



**Southern Association of Colleges and Schools  
Commission on Colleges**

**REPORT OF THE REAFFIRMATION COMMITTEE**

**Statement Regarding the Report**

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

**Name of the Institution:** Edison State College

**Date of the Review:** May 2011 (off-site)

**COC Staff Member:** Dr. Barry D. Goldstein

**Chair of the Committee:**

## Part I. Overview and Introduction to the Institution

*To be completed by the On-site Reaffirmation Committee.*

## Part II. Assessment of Compliance

*Sections A thru E to be completed by the Off-Site Review Committee and the On-Site Reaffirmation Committee. An asterisk before the standard indicates that it will be reviewed by the On-Site Reaffirmation Committee even if the off-site review determines compliance.*

### A. Assessment of Compliance with Section 1: The Principle of Integrity

- 1.1 The institution operates with integrity in all matters. **(Integrity)**  
*(Note: This requirement is not addressed by the institution in its Compliance Certification.)*

The Off-Site Review Committee found no evidence of non-compliance with this standard.

### B. Assessment of Compliance with Section 2: Core Requirements

- 2.1 The institution has degree-granting authority from the appropriate government agency or agencies. **(Degree-granting Authority)**

#### Compliance

The Florida General Statutes and Administrative Code establish degree-granting authority for Edison State College. The Florida State Board of Education provided additional degree-granting authorization for the offering of baccalaureate degree programs prior to the establishment of a new Florida College System in 2008.

- 2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and

operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. **(Governing Board)**

### **Compliance**

Edison State College has a nine member Board of Trustees that is appointed by the Governor and confirmed by the State Senate in accordance with the Florida General Statutes. The Board is an active policy-making body as evidenced by the regularly scheduled meetings and meeting minutes provided. The powers and duties of the Board, as set forth in Florida Statutes and Administrative Code, address its role in ensuring a sound educational program, including establishment and discontinuance of program and course offerings, performance standards for awarding of degrees and certificates, and approval of core curricula. The Board oversees the financial resources of Edison State College through such functions as review and approval of the budget, approval of audited financial statements, oversight of Board designated accounts, fee schedules, inventory, investment policy, collegiate high school budget, and purchases of property. To assure that the Board is not controlled by a minority of board members, the process for gubernatorial appointments is a matter of public record and requires that applicants disclose contractual or “direct dealings” with the institution. All meetings of the Board are open to the public.

- 2.3** The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. **(Chief Executive Officer)**

### **Compliance**

Edison State College has a President/Chief Executive Officer, Dr. Kenneth P. Walker, whose primary responsibility is to serve as the institution’s chief administrative officer for the College. The President/CEO duties and responsibilities are set forth in Board rules and a job description. The president is not a member of the Board of Trustees and this is clearly delineated on the institution’s organizational chart. The Board of Trustees elects a board chair from among its membership each year and that individual that presides at all board meetings.

- 2.4** The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

### **Compliance**

Edison State College adopted its current mission statement on April 27, 2010, after a broad-based review by college administrators, board members, and faculty. The concise statement, which is published both online and in the College Catalog reads as follows: “The mission of the College is to inspire learning; prepare a diverse population

for creative and responsible participation in a global society; and serve as a leader for intellectual, economic, and cultural awareness in the community.”

While the mission statement is clear and comprehensive, addressing teaching, learning, and public service, it is so broad that it could just as easily apply to almost any college, whether two-year or four-year, public or private. In this sense, the College might consider incorporating into the statement such essential information as the type of institution it is, the geographical area it serves, and the type of programs it offers.

- 2.5** The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

### **Compliance**

Edison State College has developed and implemented an ongoing, integrated, and institution-wide research-based planning and evaluation process that operates at the institution, program, and student level. At all three levels, the process is systematic, related to the mission and strategic priorities of the College, and designed to result in continuing improvement of institutional quality. The overall strategic planning and evaluation process provides evidence that the College is effectively accomplishing its mission.

At the institution level, the College operates on a three-year planning process in which the college mission, strategic planning priorities, and student learning outcomes provide a framework for all college planning and evaluation activities. The current strategic plan, *Destination 2020: Creating a Pathway for Our Future*, was developed utilizing a broad-based, participatory process and approved by the College Board on February 22, 2011. With respect to data analysis, the Office of Institutional Research, Planning & Effectiveness has developed an attractively formatted summary of key indicators in the form of an Institutional Effectiveness Scorecard, which is completed at the end of each fall and spring term. This scorecard provides a wealth of information in the form of tabular data, though it would be more helpful if a brief analysis of what the data mean accompanied the data.

At the program level, each unit plan is linked to one or more college-wide, strategic planning priorities and follows an annual, cyclical process divided into five distinct phases. During the first phase, from January through March, and operational plan is developed. Unit objectives are formulated, resources allocated, responsibilities assigned, institutional indicators developed, and a budget developed. The second phase, which lasts until early July, consists of operationalizing the plan. Monitoring occurs, adjustments are made, and assessment activities are begun. The fourth phase, evaluating and summarizing outcomes, takes place in July, August, and September, followed by the fifth phase, communicating results of the assessment to the college community. The results are then used to improve academic programs, administrative services, and student support services, and to inform the goals of the subsequent strategic planning cycle.

At the student level, the Student Assessment Committee and faculty review and analyze student achievement of learning outcomes, both those related to the college-level competencies within the general education core, and those related to course level outcomes.

- 2.6** The institution is in operation and has students enrolled in degree programs.  
**(Continuous Operation)**

### **Compliance**

The institution has been in continuous operation since 1962 and has a record of steady growth since its founding. Headcount has grown from less than 500 in 1962 to over 24,262 students in the 2009/2010 academic year. Two additional campuses have been added including the Collier Campus (1992) and the Charlotte Campus (1967). In addition, students receive services at the Hendry/Glades Center in LaBelle and through Edison Online. The institution was granted Level II status by SACSCOC in 2005. The report of Unduplicated Headcount Trend by Program by Academic Year, along with more detailed reports on certificates and degrees reflect student enrollments by program.

- 2.7.1** 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.  
**(Program Length)**

### **Compliance**

Florida Administrative Code (6A-14.030) establishes the standard credit hour length for degree programs. Edison State College adheres to the Florida Administrative Code and offers associate degrees which range from 60 to 88 credit hours. Associate degree programs which exceed 60 credit hours are designed to prepare graduates for entry into employment. Edison State also offers the bachelor's degree program consisting of 120 semester hours.

- 2.7.2** The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**

### **Compliance**

The Committee's review of the *2010-2011 College Catalog*, New Course Proposal Form, and Program Development Process confirms that the institution offers degree programs that are consistent with the mission "...to inspire learning; prepare a diverse population for creative and responsible participation in a global society." The Program Development Process clearly connects program development to the mission of the College, integrating input from the college community and advisory board memberships. Courses are consistent with the Florida State Numbering system and

articulation agreements suggesting educational offerings are based on fields of study appropriate to higher education. Additionally, the Committee's review of Florida Department of Education Curricular Frameworks and the institution's rationale for General Education Competencies confirms programs are coherent, with clear linkages between courses and learning outcomes.

- 2.7.3** In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. 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. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. **(General Education)**

#### **Compliance**

The institution requires the successful completion of collegiate level, general education courses within each degree offered. The Associate degree programs require 15 semester credit hours of general education and the baccalaureate degree programs require 30 semester credit hours of general education. The general education courses include at least one course from the humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These general education course requirements are not survey courses or focused on specific professions or occupations, but represent the depth and breadth of knowledge expected within the collegiate experience. The courses assigned to each degree program are based on a coherent rationale. Florida statute provides that these general education courses be accepted by all of the State's public postsecondary institutions. The institution offers semester credit hour courses only and does not utilize a program equivalency model.

- 2.7.4** The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See *Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach."*) **(Course work for Degrees)**

#### **Compliance**

The Committee's review of the College Catalog confirms that the institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. Requirements for all programs of study appear in the College

Catalog, along with course descriptions. The Catalog lists degrees and corresponding course work in: Associate in Arts and Associate in Science, the Bachelor of Applied Science programs and the Bachelor of Science in Nursing. Compliance with this standard is further evidenced in the institution's sample student transcript.

- \*2.8** The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. **(Faculty)**

### **Compliance**

The institution demonstrates commitment to ensuring adequate numbers of faculty to support its mission through increasing the number of full-time faculty by 35% to accommodate a 41% increase in enrollment over five years, and while also increasing the number of full-time faculty from 111 in 2005 to 144 in 2010. Twenty-two new faculty members were added in one year (2009-2010). Throughout this period, the institution has maintained a 23:1 student to faculty ratio. College Operating Procedure 03-0603 and Florida Statute 1012.82 confirm faculty workload requirements emphasize teaching, thus it is important that faculty assignments allow for adequate time to ensure quality of instruction with primacy given to their performance in support of achieving the institutional mission. The Committee's review of institutional Policy Manual Section 6.4e further confirms faculty responsibilities include program development and revision, participation on internal committees such as Foundations of Excellence, and the Quality Enhancement Plan, as well as service on external committees which provide service to the community. Faculty numbers are sufficient to accomplish the work of the committees. Review of the Fall and Spring 2010 Number and Percent of Undergraduate Credit Hours Taught by Full- and Part-time Faculty Members by Locations confirms that full-time faculty members are involved in all programs and disciplines across all locations.

Forty-six percent of the faculty are certified to teach in distance format (the nature of this training was not specified), and nearly 50% of online courses have been developed by full time faculty members. Additionally, the Committee's review of the number and percent of undergraduate credit hours taught through Edison Online confirms full-time faculty members teach in all programs.

- 2.9** The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

### **Compliance**

Each campus of the institution has a physical library, staffed by appropriately credentialed librarians, with current print holdings supporting curricula. A search of the catalog on various topics related to degree programs revealed current books and e-books in each area. Journal literature and other resources are especially strong in electronic form, through institutional membership in Florida's College Center for Library Automation (CCLA). Current Edison students and faculty have authorized access to a wealth of CCLA resources. CCLA also allows borrowing of materials (interlibrary loan)

among all libraries in the system. WorldCat gives the Edison libraries the capability to borrow library resources beyond the CCLA system for faculty and students.

The library maintains a web page that allows access to these resources, and also has much information offering instruction and help, on a variety of topics, for student researchers. A library tutorial, links to citation manuals, an introduction to avoiding plagiarism, and numerous guides to research (LibGuides) in support of degree programs comprise some of the information found on the Library web site. The web page also links to the Policy Manual, comprising policies for circulation, computer and Internet access, facilities use, copyright, cataloging, reference, materials selection, and intellectual freedom.

Although the compliance narrative omits references to adequacy of learning resources beyond the library, the institutional web site reveals Math and Writing Centers on the Lee campus and a Math & Writing Center on the Hendry/Glades site. Hours for these areas are posted on the Edison web page.

- \*2.10** The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. **(Student Support Services)**

### **Compliance**

The institution offers a broad and comprehensive range of student support services. Profiled in the documents reviewed were services that serve the college overall, such as the Registrar, Bookstore, Recruitment, and Assessment in addition to direct student support entities such as Academic Advising, Counseling, and Tutoring. The institution has an active Student Government Association and Student Life office with many clubs, charitable events, and other activities available for student participation. Services are available for all levels of students as illustrated by specialized orientations for Bachelors Level Programs or College Preparation Learning Assistance Programs for Developmental students. These various student support services assist students with access to the College, promote student success once they are in place, and aid in growth and development as citizens in a global society. Usage data was presented for some services discussed.

- 2.11.1** The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) 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 systemwide or statewide audit) and written institutional management letter 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; (2) 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; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. **(Financial Resources)**

## Compliance

The College has demonstrated a sound financial base and ongoing stability through processes and procedures as shown by interconnected activities and reviews including audited financial statements, compliance with the Florida State general statutes, and sound internal budget planning processes. The College provided five years of financial statements audited by the Florida State Auditor General. The audits for all five years, including the most recent, June 30, 2010, stated in the Independent Auditor's Report that no deficiencies were found in internal control over financial reporting that were considered to be material weaknesses. The Florida State Legislature has established a statutory guideline benchmark for the balance of unrestricted net assets to be maintained at five percent. The College has demonstrated through financial reports their compliance with this guideline for the past three years beginning with fiscal year 2007/2008. Other financial trends found in the College's financial statements for the period of June 30, 2008 through June 30, 2010 indicate adequate resources for continued growth and operations.

Sound budget planning processes for the College are guided in general by the State of Florida Administrative Code, and more specifically with the integration of the college's two year strategic plan. The college's Director of Budget and Financial Planning coordinates with the Vice President of Financial Services to begin the budget planning process. The budget planning process is distributed throughout the College to departments and functional units to obtain information related to new and expanding initiatives that have budget implications. The College's schedule of budget workshops was noted and determined to be comprehensive and inclusive. The final recommended budget is presented to the College Board of Trustees through a workshop-style summary of budget assumptions, goals and measures. The Board of Trustees approved the budget as demonstrated by a review of the June 22, 2010 Board agenda.

- 2.11.2** The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

## Compliance

The College has demonstrated that it uses several evaluation tools to strategically position itself to have adequate physical resources to support the scope of its programs and services. The Florida Constitution and Statutes require that the college produce an Educational Plant Survey (EPS) every five years. A review of the 2008 EPS reveals that comprehensive reviews are made of the three-campus college to evaluate the facility needs for programs and services. This document also includes campus master plan updates. The 2008 EPS was updated in July 2010 to include new campus construction.

Academic and administrative leadership teams meet annually to determine which projects to include in the college's annual Capital Improvement Program (CIP). A review of the August 2010 CIP report provided evidence that capital improvement and facility maintenance are documented and moved forward to a Legislative budget request. The primary source of funding for CIP consists of State appropriations used to support Public Education Capital Outlay bonds in accordance with the Florida

Constitution. The State 2010-2011 appropriations included over \$11 million in appropriations for the College's capital projects.

In addition to structural needs, the College's 2010-2013 Strategic Technology Plan Update was provided. The survey evaluated current and future technological needs along with the budget committed to the plan. The June 22, 2010, College District Board of Trustees meeting minutes provided a record of the Board approval for the capital and technology plans for fiscal year 2010/2011.

- 2.12** The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. **(Quality Enhancement Plan)**

*(Note: This requirement is not addressed by the institution in its Compliance Certification. If a recommendation(s) is warranted during the on-site review, include only the number and the recommendation under 2.12. Narrative, rationale, and evidence supporting the recommendation, as well as any other comments regarding the committee's assessment of this Core Requirement, should be included in Part III of this report. Delete this note prior to printing the final report.)*

### **C. Assessment of Compliance with Section 3: Comprehensive Standards**

- 3.1.1** The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. **(Mission)**

#### **Compliance**

Edison State College reviews its mission statement every three years using a broad-based process including faculty, staff, administrators, and board members. The statement is reviewed, and revised as appropriate, then disseminated to the college community by publication in the Catalog, on signs throughout campus, and on the web. The most recent revision to the mission statement occurred in the spring of 2010 and was approved by the College Board on April 27, 2010.

The mission statement directly links to college goals, strategic priorities, and general education outcomes, and in this sense, is used to guide college operations. As noted in the discussion under Core Requirement 2.4, however, the current statement is so broad that it could just as easily apply to a four-year research university or a private religious college. In this sense, the College might consider incorporating into the statement such essential information as the type of institution it is, the geographical area it serves, and the type of programs it offers.

- 3.2.1** The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO evaluation/selection)**

#### **Compliance**

The College Board of Trustees has the statutory and administrative code responsibility for establishing a human resource program for the institution, which includes the President/CEO. The Florida General Statutes and Administrative Code directs the Board of Trustees to outline the President/CEO's duties and responsibilities and to define its evaluation process/procedure with the President/CEO. The President is to be evaluated annually and the results of this evaluation must be provided to the Chancellor of the Florida College System for review. The institution provided evidence of a job description and annual evaluation.

**3.2.2** The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

3.2.2.1 the institution's mission;

**Compliance**

The Florida General Statutes 1004.65 (5-7) establishes the mission and responsibilities of all colleges including Edison State College. G.S. 1007.33(2a) makes provision for the institution to offer the baccalaureate degree with appropriate state office approval. The Board of Trustees has an approved Mission Statement consistent with the Florida General Statutes requirement. This Mission Statement is reviewed periodically by the Faculty Senate and Dean's Council. The Board of Trustees then takes their recommendations into consideration before affirming or approving the mission statement. The institution provided evidence that the legal authority and operating control of the institutional mission resides with the Board of Trustees.

3.2.2.2 the fiscal stability of the institution;

**Compliance**

The Florida General Statutes and Administrative Code provide clear direction as to how Edison State College's Board of Trustees and President must prepare, review, and approve an annual budget for the institution. The process and procedure is of such definition that it helps ensure that the institution will remain fiscally stable. Edison State College provided evidence that the Board of Trustees approves the institutional budget, receives monthly financial reports, and has regular audits of expenditures. The institution provided evidence the legal authority and operating control of the institutional budget resided with the Board of Trustees.

3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services;

**Compliance**

The Florida General Statutes and Administrative Code clearly delegate the responsibility for rules, procedures, and policies to the Edison State College Board of Trustees as long as they are consistent with the rules and policies of the State Board of Education. Florida G.S. 1004.70 specifically gives the Board of Trustees the authority to certify such affiliated corporate entities as a foundation or other auxiliary services as may be needed to provide direct support to the organization. Appropriate polices have

been adopted by the Board of Trustees to ensure operating control documenting the legal authority to take such action.

3.2.2.4 related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

### **Compliance**

The Florida General Statutes and Administrative Code clearly delegate the responsibility for rules, procedures, and policies to the Edison State College Board of Trustees as long as they are consistent with the rules and policies of the State Board of Education. ESC has two direct-support organizations, each separately incorporated. The ESC Foundation, Inc. was established in 1966 to “advance the education and welfare of the institution...” and the ESC Financing Corporation, Inc. was established in 2007 to provide housing opportunities for students. The ESU Board of Trustees has certified the establishment of each of these entities, documented their action in meeting minutes, and received regular reports on activities. The institution provided evidence the legal authority and operating control of the related foundations and other corporate entities resides with the Board of Trustees.

**3.2.3** The board has a policy addressing conflict of interest for its members. **(Conflict of interest)**

### **Compliance**

The Board of Trustees for Edison State College has a duly approved Conflict of Interest and Undue Influence Policy that applies to its members. This policy was adopted with authority granted to the Board by the Florida General Statutes Chapter 112, Part III. The policy is consistent with Florida state ethics legislation, and regular reports regarding financial interests and disclosures must be submitted to the Florida Ethics Commission. A letter denoting a trustee resignation on an occasion when a potential conflict of interest arose was provided to confirm the institution is implementing its policy.

**3.2.4** The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. **(External influence)**

### **Compliance**

The Florida General Assembly has enacted several provisions in Title X, Chapter 112 of the state law setting forth the state’s intent that the governing board be free from undue influence from external entities and bodies as members carry out their duties as trustees. The ESC Board of Trustees has enacted additional policies that further amplify this intent, providing a very clear framework within which the members of the governing board should operate. Examples include, but are not limited to, financial disclosures and investment policy, a code of ethics, conflict of interest statement, and meetings open to the public.

**3.2.5** The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board dismissal)**

## Compliance

Inasmuch as the Edison State College governing board exists and operates as a result of language embodied in the State Constitution and enabled by state legislation, there are several provisions whereby trustees can be removed or dismissed for appropriate reasons by a fair process. The Governor of Florida or State Senate makes the final decision in such matters, but it was clear that the institution's Board Chair and governing board members each have a responsibility in this process. Just as the state has made provisions for trustees to serve without fear of removal from office by arbitrary and capricious means, there is a process for dismissal for appropriate reasons. No ESC Board member has ever been suspended or dismissed.

- 3.2.6** There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. **(Board/administration distinction)**

## Compliance

The Florida General States in Title XLVIII, Chapter 1001 gives local Boards of Trustees broad powers in governing the operation of local colleges. In fact, there are 47 provisions in this chapter, some with several subdivisions. However, by a large majority, these provisions are of a "governance" and "policy making" nature; not of an administrative nature. The Edison State College Board of Trustees has enacted policy consistent with state law clarifying in policy a distinction in board policymaking and the president's duties. Board Policy 6Hx6:1.02 states, "Without limiting the generality of the foregoing, the District Board of Trustees specifically delegates to the District President the authority to execute all documents, agreements, contracts, and instruments of payment and conveyance on behalf of the District Board of Trustees up to the applicable limits as set forth in Florida Administrative Code 6A-14.0734(1)(b). The Board has further clarified this in the President's job description and other documents.

- 3.2.7** The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. **(Organizational structure)**

## Compliance

Edison State College has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. The President provides a defined organizational structure for the institution in the form of an organizational chart. The organizational chart is supplemented with well-developed job descriptions that delineate further responsibility for administration and essential job functions. Board policies are further clarified through College Operating Procedures (COPs) to assist employees in understanding who is responsible for administration of policies.

- \* **3.2.8** The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. **(Qualified administrative/academic officers)**

## Non-Compliance

The College demonstrates highly qualified administrative and academic officers as evidenced by experience ranging from 8 to 48 years; appropriate educational backgrounds and job history; and demonstrated competence in higher education. Edison State College has a broad contingent of administrative officers which demonstrates capacity to carry out the institution's mission.

Authority for recruiting and employing qualified administrative staff and academic officers is vested with the District President in Board Policy. The institution maintains a clear organizational chart depicting the institution's administrative staff and academic officers, and has developed a College Operating Policy (COPs) for the recruitment of such staff. Additionally, the Vice-President for Human Services maintains well-defined job descriptions for each position within the institution that sets for the job purpose; general responsibilities; and knowledge, skills, and abilities needed for each incumbent.

While researching the Compliance Certification, the Off-Site Review Committee noticed on the College web site turnover of several positions since the completion of the document. The institution should provide an update of the qualifications of the institutional leadership.

- 3.2.9** The institution defines and publishes policies regarding appointment and employment of faculty and staff. **(Faculty/staff appointment)**

#### **Compliance**

Employment procedures and policies are posted on the Edison State College web site on the Human Resources home page and the District Board of Trustees home page. Employee recruitment and hiring processes are coordinated by the Office of Human Resources. College Operating Procedures (COP) include Equal Employment/Equal Access, Appointments, Recruitment and Selection, and Employment Background Checks; these procedures and policies are supported by Florida statutes. All newly hired faculty and staff, including those employed part time, receive a written appointment letter which details the position title, starting salary, employment beginning date and other employment information.

- 3.2.10** The institution evaluates the effectiveness of its administrators on a periodic basis. **(Administrative staff evaluations)**

#### **Compliance**

The College has in place a comprehensive annual evaluation process for administrative personnel which is grounded in policy and procedure. The process is administered through the Human Resources Department and carried out by direct supervisors as appropriate.

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

#### **Not Applicable**

Edison State College does not offer an intercollegiate athletic program.

- 3.2.12** The institution's chief executive officer controls the institution's fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated. **(Fund-raising activities).**

### **Compliance**

The Edison State College District President serves as the Chief Executive/Administrative Officer for the institution. The Board of Trustees has clearly delegated the responsibility for all of the institution's fund-raising to the District President in Board Policy 6Hx6:1.02. Board Policy 6Hx6:4.07 defines those times when the District President shall involve the Board in gifts and bequests, and the parameters for this involvement seem reasonable and prudent. The institution also has a Vice President for Development who reports to the District President and works closely with the District President and his/her cabinet on development initiatives. The incumbent also supports the ESC Foundation and its Board of Directors in their work. The institution has a well-defined process for the handling of external fund-raising through grants and sponsored programs, employee solicitations, student fund-raising, and the use of auxiliary funds.

- 3.2.13** Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission. **(Institution-related foundations)**

### **Non-Compliance**

The College has a related party known as the Edison State College Foundation, Inc. (Foundation) which was incorporated in 1966 as a 501(c)(3) organization to raise, manage, distribute, and steward resources to support the mission of the College. The relationship is allowed pursuant to Florida Statute 1004.70. The Foundation Articles of Incorporation and Bylaws document the relationship between the College and the Foundation. The Foundation membership, which includes the college District President as a non-voting member, is specified in the Foundation Bylaws. Annually the college District Board of Trustees approves the Foundation's audited financial statements as noted in the August 24, 2010, Board meeting minutes.

Section 1001.64(39) of the Florida General Statutes vests in the local Board of Trustees the authority to prescribe conditions for direct-support organizations to be certified and to use college property and services. Further, this section denotes that the conditions relating to certification must provide for audit review and oversight by the Board of Trustees.

The institution also has a duly incorporated Edison State College Financing Corporation to support the college with student housing. The Board of Trustees has adopted policies identifying these two organizations as direct-support, institution-related corporations. Both organizations are audited on a regular basis and the local board documents its review of the audits in its board minutes. It is clear in the Articles of Incorporation that each institution-related corporation has its own Board of Directors

and that each entity includes the District President and representatives from the Board of Trustees to insure consistency with mission. At least one of the entities carries its own liability insurance policy denoting a limit on the liability associated with the College.

However, no evidence was presented of a contractual or other formal agreement between the College and the Foundation as called for in the standard.

- 3.2.14** The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff. **(Intellectual property rights)**

### **Compliance**

The Board of Trustees established a policy covering copyrighted property which sets the framework for the ownership, compensation, and governance of intellectual property and publishes this information online (6Hx6: 2.02). The College expands on the Board Policy through College Operating Procedure (COP) 03-1403. Both are accessible through the College's web site. While the COP also addresses students, the Student Code of Conduct, published in the College Catalog, and the Student Handbook, detail students' rights and responsibilities for copyright and plagiarism.

- \* **3.3.1** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas **(Institutional Effectiveness)**:

3.3.1.1 educational programs, to include student learning outcomes

### **Non-Compliance**

Edison State College evaluates all educational programs on a five-year cycle and evaluates professional and technical programs annually. Operational and learning outcomes have been developed for each program, goals for these outcomes established, and measures to assess the goals identified. Direct measures include practical skills evaluations in clinical and non-clinical settings, portfolios, case study assessments, and performance in capstone courses, while indirect measures include satisfaction survey results, enrollment and completer data, retention rates, and licensure exam pass rates. Additionally, general education outcomes are evaluated in communications, critical thinking, technology/information management, global socio-cultural responsibility, and scientific and quantitative reasoning; student learning outcomes at the course level are assessed. With respect to course level student outcome data, the college noted that "assessment data have been collected and many analyses have been conducted; however, these analyses and their associated unit plans are in the process of being finalized." The On-Site Review Committee will need to determine whether all program level unit plans have been finalized.

The On-Site Review Committee will also need to determine whether the effectiveness of distance learning programs is evaluated. Although the Institutional Summary Form indicates students can earn at least 50% of three degree programs via distance learning, evidence of assessment of the effectiveness of these programs, in

accordance with the Commission's Distance and Correspondence Education policy statement, was not available.

### 3.3.1.2 administrative support services

#### **Non-Compliance**

Each administrative support service unit at Edison State College has developed a plan that includes a mission statement, planning priorities, assessment of the priorities, and documentation that the assessment results are used to improve the support services. Examples of both assessment results and the use of results to "close the loop" were provided by the College. However, some of the assessment results and documentation that the results have been used for improvement are inconclusive. For example, under "Assessment" in the Operational Planning Document for the Foundation, the unit has simply written, "No Assessment to Display," and then merely reported actions rather than analyzing actual assessment results ("Alumni Association is created. Data has been obtained and cleansed. First mailing to 33k alumni was sent end of November. Membership drive beings [sic] January 2011. Webpage is complete. Advisory council is being reconsidered.").

Another example relates to Financial Services/Technology Services. An objective of this unit was to "Review and update financial processes and procedures which encourage a paperless environment." Under "Assessment and Results" for this objective, the College wrote, "Enhance current travel processes, Provide student tax forms online, Automate purchase requisitions, integrate bookstore financial system with financial aid, and Provide student financial statements via e-mail," but under "Use of Results," it merely noted that "100% of these documents and processes are available to faculty, staff and students." Whether they are available online or only in paper form is unclear, and how their availability to faculty, staff, and students has resulted in improved services is not indicated. In other words, this reads more as a statement of what happened than how the enhanced paperless services have improved Financial Services/Technology Services or the College as a whole. In this respect, the On-Site Review Committee should review further examples of assessment results and use of these results for improvements.

### 3.3.1.3 educational support services

#### **Compliance**

All student support service units at Edison State College have developed mission statements, formulated student learning and operational outcomes, and identified assessment measures for these outcomes. These are included in a document titled *The Division of Student Services Mission, Outcomes, and Measures 2010-2011*. Assessment for all outcomes has occurred and written documentation to this effect is available in various reports, including Operational Planning Results, student satisfaction survey results, and Assessment Report Forms. While some of the assessment results and use of the results for improvement purposes are not as clear as they could be, the College has sufficiently documented that it identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

3.3.1.4 research within its educational mission, if appropriate

**Not Applicable**

As noted in its compliance certification, "Research is not part of Edison State College's mission and goals. We are not a research institution. This section is not applicable to Edison State College."

3.3.1.5 community/public service within its educational mission, if appropriate

**Non-Compliance**

Edison State College has provided extensive documentation that it has carried out a number of activities related to community and public service. These include a Holocaust program, a reading festival, shows at the Barbara B. Mann Performing Arts Center, a Circle of Care conference, a dental hygienist clinic, civic engagement activities, a Greenfest Expo, participation in the United Way, Student Government Association activities, and community service by Hope scholars. The documentation, however, merely demonstrates that these activities have been carried out and that the college is heavily involved in community and public service; it does not demonstrate that the activities have been assessed with respect to their effectiveness or that assessment is used to improve community and public service.

The College also offers a number of continuing education classes and sessions in workforce development, continuing professional education, and recreation and leisure. In an effort to improve continuing education at the college, from November 2007 through March 2008, the College undertook an ambitious rebuilding process that included a planning and evaluation process with four goals, strategies for each goal, and action plans to achieve the goals. The plan seems sound, the goals appropriate, and the strategies and action plans achievable. However, no documentation was presented that the College has actually implemented the action plans, carried out any assessment activities, or used assessment results to improve continuing education.

- 3.3.2** The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. **(Quality Enhancement Plan)**

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

- 3.4.1** The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

**Compliance**

The curriculum development and approval process is clearly outlined and reflects the participation of faculty at each level of the process from initiation of the proposal through and to the Vice President of Academic Affairs who channels recommendations

through the Executive Council, to the President, and to the District Board of Trustees. Membership on the curriculum committee consists of 12-18 full time faculty, including faculty chairs, and 8-10 administrators. Adjunct faculty may participate if their names are forwarded during March of each year. The process for this shared governance process is identified in College Operating Procedures, # 03-0402 (Curriculum Committee Process), which is in alignment with Board Policy and Florida Statute. There are provisions for flexibility in teaching assignment when the need exists for special assignments to develop curriculum or modify an existing delivery mode.

- 3.4.2** The institution's continuing education, outreach, and service programs are consistent with the institution's mission. **(Continuing education/service programs)**

#### **Compliance**

The Committee's review of the institution's Continuing Education Programs confirms that non-credit programs in the areas of Continuing Workforce Education, Continuing Professional Education, and Recreation and Leisure are consistent with the College's mission and Florida Administrative Rule 6A-14.030(9). To ensure responsiveness to community needs, the institution maintains a broad range of partnerships with the region's workforce leaders. The Committee's review of the 2007-2008 Strategic Plan further confirms that the Continuing Education Unit's work supports the College mission. Additionally, review of the Continuing Education End-of-Class Evaluation Forms and Continuing Education Annual Review provides evidence that programs are regularly evaluated with respect to both the institutional mission and needs of the region.

- \*3.4.3** The institution publishes admissions policies that are consistent with its mission. **(Admissions policies)**

#### **Compliance**

The institution has a detailed admissions policy that is linked to the mission of inspiring learning and providing educational preparation for citizens. The admissions policy delineates clear requirements for students with varied intents such as guest, certificate, and associate versus baccalaureate degree seeking. Edison State College has specialized admissions requirements for programs which limit applicants. The institution's admission policy conforms to accepted practice and is published and communicated to the public.

- 3.4.4** The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. **(Acceptance of academic credit)**

#### **Compliance**

The Committee's review of the *2011 College Transfer Manual* confirms that the institution employs a defined policy for awarding credit via transfer, for experiential

learning, and through advanced placement or professional certificates. These policies are published internally in the College Operating Procedures and externally through the *2010-2011 College Catalog* in the Degree Acceleration section. Compliance with Florida Statutes 1007.23 and 1007.27, addressing statewide articulation and numbering systems, respectively, provides evidence of collegiate level instruction and comparable learning objectives of courses for which transfer credit is awarded. College guidelines for awarding credit through experiential learning, advanced placement, and professional certificates are clearly defined and consistent with Florida Administrative Rule 6A-10.024. The institution employs procedures to ensure credit awarded through challenge exam and prior learning experiences are based on student achievement of learning and program outcomes.

- 3.4.5** The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. **(Academic policies)**

#### **Compliance**

The Committee's review of the *2010-2011 College Catalog*, institutional web site, and College Operating Procedures confirms that academic policies are both consistent with state statutes and widely disseminated to internal and external stakeholders, including students and faculty. Review of the establishment of policy related to scheduling of classes emphasized sound educational practice through reference to both the literature and best practices in sister institutions. Academic policies reflect consistency throughout and accurate representation the programs offered at Edison State.

- 3.4.6** The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. **(Practices for awarding credit)**

#### **Compliance**

All courses at Edison State align with the Florida Statewide Course Numbering System that define a college credit as the "learning expected from the equivalent of fifteen, fifty-minute periods of classroom instruction". The institution assigns credits to its courses based on the State of Florida Administrative Rules (Code 6A-10.033), alignment with the Statewide Course Numbering System, and an internal faculty driven course and program review process.

The development of new courses is the responsibility of the subject content faculty. These courses are reviewed by the Student Assessment Committee and the Curriculum Committee for depth, breadth, rigor, and appropriateness to the degree. The courses are assigned rubrics and numbers according to the Florida Administrative Code 6A-10.033, which defines the level and amount of credit for all Florida courses. The courses then become part of the Florida State Common Course Numbering System. The institution's faculty members have a review process to ensure that all courses include appropriate student learning outcomes.

- 3.4.7** The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing

compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution. **(Consortia relationships/contractual agreements)**

### **Compliance**

The institution has Cross-Enrollment Memorandum of Agreements (MOA) with Florida Gulf Coast University (FGCU) in Elementary Education and Secondary Education. Both of these MOAs are currently under review as required in the MOAs. ESC provided documentation of agreements with cooperating agencies, including Fawcett Memorial Hospital, Lee Memorial Health Systems, NCH Healthcare System, and Niels Brock Copenhagen Business College, Denmark for training for Health Professionals, Nursing, and internationalization objectives in the respective programs important to the ESC purpose.

- 3.4.8** The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. **(Noncredit to credit)**

### **Compliance**

The institution controls the awarding of academic credit for coursework taken on a noncredit basis through its use of the following acceptable credit awarding programs: College Level Examination Program, which includes: the National High School Advanced Placement program; the International Baccalaureate program; the Defense Activity for Non-Traditional Education Support (DANTES); Excelsior College; course specific challenge exams; and credit for military service training or business and industry training as defined in the American Council on Education guides. The College also has articulation agreements with high schools and other Florida colleges. In all cases, the institution's faculty members analyze and determine the credit equivalency prior to the awarding of credit.

- 3.4.9** The institution provides appropriate academic support services. **(Academic support services)**

### **Compliance**

The Committee's review of the institution's academic and student support services confirms a wide range of programs, addressing learning and library resources, classroom support and laboratories, developmental education, peer tutoring, academic success centers, academic advising, assessment, career services, and adaptive services. Additionally, the institution provides specific academic support services to distance learners. One deficiency noted was a lack of online access for distance learners to the Math and Writing Centers. With this exception, the programs are generally available to all students and faculty, and are widely publicized on the College web site. Information about how the institution determines appropriateness of academic services, as well as program participation and evaluation would have been helpful but was not available.

- 3.4.10** The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. **(Responsibility for curriculum)**

## Compliance

Faculty are specifically identified as participants on committees which include Academic Standards, Curriculum, Student Assessment, Professional Development, and Academic Technology committees. These committees are responsible for reviewing or preparing recommendations on curricular issues which are forwarded to the Vice President of Academic and Student Affairs. Published guidelines stipulate a faculty member's role in preparing for class, evaluating textbooks, updating curriculum, participating in class assessments, and remaining current with academic technology. Minutes from meetings of the Professional Development Committee, Student Assessment Committee, Curriculum Committee, and the Academic Standards Committee reflect that faculty actively participate in, and provide leadership in taking responsibility for the curriculum. The process for the development and approvals to establish or revise academic programs is the same as for courses. These require the submission and approval of the New Course Proposal Form and the New Program Proposal Form and are initiated by faculty. The full-time faculty job description also helps demonstrate that the institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.

- \*3.4.11** For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic program coordination)**

## Non-Compliance

Position descriptions for the Vice President of Academic Affairs, Academic Deans, Associate Deans, Program Directors and Department chairs clearly delineate responsibility for program coordination, as well as curricular review and development. Review of the coordinator qualifications confirms that most individuals with program coordination responsibility hold degree credentials appropriate for each major. In the case of Computer Programming and Analysis, Drafting and Design Technology, Internet Services Technology, and Networking Services Technology, however, the individual with program coordination responsibility lacks appropriate academic qualifications in these disciplines.

- 3.4.12** The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology use)**

## Compliance

Computer labs and wireless access are provided on each of Edison's campuses. Advisory committees, composed of a broad base of faculty and staff from throughout the institution, evaluate technologies for integration and maintenance in classrooms. Annual surveys of faculty and student government leaders provide input for the Technology Strategic Planning Team. The College's annual Strategic Technology Plan outlines recent improvements and proposes future initiatives. It would be helpful to have initiatives at specific campuses outlined in the Technology Plan. Through the

Technology Help Desk, the Library, and numerous online tutorials and “Help” features offered on Edison web pages, students are oriented to and receive assistance with Blackboard, Edison Online, library research, and hardware and software issues. A readiness quiz is available through Edison Online to help students determine if they are prepared for the online learning experience.

- 3.5.1** The institution identifies college-level general education competencies and the extent to which graduates have attained them. **(College-level competencies)**

### **Compliance**

In 2006, a statewide plan was developed to identify and assess consistent general education outcomes in all 28 of Florida’s community colleges. Further information is provided in the 2010 Florida Statutes, Title XLVIII, K-20 Education Code, Chapter 1008, Assessment and Accountability.

The institution, in keeping with Florida state statutes, engages in ongoing assessment of student achievement of outcomes and presents screen shots which identify general education outcomes which must be met by all students completing an associate degree in any of the Florida community colleges. A matrix was developed which identified 5 outcomes which are consistent to all 28 colleges. Those outcomes are communication, critical thinking, scientific and quantitative reasoning, information literacy, and global socio-cultural responsibility. In addition, a statewide web site has been created reflecting the outcomes for each community college, further strengthening the assessment of general education outcomes. Assessment of these outcomes will occur on a 3-year cycle of curriculum review. Results of the review will then be used to revise the curriculum. Assessment of student learning outcomes relies on direct measures such as pre- and post- tests, portfolio tests, faculty designed exit exams, and standardized tests.

Faculty participate in outcome assessment with the understanding that the results will not be used in a punitive manner, and will be used for institutional and instructional improvement. One example provided is assessment of Critical Thinking. The assessment plan reflects that the plan was developed, and implemented. Scoring artifacts were developed and Institutional Research assisted by selecting students who had achieved at least 30 semester credit hours. A group of faculty, who were trained in how to score tests, scored the artifacts according to a pre-determined rubric, then returned the results to IR for analysis. The table of analysis includes hours earned, and performance by hours earned, GPA and the degree program.

The assessment process is documented, along with how the assessment results were used to revise curriculum as needed. In looking at results, it was determined that average test scores increased on the basis of number of hours earned, but not across all groups, and that some scores were higher based on the type of program. The faculty group provided a critical analysis of their own work and what worked well and what needed to change to improve the process. The department assessments identified which program outcomes were measured, how they were measured and the intended results. Following this assessment, conclusions were drawn and decisions made about what program changes were indicated. As an example, in the Elementary Education program, benchmarks were established, criteria established for measuring accomplishment of outcomes and results showed that outcomes were met or exceeded

in most areas; however, the analysis/improvement column also reflected which strategies would be employed to achieve the desired outcomes when the desired outcomes were not reached. The Nursing Program presented a grid which identified each of the outcomes and the particular course in which that objective could be achieved.

In addition to results of internal assessments, the institution also used the results of external assessments (SENSE) to guide planning and assessment activities as relates to student engagement and providing instruction that prepares students to achieve college level competencies.

- 3.5.2** At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions. **(Institutional credits for a degree)**.

#### **Compliance**

The College Catalog affirms the requirements that a minimum of 15 semester hours must be completed at the institution in order for a student to receive an Associate in Arts degree or a Certificate, and candidates for the Bachelor of Applied Science or Bachelor of Science degree must complete a minimum of 30 upper division credit hours, which is at least 25% of the degree program as a condition of graduation.

Policies in the College Operating Procedures (COP) 06-0210 detail these same requirements. In addition, these requirements are explicitly stated in sample degree evaluation audit forms.

- 3.5.3** The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. **(Undergraduate program requirements)**

#### **Compliance**

The Committee's review of the 2010-2011 Online Catalog Program Listing confirms that the institution defines and publishes requirements for Associate and Baccalaureate level degree requirements, including general education components. Furthermore, a review of Florida Department of Education Curricular Frameworks and Statewide Articulation Agreements confirms the institution's defined degree requirements are consistent with commonly accepted standards and practices. General education requirements are consistent with Florida statute 1007.25. When applicable, programs also conform to the requirements of relevant programmatic accrediting agencies.

- 3.5.4** At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree. **(Terminal degrees of faculty)**

#### **Non-Compliance**

The Committee's review of the upper-division discipline courses in 2010 confirms that at least 25% of discipline courses were taught by a faculty member holding a terminal degree for each of the ten baccalaureate degrees. However, because the field in which the terminal degree was earned was not provided for the Bachelor of Applied Science in Supervision and Management and the Bachelor of Science in Education, it was not possible to determine whether the terminal degree was awarded in the teaching discipline.

Furthermore, an exception exists in the Cardiopulmonary Science program where faculty do not hold the terminal degree. Edison State presents evidence that at present, no doctoral level degree exists for cardiopulmonary science since it is an emerging field, however, documents reviewed do not support that faculty teaching in this program meet the minimum requirements established by Edison State College for teaching in this program. Minimum requirements established by the institution include either a doctoral or master's degree in Education, Medicine, Natural Science or Public Health and Professional preparation in clinical practice or education for cardiopulmonary sciences or respiratory care. Faculty teaching in this program do hold current certificates in the field, have a number of years of experience as practitioners, and possess educational credentials at the bachelor's and master's degree levels, however, the Off-Site Review Committee does not find sufficient evidence in support of faculty having met the institutionally established requirements consistent with the "25% rule" for teaching in the Cardiopulmonary Science program.

- 3.6.1** The institution's post-baccalaureate professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate program rigor)**

**Not applicable**

- 3.6.2** The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate curriculum)**

**Not applicable**

- 3.6.3** The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through institution offered by the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits through instruction offered by the participating institutions. **(Institutional credits for a degree)**

**Not applicable**

- 3.6.4** The institution defines and publishes requirements for its graduate and post-graduate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-baccalaureate program requirements)**

**Not applicable**

- 3.7.1** The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. **(Faculty competence)**

#### **Non-Compliance**

The Off-Site Review Committee, in conducting a review of the Faculty Roster, found insufficient information in some instances to determine if faculty members identified possessed the appropriate credentials to teach the assigned courses. Consideration was given to the highest degree earned, however, some faculty did not possess a degree in the discipline, nor was there evidence of related course work that would justify teaching the assigned course. More information is needed to determine if these faculty members are qualified to teach the courses assigned. See the attached Request for Justification form.

- 3.7.2** The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty evaluation)**

#### **Compliance**

Review of the Faculty Evaluation Plan confirms that the institution regularly evaluates full-time faculty based on performance components which are consistent with the institutional mission: teaching, professional development, college service, and community service. The Evaluation Plan includes student satisfaction and success, self evaluation, and supervisor evaluation components, with areas of strength or needing improvement being identified through overall numerical rating and faculty self evaluation; a subsequent Formal Improvement Plan addresses deficiencies.

Review of the Adjunct Faculty Mini-Portfolio Process, Adjunct Faculty Portfolio Evaluation Rubric, and the Conference and Portfolio Review Report confirms that the institution engages in annual evaluation of adjunct faculty through a submission of a teaching portfolio.

Faculty teaching distance learning courses are evaluated according to the same criteria as faculty teaching traditional classes. Similarly, faculty teaching dual enrollment courses are evaluated the same as college adjunct faculty, except that they are also observed in the classroom by Edison College administrators at least once during the semester.

- 3.7.3** The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty development)**

#### **Compliance**

Florida State Statute 112.061 and Edison State College make provisions for faculty professional development. Edison State has a robust faculty professional development program, which includes provisions for both full-time and adjunct faculty. Documentation of professional development is done through the Faculty portfolio, the Faculty Activities Form and the Supervisor Performance Review Summary. Each year full-time faculty plan their professional development activities for the upcoming year. This information is then discussed with the immediate supervisor, with the faculty member making the decision about the weight professional development activities will carry in the overall performance evaluation. Faculty may apply to attend conferences or they can be selected to attend by a college administrator. Upon return from the activity, faculty share the experience with their peers by making a presentation at the Teaching and Learning Center.

The Teaching and Learning Center also offers an ongoing program of activities such as discussion groups, presentations on topics such as Classroom Assessment Techniques, and Critical Thinking Skills incorporation and assessment, and a Summer Teaching Institute for adjunct faculty and new full-time faculty. Edison State College very clearly shows it values the contributions and development of both full time and adjunct faculty and is committed to improving instructional performance by making available best practice programs. Adjunct faculty have an opportunity to submit a mini-portfolio each year that identifies their plans for, or acquisition of professional development activities. Guidelines relative to availability of these learning opportunities, and guidance about how to apply and participate are publicized to the college community at large. Speakers and webinars are routinely made a part of the program.

- 3.7.4** The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic freedom)**

#### **Compliance**

Several documents support Edison State College's protection of student and faculty rights to academic freedom. These rights are specifically addressed in the Acceptable Use Policy; in the College Catalog, the Learning Resources Policy Manual, and Page 3 of the Collective Negotiations Agreement which specifies the conditions which safeguard academic freedom for Edison State full time and adjunct faculty. Further, in Freedom of Expression documentation, Edison State has codified student rights and responsibilities, the safeguards in place to protect their right to receive information from a variety of sources, and their right to a fair and impartial hearing.

- 3.7.5** The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty role in governance)**

#### **Compliance**

The institution publishes the following documents:

- Article 1 Section B of the Collective Negotiations Agreement (p5) affirms that "The faculty share in the governance of the College by recommending policies and procedures related to academic matters..." Section 6.3

- The College Operating Procedures Standing Committee Process, 03-0403, purpose statement reads, “Edison College believes in shared governance, therefore the responsibility for institutional decision is shared with joint recognition and respect for the participation of administration and faculty...”
- The Faculty Evaluation Manual states, “a faculty member shall participate with other faculty members in his or her discipline and /or department to develop, revise, and implement a course or program.”

The institution provided committee minutes, committee charges, and sample agendas as evidence to support the implementation of these policies and procedures.

- 3.8.1** The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. **(Learning/information resources)**

#### **Non-Compliance**

Through membership in the College Center for Library Automation as well as institutionally funded resources, the institution has library resources that are appropriate for the institution’s mission and adequate to support all programs. Collection development is guided by the Materials Selection Policy and the faculty acquisitions committee, which meets twice per year.

Much of the material provided relative to library services is appropriate for CR 2.9 rather than this standard. There was insufficient detail provided as to the appropriateness of facilities relative to the size and programming at various campuses. Discussion in the narrative focuses on square footage of buildings and a description of areas within each building. Facilities goals in the library planning document appear to be limited to hosting exhibits and displays. Relevant questions in the library survey provided as evidence focus on computers and sufficiency of study spaces.

- 3.8.2** The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. **(Instruction of library use)**

#### **Compliance**

Edison State College offers a variety of methods for reaching users with regular and timely library instruction. Edison librarians offer personalized reference assistance, and regularly deliver lectures on research in selected classes, and teach a one-hour online course on Internet research. Data indicate that class instruction comprises a considerable portion of librarians’ activity. Edison librarians have created a rubric to assess adequacy of students’ abilities to identify, locate, understand, evaluate, and use information. The Web page offers a variety of tutorials and online resources for instruction and guidance, and librarians have created course embedded links and online research guides for many subject areas. The “Ask-a-Librarian” chat feature allows synchronous online interaction between reference librarians and their users.

- 3.8.3** The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. **(Qualified staff)**

### **Non-Compliance**

The institution provides insufficient evidence of staff qualifications on each campus to accomplish the library mission and support curricula. The institution has not clarified that one part-time librarian is sufficient staffing for the Hendry/Glades instructional site. The library at the Hendry/Glades campus closes at 6:00 p.m. even though the course schedule indicates most classes at that site occur during evening hours. The institution should document adequacy of library support on each instructional site with regard to hours that classes are scheduled.

- 3.9.1** The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. **(Student rights)**

### **Compliance**

The institution publishes a clear and appropriate statement of student rights and responsibilities. The dissemination of the rights and responsibilities is wide and varied as they are included in new student orientations, the College Catalog, college operating procedures, and the Student Handbook. These are available online and in print. The statement of student rights is in accordance with Florida statutes and there were published procedures for implementation that follow an informal and formal sequence for resolution.

- 3.9.2** The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data. **(Student records).**

### **Compliance**

The institution thoroughly outlined the security, confidentiality, and integrity of student records. Policies and procedures are well grounded in Florida state statutes, federal law, and recommended practices from national organizations. The policies and practices related to student records are widely disseminated to the college community via the college web site, catalog, college operating procedures, and emails to students and staff. The institution provided details on electronic backup and storage of records.

- 3.9.3** The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. **(Qualified staff)**

### **Compliance**

Edison State College has a contingent of highly qualified student services administrators with history of academic preparation and higher education experience, as well as training and years of experience in student support service areas. An annual performance review process is outlined to ensure continued competence of staff.

- 3.10.1** The institution's recent financial history demonstrates financial stability. **(Financial stability)**

## Compliance

The College has experienced significant enrollment growth of 41.8% over the past five years. The five year trend of revenue growth has been consistent with the growth in enrollments. The mix of revenue resources has changed during those five years. As noted in the financial statements, the State supported revenues have steadily dropped as a percentage of total revenues while at the same time the tuition and fee revenues have steadily increased as a percentage of total revenues. As a percentage of total revenues, State support, tuition and fees account for 92 to 96 percent of total revenues and only a small percent is found in grants and auxiliary services. The College has been able to invest in capital assets through support of \$43 million in state capital appropriations over the same five year period.

Total operating expenditures during the five year growth trend have not outpaced total financial resources. The College has budgetary controls in place to ensure that expenditures stay within allotted limits. Monthly financial reports used to evaluate the operations of the college are submitted to the District Board of Trustees for review and oversight.

Additional supporting evidence of the College's recognition of the importance of continued financial stability is noted in the comments for Core Requirement 2.11.1, Financial Resources.

- 3.10.2** The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution. **(Submission of financial statements)**.

## Compliance

The annual Financial Profile provided in 2010 to the Commission was reviewed with other financial supporting data including the Integrated Postsecondary Education Data System (IPEDS) report and the previously mentioned annual audited financial statements for comparison purposes. A review of the documents indicated that appropriate levels of executive management were involved in the reporting and review processes.

- \*3.10.3** The institution audits financial aid programs as required by federal and state regulations. **(Financial aid audits)**

## Compliance

The College has financial aid audits performed annually by the Florida Auditor General's Office. The College was identified in the most recent Office of Budget and Management (OMB) Circular A-133 financial aid audit for June 30, 2009 and in the four prior audits. Evidence was also provided that the United States Department of Education had reviewed the Single Audit Report for the State of Florida Universities and Community Colleges in correspondence dated November 3, 2010. The College is required to respond to any findings in the audit as was noted in a review of the report for the State of Florida Summary Schedule of Prior Audit Findings for June 30, 2009.

**3.10.4** The institution exercises appropriate control over all its financial resources. **(Control of finances)**

**Compliance**

The college District Board of Trustees and the District President delegate to the Vice President of Financial Services the appropriate responsibility for oversight of financial controls. The primary functions within the Vice President's office include budget implementation, general accounting, accounts receivable, cash and investment management, fixed asset management, auxiliary services, payroll and financial reporting. Within the financial organizational structure appropriate second tier management was noted to include director level staff in major functional categories. Within the functional categories, the organizational chart indicated appropriate segregation of duties among staff.

The College provided five years of financial statements audited by the State of Florida Auditor General. The audits for all five years including the most recent, June 30, 2010, stated in the Independent Auditor's Report that no deficiencies were found in internal control over financial reporting that were considered to be material weaknesses.

In addition to the financial audits, the Auditor General's Office completes, on a biannual basis, an operational audit to determine college compliance with guidelines designed to ensure and promote government accountability and stewardship and to improve operations. The most recent operational audit for 2008-2009 noted findings and recommendations for improvement. As a part of the process, the College must demonstrate and document through a response system how operational audit findings will be addressed.

**3.10.5** The institution maintains financial control over externally funded or sponsored research and programs. **(Control of sponsored research/external funds)**

**Compliance**

The College organization structure includes a Grants Development office responsible for the application process of all externally funded grants. The college's grants accounting staff is responsible for monitoring college compliance with grant requirements and preparation of financial reports as specified by the granting authority. The Vice President of Financial Services certifies all grant financial reports prior to submission. All externally funded grants adhere to budget and procurement policies and guidelines per the Florida Accounting Manual for colleges. A Florida Department of Education Project Amendment Request was reviewed as evidence of the budget monitoring and approval process. A sample of monthly grant budget reports for December 2010 indicates a standard system of reporting for departmental grant activity.

**3.11.1** The institution exercises appropriate control over all its physical resources. **(Control of physical resources)**

**Compliance**

The College demonstrates its commitment to maintaining appropriate control over its physical resources through an appropriate organizational management structure and the use of reasonable operating systems. The Director of Facilities Planning and Development is responsible for the coordination and supervision of district-wide facilities planning, inspection and compliance with Florida Building Codes. Each campus location organizational structure includes a Physical Plant Coordinator who works closely with the Director of Facilities. The College performs an annual physical inventory using standard good business practices for identifying and accounting for all fixed assets. The College Operating Procedures demonstrates the College's adherence to applicable State Statute and College Board Policy regarding physical resources. The College is a member of the Florida College System Risk Management Consortium which allows colleges to develop a statewide risk management system under one comprehensive plan. The College participates in specific insurance programs through the Consortium. As evidence of the College's dedication to providing appropriate control over its physical resources, facilities staff obtain and maintain professional certifications in areas such as fire code, structural inspection, maintenance mechanic and systems administration.

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

#### **Compliance**

The College approaches the steps to provide a healthy, safe and secure environment for all members of the campus community through a comprehensive staffing, awareness and communication plan to all faculty, staff and students. Multiple methods are used to inform the college community about health and safety protection through the College Catalog, the Office of Public Safety web site, and the annual Campus Safety Guide. The College is also compliant with federal and state reporting regulations through a mix of electronic media and group training. For instance, compliance with the federal Clery Act can be found through the reporting on the Office of Public Safety web site under the link "Your Right to Know".

The College has undergone several physical transitions to include updated surveillance systems, building security, automated emergency notification and warning systems, and individual alert protection devices on all of its campuses.

The College's organizational management structure includes individuals with appropriate credentials to provide for the reasonable safety and protection of all faculty, staff and students. The College has adopted a college-wide plan, College's Emergency Response Manual, for handling emergencies and catastrophic situations, including the chain of command.

The College District Board of Trustees policies also contribute to the healthy, safe and secure environment through policies such as drug free workplace, campus violence prevention, clean indoor air act, discrimination and harassment, employee assistance program, tobacco-free environment and control/discipline of students.

- \*3.11.3** The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. **(Physical facilities)**

## Compliance

The College is a multi-campus environment with three campuses and one center with over one million square feet of facilities. In July 2010 the College completed a 58,000 square foot nursing building on the Lee Campus. Current construction projects are in place for three additional buildings which will add an additional 117,000 square feet of classrooms, labs and student services space at two of the campuses. To plan for future expansion and construction projects, the college Department of Facilities works with administration and academic staff to determine programmatic needs and how they will tie into the mission of the College. A combination of this information, the Educational Plant Survey prepared in accordance with Florida Statutes, and the Facilities Master Plan for each campus form the foundation for physical planning.

Preventative maintenance programs that support the goal of each campus are in place along with an on-line work order system which allows faculty and staff to submit requests for repairs, moving and other facility related needs. Qualified facilities personnel staff each campus and are responsible for the daily operations and preventative building maintenance.

The College has demonstrated through a coordinated system of new construction evaluation, use of technology and the ongoing maintenance of physical plant, that it has good operational practices in place to support the educational mission.

- 3.12.1** The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes. **(Substantive change)**

## Compliance

Edison State College has provided examples of substantive change requests and notifications including plans to initiate coursework or programs at a more advanced level, open a branch campus or off campus sites, initiate distance learning programs, and/or request guidance and clarification from the Commission for ensuring ongoing compliance on a number of issues. A summary of correspondence with supporting documentation and actions related to substantive change at ESC was provided. Table I in the Compliance Report summarizes communication and change requests since the College's last reaffirmation of accreditation, and documents SACSCOC approvals as appropriate.

- 3.13.1** The institution complies with the policies of the Commission on Colleges. **(Policy compliance)**  
*(Note: This requirement is not addressed by the institution in its Compliance Certification.)*

The Off-Site Review Committee found no evidence of non-compliance with this standard.

- 3.14.1** A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance

with Commission requirements and federal policy. **(Publication of accreditation status)**

### **Compliance**

Edison State College accurately reports its status with the Commission on its web site, Online Catalog, and Online Student Viewbook.

## **D. Assessment of Compliance with Section 4: Federal Requirements**

- \*4.1** The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. **(Student achievement)**

### **Compliance**

Edison State College evaluates success with respect to student achievement in a variety of ways. Course completion rates are reported to Deans, Associate Deans, and faculty each academic term. Student success and retention in College Prep coursework is reported annually as part of the Florida Accountability Report. Licensure exam results are used by the accredited college health professions programs for improvement purposes. The Florida Education and Training Placement Information Program (FETPIP) publishes placement rates for the college. The number and success of students who transfer to four-year colleges within the Florida state system of higher education are carefully monitored. Student performance on the College Level Academic Skills exam is reported as part of the Progress Towards Florida Accountability Goals initiative.

- \*4.2** The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. **(Program curriculum)**

### **Compliance**

The curriculum supports the institution's mission and strategic goals. The Committee's review of the Baccalaureate Unit Plan, Program Development Model, and Annual Program Review Procedure confirms that curricular design and assessment are guided by the institution's strategic goals. The College's October 2009 workshop to support the goal "to expand and fortify the assessment strategies and tools that result in institutional improvement in academic competencies and student services" is particularly illustrative.

- \*4.3** The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**

### **Compliance**

The institution widely publishes and makes available to students and public, academic calendars, grading policies, and refund policies. The above are made available

through the College Catalog (available online), the College web site, and the Student Handbook (available in hard copy on all campuses/centers and online).

- \*4.4** Program length is appropriate for each of the institution's educational programs. **(Program length)**

#### **Compliance**

Each Associate of Arts degree program consists of at least 60 semester hours of college credit, which includes a general education core of 36 semester hours of college credit in communication, mathematics, social sciences, humanities, and natural sciences. The remaining 24 hours comprise program prerequisites and electives. The general education core curriculum is required for students working toward a baccalaureate degree. The Associate in Science degree must contain at least 15 semester credit hours of general education in core curriculum subject areas of communication, mathematics, social sciences, humanities, and natural sciences. The program length for both the associate degree and the baccalaureate degrees is consistent with state statutes and meets the requisite number of hours for the program.

- \*4.5** The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. **(Student complaints)**

#### **Compliance**

The institution has a documented procedure for responding to written student complaints that includes an informal and formal resolution process. The policy outlines a chain of events that the institution engages in with the initial steps designed to satisfy the complaint at the lowest level possible. The process outlines the responsible individuals for reporting and the time frames required. The procedures are clear and readily available for students and the public and are published on the institution web site, in the College Catalog, and in the Student Handbook. The documentation included a broad representation of complaints and the resolution achieved; it would have been useful to have seen fewer examples that included all stages of the complaint process.

- \*4.6** Recruitment materials and presentations accurately represent the institution's practices and policies. **(Recruitment materials)**

#### **Compliance**

The institution has a clear process for ensuring the accuracy of materials. The process outlined indicates that materials are first created in the area involved, be that a student services department or an academic area. The materials are then routed to the Communications and Marketing Department which serves as a centralized review and production body. The process helps ensure continued accuracy as new materials are produced or older materials are revised. This process is applied to print materials, web content, and presentations.

- \*4.7** The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*. **(Title IV program responsibilities)**

## **Compliance**

The College has demonstrated compliance with program responsibilities under Title IV by providing the current Federal Financial Aid Approval Letter. In addition to this information, the College submitted a new Program Participation Agreement to the U.S. Department of Education to document changes that would necessitate such an agreement. The U.S. Department of Education acknowledged receipt and approval of the application.

The Florida Auditor General's office performs Financial Aid audits annually. The audit evaluates the institution's procedures and effectiveness including actions taken to address any findings. The most recent single audit report available for review indicated compliance by the college. The State report was submitted and accepted by the U.S. Department of Education.

- E. Additional Observations regarding strengths and weaknesses of the institution. (optional).**

Preliminary Findings

### Part III. Assessment of the Quality Enhancement Plan

*To be completed by the On-Site Reaffirmation Committee.*

**A. Brief description of the institution's Quality Enhancement Plan**

**B. Analysis of the Acceptability of the Quality Enhancement Plan**

1. **An Institutional Process.** *The institution uses an institutional process for identifying key issues emerging from institutional assessment.*
2. **Focus of the Plan.** *The institution identifies a significant issue that (1) focuses on learning outcomes and/or the environment supporting student learning and (2) accomplishes the mission of the institution.*
3. **Institutional Capability for the Initiation, Implementation, and Completion of the Plan.** *The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP.*
4. **Broad-based Involvement of Institutional Constituencies.** *The institution demonstrates the involvement of its constituencies in the development and proposed implementation of the Plan.*
5. **Assessment of the Plan.** *The institution identifies goals and a plan to assess the achievement of those goals.*

**C. Analysis and Comments for Strengthening the QEP**

## Part IV. Third-Party Comments

*To be completed by the On-Site Reaffirmation Committee.*

If an institution receives Third-Party Comments, the institution has an opportunity to respond to those comments and the On-Site Reaffirmation Committee reviews the response as part of its comprehensive evaluation of the institution.

The Committee should complete one of the following:

\_\_\_ No Third-Party Comments submitted.

\_\_\_ Third-Party Comments submitted. **(Address the items below.)**

1. *Describe the nature of the Comments and any allegations of non-compliance that may have been part of the formal Third-Party Comments;*

2. *Indicate whether the Committee found evidence in support of any allegations of non-compliance.*

*If found to be out of compliance, the Committee should write a recommendation and include it in Part II under the standard cited with a full narrative that describes why the institution was found to be out of compliance and the documentation that supports that determination. In this space, reference the number of the Core Requirement, Comprehensive Standard, or Federal Requirement and the recommendation number cited in Part II.*

*If determined to be in compliance, explain in this space the reasons and refer to the documentation in support of this finding.*