix "A," attached hereto, provides a schematic representation of that model.

At Florida State College at Jacksonville, Institutional Effectiveness is an ongoing, cyclical process which focuses on planning, implementation, monitoring, and making improvements based upon assessment data. This process prompts the institution to ascertain how well it is succeeding in accomplishing its mission and goals. Each College program, department and unit identifies its goals and expected outcomes consistent with the College mission and its department mission, and then implements action plans and assessment methods on an annual basis. Key to the process is the analysis of assessment data to make improvements to student learning and the effectiveness of institutional, departmental and program goals. Multi-layered monitoring and evaluation processes ensure integration of institutional mission and goals and evidence of outcomes achievement. Thus, Institutional Effectiveness is a process of demonstrating how well Florida State College at Jacksonville performs in accomplishing and demonstrating SACS requirements and standards as well as demonstrating its overall effectiveness through assessment of academic programs, student learning outcomes and administrative outcomes reflecting and supporting the institution's mission.

To enhance existing assessment efforts, Florida State College at Jacksonville supports a centralized approach to the development of assessment guidelines and resources. The Collegewide Institutional Effectiveness Committee has identified Effectiveness Collaboratives to address specific areas of institutional effectiveness.

## **B. Effectiveness Collaboratives and Effectiveness Collaborative Process Owners**

The Collegewide Institutional Effectiveness Committee and its Effectiveness Collaboratives support ongoing, integrated, and institution-wide systemic processes of planning and assessment.

The Effectiveness Collaboratives were designed to reflect the culture and mission of the College, while addressing the applicable areas of SACS Comprehensive Standard 3.3.1. for Institutional Effectiveness. As the institution's mission is not inclusive of research, the College chose to add an institutional effectiveness area of Human Performance Enhancement to focus on professional development. Appendix "B," attached hereto, provides an overview of the Institutional Effectiveness Structure designed to support assessment of Academic Programs, Educational Support Services, and Non-Academic Units.

The Effectiveness Collaborative Process Owners, in collaboration with the identified Effective Process Facilitators, lead the institutional effectiveness assessment efforts of the respective programs or units. Effectiveness Collaborative Process Owners might not serve on the Collegewide Institutional Effectiveness Committee, but are represented by members of their Effectiveness Collaborative.

The Effectiveness Collaborative Process Owners for the 2010-2011 Academic Year were:

### **Academic Programs**

**Baccalaureate Programs** – Dr. Maggie Cabral-Maly

**Associate of Arts/Liberal Arts and Sciences/General Education** – Dr. Nancy Yurko

**Academic Success Centers/Developmental Education** – Dr. Nancy Yurko

**Associate of Science/Associate of Applied Science (Professional Schools)** – Mr. Jim Simpson and Dr. Terri Daniels

**Florida Coast Career Tech** – Dr. Brian Mann, Mr. Jim Simpson and Dr. Terri Daniels

**High School Completion and English Language Training Programs** – Dr. Tracy Pierce

**Educational Support Services** – Dr. Tracy Pierce

**Administrative Support Services** – Mr. Steven Bowers

**Human Performance Enhancement** – Dr. Christine Arab

**Community and Public Services** – Dr. Barbara Darby

The Effectiveness Collaborative Process Owners were charged with the responsibility to lead, in collaboration with selected Effectiveness Process Facilitators, the institutional effectiveness assessment efforts of the respective Effectiveness Collaborative programs or units. Additionally, the Process Owners were responsible for informing Effectiveness Process Facilitators of their role and responsibilities as well as ensuring that all Effectiveness Process Facilitators for each program and unit within the designated Effectiveness area attend the Institutional Effectiveness training and WEAVEonline training, as published for their type of program or unit. Finally, Effectiveness Process Owners were responsible for ensuring that all programs or units within the designated

Effectiveness area submit the annual Institutional Effectiveness Assessment plans and reports in WEAVEonline by the published deadlines and that all elements of the plan or report are complete.

In order to carry out all the responsibilities charged to the Effectiveness Collaborative Process Owners, various individuals were appointed to serve as Effectiveness Collaborative Sub-Process Owners who assisted in implementing the institutional effectiveness assessment efforts of an assigned sub-group of programs or units. The Sub-Process Owners are responsible for assisting the Effectiveness Collaborative Process Owner in implementing the institutional effectiveness assessment efforts of the respective Effectiveness Collaborative programs or units and informing the Effectiveness Process Facilitators of their roles and responsibilities.

### **C. Effectiveness Process Facilitators**

Effectiveness Process Facilitators were identified for each Effectiveness area to facilitate the institutional effectiveness, planning and assessment efforts of the program or unit, in collaboration with their colleagues in their college program or unit from each campus and center where program/service is provided (including distance education). The current Effectiveness Process Facilitators for Academic Programs were identified by Effectiveness Process Owners and Deans. The Effectiveness Process Facilitators for Educational Support Services/Student Success were identified by the Effectiveness Process Owner and the Student Success Outcomes Task Force. The Effectiveness Process Facilitators for the Administrative Support Services, Human Performance Enhancement, and Community/Public Services units were typically identified as the director/manager of the department/unit or initiative. Appendix “C,” attached hereto outlines the names of the individuals who served as Effectiveness Process Facilitators during the 2010-2011 Academic Year and their area of responsibility.

The Effectiveness Process Facilitators are responsible for facilitating the institutional effectiveness, planning and assessment efforts of their respective program or unit in collaboration with faculty and staff. Working closely with faculty and staff from each campus and center where the program or service for their area is provided, the Effectiveness Process Facilitators were responsible for identifying appropriate and expected program or service outcomes; assessing the extent to which these outcomes were achieved; documenting the use of assessment results to improve programs, services, curriculum, student learning and assessment practices; and providing evidence of improvement based on an analysis of the results. Finally, Effectiveness Process Facilitators are responsible for submitting to the Office of Institutional Effectiveness and Accreditation an annual plan and report for their respective program or unit. The submission of this report is made through WEAVEonline, the software program specifically chosen for the compilation, reporting and maintenance of all assessment plans, reports and accompanying documentation.

While the Effectiveness Process Facilitators are ultimately responsible for submitting all assessment plans and reports, the Faculty and Staff play a key role in the process as all assessment activities must be faculty and staff driven. Therefore, all faculty and staff participate in the planning and assessment activities which include: identifying expected outcomes; assessing the extent to which these outcomes were achieved; documenting the use of assessment results to improve programs, services, curriculum, student learning and assessment practices; providing evidence of improvement based upon the analysis of the results; and ultimately to “close the loop,” developing and implementing action plans based upon the analysis of results.

### **D. Institutional Effectiveness Days**

At Florida State College at Jacksonville, specific days each year, known as Institutional Effectiveness Days, have been dedicated solely to one or more major steps in the IE cycle. Based on the point in

the cycle in which the days occur, the focus may be on analysis and interpretation of the data collected, identification of action plans for improvement, implementation of action plans, and initiation of a new cycle. Faculty and staff will meet with all members of their respective program, discipline, department or unit to evaluate, analyze and interpret the assessment measure data and achievement target results for each previously established outcome for the current cycle. Based upon the results of analysis, faculty and staff will use that data to formulate future action plans designed to improve student learning, student services, and/or unit effectiveness in areas where achievement targets may not have been met or, in the alternative, to identify additional outcomes, assessment measures and achievement targets in areas where student learning outcomes or administrative outcomes will be assessed for the next assessment plan cycle.

### **III. The Collegewide Institutional Effectiveness Committee**

#### **A. Purpose**

The Collegewide Institutional Effectiveness Committee was designed and formed to provide oversight, guidelines and resources for Institutional Effectiveness activities. As an integral part of the assessment process at Florida State College at Jacksonville, the Committee provides support and guidance for unit-level development and implementation of academic and non-academic assessment activities by monitoring College activities pertaining to SACS standards of institutional effectiveness. As such, the Institutional Effectiveness Committee subscribes to and supports the College's commitment in establishing institutional effectiveness as an ongoing and integral part of its culture and emphasis on quality programs and services.

#### **B. Responsibilities**

In order to carry out its purpose, the Institutional Effectiveness Committee was charged with various responsibilities for the 2010-2011 Academic Year summarized as follows:

##### **Phase I**

- Collaborate with the College's Mission and Vision Engagement Process
- Identify professional development needs for the committee members
- Select an institutional effectiveness model
- Develop a timeline for the College's institutional effectiveness activities
- Determine the units/programs within each institutional effectiveness area
- Develop a collegewide institutional effectiveness manual
- Develop unit/program institutional effectiveness plan template and rubric
- Identify institutional effectiveness Web-based system (tasked to Ad Hoc Committee)

##### **Phase II**

- Provide guidance to the Effectiveness Collaboratives
- Conduct an inventory of existing institutional effectiveness activities, reports, and contacts
- Develop an employee awareness campaign
- Identify and respond to professional development needs of College employees at the
  - department/program leadership level and at the department member level for
  - implementation of the institutional effectiveness process



- Oversee implementation of institutional effectiveness Web-based system

### **Phase III**

- Ensure clear linkages are established between College mission and goals; unit/program mission, goals and plans; and allocation of resources
- Ensure full implementation of institutional effectiveness cycle across the College, within all units and programs
- Ensure that goals and outcomes are assessed to determine the degree to which they are achieved
- Ensure that procedures are established for monitoring progress and implementing appropriate modification within the institutional effectiveness cycle
- Ensure that annual unit/program reports are reviewed and feedback is used to improve the unit or program
- Provide mechanisms for assessing the effectiveness of the institutional effectiveness process, system, and resources
- Provide overall report to senior management at least once per year.

The Committee also was responsible for reviewing, providing feedback and approving all training materials and professional development workshops provided for the Institutional Effectiveness educational needs of Effectiveness Process Owners and Effectiveness Process Facilitators.

Perhaps the most important responsibility which is key to the success of the Institutional Effectiveness Assessment process is the review of all assessment plans, reports and action plans submitted by each Effectiveness Process Facilitator.

### **C. Membership**

The membership of the committee was chosen to reflect the diversity of units and programs and ensure broad-based involvement of employee groups. The Committee members include faculty, career employees, administrative and professional employees, and senior management. While some Effectiveness Collaborative leaders might not serve on the Collegewide Institutional Effectiveness Committee, they were represented by members of their Effectiveness Collaborative. Appendix “D,” attached hereto, is a list of all Committee members and their areas of representation.

The Co-chairs of the Institutional Effectiveness Committee for the 2010-2011 Academic year were Dr. Lynne Crosby, Director of Institutional Effectiveness and Accreditation as District representative, and Dr. Margaret Clark, Professor of English at South Campus and Deerwood Center, as Faculty representative. The Co-chairs were responsible for the design of all training workshops, educational resources, assessment plan and report design, assessment plan and report evaluation tools, and professional development initiatives for Committee members, Process Owners and Process Facilitators. Additionally, the Co-Chairs provided support and guidance to all employees of the College in understanding, implementing and carrying out all aspects of the Institutional Effectiveness Assessment process.

Committee members served from April 2010 to June 2011. Committee membership for the 2010-2011 Academic Year is currently being reviewed and it is anticipated that a staggered rotation of membership will be instituted with members serving two-year terms.

The full membership of the Collegewide Institutional Effectiveness Committee met six times throughout the year to carry out its responsibilities. Co-chairs Dr. Lynne Crosby and Dr. Margaret Clark held weekly meetings to plan and oversee Institutional Effectiveness Assessment Plan processes.

#### **IV. A Summary of the Process of Institutional Effectiveness Assessment**

The institutional effectiveness process is cyclical in nature as it navigates the stages of planning, implementation, assessment, analysis, enhancement and action planning. This section is intended to provide an overview of the process of crafting an institutional effectiveness plan for academic departments. Institutional Effectiveness Assessment plans should consist of six steps:

1. Identification of alignment with College mission and goals, and development of a program or unit specific mission statement - Programs and units are expected to support the College's mission and goals. Faculty and staff should examine the College mission and goals statements, and identify a link between the program's or unit's curriculum or services and the mission and goals of the institution.
2. Identification of program student learning or unit outcomes - After the mission of the program or unit has been designed, specific program student learning or unit outcomes should be the focus of attention.
3. Identification, design and implementation of assessment tools that measure the program student learning outcomes - An assessment measure should provide meaningful, actionable data that leads to improvements. The purpose of assessment is to look candidly and even critically at one's program or unit to measure and collect data that will lead to program or unit improvements.
4. Establishment of an achievement target for each assessment measure - An achievement target is the benchmark for determining the level of success for the program student learning or unit outcome. Thus, it provides the standard for determining success.
5. Collection and analysis of the data collected to determine major findings - After the outcomes, assessment measures and achievement targets have been identified and implemented, data from that implementation must be collected and the findings analyzed. In this regard, the shift is from planning the assessment to conducting it.
6. Development and implementation of an action plan based on assessment results to improve attainment of student learning and unit outcomes.

The College has developed a visual representation of the **Institutional Effectiveness Process Phases** attached hereto as Appendix "E."

#### **V. Design and Implementation of Workshops**

##### **A. Essentials of Institutional Effectiveness Workshops**

In order to provide the professional development and training needs of Effectiveness Process Owners, Effectiveness Process Facilitators and Institutional Effectiveness Committee members, training workshops were designed and conducted to educate participants in the best practices of assessment, build upon existing student learning outcomes assessment efforts at the College, and introduce the enhanced six-step model being implemented in WEAVEOnline. Conferring with Ms. Mary Harrington, Director of Institutional Research and Assessment at the University of Mississippi, who was selected by a panel of Committee members through a regional search process to serve as

consultant, Co-Chairs Drs. Crosby and Clark designed several workshops on the Essentials of Institutional Effectiveness. Drs. Crosby and Clark conducted these workshops for Effective Collaborative Process Owners, Effectiveness Process Facilitators and Committee members at all campuses and centers throughout the academic year. A summary of the workshops attendance is as follows:

**Essentials of Institutional Effectiveness for Academic Programs**

14 workshops held with a total of 134 attendees

**Essentials of Institutional Effectiveness for Non-Academic Units**

13 workshops held with a total of 223 attendees

**Institutional Effectiveness Refresher on Measures and Targets for Academic Programs**

6 workshops held with a total of 60 attendees

**Institutional Effectiveness Refresher on Measures and Targets for Non-Academic Units**

2 workshops held with a total of 4 attendees

**Essentials of Institutional Effectiveness Refresher on Data Collection and Action Plans for Academic**

3 workshops held with a total of 8 attendees

Additionally, Drs. Crosby and Clark and Project Coordinator Naomi Sleaf, held several small group and on-on-one consultations to assist Effectiveness Process Facilitators with specific assessment plan questions.

**B. WEAVEOnline Training**

Several workshops were conducted for the purpose of training all Effectiveness Collaborative Process Owners, Effectiveness Process Facilitators and Committee members in how to submit assessment plans, reports and supporting evidence into the software system adopted for the assessment process (WEAVEOnline). Most of the WEAVEOnline software workshops were conducted by Brenda Bocard, Academy for Professional Development, at all campuses and centers throughout the academic year. Additional workshops and individual WEAVEOnline consultations were provided by local campus experts and trainers identified by the campuses and centers (Appendix “E”). After Effectiveness Process Facilitators attended an Essentials of Institutional Effectiveness workshop and a WEAVEOnline Module 1 Assessment workshop, “write” access to WEAVEOnline was provided by the College’s WEAVEonline support, Ms. Joy Haney. A summary of the WEAVEOnline workshop attendance is as follows:

### **WEAVEOnline Module 1 – Assessment**

44 workshops held with a total of 249 attendees

### **WEAVEOnline Module 2 – Mapping**

22 workshops held with a total of 135 attendees

### **WEAVEOnline Module 3 – Reports**

10 workshops held with a total of 67 attendees

### **WEAVEOnline Refresher Training**

3 workshops held with a total of 6 attendees

## **VI. Timeline**

The College has organized the Institutional Effectiveness Process into five phases that occur during an annual cycle, which are set forth in Appendix “F.” These five phases reflect development, review and implementation of plans and reports for each program and unit. The process timeline associated with these phases are shown below. Two timelines are represented for **Academic Programs** and **Educational Support Services, Administrative Support Services, Human Performance Enhancement and Community/Public Services**, attached hereto as Appendix “G.”

## **VII. Resources**

To assist all members of the College community in the creation and implementation of assessment plans, the Office of Institutional Effectiveness and Accreditation has posted several resources. These resources include Manuals, Sampling guidelines and Frequently Asked Questions.

### **A. Manuals**

Co-Chairs Crosby and Clark, with the assistance and review of the Collegewide Institutional Effectiveness Committee as a whole, developed an Institutional Effectiveness Manual for Academic Programs and Non-Academic Units/Educational Support Services Units. These manuals include the College’s Institutional Effectiveness Model, the six steps of program student learning outcomes assessment with examples, the review of assessment reports, process phases and timeline, glossary and other resources. These publicly posted manuals do not include the appendices. The full versions of these same manuals are posted in the WEAVEonline Collegewide Document Repository with the complete appendices. The Institutional Effectiveness Manual for Academic Programs manual was reviewed by the Faculty Senate and the Center for the Advancement of Teaching and Learning. Included in the manuals are sample model assessment plans and reports developed by Co-chairs Crosby and Clark to serve as guidelines for Effectiveness Process Facilitators.

### **B. Assessment Sampling**

Assessment sampling guidelines were developed by representations from the Office of Institutional Effectiveness and Accreditation, the Office of Student Analytics and Research,

the Open Campus, Effectiveness Process Owners, and faculty members. The guidelines were designed to assist Effectiveness Process Facilitators in both Academic Programs and Non-Academic Units to understand the parameters of assessment sampling and recommendations for representative sample sizes.

### **C. Frequently Asked Questions**

At the conclusion of the Essentials of Institutional Effectiveness conducted by Drs. Crosby and Clark during the period of September 2010 to March 2011, participants were asked to complete a One Minute Exercise in which they listed what questions they still had about the assessment plan process. These questions were collected and placed on the Frequently Asked Questions Resource section of the web site along with the appropriate responses.

## **VIII. Submission and Review of Assessment Plans**

### **A. Academic Programs and Disciplines**

With the assistance of consultant Ms. Mary Harrington, University of Mississippi, rubrics for Institutional Effectiveness Assessment Plans and Reports for Academic Programs and Non-Academic Units were developed. In Fall 2010, 105 assessment plans for academic programs and disciplines were submitted in WEAVEOnline. The Institutional Effectiveness Committee reviewed the plans, according to the rubric for assessment plans for academic programs. Each plan was reviewed by two committee members and the Office of Institutional Effectiveness and Accreditation compiled the feedback and disseminated to the appropriate Effectiveness Process Facilitators of the academic programs and disciplines.

Number of Academic Programs and Disciplines plans submitted for first round review: **105**

Quality of plans for first round review:

- Number of plans achieving “Acceptable” or “Very Good” in the overall categories of mission, quality of outcomes, and number of direct measures: **85**
- Number of plans achieving “Acceptable” or “Very Good” in each element (with no improvements recommended for one or more elements of the plan): **26**
- Number of plans in which recommendations for improvements were made: **79**

In Spring 2011, refresher workshops and consultations were offered to assist Effectiveness Process Facilitators in revising assessment plans. The revised assessment plans were reviewed by the Co-Chairs and additional feedback was provided.

### **B. Non-Academic Units and Educational Support Services Units**

In Spring 2011, 95 assessment plans for non-academic units and educational support services units were submitted in WEAVEOnline. The Institutional Effectiveness

Committee reviewed each plan, according to the rubric for assessment plans for such units. Each plan was reviewed by two committee members and the Office of Institutional Effectiveness and Accreditation compiled the feedback and disseminated to the appropriate Effectiveness Process Facilitators of the academic programs and disciplines.

Number of Non-Academic/Educational Support Services Units plans submitted for first round review: **95**

Quality of plans for first round review:

- Number of plans achieving “Acceptable” or “Very Good” in the overall categories of mission, quality of outcomes, and number of direct measures: **84**
- Number of plans achieving “Acceptable” or “Very Good” in each element (with no improvements recommended for one or more elements of the plan): **11**
- Number of plans in which recommendations for improvements were made: **84**

In Spring 2011, refresher workshops and consultations were offered to assist Effectiveness Process Facilitators in revising assessment plans. The revised assessment plans are being reviewed by the Co-Chairs and additional feedback is being provided.

### **C. Assessment Plan and Report Rubric Training and Calibration.**

One of the major endeavors and responsibilities carried out by members of the Institutional Effectiveness Committee is the review, scoring and providing of feedback on all assessment plans and reports submitted by effectiveness process facilitators. In order to assure that the highest degree of consistency is achieved in the review process, a rubric training and calibration session was held on May 13, 2011 for all members of the Institutional Effectiveness Committee. Led by Charles Smires, former Dean of Liberal Arts, South Campus, and facilitator for the collegewide developmental English exit paragraph grading workshops, all Committee members received extensive training during a hands-on workshop in how to apply the approved rubric to all 2010-2011 Academic Assessment Reports and 2011-2012 Academic Assessment Plans. Each Committee member was then assigned one report and one plan to review and asked to submit their evaluation of the assigned plan and report through Survey Monkey. This “test” review of one plan and one report submitted by each Committee member was then reviewed by either Dr. Crosby or Dr. Clark, and feedback was given to the respective Committee member regarding the manner in which he or she applied to the rubric to the plan or report. After this additional calibration, the Committee member was then assigned several additional plans and reports to review by June 15, 2011.

## **IX. Documentation of Use of Results for Improvement**

As this is the first assessment cycle with the new institutional effectiveness model and implementation of WEAVEonline, the documentation of use of results is not complete at the

time of this report. The academic programs and disciplines will submit their assessment reports by May 20, 2011, and the non-academic units and educational support services units will submit their assessment reports by September 30, 2011.

Of critical importance is the use of assessment results for improvement of the institution, its curriculum and services, and ultimately student learning. Each year, the Office of Institutional Effectiveness and Accreditation will review annual Institutional Effectiveness assessment reports to determine patterns and trends in student learning outcome and administrative outcome achievement, and examine action plans to identify requests for equipment, instructional materials, professional development and other needs, and consider impact on resource allocations. This information will be presented to the President's Cabinet and the Center for Advancement of Teaching and Learning.

## **X. Lessons Learned and Success Stories**

### **A. Lessons Learned**

The Institutional Effectiveness Process would have benefited from the following:

- Pilot testing WEAVEOnline with a small number of programs and units prior to implementing the system college-wide
- Pilot testing and refining the rubrics and feedback process with a small number of programs and units prior to implementing the system college-wide
- Enhancing the consistency of the application of the rubrics when 'assessing' the assessment plans
- Identifying campus-based institutional effectiveness mentors for academic programs and non-academic units
- Urging more Effectiveness Process Facilitators to participate in one-on-one consultations

### **B. Accomplishments and Success Stories**

- Institutional Effectiveness professional development and other resources were developed and provided to Effectiveness Process Facilitators
- All existing departments, unit and programs participated in the annual cycle, unless the department or unit director position was vacant during part of the cycle, or the program was undergoing inactivation.
- The Institutional Effectiveness Committee reviewed 200 assessment plans.
- Effectiveness Process Facilitators for those 200 programs and units received customized feedback to help them strengthen the plans.
- The Institutional Effectiveness Committee developed and adopted Institutional Effectiveness Manuals and Culture Indicators.
- One division of the College, Student Success, developed a more comprehensive, holistic and intentional vision of student development, and its connections to the phases of the student experience and general education outcomes, as a result of participation in the Institutional Effectiveness process.

Florida State College at Jacksonville is a member of the Florida College System.

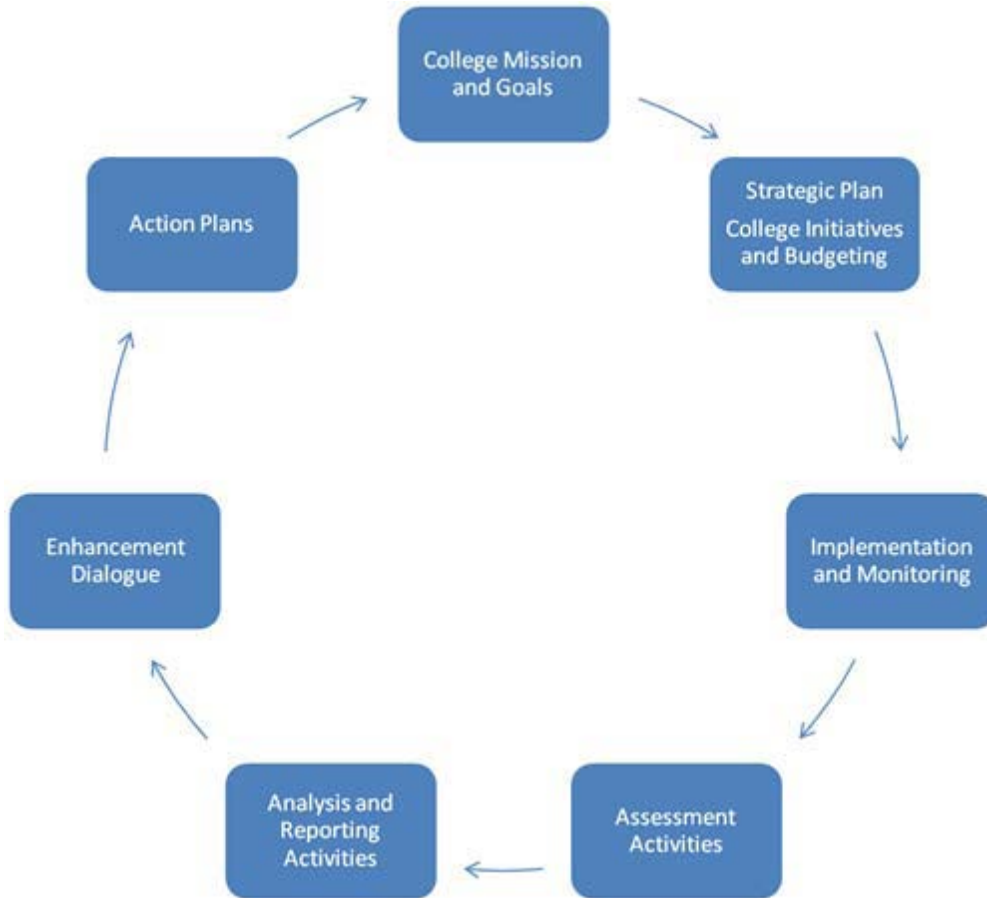
Florida State College at Jacksonville is not affiliated with any other public or private university or college in Florida or elsewhere.

Florida State College at Jacksonville is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (“SACS”) to award the baccalaureate and associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call (404) 679-4500 for questions about the accreditation of Florida State College at Jacksonville.



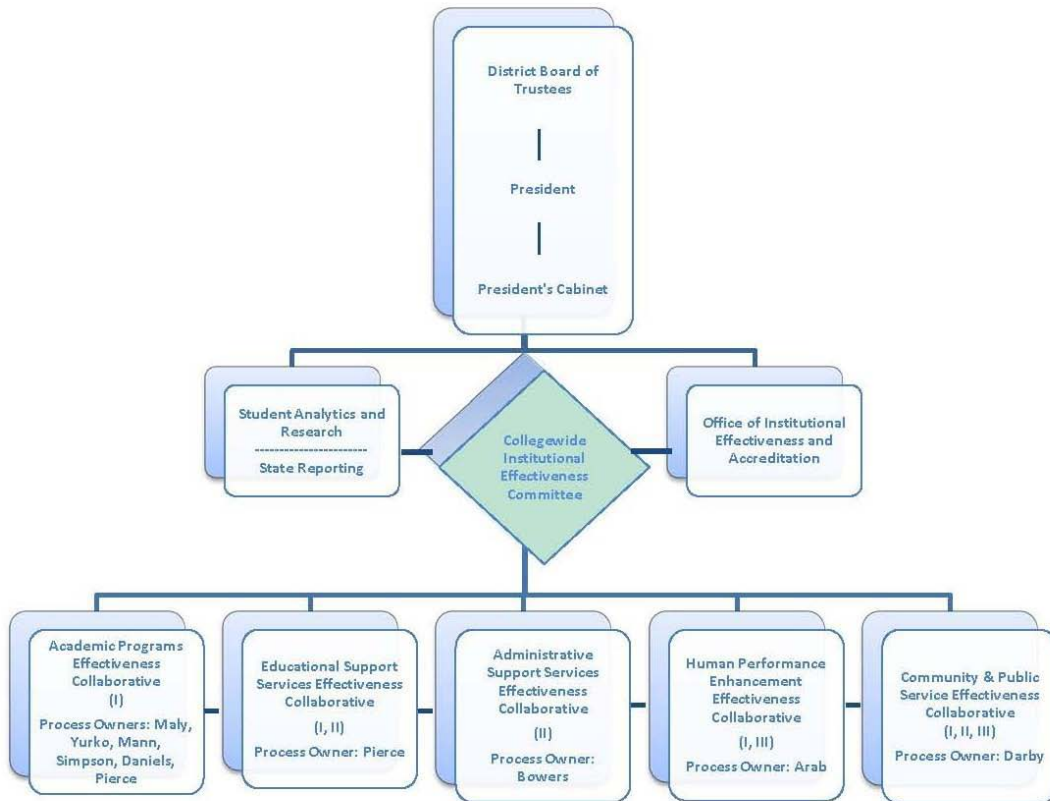
Appendix "A"

**College Enhancement Cycle**



Appendix "B"

**Institutional Effectiveness Structure to Support Assessment of Academic Programs, Educational Support Services, and Non-Academic Units**



Appendix “C”

**Academic Programs Effectiveness Collaborative  
Process Owners and Process Facilitators**

**Baccalaureate Degrees – Effectiveness Process Owner: Maggie Cabral-Maly**

This area is supported by the Baccalaureate Council

<b>Baccalaureate Degrees</b>	<b>Effectiveness Process Facilitators</b>
<b>Representatives to college-wide Institutional Effectiveness Committee</b>	<b>Jose Lepervanche, Maggie Cabral-Maly</b>
Business Administration (BS)	Betsy Davis and Jose Lepervanche
Computer Systems Networking and Telecommunications (BAS) (POS S300)	Ronnie King and Wally Eaton
Fire Science Management (BAS) (POS S911)	Jerry Stewart and Kenneth Ellison
Information Technology Management (BAS) (POS S301)	Wendy Norfleet, Sebens Masline, and Margaret Wilkenson
Public Safety Management (BAS) (POS S400)	Reta Roberts, Jerry Stewart, Kenneth Ellison and Jami Myers
Supervision and Management (BAS) (POS S100)	Betsy Davis and Jose Lepervanche
Early Childhood Education (BS) (POS T100)	Carole Byrd and Yakup Bilgili
Nursing (BSN) (POS N200)	M. Kathy Ebener and Susan Schultz
Biomedical Sciences (B.S.)	Lourdes Norman-McKay and Julia Keller

**Associate of Arts/Liberal Arts & Sciences/General Education – Effectiveness Process Owner: Nancy Yurko**

This area is supported by the campus deans of Liberal Arts and Sciences

<b>Discipline Areas</b>	<b>Effectiveness Process Facilitators</b>
<b>Representatives to college-wide Institutional Effectiveness Committee</b>	<b>John Wall, J. Aaron Mathews, and Kathryn Birmingham</b>
Associate of Arts Program	Nancy Yurko and Faculty Member TBA
Mathematics	Judy Staver and Rogheyeh Vafabakhsh
Natural Sciences	Michael Reynolds and Britta Hoffman
Communications	Charles Smires and Amani Francis
Social & Behavioral Sciences	Susan Reilly and Stefanie Waschull
Humanities	Dana Thomas and Holly Masturzo
Foreign Languages	Margo Martin and John Fields
English for Academic Purposes (EAP)	Kathryn Birmingham and Jennifer Rusnak
Fine Arts	Richard Greene, Dustin Harewood, Patrick Miko
SLS1103/SLS0005	John Wall and Amani Francis

**Academic Success Centers/Developmental Education – Effectiveness Process Owner: Nancy Yurko**

This area is supported by the Academic Success Council

<b>Discipline Areas</b>	<b>Effectiveness Process Facilitators</b>
Academic Success Centers	Kathleen Ciez-Volz, Elizabeth Curry, Darlene Breitenbach, Keri Dozier, Jamie Myers-Stewart, Mimi Folk, Marilyn Metzcher-Smith, Wendy Ruddock-Williams
---Developmental Reading	Kathleen Ciez-Volz and Mimi Folk
---Developmental English	Kathleen Ciez-Volz, Marilyn Metzcher-Smith
---Developmental Mathematics	Kathleen Ciez-Volz, Jamie Myers-Stewart

**Associate of Science/Associate of Applied Science (Professional Schools) – Effectiveness Process Owners: Jim Simpson and Terri Daniels**

This area is supported by the campus deans of Workforce Development  
 Italicized names in shaded cells indicate Sub-Process Owners

<b>Professional Schools</b>	<b>Effectiveness Sub-Process Owners and Process Facilitators</b>
<b>Representatives to college-wide Institutional Effectiveness Committee</b>	<b>Betsy Davis, Margaret Fisher</b>
<i>School of Aerospace</i>	<i>Sub-Process Owner: Gene Milowicki</i>
Aviation Maintenance Management (AS) (POS 2150)	David Dagenais and John Mayes
Aviation Operations (AS) (POS 2354)	David Dagenais and Carter Cheathum
Professional Pilot Technology (AS) (POS 2258)	David Dagenais and Chris Vandiver
<i>School of Business</i>	<i>Sub-Process Owner: Betsy Davis</i>
Accounting Technology (AS) (POS 2201)	Brian McDuffie and Shawna Coram
Business Administration (AS) (POS 2213)	Brian McDuffie and Bob Morris
Office Administration (AAS) (POS A265)	Sandra Beck and Margaret Fisher
Office Administration (AS) (POS 2265)	Sandra Beck and Margaret Fisher
Paralegal Studies (Legal Assisting) (AS) (POS 2299)	Brian McDuffie and Nicholas Martino
<i>School of Construction, Industrial &amp; Architectural Technologies</i>	<i>Sub-Process Owner: Gary Krupa</i>
Air Conditioning, Refrigeration, and Heating Systems Tech (AAS) (POS A120)	Gary Krupa and Michael Brock
Architectural Design and Construction Technology (AS) (POS 2202)	Gary Krupa and Patrick Land
Building Construction Technology (AS) (POS 2234)	Gary Krupa and Martin Johnson
Carpentry Management (AAS) (POS A125)	Gary Krupa and Robert Rivers
Construction Electricity Management (AAS) (POS A185)	Gary Krupa and Charlie Taylor
Engineering Technology (Advanced Manufacturing) (AS) (POS 2320)	Ernie Friend and Evan Kuharich
Environmental Science (AS) (POS 2166)	Brian McDuffie and Bryan Spohn
Industrial Management Technology (Maintenance) (AS) (POS 227S)	Ernie Friend and Faculty Member TBA

Industrial Management Technology (Maintenance) (AAS) (POS A27S)	Ernie Friend and Faculty Member TBA
Industrial Management Technology (Military) (AS) (POS 2378)	Marcia Gross
Interior Design Technology (AS) (POS 2389)	Brian McDuffie and Stephanie Sipp
<i>School of Culinary Arts &amp; Hospitality</i>	<i>Sub-Process Owner: Bob Mark</i>
Culinary Management (AS) (POS 2259) and Restaurant Management (AS) (POS 2212)	Bob Mark and Ron Wolf
Hospitality and Tourism Management (AS) (POS 2214)	Bob Mark and Rich Grigsby
<i>School of Digital Media &amp; Entertainment Technology</i>	<i>Sub-Process Owner: Troy Johnson</i>
Digital Media/Multimedia Technologies (AS) (POS 2152)	Troy Johnson and Marc Boese
Theatre and Entertainment Technology (AS) (POS 221B)	Johnny Pettigrew and Faculty Member TBA
<i>School of Education</i>	<i>Sub-Process Owner: Carole Byrd</i>
Early Childhood Management (AS) (POS 2203)	Carole Byrd and Mary (Sissy) Cook
Sign Language Interpretation (AS) (POS 221A)	Rick Nelson and Lori Cimino
<i>School of Health Sciences</i>	<i>Sub-Process Owner: Neal Henning</i>
Case Management (ATC) (POS 4102)	Neal Henning and Faculty Member TBA
Dental Hygiene (AS) (POS 2300)	Jeff Smith and Jackie Mack
Emergency Medical Services (EMS) (AS) (POS 2251)	Marcy Heatherington
Funeral Services (AS) (POS 2161)	Roy Weimert and Faculty Member TBA
Health Information Management (AS) (POS 2277)	Eudelia (Skip) Thomas and Faculty Member TBA
Histologic Technology (AS) (POS 2262)	Rhoda Jost and Jerry Santiago
Medical Laboratory Technology (AS) (POS 2220)	Rhoda Jost and Merry Carter
Nursing R.N. (AS) (POS 2149) and Nursing R.N. (Bridge Option for LPNs) (AS) (POS 2261)	Dirlie McDonald, Sandra Taylor and Carolyn Keister
Occupational Therapist Assistant (AS) (POS 2355)	Eleanor Wild
Ophthalmic Technician (AS) (POS 2180)	Neal Henning and Pattie Lamell
Physical Therapist Assistant (AS) (POS 222A)	Josh Coram
Radiation Therapy (AS) (POS 2163)	Tracey Dingus Simmons
Radiography (Degree Completion) (AS) (POS 2254)	Tom Graham
Radiography (FSCJ Option) (AS) (POS 2154)	Tom Graham
Radiography (Mayo Clinic Option) (AAS) (POS A292)	Tom Graham
Respiratory Care (AS) (POS 2244)	Jim Woods and John Salazar
<i>School of Information Technology</i>	<i>Sub-Process Owner: Wendy Norfleet</i>
Biomedical Engineering Technology (AS) (POS 2271)	Ernie Friend and Fred Wainwright
Biotechnology Laboratory Technology (AS) (POS 2199)	Kathleen Foley and Kevin Pegg
Information Technology (AS) (POS 2153)	Wendy Norfleet, Sabena Masline, and Margaret Wilkenson
Information Technology Management (ATC) (POS 4101)	Wendy Norfleet and Margaret Wilkenson
Networking Services Technology (Network Support) (AS) (POS 2156)	Ernie Friend and Steve Clancy
<i>School of Public Safety</i>	<i>Sub-Process Owner: Jim Stevenson</i>
Criminal Justice Technology (AS) (POS 2239)	Alan Bridges, Jerry Stewart, Jami Myers and Reta Roberts
Emergency Administration and Management (Homeland Security) (AS) (POS 2404)	Jami Myers, Jerry Stewart and Reta Roberts

Fire Science Technology (AS) (POS 2911) and Fire Science Technology (Academy Program) (AAS) (POS A138)	Jerry Stewart and Kenneth Ellison
<i>School of Transportation &amp; Logistics</i>	<i>Sub-Process Owner: JB Renninger</i>
Automotive Service Management Technology (AS) (POS 2236)	Don Thompson and Jeff Rehkopf
Dealer Specific Automotive Technology (AS) (POS 223A)	Don Thompson and Paul Soar
Supply Chain Management (AS) (POS 2127)	Sandra Beck and Faculty Member TBA

### Florida Coast Career Tech – Effective Process Owners: Brian Mann, Jim Simpson and Terri Daniels

This area is supported by the campus deans of Florida Coast Career Tech  
 Italicized names in shaded cells indicate Sub-Process Owners

Florida Coast Career Tech	Effectiveness Sub-Process Owners and Process Facilitators
<b>Representatives to college-wide Institutional Effectiveness Committee</b>	<b>Melanie Ferren, Kathryn Harward</b>
<i>Construction</i>	<i>Sub-Process Owner: JB Renninger</i>
Air Conditioning, Refrigeration and Heating Systems Technology (PSAV) (POS 5604)	Gary Krupa and Michael Brock
Applied Welding Technologies (PSAV) (POS 5679)	Gary Krupa and Faculty Member TBA
Carpentry (PSAV) (POS 5618)	Gary Krupa and Robert Rivers
Electricity (Construction) (PSAV) (POS 5632)	Gary Krupa and Charlie Taylor
<i>Business</i>	<i>Sub-Process Owner: Bill Barfield</i>
Insurance Claims Adjuster (PSAV) (POS 5728)	Bill Barfield and Jennifer Spera-Ayers/Kathleen Gladu
Insurance Customer Service Representative (PSAV) (POS 5727)	Bill Barfield and Jennifer Spera-Ayers/Kathleen Gladu
Insurance General Lines Agent (PSAV) (POS 5723)	Bill Barfield and Jennifer Spera-Ayers/Kathleen Gladu
Life Insurance Marketing (PSAV) (POS 5726)	Bill Barfield and Jennifer Spera-Ayers/Kathleen Gladu
Logistics and Distribution (PSAV) (POS 5913)	Sandra Beck and Faculty Member TBA
Mortgage Broker (PSAV) (POS 5747)	Bill Barfield and Jennifer Spera-Ayers/Kathleen Gladu
Office Assistant (PSAV) (POS 5905)	Sandra Beck and Faculty Member TBA
Personal Lines Insurance (PSAV) (POS 5737)	Bill Barfield and Jennifer Spera-Ayers/Kathleen Gladu
Real Estate Appraiser Trainee (PSAV) (POS 5748)	Bill Barfield and Jennifer Spera-Ayers/Kathleen Gladu
Real Estate Broker (PSAV) (POS 5731)	Bill Barfield and Jennifer Spera-Ayers/Kathleen Gladu
Real Estate Sales Agent (PSAV) (POS 5733)	Bill Barfield and Jennifer Spera-Ayers/Kathleen Gladu
<i>Child Care Center and Early Childhood Education</i>	<i>Sub-Process Owner: Carole Byrd</i>
Child Care Center Operations (PSAV) (POS 5794)	Lydia Walter and Faculty Member TBA
Early Childhood Education (PSAV) (POS 5795)	Lydia Walter and Faculty Member TBA
Family Child Care Training (PSAV) (POS 5738)	Lydia Walter and Faculty Member TBA
<i>Personal Services and Allied Health</i>	<i>Sub-Process Owner: Melanie Ferren</i>
Cosmetology (PSAV) (POS 5743)	Janice Hall and Deborah Williams
Community Pharmacy Technician (ATD) (POS B900)	Deborah Brabham and Faculty Member TBA

Dental Assisting (PSAV) (POS 5649)	Jeff Smith and Faculty Member TBA
Facials Specialty (PSAV) (POS 5711)	Janice Hall and Deborah Williams
Massage Therapy (PSAV) (POS 5700)	Janice Hall
Medical Assisting (PSAV) (POS 5648)	Deborah Brabham and Willie “Paul” Daniels
Patient Care Technician (POS 5707)	Deborah Brabham and Faculty Member TBA
Pharmacy Technician (ATD) (POS B300)	Deborah Brabham
Practical Nursing (POS 5657)	Deborah Brabham, Marie Harper and Kathryn Harward
Surgical Technology (POS 5667)	Deborah Brabham and Denise Dougherty/Annette Sapp
<i>Public Safety</i>	<i>Sub-Process Owner: Jerry Stewart</i>
Correctional Officer (PSAV) (POS 5753)	Stephanie Scott and Marsha Davison
Crossover Correctional Officer to Law Enforcement Officer (PSAV) (POS 5756)	Stephanie Scott and Faculty Member TBA
Fire Fighter II (Fire Fighter I and II) (POS 5720)	Sheldon Reed and Faculty Member TBA
Law Enforcement Officer (PSAV) (POS 5758)	Stephanie Scott and Faculty Member TBA
Police Service Aide (POS 5300)	Stephanie Scott and Faculty Member TBA
<i>Transportation</i>	<i>Sub-Process Owner: Paul McNamara</i>
Aircraft Airframe Mechanics (PSAV) (POS 5712)	David Dagenais and John Mayes
Aircraft Coating Technician (PSAV) (POS 5950)	David Dagenais and Chris Vandiver
Aircraft Power Plant Mechanics (PSAV) (POS 5734)	David Dagenais and John Mayes
Automotive Collision Repair and Refinishing (PSAV) (POS 5606)	Don Thompson and Glen Lynch
Automotive Service Technology (PSAV) (POS 5609)	Don Thompson and Jacob Alliton
Commercial Vehicle Driving (PSAV) (POS 5100)	Jim Harvey and Joseph Lackey
Heavy Duty Truck and Bus Mechanics (PSAV) (POS 5616)	Don Thompson and Craig Scholl

**High School Completion Programs and English Language Training Programs – Effective Process Owner: Tracy Pierce**

<b>High School Completion Programs and English Language Training Programs</b>	<b>Effectiveness Sub-Process Owners and Process Facilitators</b>
<b>Representative to college-wide Institutional Effectiveness Committee</b>	<b>Rawlslyn Francis</b>
English for Speakers of Other Languages (English literacy training)	April Tischer
English Language Institute	Anna-Marie Siegel
Pathways High School Equivalency	April Tischer and Rawlslyn Francis
Pathways Academy for Adults	April Tischer, Catherine Jackson, and Rawlslyn Francis

## Educational Support Services Effectiveness Collaborative

### Process Owners and Process Facilitators

#### Educational Support Services (Student Success Units, Honors and Library/Learning Commons) –

##### Effectiveness Process Owner: Tracy Pierce

This area is supported by the Student Success Outcomes Task Force.  
 Italicized names in shaded cells indicate Sub-Process Owners

Educational Support Services Area	Effectiveness Sub-Process Owners and Process Facilitators
Representatives to college-wide Institutional Effectiveness Committee	BJ Hausman, Amy Perkins, Jametoria Burton
	<i>Sub-Process Owner: Sherry David</i>
Academic Advising	Kathleen Von Balson, Barbara Jackson, Amy Perkins
Student Rights and Responsibilities	Sherry David, Bill Davis, Melanie Clark
	<i>Sub-Process Owner: Peter Biegel</i>
Admissions (District)	Rosalind Harris
SLS1101/Orientation	Peter Biegel , Kathleen Ciez-Volz
Registrar and Student Records (District)	Lori Collins, Valerie Walker
Student Services Training	Becky Bybel
Welcome Centers	Peter Biegel, Katie Meyer-Griffith
	<i>Sub-Process Owner: Kimberly Hardy</i>
Assessment and Certification	Carla Jenkins, Judy Jones-Liptrot
Career Development Centers/WorkSource	Mary Daniel, Brent Brown
Accelerated College	Keith Seagle
	<i>Sub-Process Owner: Bill Davis</i>
Athletics (Intercollegiate)	George Sanders
Campus Achievement Leadership	Toni Southerland
	<i>Sub-Process Owner: BJ Hausman</i>
Financial Aid/Scholarships (District and Campus)	Michelle Bowles, Terence Wright
Services for Students with Disabilities	Denise Giarrusso
Student Employment (District and Campus)	BJ Hausman, Caroline Russ
	<i>Sub-Process Owner: Patty Adeeb</i>
Recruitment and Marketing Communications	Kevin Cotton, John Kerr
Veterans Affairs (District and campus)	Susan Brown, Fred Culvyhouse
Veteran’s Center for Career Re-entry	Fred Culvyhouse, Ana Harvey
	<i>Sub-Process Owner: Melanie Clark</i>
Campus Enrollment Services (Admissions, Registration, Student Records)	Melanie Clark, Pamela Williams
Student Life and Leadership	Kelly Warren
	<i>Sub-Process Owners: Nancy Yurko, Kathleen Ciez-Volz, and Dana Thomas</i>



Honors	Nancy Yurko
Library/Learning Commons	Christy Taylor-Pruitt, C. Denise Norris

## Administrative Support Services Effectiveness Collaborative

### Process Owners and Process Facilitators

(non-academic units)

**Administrative Support Services- Effectiveness Collaborative Process Owner: Steve Bowers**

Italicized names in shaded cells indicate Sub-Process Owners

Administrative Support Services Area	Effectiveness Sub-Process Owners* and Process Facilitators
Representatives to college-wide Institutional Effectiveness Committee	Larry Snell, Kay Pope, and Sheri Litt
General Counsel	Jeanne Miller, Courtney Altes
Government Relations	Susan Lehr, Elizabeth Baldwin
<i>District Administrative Services</i>	<i>Sub-Process Owner: Steve Bowers</i>
Administrative Services (District)	Steve Bowers
Administrative Services (Military, Public Safety & Security)	Fred Culvyhouse
Business Offices	Darlene Pike
Finance	Peggy Boord
Foundation	Bob Stamp
Central Stores	Larry Snell
Purchasing	Larry Snell
<i>Campus-Based Administrative and Business Services</i>	<i>Sub-Process Owner: Cathy Horn</i>
Bookstore	Larry Snell
Administrative Services (Kent Campus/Cecil Center)	Cay Gasque
Administrative Services (North Campus/Nassau Center)	Steve Park
Administrative Services (Downtown Campus/ATC)	Lynn Mobley
Administrative Services (South Campus/Deerwood Center)	Cathy Horn
Administrative Services (Open Campus)	Dawn Button
Food Services	Larry Snell
Security	Stan Jurewicz
<i>Human Resources</i>	<i>Sub-Process Owner: Chris Arab</i>
Employee Relations/Equity	Chris Arab, Elaine Tisdale, Stacey Rayburg
Employment	Chris Arab, Dan Richardson, Stacey Rayburg
Organizational Development	Chris Arab, Stacey Rayburg

Personnel Evaluation Process	Chris Arab, Stacey Rayburg
<i>Facilities</i>	<i>Sub-Process Owner: Chuck Stratmann</i>
Facilities Management and Construction (District)	Chuck Stratmann and Rose Zurawski
Facilities Management/Maintenance (Campus-based)	Chuck Stratmann and Rose Zurawski
Risk Management	Stan Jurewicz
<i>Campus Administration</i>	<i>Sub-Process Owner: Don Green</i>
Office of Campus President (North Campus/Nassau Center)	Barbara Darby
Office of Campus President (Kent Campus/Cecil Center)	Maggie Cabral-Maly
Office of Campus President (Downtown Campus/ATC)	Christal Albrecht
Office of Campus President (South Campus/Deerwood Center)	Denis Wright
Office of Campus President (Open Campus)	Nancy Cooley
---E-Course Administration (Open Campus)	Sheri Litt
<i>Instruction and Student Services</i>	<i>Sub-Process Owner: Don Green</i>
Curriculum Services	Kay Pope
Institutional Effectiveness and Accreditation	Lynne Crosby and Naomi Sleep
Learning Research and Development	Jack Chambers, Doug Brtek, Betsy Griffey
Resource Development	Phyl Renninger
Student Analytics and Research	Greg Michalski, Karen Stearns and Steve Kruszewski
<i>Technology</i>	<i>Sub-Process Owner: Rob Rennie</i>
State Reporting and College-wide Data Reporting	Theresa Lott
Information Technology	Theresa Lott
<i>Professional and Career Education Administration</i>	<i>Sub-Process Owner: Jim Simpson</i>
Workforce Development (District)	Jim Simpson, Terri Daniels
Workforce Department (Dean's Office) – Kent Campus/Cecil Center	Betsy Davis
Workforce/Professional Programs Department (Dean's Office) – South Campus/Deerwood Center	Wendy Norfleet
Workforce Department (Dean's Office) – North Campus/Nassau Center	Neal Henning
Workforce Department (Dean's Office) – Downtown Campus/ATC	JB Renninger
Florida Coast Career Tech Department (Dean's Office) – North Campus/Nassau Center	Melanie Ferren
<i>Arts and Sciences Administration</i>	<i>Sub-Process Owner: Nancy Yurko</i>
Liberal Arts/Sciences (District)	Nancy Yurko
Liberal Arts/Sciences Department (Dean's Office) – South Campus/Deerwood Center	Judy Staver, Margo Martin
Liberal Arts/Sciences Department (Dean's Office) – North Campus/Nassau Center	Dana Thomas
Liberal Arts/Sciences Department (Dean's Office) – Downtown Campus/ATC	Kathryn Birmingham
Liberal Arts/Sciences Department (Dean's Office) – Kent Campus/Cecil Center	Michael Reynolds

Academic Dual Enrollment	Monica Murr, Nancy Yurko
<i>Military, Public Safety and Security Administration</i>	<i>Sub-Process Owner: Jim Stevenson</i>
Academic Programs and Student Success (Dean's Office) -MPSS	Paul Herman
Criminal Justice Center	TBA
Fire Academy of the South	Sheldon Reed
Florida Security Institute	Rick Higingbotham
Institute for Threat Reduction and Response	Rick Higingbotham, David Dial
Military Education Institute	Herb Babin, Calvin Leavell

## Human Performance Enhancement Effectiveness Collaborative

### Process Owners and Process Facilitators

(non-academic units/services)

**Human Performance Enhancement (Personnel Evaluation Processes and Professional Development Programs)- Effectiveness Process Owner: Chris Arab**

<b>Human Performance Enhancement Area</b>	<b>Effectiveness Process Facilitators</b>
<i>Representatives to college-wide Institutional Effectiveness Committee</i>	<i>Bill Ganza</i>
Center for Advancement of Teaching and Learning	Nancy Yurko, Jametoria Burton
High Level Leadership Program	Chris Arab, Stacey Rayburg
Learning Outcomes Enhancement Plan	Nancy Yurko
Academy for Professional Development	Bill Ganza, Doug Brtek, Betsy Griffey
Southeastern Center for Cooperative Learning	Faye Wisner

## Community and Public Services Effectiveness Collaborative

### Process Owners and Process Facilitators

(non-academic units)

**Community and Public Services (Grant Funded Centers and Strategic Business Units)- Effectiveness  
Process Owner: Barbara Darby**

Community and Public Services Area	Effectiveness Process Facilitators
Representatives to college-wide Institutional Effectiveness Committee	LaDonna Morris
Artist Series	Milt Russos
Center for Lifelong Learning	Don Hughes
Child Care Centers (on-campus)	BJ Hausman and Larry Snell
Community Continuing Education	Bill Lynch
Independent Living for the Adult Blind (ILAB)	Becky Simpson
Outdoor Education Center	Don Hughes
Wilson Center for the Arts	Beth Harvey
Women’s Center	LaDonna Morris
<i>Strategic Business Units</i>	
<ul style="list-style-type: none"> <li>• Employer Services</li> </ul>	Bill Lynch
<ul style="list-style-type: none"> <li>• Florida Aerospace Resource Center</li> </ul>	Gene Milowicki, Thomas Baine and Judith Rice
<ul style="list-style-type: none"> <li>• Global Education Learning Solutions</li> </ul>	Jack Chambers, Doug Brtek, Betsy Griffey
<ul style="list-style-type: none"> <li>• Institute for Financial Services</li> </ul>	Bill Barfield
<ul style="list-style-type: none"> <li>• SIRIUS Academics</li> </ul>	Jack Chambers, Doug Brtek, Betsy Griffey

## Appendix “D”

### **Members of the Collegewide Institutional Effectiveness Committee 2010-2011 Academic Year**

#### **Representatives from the Academic Programs Effectiveness Collaborative**

- Baccalaureate Programs – Maggie Cabral-Maly (Interim Provost) and Jose Lepervanche (Faculty Member, Kent Campus)
- Professional Schools (A.S./A.A.S., Technical Certificates) – Betsy Davis (Dean, Kent Campus) and Margaret Fisher (Faculty Member, Downtown Campus)
- Arts/Sciences (A.A.) - Kathryn Birmingham (Dean, Downtown Campus) and J. Aaron Matthews (Faculty Member, Downtown Campus)
- Florida Coast Career Tech (PSAV/ATD) – Melanie Ferren (Dean, North Campus) and Kathryn Harward (Faculty Member, North Campus)
- General Education – TBA Faculty Member
- SLS - John Wall (Associate Dean, South Campus/Deerwood Center)
- Pathways High School Equivalency – Rawlslyn Francis (Faculty Member, Downtown Campus)
- Faculty-Member-at-Large – Rachelle Wadsworth (Faculty Member, Kent Campus; Faculty Senate President)
- Jose Fierro (Faculty member, Kent Campus, and Chair of Center for Advancement of Teaching and Learning (fall term service only)

#### **Representatives from Educational Support Services Effectiveness Collaborative**

- BJ Hausman (Dean of Student Success, North Campus)
- Amy Perkins (Interim Dean of Student Success, Downtown Campus)
- Jametoria Burton (Librarian, South Campus/Deerwood Center and Chair, Center for the Advancement of Teaching and Learning)

#### **Representatives from Administrative Support Services Effectiveness Collaborative**

- Larry Snell (Associate Vice President, Purchasing and Business Services, District)
- Kay Pope (Curriculum Services Coordinator, District)

#### **Representatives from Human Performance Enhancement Effectiveness Collaborative**

- Bill Ganza (Director of Professional Development, District)

#### **Representatives from Community/Public Service Effectiveness Collaborative**

- LaDonna Morris (Counselor Coordinator, Women’s Center)

**Cabinet Advisor: Barbara Darby, North Campus President**

**Distance Education Advisor: Nancy Cooley, Open Campus President**

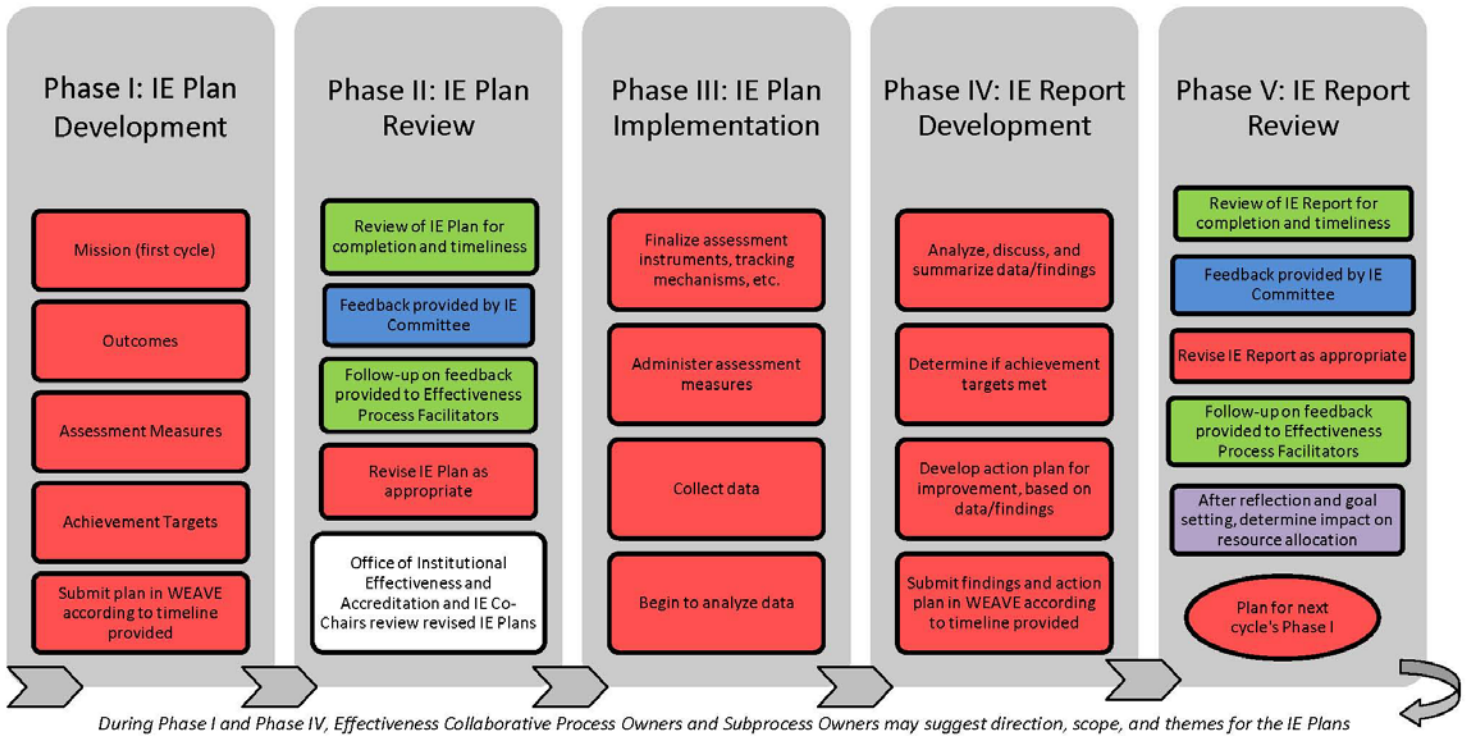
**Committee Resources**

- Greg Michalski, Director of Student Analytics and Research
- Theresa Lott, Director of Information Systems
- Naomi Sleep, Project Coordinator

**Ex Officio Members**

- Jim Simpson, Effectiveness Process Owner, Professional Schools and Florida Coast Career Tech
- Brian Mann, Effectiveness Process Owner, Florida Coast Career Tech
- Terri Daniels, Effectiveness Process Owner, Professional Schools and Florida Coast Career Tech
- Nancy Yurko, Effectiveness Process Owner, School of Arts & Sciences
- Tracy Pierce, Effectiveness Process Owner, Educational Support Services
- Steve Bowers, Effectiveness Process Owner, Administrative Support Services
- Chris Arab, Effectiveness Process Owner, Human Performance Enhancement

### Institutional Effectiveness Process Phases



Legend: **Red** ■ - Role of Effectiveness Process Facilitators; **Green** ■ - Role of Process Owners; **Blue** ■ - Role of Institutional Effectiveness Committee in collaboration with Office of Institutional Effectiveness and Accreditation; **Purple** ■ - Role of President’s Cabinet Members

**Please only duplicate this handout in color (not black & white) to understand the color coded roles within the process.**

For more information contact the Office of Institutional Effectiveness and Accreditation: Lynne Crosby 632-5066 or Naomi Sleep 361-6252



## Institutional Effectiveness Resources

### Local Campus Experts

*The role as local expert will be to answer questions about WEAVEonline Assessment, Mapping, and Reports for those who have attended the WEAVEonline workshops.*

#### **Downtown Campus:**

Stacey Rayburg and Joy Haney are the WEAVEonline local experts for Downtown Campus and Administrative Offices.

Stacey Rayburg can be reached at [srayburg@fscj.edu](mailto:srayburg@fscj.edu) or 632-3290.

Joy Haney can be reached at [jhaney@fscj.edu](mailto:jhaney@fscj.edu) or 632-3092

#### **Kent Campus:**

Melissa Armstrong is the WEAVEonline local expert for Kent Campus.

Melissa Armstrong can be reached at [marmstro@fscj.edu](mailto:marmstro@fscj.edu) or 381-3772.

#### **Nassau Center:**

Catherine Hodges is the WEAVEonline local expert for the Nassau Center.

Catherine Hodges can be reached at [chodges@fscj.edu](mailto:chodges@fscj.edu) or 548-4468.

#### **North Campus:**

Janice Hall and Patty Lee are the WEAVEonline local experts for North Campus.

Janice can be reached at [jhall@fscj.edu](mailto:jhall@fscj.edu) or 766-6705.

Patty Lee can be reached at [plee@fscj.edu](mailto:plee@fscj.edu) or 766-6614.

#### **South Campus:**

Joseph Pence is the WEAVEonline local expert for South Campus.

Joseph Pence can be reached at [jpence@fscj.edu](mailto:jpence@fscj.edu) or 646-2009.

#### **Urban Resource Center:**

Matthew Davis the WEAVEonline local expert for the Urban Resource Center.

Matthew Davis can be reached at [matdavis@fscj.edu](mailto:matdavis@fscj.edu) or 632-5039.





## College Wide Trainers

*The role as trainer will be to conduct workshops for WEAVEonline Assessment, Mapping, Reports, and Assessment Refresher. Workshop requests should be two weeks in advance of the requested workshop date due to scheduling computer classrooms. There is a minimum of 4 attendees. Please see the note below regarding already established workshops found in the Academy for Professional Development Catalog in Artemis.*

### College Wide Lead Trainer:

Brenda Bocard is the College Wide Lead WEAVEonline trainer located at the Administrative Offices Building.

Brenda Bocard can be reached at [bbocard@fscj.edu](mailto:bbocard@fscj.edu) or 632-3283.

### Deerwood Center:

Deborah Slater is the WEAVEonline trainer located at the Deerwood Center.

Deborah Slater can be reached at [dslater@fscj.edu](mailto:dslater@fscj.edu) or 997-2706.

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### North Campus:

Dane Ruser and Cheryl Steinman are the WEAVEonline trainers located at North Campus.

Dane Ruser can be reached at [druser@fscj.edu](mailto:druser@fscj.edu) or 766-6553.

Cheryl Steinman can be reached at [csteinma@fscj.edu](mailto:csteinma@fscj.edu) or 766-6593.

### Urban Resource Center:

Rebecca Bybel is the WEAVEonline trainer located at the Urban Resource Center.

Rebecca Bybel can be reached at [rbybel@fscj.edu](mailto:rbybel@fscj.edu) or 632-5928.

NOTE: Previously scheduled WEAVEonline workshops are published in the Academy for Professional Development Catalog in Artemis.

- To find the list of workshops, please login to Artemis, under Academy for Professional Development select AFD Catalog, search the catalog using the current term and the interest area of Institutional Accountability.
- To register for a workshop, please login to Artemis, under Academy for Professional Development select **Register (Add/Drop) AFD Classes**, using the workshop reference numbers provided in the catalog, register for the workshop that best fits your scheduling needs.

For WEAVEonline technical issues contact: [weave@fscj.edu](mailto:weave@fscj.edu)

Appendix “G”

**Institutional Effectiveness Process Timeline**

**Academic Programs**

This includes baccalaureate programs; associate degree programs; AA disciplines; workforce certificates and other Florida Coast Career Tech programs; and Pathways High School Equivalency.

Oct. 29, 2010	Submit IE Assessment Plan, Curriculum Map, and Completed IE Assessment Plan Rubric for Academic Programs into WEAVEonline ( <i>Phase I</i> )
Nov. 5 to Early Dec., 2010	Refrain from making edits to IE Assessment Plan in WEAVEonline until program receives feedback
Mid-Dec., 2010	Receive feedback on your IE Assessment Plan ( <i>Phase II</i> )
Jan. 21, 2011	Collegewide Faculty Meeting
Jan. 28, 2011	Submit revised plan in WEAVEonline, if requested ( <i>Phase II</i> )
Mid-February, 2011	Receive feedback on your revised IE Assessment Plan, if applicable ( <i>Phase II</i> )
Spring 2011	Implement IE Assessment Plan and Collect Assessment Data ( <i>Phase III</i> )
May 2011	Begin analyzing data and designing action plan ( <i>Phase III and IV</i> )
May 20, 2011	Submit 2010-2011 IE Assessment Report; Completed Report Rubric for Academic Programs; and begin implementing action plan ( <i>Phase IV</i> ) Submit 2011-2012 IE Assessment Plan in WEAVEonline ( <i>Phase I</i> )
May 20 to TBA, 2011	Refrain from making edits to IE Assessment Report and Plan in WEAVEonline until program receives feedback
TBA	Receive feedback on IE Assessment Report for 2010-2011 ( <i>Phase V</i> ) and IE Assessment Plan for 2011-2012 ( <i>Phase II</i> )

Sept. 15, 2011	Submit revised IE Assessment Plan for 2010-2011 if requested ( <i>Phase V</i> ) and IE Assessment Plan for 2011-2012 in WEAVEonline, if requested ( <i>Phase II</i> )
Oct. 3, 2011	Receive feedback on your revised IE Assessment Report and Plan, if applicable

**Educational Support Services, Administrative Support Services, Human Performance Enhancement and Community/Public Services**

Jan. 31, 2011	Submit IE Assessment Plan and Completed IE Assessment Plan Rubric for Non-Academic Units into WEAVEonline ( <i>Phase I</i> )
Feb. 8–March 21, 2011	Refrain from making edits to IE Assessment Plan in WEAVEonline until program receives feedback
March 21, 2011	Receive feedback on your IE Assessment Plan ( <i>Phase II</i> )
April 15, 2011	Submit revised IE Assessment Plan in WEAVEonline, if requested ( <i>Phase II</i> ) *The deadline for Community/Public Service; Educational Support Services (Student Success), and Human Performance Enhancement is April 15, 2011. The deadline is April 20, 2011 for revisions for Administrative Support Services.
May 3, 2011	Receive feedback on your revised IE Assessment Plan, if applicable ( <i>Phase II</i> )
Spring/Summer 2011	Implement IE Assessment Plan and Collect Assessment Data ( <i>Phase III</i> )
Sept. 1, 2011	Begin analyzing data and designing action plan by this date ( <i>Phase III and IV</i> )
Sept. 30, 2011	Submit 2010-2011 IE Assessment Report; Completed Report Rubric for Non-Academic Units; and begin implementing action plan ( <i>Phase IV</i> ) Submit 2011-2012 IE Assessment Plan in WEAVEonline ( <i>Phase I</i> )
Oct. 10-Nov. 30, 2011	Refrain from making edits to IE Assessment Plan and Report in WEAVEonline until program receives feedback

Nov. 30, 2011	Receive feedback on IE Assessment Report for 2010-2011 ( <i>Phase V</i> ) and IE Assessment Plan for 2011-2012 ( <i>Phase II</i> )
Dec. 15, 2011	Submit revised IE Assessment Plan for 2010-2011, if requested ( <i>Phase V</i> ) and IE Assessment Plan for 2011-2012 in WEAVEonline, if requested ( <i>Phase II</i> )
Jan. 20, 2012	Receive feedback on your revised IE Assessment Report and Plan, if applicable