



**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:** November 07-10, 2011

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

**Chair of the Committee:** Mr. Andrew Fulp

## **Part I. Overview and Introduction to the Institution**

The Report of the Reaffirmation Committee is the final committee analysis and report that includes the findings of the Off- and On-Site Reaffirmation Committees. It will be forwarded to the institution for a formal response. The report and the institution's response are forwarded to the Commission's Board of Trustees for action on reaffirmation of accreditation.

Edison State College was established in 1962 by the Florida Legislature as Edison Junior College. In 1965, the main campus was established on 80 acres in Fort Myers. Edison received accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 1966. Since this initial accreditation, the College has undergone reaffirmation in 1971, 1981, 1991, and 2001. Accreditation at Level II membership was granted in 2005, and continued in 2007 following a site visit.

Edison Junior College was renamed Edison Community College in 1972 as a reflection of its expanded mission, and opened campuses in Collier and Charlotte counties that same year. In 2009, the College moved into its fourth location, a 19-acre facility in La Belle, Florida known as the Hendry/Glades Center.

In 2001, the Florida Legislature authorized community colleges to offer limited baccalaureate degrees in areas of workforce need. In 2006, Edison enrolled 13 students into the Bachelors of Applied Science in Public Safety and Management program. In August 2008, following the creation of the new State College System and to support the College's addition of baccalaureate programs, the District Board of Trustees approved the name Edison State College.

### **Mission:**

*The mission of Edison State 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.*

Edison operates as an open admissions institution. It serves the students of Charlotte, Collier, Glades, Hendry and Lee counties in Southwest Florida, as well as distant education opportunities through Edison Online. The College's 2011 FTE is approximately 12,000 with an additional 14,000 part-time non-continuously enrolled students.

Edison offers ten baccalaureate degrees, 18 Associate in Science degrees, the Associate in Arts degree, and eight certificate programs.

### **Bachelor of Applied Science**

Cardiopulmonary Sciences (BAS)  
Public Safety Administration (BAS)  
Supervision and Management (BAS)

### **Bachelor of Science**

Elementary Education, ESOL & Reading Endorsement (BS)  
Middle Grades Language Arts Education (BS)  
Middle Grades Mathematics Education (BS)  
Middle Grades Science Education (BS)  
Nursing (BS)  
Secondary Biology Education (BS)  
Secondary Mathematics Education (BS)

## **Associate in Arts (AA)**

### **Associate in Science**

Accounting Technology (AS)  
Business Administration and Management (AS)  
Cardiovascular Technology (AS)  
Computer Programming and Analysis (AS)  
Crime Scene Technology (AS)  
Criminal Justice Technology (AS)  
Dental Hygiene (AS)  
Drafting and Design Technology (AS)  
Emergency Medical Services Technology (AS)  
Fire Science Technology (AS)  
Health Information Management (AS)  
Human Services (AS)  
Internet Services Technology (AS)  
Networking Administrator (AS)  
Nursing: RN Advanced Placement (AS) and Basic Program RN (AS)  
Paralegal Studies (AS)  
Radiologic Technology (AS)  
Respiratory Care (AS)

### **Certificates**

Accounting Applications Certificate  
Computer Programming Certificate  
Crime Scene Technology Certificate  
Emergency Medical Technician – Basic Certificate  
Firefighter Minimum Standards Certificate  
Network Specialist Certificate  
Paramedic Certificate  
Small Business Management Certificate

Due to third party complaints and unsolicited information received, the On-site Committee fulfilled the standard on-site reaffirmation review, as well as an investigation into these concerns, which focused on course substitution irregularities and alleged inappropriate recruitment materials for the B.S. in Nursing program. In addition to the planned on-site reaffirmation work, this committee thoroughly assessed each complaint during the time leading up to the visit and continued while on location at Edison State College. The investigation into the complaints and unsolicited information included the addition of several compliance standards for review, an additional committee member to focus on the academic concerns, several focused interviews specific to these concerns, and a thorough review into the past three-year history of transcripts. Committee comments are woven throughout the *Part II. Assessment of Compliance* written narratives. This investigation into third party complaints and unsolicited information contributed to four of the fourteen recommendations of non-compliance, including 1.1, 2.7.2, 3.4.5, 3.5.3.

### **Branch Campus Visits - Collier and Charlotte**

As part of the reaffirmation visit, the two branch campus locations Collier and Charlotte were visited by two two-person teams from the On-site Committee on Monday, November 07, 2011. Both branch campus environments are supported by administrative buildings, classroom buildings with technology based labs and staff and faculty work spaces, offices, and library services. The classrooms, learning labs, library, and student services are centrally located to deliver an educational experience that appears to be seamless and well managed in secure and well-landscaped campuses.

The local faculty and students are very supportive and respectful of each other and of their district peers. The faculty serve as advisors and mentors to their students, which appears to be very well received and desired by all students. Most students felt that regardless of the instructional location, instructor, advisor, or services that they were treated with respect and with encouragement to complete their degrees. All faculty were very knowledgeable about the mission of the university and the proposed QEP. One full-time branch campus administrator served on the Co-chair for the QEP during the past year.

Both Edison State College branch campus locations offer their students a true university campus experience, student support services, and academic opportunities aligned with the main campus and Edison Online.

## **Part II. Assessment of Compliance**

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

#### **1.1 The institution operates with integrity in all matters. (Integrity)**

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

While the off-site committee found no evidence of non-compliance, the On-site Committee was very disturbed about the lack of integrity displayed by Edison State College. This arose out of an investigation of unsolicited information and a third party complaint surrounding the inappropriate substitution of courses for core courses in multiple majors (see CR 2.7.2, CS 3.4.5, and CS 3.5.3).

On November 7-10, 2011 the On-Site Reaffirmation Committee visited Edison State College to finalize issues of compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements for Reaffirmation of accreditation. Additionally, the Committee conducted an investigation in response to issues related to unsolicited information and third party complaints received prior to arrival. As a result, the Committee found a lack of integrity in two areas: (1) knowingly submitting inaccurate information in its compliance certification in March 2011 and; (2) the integrity of the College's academic programs.

The allegations relate to inappropriate course substitutions that occurred at least over a 3-4 year period. During its investigation of this information, the On-site Committee determined that the institution knew about these course substitutions prior to submission of its compliance certification in March 2011. While individuals interviewed believed they had "fixed" the problem, there was no evidence to suggest they actually did at the time of the submission of the compliance certification and there was no mention of these issues in the documents provided to the SACSCOC in March 2011.

Second, there are hundreds of graduates of these programs with inappropriate course substitutions for required core courses that bring into concern the integrity of those degrees and the academic programs. In addition, there is little evidence to suggest that the institution has safeguards in place to ensure this type of egregious violation of good educational practice does not occur in the future. These violations resulted in committee recommendations in the following Principles of Accreditation: CR 2.7.2, CS 3.4.5, and CS 3.5.3.

**Recommendation 1:** The committee recommends that the institution provide evidence that they have safeguards in place to ensure the integrity of its academic programs and all operations.

**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)**

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)**

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)**

Edison State College has a President/Chief Executive Officer, 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)**

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)**

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, an 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)**

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)**

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.

In response to issues related to unsolicited information and third party complaints, CR 2.7.1 was reviewed again by the On-Site Reaffirmation Committee. The On-Site Reaffirmation Committee conducted interviews and reviewed pertinent documentation in support of the institution's case for compliance and sustained the Off-Site Reaffirmation Committee's findings.

**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)**

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.

In response to issues related to unsolicited information and third party complaints, CR 2.7.2 was reviewed again by the On-Site Reaffirmation Committee. Issues raised about inappropriate course substitutions in particular degree programs bring into question whether students are receiving a "coherent course of study." The On-Site Reaffirmation Committee conducted a number of interviews and reviewed additional documentation, including randomly selected student transcripts, and did find evidence of inappropriate course substitutions. Following are a few examples of course substitutions that do not support program coherence:

- Course: Government and Non-Profit Accounting; Substitution: Oceanography
- Course: Government and Non-Profit Accounting; Substitution: Interdisciplinary Science
- Course: Business Law; Substitution: Environmental Biology
- Course: Latent Investigations; Substitution: Fundamentals of Speech
- Course: Advertising and Sales Promotion; Substitution: Tennis
- Course: Taxes; Substitution: Study Abroad
- Course: Geographic Information Systems; Substitution: Beginning Spanish.

Approval of inappropriate course substitutions appears to have been an on-going practice for several years, with documentation of concerns since at least 2008 available to the committee. Although meetings were held to discuss the situation with course substitutions and new processes were put into place, the practice appears to have continued to as recently as May 2011. Since the beginning of 2011, the institution reports having taken measures to address the course substitution concerns, as documented in the institution's response to this standard in the Focused Report. These actions include reassigning/removing personnel and establishing new positions to improve enforcement and oversight, conducting an internal review of course substitutions on a case-by-case basis, establishing new course substitution approval procedures and forms, training key administrators on the new procedures, conducting program reviews of the affected programs, and moving to a more automated system for course monitoring (Degree Works). Further, the institution contracted with AACRAO to conduct an audit during the summer of 2011. The audit confirmed that there were inappropriate substitutions and recommended a series of corrective actions for the institution to make. As a result of a number of personnel changes, the institution's leadership is in a state of transition, and on-going efforts are being made to correct this situation.

Though the institution has taken corrective actions, the On-Site Reaffirmation Committee has the following concerns: 1) while there are new practices that have been put into place, there is concern as to whether there will be consistent implementation and enforcement; 2) although the institution claims to have made efforts to correct the questionable courses for students, interviews with students indicated that they had not been contacted nor had the institution been pro-active in making restitution; 3) that appropriate measures are being taken to ensure program relevance and integrity.

**Recommendation 2:** The Committee recommends the institution demonstrate that all degree programs embody a coherent course of study as appropriate to the designated field.

- 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)**

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)**

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)**

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.

Although the off-site response acknowledged the College's commitment to increase full-time faculty over the past five years based on enrollment growth, upon further review by the On-site Committee, it is determined that insufficient and inconsistent documentation is available to verify that the number of full-time faculty is adequate to ensure the quality and integrity of academic programs. Unduplicated headcount for 2009/2010 of 24,262 and lower division FTE of 11,072 with 321 upper division students are reported. This is inconsistent with the total 135 or 144 full-time faculty and reported ratio of 23:1 students to faculty.

The various campuses report undergraduate credit hours taught by full and part-time faculty for each major or program. However, full-time/part-time ratios indicate a lack of sufficient full-time faculty in some core and program areas. For example, at the Lee Campus for Fall 2010, while math and English reported a ratio of over 50% taught by full-time faculty, communications, social/behavioral sciences and natural sciences are all below 38%. It should also be noted that health professions are at 2.68% for full-time faculty.

Collier Campus reports sufficient full-time faculty in three of the six general education disciplines. It is significant that the nursing program at both remote campuses report over 70% of credit hours taught by full-time faculty.

Edison Online reports only two disciplines and/or programs with over 50% full-time faculty.

Additionally, the College did not provide a narrative that supports their assertion that they provide adequate numbers of qualified full-time faculty at each campus. The Committee also has grave concern regarding workload issues that will affect not only the implementation of the Quality Enhancement Plan but also ensuring the quality and integrity of programs.

**Recommendation 3:** The Committee recommends that the College ensure that 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.

- 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)**

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)**

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.

The On-Site Reaffirmation Committee conducted interviews and reviewed pertinent documentation in support of the institution's case for compliance and sustained the Off-Site Reaffirmation Committee's findings.

**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)**

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)**

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)**

The institution developed an acceptable QEP. See Part III for additional information.

## **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)**.

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)**

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;

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;

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;

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 policies 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.

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. Edison State College has two direct-support organizations, each separately incorporated. The Edison State College Foundation, Inc. was established in 1966 to “advance the education and welfare of the institution...” and the Edison State College 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)**

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)**

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 Edison State College 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)**

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 Edison State College 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)**

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)**

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.

While the Off-Site Reaffirmation Committee found that Edison State College has a clearly defined organizational structure, as the On-Site Reaffirmation Committee conducted interviews and reviewed pertinent documentation it became very challenging to understand the current structure and what it was at various times over the last four years. The roles and responsibilities of the individuals identified on the organizational chart were difficult to understand when comparing district positions to campus positions. In addition, the multiple staff changes made the organization charts difficult to follow. The college was unable to provide documentation of the evolution of the college wide organizational structure. Some of the various changes in the academic affairs structure were shared. However, based upon interviews conducted by the visiting team, it became clear that not all of the reiterations of the organizational structure were produced.

During campus interviews, staff discussed direct (solid line) reporting patterns versus indirect (dotted line) reporting patterns. In some cases, the organizational chart indicates direct reporting structure; however, the staff indicated to committee members their reporting structure is in fact indirect, not direct as indicated on the chart. In addition, during campus interviews, the role and duties of the campus presidents became unclear. Further complicating the structure were individuals that held multiple titles, some district titles and some campus titles.

In addition to the complex organizational chart described above, it was determined that over the last four years several departments have “bounced” around the organizational structure. Student Services, the Registrar’s Office, and Institutional Research and Effectiveness had a variety of reporting patterns over the last few years. The common

explanation among staff for this “bouncing” was that Edison State College has been juggling multiple changes all at once, including rapid student growth, the addition of Baccalaureate degrees, the multiple retirements/resignations of staff, the writing of the SACSCOC compliance report and the development of a QEP. The complex organizational chart and the lack of reporting line stability for some units (in addition to lack of consistent leadership) inhibit clear communication and appear to negatively impact the day to day operations of the institution at large.

Furthermore, a search of the Edison State College web pages did not produce a published organizational structure.

Anticipating continued growth, the college would benefit from a comprehensive collaborative review of the organizational structure including benchmarking and best practices from peer and aspirational institutions.

**Recommendation 4:** The committee recommends the institution clearly define and publish an organizational structure that delineates responsibility for the 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)**

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.

The On-site Committee’s review of the findings of the off-site review committee identified that they could not verify the competence and capacity to lead because of the turnover of several positions at the time of their review.

The On-site Committee reviewed the Focus Report and the institution’s most recent organizational chart, as well as the curriculum vitae of each administrator. In addition, the visiting team met with several administrative and academic officers. While the documentation indicates that individuals are qualified and may have the appropriate experience to lead, the capacity to lead the institution remains in transition due to the continued turnover of administrative positions.

**Recommendation 5:** The committee recommends the institution demonstrate they have qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

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

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)**

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)**

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)**

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 Edison State College 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)**

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.

The On-Site Reaffirmation Committee conducted its review in accord with Commission practices and from information provided in the off-site review report, the college was found non-compliant because no evidence was presented in the way of a contractual or other formal agreement between the college and the Foundation as required in this standard.

While the college was able to provide information that Edison State College is an Independent Political Subdivision of the State of Florida via Section 1004.65 of the Florida Statutes, and that the college is able to establish one or more direct support organizations as clarified in Section 1004.65 of the Florida Statutes, and that the governance of the direct support organization is vested in its separate Board of Directors as described in Chapter 617 of the Florida Statutes, and that the direct-support organizations are responsible for their own debts and liabilities, as stated in Florida Corporate Law. The college was also able to produce Articles of Incorporation of Edison College Financing Corporation which was signed by the college president on November 28, 2007, and a copy of an Article of Amendment #N0700001457 which was signed by Chairman on 2/27/2009 and again on 2/22/2011. In addition, the college was able to provide support documentation that the liability associated with these organizations is clear, and that the relationship between the Institution-related foundations enjoy a relationship that is consistent with the mission of the college.

However, the college was unable to produce 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.

**Recommendation 6:** The Committee recommends the institution provide evidence of a contractual or formal agreement with it's foundation that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship.

**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)**

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

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.

From information provided in the off-site committee review report, Focus Report, additional electronic documents sent to the On-site Committee, and interviews conducted on campus it is evident that Edison state College has a comprehensive planning process for its educational programs that include assessment cycles at the

institutional, program and individual course levels. While these planning cycles are interconnected the committee found evidence of inconsistencies in the documentation of these program level and course level plans.

The On-Site Committee was provided only three course level planning examples in the Focus Report (MAC 1105 College Algebra; BSC 1005 Introduction to Biological Sciences; and EDE 4940 Internship in Elementary Education) to review and found completed Course Level Department Plans and Assessment Report Forms for MAC 1105 and BSC 1005 (2010-2011) without viewable documentation connected with the assessment measures and use of results sections in these reports. As an example, in the use of results section for MAC 1105 the narrative states “we have been able to identify some topics/concepts for which students continue to be markedly deficient” but it does not specifically identify these concepts or describe how the Math Department will address these issues in the 2011-12 planning cycle. The Focus Report did include Planning Objective Reports for Support Center Assessment and Refined Assessment of Student Performance (Math) connected with MAC 1105 but these planning cycle reports did not include complete use of results sections because they were from the current 2011-12 academic year. Also, the Focus Report did not include any course level planning cycle materials connected with BSC 1005 for the 2011-12 academic year. The committee did review a syllabus and Assessment Report Form (2010-11) for EDE 4940 which included course outcomes, assessment measures, use of results, and visible documentation connected with these sections which clearly demonstrated that outcomes were being assessed and information from this analysis was being utilized to revise other courses (EDG 3410, EDG 3620, EDM 3230) and compare day and evening students’ performance. The Focus Report did not include any 2011-12 course level planning cycle documentation for EDE 4940.

On-site Committee members were provided program review reports (2008-09; 2009-10; 2010-11) for selected associate and bachelor degree programs which included a student learning outcomes section as well as an assessment measures list for each course connected with these degree programs; however, it was also noted reviews were limited to Professional & Technical and Baccalaureate programs. These plans also included a program planning/evaluation/improvement section but no supporting viewable documentation was connected with these plans. In addition, several of these program reviews (2008-09: Business Administration and Management; Internet Services Technologies; Paralegal Studies; Supervision and Management – BAS; 2009-10 Business Administration and Management; Drafting and Design Technology; Fire Science; Paralegal Studies; Supervision and Management – BAS; 2010-11 Business Administration and Management; Fire Science; Drafting and Design Technology) had incomplete sections (Program Benchmarks, Student Learning Outcomes, Professional Development of Faculty, Program Advisory Committee, and the Signature Page – confirming the reports were reviewed) within these reports made it difficult for the committee to determine if these program level unit plans were being finalized each year.

Materials within the Focus Report clearly illustrated that Edison State College tracked student retention and student perceptions data connected with their distance education courses (Edison State College offers at least 50% of the degree requirements for ten bachelor and associate degrees) compared with traditional courses. However, the Planning Objective Reports for the Arts and Sciences and Professional and Technical distance education courses contained incomplete sections (2009-10 Create Online Course Assessment System; Enhance Interactivity in Online Courses; 2009-10 Continued Faculty Development; 2011-12 Assessment of Instruction) or missing supporting viewable documentation for assessment measures and use of results

sections (2009-10 Create Online Course Assessment System; 2010-11 Faculty Development; Enhanced Interactivity in Online Courses; 2011-12 Assessment of Instruction). Several of the assessment measures and use of results sections appear to be reports (SIR II and esir Institutional Summary Report, Grade distributions from student information system, Florida Distance Learning Consortium Statewide Report) or narratives (“When the esir and SIR II comparison is aggregated across all dimensions...we are still working towards improving performance in the course outcomes and student effort dimension”) rather than identifying how the assessment measure is tied to the planning objective or program level student learning outcomes, and using the data results to document improvements in the instructional services associated with distance education courses.

Based on information provided in the Focus Report, Edison State College evaluates the student learning outcomes of distance education courses through its Unit Plans (General Education, Institutional Research, and College Prep) (only 2011-12 plans provided – not complete) and General Education Competencies (Written Communication, Critical Thinking, Global Socio-Cultural Responsibility, and Technical and Information Management) using Assessment and Analysis Reporting Forms. These forms contained learning outcomes, assessment plans, data analysis and use of assessment findings sections but no supporting viewable documentation was connected with the assessment measures (Written Communication Rubric with benchmark; Critical Thinking Rubric with benchmark) and the use of assessment findings (Critical Thinking workshops held; faculty sent to International Critical Thinking Conference; English faculty will conduct workshops/norming sessions on written assignments for faculty in other disciplines). The use of results (assessment findings) connected with these Assessment and Analysis Report Forms appear to be narratives of tasks completed or future actions rather than illustrating how the data from the rubrics have been or will be applied to improve student learning objectives connected with distance education courses.

After conducting additional interviews and reviewing the following documents (Assessment Analysis Report Forms, Quality Matters Rubric, Meeting minutes from the E-Learning Committee, and LMS Learning Analytics – Canvas) it is evident to the On-site Committee that the institution is assessing their distance education program as it relates to the college’s general education competencies (Written Communication, Critical Thinking, Global Socio-Cultural Responsibility, and Technical and Information Management). However, evidence from the Assessment and Analysis Report Form (2009-2010) indicate that this is a pilot process (Written Communication and Technical and Information Management) and the use of results sections (Samples size was too small to draw any valid conclusions; English faculty will conduct workshops on writing assessments) do not demonstrate how the information obtained from the analysis has/will be used to improve distance education instruction. The institution is planning to implement a new computer system (LMS – Learning Analytics – Canvas) in 2012 to assess outcomes at the discipline and course level and compare this information with their traditional seated counterparts.

**Recommendation 7:** The Committee recommends that 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 educational programs, to include student learning outcomes.

3.3.1.2 administrative support services

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.

It is clear from the off-site committee report, Focus Report, additional electronic documents sent to the On-site Committee and interviews conducted on campus that Edison State College’s administrative support services units have a planning process (Planning Objectives Reports) that includes connections to institutional goals; specific objectives; assessment measures; intended results; status reports; actual results; and use of results sections. This is a comprehensive process however the committee found inconsistencies in the completion of these plans and scope of documentation support, which made it difficult to follow these planning cycles.

Several planning objective reports noted in the Focus Report were missing either assessment measures (Alumni Relations 2010-2011) or documentation to support identified assessment measures (Financial Services Paperless Environment 2010-2011; Replacement Existing Payment Gateway 2010-2011; Book Look and Rent a Text 2010-2011, 2011-2012; Campus Card Development 2010-2011). The college did provide some documentation in a limited number of the 2011-12 Planning Objective Reports (Affordable Textbook Initiative; Connect Card Initiative – Bookstore Buying Days; Electronic W-2 Projects: Post Implementation; Implementation of Extender Paperless Project; Major Gifts Development; and the Annual Fund Development) which confirmed that the planning process was moving forward (emails, web site development, reports) but the use of results sections were not complete since they were connected with the current academic year. Also, the committee noticed several Planning Objective Reports that contained assessment measures sections that appeared to be lists of tasks that did not address how they would be used to assess the objectives in the reports (Paperless W-2 Consent and Leave Process 2010-11 – automation project progress reports, meeting minutes with Banner Services; Extender Implementation Checklist 2011-12 – extender implementation checklist; Foundation

Annual Fund Development 2011-12 – event documentation, report of annual fund gift; Book List and Rent a Text 2011-12 – Counting titles of digital, rental, and new purchased materials; and Alumni Relations 2011-12 – social media, facebook friends). These assessment measures need to be revised to focus on measuring how the college is accomplishing these objectives such as (Implementation of Extended Paperless Projects) if the institution wants to decrease the need for storage space then the assessment measure would document the amount of space used by departments before the software was installed and then compare space usage after the installation to see if the actions of the IT and Payroll Offices really made a difference.

It should be noted that the Planning Objective Reports for 2011-2012 appear to be better organized with intended results sections including target benchmarks (Connect Card Meal Plan Initiatives; Enhanced Alumni Participation in College events; Annual Fund Development; and Electronic W2 Projects: Post Implementation) connected with the stated objectives. However, the committee could not adequately assess the 2011-2012 Planning Objective Reports listed in the Focus Report or provided on their SACS Reaffirmation of Accreditation web site because the use of results sections were not complete (Enhanced Alumni Participation in College Events; Foundation Major Gifts Outcomes; Foundation Annual Fund Development; Financial Services: Travel Expenses; Financial Services: Paperless Environment Extender; Banner Leave Time and Web Time Implementation; Electronic W2 Project: Post Implementation). There was also a lack of “viewable” documentation to support the use of results sections in the Planning Objective Reports for 2010-11 (Alumni Relations; Replacing Existing Payment Gateway; Book Look and Rent a Text; Campus Card Development; and PaperlessW2 Consent and Leave Process). In addition, some of the use of results sections in 2010-2011 reports appear to be narratives and do not really explain how information was used to improve services in these areas (Develop Alumni Department; Booklist and Rent a Text; Paperless Environment Payroll). Instead of stating “with....our prospect database and our presence on campus, the Alumni Association is now in a position to apply these accomplishments to a more refined set of goals,” this section should analyze the responses from the alumni and determine if they are aware of the college’s web site and is it providing all the information they need – if not target these areas for revisions in 2011-12 and follow-up to see if alumni’ perceptions change in 2012. The Planning Objective Report for Replacing Existing Online Payment Gateway (2010-11) included a solid use of results section which highlighted the accomplishment of the objective (increase online payments)(viewable documentation would further enhance this report) and plans to expand this online process (lease payments for housing and lunch program for the Charter Schools....in 2011-12).

**Recommendation 8:** The committee recommends that 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 of the administrative support services.

### 3.3.1.3 educational support services

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.

The On-Site Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

#### 3.3.1.4 research within its educational mission, if appropriate

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

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.

After reviewing the Compliance Certification, the initial response from the Off-site committee, the Focus Report, the additional information requested by the On-site Committee and conducting interviews on campus it is clear that Edison State College has an extensive program of community and public service activities that include the Holocaust Memorial Week Program, Southwest Florida Reading Festival and the Circle of Care Conference. The college also offers a variety of continuing education programs (Nursing Entrance Exam Prep, English as a Second Language, Jewelry Metalsmithing Advanced, and Nursing Refresher Program) geared towards reaching the constituents of Edison State College.

In reviewing the planning cycle for the Holocaust program in 2009 and 2010 the assessment documents appear to be organizational meeting minutes for the following year's event (March 2009 event: Document 4, 1st meeting September 24, 2009 Theme for this year)(March 2010 event: Document 6, September 30, 2010 Holocaust Memorial Week 2011). There is no documentation in the Focus Report pertaining to assessing the 2009 2010 Holocaust events and no documentation addressing how assessment results were used to improve this program (this report also did not identify outcomes for

the Holocaust program for 2009, 2010, and 2011). However, the Focus Report did document that the Holocaust event for 2011 was assessed using a survey response instrument (although there are some inconsistencies with the way data is presented in the table). The college did present a document (Holocaust Memorial Committee Meeting, April 28, 2011) which highlighted in the note section actions that would be taken in 2012 (increase the number of Holocaust survivors participating in the event and lengthen sessions to 90 minutes) to address feedback from participants and survey data collected during the 2011 program (copies of these feedback comments and this survey data was not included in the Focus Report).

In reviewing the planning cycle connected with the Southwest Florida Reading Festival the assessment documents seem to be an executive summary (2009 and 2010) of the number of individuals who attended the event and their feedback concerning specific events held during the festival. There was no documentation provided in 2009 and 2010 to illustrate how the use of assessment results were used to improve specific aspects of the reading festival. The 2011 festival was assessed by the college using Ulrich Research Services which included a key findings section however these points (more parking needed; faster lines in book signings; better authors; and better food) were not addressed in the use of results. The document cited in this section appears to be an overview of 2011 with suggestions for improving the 2012 festival and statistics from the recent 2011 event (this report also did not identify specific outcomes for the Southwest Florida Reading Festival for 2009, 2010, and 2011).

After reviewing the planning cycle connected with the Circle of Care Conference for the last three years (2009, 2010, and 2011) it was clear from the Focus Report that the conference was assessed by the college but no documentation was provided in the use of results section to illustrate how the assessment results were used to improve processes. The use of results section cited a new system to manage CEUs and developing a new marketing strategy but there is a lack of documentation to substantiate these improvements and link them directly to the assessment materials (this report also did not identify specific outcomes for the Circle of Care Conference in 2009, 2010, and 2011).

The college's Nursing Entrance Exam Prep (HESI); English as a Second Language (ESOL) for NCH Health Care System; Jewelry Metalsmithing Advanced; and Nursing Refresher Program were highlighted in the Focus Report as examples of their Continuing Education Program. Enrollment trends tables within these programs and participant feedback (student expressing a need for more reference materials – Nursing Entrance Exam; Comments indicated a desire for more technology resources – Jewelry Metalsmithing; Extending course length and better technical support – Nursing Refresher Program) were documented. The college provided a narrative that improvements have been implemented based on survey assessment results but without documentation to confirm the improvements. The evaluation/assessment instrument used in the Continuing Education Program asks participants if stated outcomes were met. This would indicate some have been established. However the documentation provided to the review committees did not indicate those outcomes and did not tie assessment and use of results to those outcomes. The documentation made mention of implementing a pre-test for one program. There was no follow up documentation of a post test and the results indicating if outcomes were met.

Without expected outcomes being identified for each of these community and public service programs along with linked assessment procedures and documented evidence of improvement based on analysis of results it was difficult for the committee to determine if the planning cycle was being followed within these programs.

**Recommendation 9:** The committee recommends that the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of results of the community/public service within its educational mission, as appropriate.

- 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)**

The institution did not satisfactorily address components (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; and (3) identifies goals and a plan to assess their achievement, of this standard. See Part III for Details.

**Recommendation 10:** The committee recommends that the institution narrow the focus of the QEP.

**Recommendation 11:** The committee recommends that the institution develop an adequate assessment plan for the QEP.

- 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)**

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)**

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)**

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.

While the Off-Site reaffirmation committee found that Edison State College publishes admissions policies that are consistent with its mission, the On-Site Reaffirmation Committee found examples of where the baccalaureate admissions policies were unclear and not being interpreted consistently. Many of the Baccalaureate admission policies contain language about completion of a specific or general associate degree as well as language that all general education requirements and prerequisites must be met prior to admission.

Internal audits conducted by the Baccalaureate initiative office each semester document students indeed met the associate degree completion requirement. As part of this audit, missing general education courses were also noted. The policies are unclear as to the use of general education requirements are an "either/or" situation or, that both the core classes in the associate degree AND all general education requirements must be met separately.

**Recommendation 12:** The Committee recommends that the institution provide evidence that their baccalaureate admission policies are clear and enforced in a consistent manner.

**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)**

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)**

The Off-site 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.

In response to issues related to unsolicited information and third party complaints, CS 3.4.5 was reviewed again by the On-Site Reaffirmation Committee. As confirmed by the Off-Site Committee, the *College Catalog*, institutional website, and College Operating Procedures contain sound general academic policies that are widely disseminated to both internal and external audiences. The specific issue underlying this subsequent review was in regard to course substitutions. In interviews with a number of administrative officers at the institution, members of the On-Site Committee were informed that revisions to the institution's course substitution process have been implemented and disseminated through administrative training sessions. The institution's response to this item in the Focused Report claimed that revisions had been posted online and departmental plans adjusted accordingly. However, On-Site Committee members were unable to locate a policy related to course substitutions in the current (2011-2012) online catalog. In addition to the question about whether the policies exist in written form, a further question is whether they are consistently enforced. Interviews and documents reviewed by the On-Site Committee, including a random sample of student transcripts, indicate that even after new processes were alleged to have been implemented, inappropriate course substitutions were continuing until as recently as May 2011. Further, even if new practices have been put into place, there is no evidence that institutional policies have been written to more clearly define how course substitutions are to be handled.

**Recommendation 13:** The Committee recommends that the institution publishes, implements and consistently enforces policies related to course substitutions that adhere to principles of good educational practice.

**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)**

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.

In response to issues related to unsolicited information and third party complaints, CS 3.4.6 was reviewed again by the On-Site Reaffirmation Committee. The On-Site Reaffirmation Committee conducted interviews and reviewed pertinent documentation in support of the institution's case for compliance and sustained the Off-Site Reaffirmation Committee's findings.

- 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)**

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. Edison State College 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 Edison State College 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)**

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)**

The Off-site 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)**

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)**

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.

The On-Site Reaffirmation Committee conducted its review and found that the institution took the following actions. To ensure that program coordination comes under the guidance of academically qualified individuals, the College reviewed and revised the job description of the Associate Dean in the Division of Instruction. This job description clearly identifies the roles and responsibilities related to providing leadership in curriculum development and shared governance with faculty. An additional document listing the responsibilities and duties of the Curriculum Specialist for Professional and Technical Studies provides clarification for program coordination. The four programs that were identified as lacking program coordinators with appropriate academic qualifications now clearly demonstrate related degrees in the field. Computer Programming and Analysis, Internet Services Technology, Drafting and Design Technology and Network Services Technology all have academically qualified faculty identified as Faculty Curriculum Specialist.

**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)**

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)**

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 reviews, 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)**.

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)**

The Off-site 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.

In response to issues related to unsolicited information and third party complaints, CS 3.5.3 was reviewed again by the On-site Committee. As confirmed by the off-site committee and documented in the *College Catalog*, the institution defines and publishes requirements for its associate and baccalaureate degree programs, including general education components. These requirements meet the standards set out in state statutes, institutional policy, and applicable program accrediting agencies. The institution further confirmed in its response in the Focused Report that all program requirements are vetted and approved through designated internal committees, and that the Board of Trustees authorizes the establishment, revision, or termination of all instructional programs. The issue identified by the On-Site Committee is not whether

the institution defines and publishes the requirements but whether they are consistently enforced. For example, although new procedures have been put into place to address the course substitution issue, it is unclear whether these are being consistently enforced, as inappropriate substitutions were identified as recently as May 2011. In addition, the AACRO report identified concerns with the level of staffing in the Registrar's Office and oversight of the course substitution process, and it is unclear to what extent these are being addressed. If inappropriate substitutions are being allowed, then the program requirements as defined and published are not being upheld, and thus the programs themselves are no longer in conformity with accepted standards.

**Recommendation 14:** The Committee recommends that the institution provide evidence that requirements for undergraduate programs are consistently enforced.

**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)**

The Off-site 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.

The off-site Committee's review of the upper-division discipline courses in 2010 confirmed that at least 25% of discipline courses were taught by a faculty member holding a terminal degree for each of the ten baccalaureate degrees. The On-site Committee found that the focused report provided updated charts of the courses taught and degrees held by faculty in both the BAS Supervision and Management and the Bachelor of Science in Education programs. Edison State College clarified that faculty credentials and degrees earned are matched to the discipline in which they teach and provided the 2010 course schedule indicating the discipline/courses, degree, and school of each faculty member.

An exception was noted in the Cardiopulmonary Science program where faculty members 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. Minimum requirements established by the Edison State College Instructional Credentialing Criteria, revised August 23, 2011, include either a doctorate or master's degree in Health Sciences, Education, Medicine, Natural Science or Public Health and coursework or competencies demonstrated through work experience in addition to an associate degree in invasive cardiovascular technology and registration as a registered cardiovascular invasive specialist (RCIS) or equivalent credentials. The focused report shows that faculty teaching in this program hold current certificates in the field, have a number of years of experience as practitioners, and/or possess educational credentials at the bachelor's and master's degree levels. Further, the On-site Committee has found that with the change in the chair's teaching assignment, limiting him to teaching only at the associate level, there is sufficient evidence in support of faculty having met the institutionally established requirements consistent with the "25% rule" for teaching in the BAS 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)**

Edison State College does not offer graduate degrees.

- 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)**

Edison State College does not offer graduate degrees.

- 3.6.3** The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction 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)**

Edison State College does not offer graduate degrees.

- 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)**

Edison State College does not offer graduate degrees.

- 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)**

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.

A review by the On-Site Committee of the faculty roster and Edison State College's *Instructional Credentialing Criteria*, by the Academic Affairs office updated on 23 August 2011, indicates that most faculty members are credentialed to teach classes in their disciplines. The College has removed seven faculty members who did not have the appropriate minimum educational qualifications. Degrees from foreign institutions have been evaluated by an outside professional evaluation service and indicate substantiation of their qualifications. The identification of specific coursework, extensive experience in the field, and alternative qualifications have been documented by the College. Previous concerns about faculty members without appropriate minimum education qualifications, with degrees from foreign institutions, or with clinical obligations listed incorrectly on the roster have been adequately explained and addressed.

**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)**

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)**

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)**

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)**

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)**

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.

On-site Committee document review and interviews revealed evidence that the Collection Development Committee meets regularly and uses this opportunity to construct a strategy that provides a systematic approach to purchasing library resources for the College. No evidence was presented that indicates that there is a methodology in place, which investigates the relevancy and appropriateness of the collection, or parts of the collection, that may require attention.

Of particular concern is the status of the Hendry/Glades instructional site. No evidence was presented that indicated that the Hendry/Glades Campus Library has any budget assigned to it. This is reflected in the collection size (120 books/monographs – 00.2% of total library holdings) and 0 print journals. No evidence was presented that any research instruction is offered at the Hendry/Glades campus.

**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)**

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)**

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.

The On-Site Committee determined through information supplied in the Focus Report, as well as on-site interviews, that the institution has sufficient evidence of qualified staff on each campus to accomplish the library mission and to support offered curricula.

**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)**

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)**

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)**

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)**

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)**

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)**

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.

The On-Site Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

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)**

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)**

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)**

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)**

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.

The On-Site Reaffirmation Committee conducted interviews, a tour of campus facilities, and reviewed pertinent documentation in support of the institution's case for compliance and sustained the Off-Site Reaffirmation Committee's findings.

**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)**

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 Edison State College 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)**

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

The On-Site Reaffirmation Committee conducted interviews, a tour of campus facilities, and reviewed pertinent documentation in support of the institution's case for compliance and sustained the Off-Site Reaffirmation Committee's findings.

**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)**

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)**

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.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

**\*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)**

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.

In response to issues related to unsolicited information and third party complaints, FR 4.2 was reviewed again by the On-Site Reaffirmation Committee. The On-Site Reaffirmation Committee conducted interviews and reviewed pertinent documentation in support of the institution's case for compliance and sustained the Off-Site Reaffirmation Committee's findings.

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

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).

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

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.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

- \*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)**

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.

The On-Site Reaffirmation Committee conducted interviews and reviewed pertinent documentation in support of the institution's case for compliance and sustained the Off-Site Reaffirmation Committee's findings.

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

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.

In response to issues related to Unsolicited Information and Third Party Complaints the On-Site Reaffirmation Committee conducted interviews and reviewed pertinent documentation in support of the institution's case for compliance and sustained the Off-Site Reaffirmation Committee's findings.

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

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.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

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

#### A. Brief description of the Quality Enhancement Plan

The focus of Edison State College's Quality Enhancement Plan (QEP) is the Cornerstone Experience: Building the Foundation for Success – a three-credit hour course for first-time degree-seeking students. The QEP topic yielded from a two-year period of internal and external research to identify a topic that would have the greatest impact on student learning. During this time period, a nine-month externally guided self-study using the Foundations of Excellence® in the First College Year assessment model was conducted. The focus of the QEP emerged as a first-year experience course infused with critical thinking uniquely developed by Edison State faculty and staff. For faculty and staff, the QEP includes a comprehensive suite of professional development experiences to foster a common understanding of critical thinking and the strengths and needs of first-year students.

The goal of the QEP is twofold: (1) to develop a three-credit course for first-time degree-seeking students – SLS 1515 Cornerstone Experience – that will empower students with knowledge-based skills and enhance their capacity to apply critical thinking to their professional and personal lives, thereby supporting success in their studies at ESC; and (2) the development and implementation of a comprehensive suite of professional development modules that will foster a common understanding of critical thinking and engender an appreciation of the needs of first-year students. The Cornerstone Courses emphasizes critical thinking, self-reliance, and persistence for students. The curriculum for the course is grounded in the four foundational frameworks of Critical Thinking, Applied Learning, Relevancy and Success Strategies. Initially the course will be required for students requiring at least two developmental courses and will be phased in for all first time in college students over a five-year period.

The plan will be assessed through direct measures of student learning; indirect measures of student retention, persistence, and graduation rates; student engagement; and the application of strategies by faculty and staff to promote critical thinking and enhance the likelihood of success for first time in college students.

The ultimate goal of Edison State College's QEP as stated is "to enable first-time-in-college students to become self-reliant learners imbued with critical thinking skills." Additional outcomes include enhanced student satisfaction and engagement, and improved retention, increased persistence, and higher graduation rates.

#### B. Analysis of the Acceptability of the QEP

##### 1. **An Institutional Process.**

Based on information from the QEP (Cornerstone Experience: Building the Foundation For Success), interviews conducted with members of the QEP Topic Selection Task Force, QEP Committee, the Director of the QEP, and the Cornerstone Experience Lead Faculty member for Curriculum the On-Site committee determined that the college used a four step process to focus their QEP based on assessment data and a comprehensive self-study. The process included a broad based college constituency composed of faculty, staff, students, and administrators who

identified key issues and then narrowed the focus to implementing a new course (SLS 1515 Cornerstone Experience) designed to help first-time degree seeking students (who are enrolled in two or more developmental courses) enhance their critical thinking skills and use the knowledge obtained in this course to improve their cognitive abilities, which is key to their academic success at Edison State College. This new course would be a part of an emerging first year experience (FYE) program being developed at ESC.

Edison State College established a QEP Topic Selection Task Force (step 1) in November 2008 to identify a QEP initiative using internal study data that would be related to student learning and include broad based input from all constituents connected with the college. Using an affinity process (step 2) during the Professional Development Days (January 2009) the QEP Topic Selection Task Force generated 679 suggestions from more than 250 faculty and staff members from all campuses on ideas for improving student learning. This information was further refined (step 3) by the Faculty Senate; Student Services Council; the Admissions, Registration, and Financial Aid Groups; and Advising and Student Life Groups and a consensus from these college organizations emerged that the institution needed to develop a First-Year Experience program that provided support to under prepared students (students enrolled in developmental courses).

In order to sharpen the focus of this topic the college conducted a comprehensive self-study (step 4) guided by the Foundations of Excellence (FOE) and utilized data from the Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE), Florida College System Accountability Report, ESC's Developmental Studies Report, and the 2009 Achieving the Dream Report. Information from these sources was used by the QEP Topic Task Force and the FOE Task Force in April 2010 to recommend the creation and implementation of a unique FYE course with critical thinking at its core and include relevancy, applied learning, and success strategies objectives that would enhance the academic success (persistence and self-direction) of first year students enrolled in two or more developmental courses.

## **2. Focus of the Plan.**

The purpose and focus of the QEP topic is to implement a First Year Experience course to reinforce critical thinking based on the need for improving retention and persistence. This topic is supported by a focus on both student learning outcomes and related environmental support. Projected outcomes are identified as an increase in student rates of retention, persistence, graduation, satisfaction and engagement. Additionally, faculty and staff will utilize newly obtained knowledge through professional development, and apply this knowledge to their practices that promote critical thinking and to their interactions with first-year students.

Student learning outcomes are identified that relate to critical thinking, applied learning, relevancy to promote student engagement, and success strategies to help students achieve personal and educational goals. Each of these outcome topics are directly supported by two or three student learning outcomes. An example is: "As a result of successful completion of the Cornerstone Experience course, students will be able to: Explore how background experiences impact their values and assumptions and explain how they influence personal relationships."

This topic supports the mission of Edison State College which 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." The Mission and QEP components are clearly linked and identified. One example from the Mission is to "inspire

learning” and the corresponding QEP learning outcome, “Students will demonstrate intellectual rigor and problem-solving skills by analyzing and evaluating information, generating ideas, and resolving issues.” The Edison State College priorities and goals that are supported by the QEP are also clearly identified. An example of an Edison State College goal that ties to the QEP is, “Promote, develop and retain a culture that supports professional growth of faculty and staff” and the corresponding QEP outcome of, “As the staff and administrators complete the Cornerstone Experience Services professional development modules, they will apply practices that promote critical thinking and success to their interactions with first-year students.”

### **3. Institutional Capability for the Initiation, Implementation and Completion of the QEP.**

From the information reviewed, and the presentation delivered by the college QEP team, it was clear that faculty, administrators, staff, and some students participated in research to identify the QEP topic – FYE Cornerstone Experience course.

Over a nine month period of time, the college used an externally guided self-study using the Foundations of Excellence in the First College Year (FOE) assessment model to develop FYE course and learning outcomes.

The college has indicated that a \$5.2 M QEP operating budget will be offset by tuition due to enhanced retention and State FTE funding generated by Cornerstone Experience enrollment. A comprehensive training plan is in place for faculty and staff to assist them in understanding the needs of first-year students. This comprehensive training should ensure that first-year student success is a college wide initiative aligned with the Edison State College strategic mission and plan. However, the additional workload for full-time faculty is expected to present a challenge for the faculty who are leading the ongoing curriculum development and content assessment of the SLS 1515 course and for faculty engaged in teaching the course. Although the faculty were provided the opportunity to volunteer or decline an invitation to become an instructor of the course and are obviously enthusiastic about the course and its’ potential impact for learning and students, the current workload for full-time faculty does not allow for meeting the demands for classes for current students. The addition of twenty-five course sections of the SLS 1515 for spring 2012 will require additional faculty to absorb the courses that will be left “vacant” due to reassignment of faculty to the new course. Additionally, required professional development workshops that have been developed for the faculty planning to teach the course have not been completed by a sufficient number of faculty to cover the number of sections projected for spring.

Finally, the On-site Committee found the scope of the QEP related to the development of the three-credit course for first-time degree-seeking students – SLS 1515 Cornerstone Experience to be extremely broad and as a result will challenge the college for successful implementation. For the college to successfully address the needs identified within the process and achieve the goals related to the implementation of the course, the project needs more focus with the expected outcomes more realistically matching the scope of the course.

**Recommendation 10:** The committee recommends that the institution narrow the focus of the QEP.

### **4. Broad-based Involvement of Institutional Constituencies**

The original QEP Topic Selection Task Force consisted of Edison faculty and administration that identified a QEP topic that focused on the First Year Experience (FYE). This topic was determined through a collaborative process that included input from the Faculty Senate, the College's Administrative Group, Student Services Council, the Admissions, Registration, and Financial Aid Group, and representatives from Advising and Student Life. Additional input on the development of the plan was obtained from the participants from focus groups that "engaged the entire Edison State College community".

A formal recommendation of a QEP topic was made in January of 2009. At that time it was decided to undertake a second round of topic refinement. The college elected to seek guidance in this effort from Policy Center on the First Year of College. Under the direction of the policy Center faculty, staff, students, and administrators undertook additional efforts to narrow the topic of the QEP. Additional information and data was gathered from a Current Practices Inventory, administration of the SENSE and CCSSE surveys, and Achieving the Dream.

This refinement process was completed in August 31, 2010 and a second QEP committee was formed to determine the final QEP topic. The committee presented the QEP topic "**Cornerstone Assembly: Progress and Opportunity**" to the Edison College community on January 5, 2011.

While the input from the formal academic community (faculty, staff, and administration) is substantial, there appears to be little documentation of input from four significant groups – students, the College Board, the community, and the alumni. Of particular note is the absence of students in the initial meeting of the QEP Planning Committee (Appendix A). However, student data (SENSE and CCSSE) was instrumental in the topic refinement process. It is possible that these neglected stakeholders were included in the focus groups, but no evidence was presented that indicated who attended the group meetings. In reference to implementation, there are references of student involvement. The proposal includes an organization chart (page 55) that includes the use of Peer Mentors. The Implementation Timeline chart (beginning on page 47) discusses the selection and training of Peer Mentors/Peer Architects (October 2011) and semester evaluation and refinement of the mentoring program (starting Spring 2012).

Given the extensive participation of the Edison State College faculty, staff, and administration plus input from external consultants the QEP had sufficient support to meet the requirement of "broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP".

## **5. Assessment of the Plan**

The institution identified four goals (Departmental Unit Outcomes) connected with the QEP's focus on critical thinking, applied learning, relevancy, and success skills embedded within the course SLS 1515 Cornerstone Experience and proposed to use direct measures (Spring 2012) (rubrics, critical thinking test, and scored observations) connected with specific assignments (Critical Thinking Journal, Digital media assignment, Career planning portfolio, General Education (GSR) common assignments, General Education Reflection-based assignments, and Critical Thinking Exam) to gauge the performance of students in mastering these concepts and successfully applying these strategies to other curriculum courses beyond the First Year Experience program at Edison State College (ESC). Rubrics identified in the assessment phase of the QEP will be subject to reliability tests (pre-scoring training for QEP faculty members; acquisition and analyses of inter-rater correlation information; and analyses of item difficulties

and discrimination indices) by the QEP Director prior to implementation of the course in the Spring 2012 semester.

The college also identified indirect measures (Community College Survey of Student Engagement – CCSSE; Community College Faculty Survey of Student Engagement – CCFSSE; Survey of Entering Student Engagement – SENSE; and Student Instructional Reports – SIR II) which would be mapped not only to the four frameworks (critical thinking, applied learning, relevancy, and student success) from the SLS 1515 class but also to the following Departmental Unit Outcomes:

1. Once fully implemented, the QEP will facilitate and increase in student retention rates, rates of persistence, and graduation rates
2. Through each phase of implementation, the QEP will foster increased rates of student satisfaction and student engagement (using student-student, student-faculty, and student-college engagement)
3. As the faculty complete the Cornerstone Experience Instructor professional development modules, they will apply newly obtained knowledge to their practices to promote critical thinking and enhance the likelihood of success for first-year students
4. As the staff and administrators complete the Cornerstone Experience Service professional development modules, they will apply practices that promote critical thinking and success to their interactions with first-year students.

Additional indirect measures (Graduation rates, surveys and assessment measures for peer mentoring activities, student engagement activities, faculty/staff professional development activities, faculty/staff communities of practice, transfer of training reports, and persistence and retention rates reports) will be conducted by the QEP Director and the college's Department of Institutional Research, Planning, and Effectiveness to assess these four departmental/unit outcomes during the next five years (2012-13 through 2016-17). The assessment measures identified need to be revisited to clarify the achievements expected for the course and whether the measures align with the outcomes. Qualitative assessments should be explored to support quantitative data gathered. The assessments need to be integrated throughout the curriculum program for the students in the SLS 1515 course rather than all assessments occurring within the course or at the conclusion of the course.

The assessment process connected with the following components of the QEP has not been developed, tested, and norming prior to implementing SLS 1515 in the Spring 2012 semester:

1. Rubrics connected with the SLS 1515 Cornerstone Experience course
2. Professional Development modules

The college has not established the procedure or faculty responsible for assessing the quantitative data that will be generated from the rubrics.

**Recommends 11:** The committee recommends that the institution develop an adequate assessment plan for the QEP.

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

#### Strengths of the QEP

- The decision to develop a FYE Cornerstone Experience course was reached via processes which were data driven.

- Participation in the identification, development and implementation of the QEP project – the Cornerstone Experience (FYE) course was solicited from faculty, students, staff, administrators and external consultants.
- Edison State College collected and utilized relevant data from nationally recognized sources, state sources and Edison State College sources to support the need for the Cornerstone Experience course: Community College Survey of Student Satisfaction (CCSSE), Survey of Entering Student Engagement (SENSE), the Florida Accountability Report, Developmental Studies data and Achieving the Dream Risk Factors
- There is a demonstrated need for this course given that nearly 50% of Edison State College first-year students have identified risk factors: need developmental studies, are dependent on financial aid, are non-traditional and are students of color.
- The Cornerstone experience course will enable first-time-in-college students the tools they need to become self-reliant learners with critical thinking skills.
- The intended result of the QEP project will be enhanced student satisfaction and engagement, improved retention and increased graduation rates.
- Comprehensive professional development and training modules have been developed for faculty and staff to foster a better understanding the needs of first-year students.
- Qualified personnel have been identified to provide oversight of the First Year Experience course and program.
- QEP project is in direct alignment with the Edison State College mission and integrates professional development, active student learning, and connects with other courses.

#### Challenges for the Successful Implementation of the QEP

- The additional workload for full-time faculty is expected to present a challenge for the faculty who are leading the ongoing curriculum development and content assessment of the SLS 1515 course and for faculty engaged in teaching the course. Although the faculty were provided the opportunity to volunteer or decline an invitation to become an instructor of the course and are obviously enthusiastic about the course and its' potential impact for learning and students, the current workload for full-time faculty does not allow for meeting the demands for classes for current students. The addition of twenty-five course sections of the SLS 1515 for spring 2012 will require additional faculty to absorb the courses that will be left "vacant" due to reassignment of faculty to the new course. Additionally, required professional development workshops that have been developed for the faculty planning to teach the course have not been completed by a sufficient number of faculty to cover the number of sections projected for spring.
- During several interviews it was verbalized that senior level administration have been involved in the development of the QEP and that sufficient support in terms of allocation of monetary resources from the administration exists for successful implementation. Further interviews, however, indicated that a limited number of the senior administrators who are currently at the College have been involved during the process. Many of the administrators who were involved in the development are no longer employed by the college. Success of the QEP will be dependent on the full support and active involvement of all levels within the administrative ranks of the college.
- The scope of the QEP related to the development of the three-credit course for first-time degree-seeking students – SLS 1515 Cornerstone Experience is extremely broad and as a result will challenge the college for successful implementation. For the college to successfully address the needs identified within the process and achieve the goals related to the implementation of the course, the project needs more focus with the expected outcomes more realistically matching the scope of the course.

- The assessment measures identified need to be revisited to clarify the achievements expected for the course and whether the measures align with the outcomes. Qualitative assessments should be explored to support quantitative data gathered. The assessments need to be integrated throughout the curriculum program for the students in the SLS 1515 course rather than all assessments occurring within the course or at the conclusion of the course.
  - The assessment process connected with the following components of the QEP has not been developed, tested, and norming prior to implementing SLS 1515 in the Spring 2012 semester
    1. Rubrics connected with the SLS 1515 Cornerstone Experience course
    2. Professional Development modules
- The college has not established the procedure or faculty responsible for assessing the quantitative data that will be generated from the rubrics.

#### Part IV. Third-Party Comments

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.*

The On-site committee investigated third party complaints that were similar in focus to the unsolicited information that was reviewed and incorporated throughout part two of this report. These third party complaints included inappropriate course substitutions, duplicate awarding of course credits, and inaccurate recruitment material for the B.S. in Nursing program. The investigation of these complaints by On-site Committee included:

- Review of an On-site committee selected transcript sampling of the past three-years for the degrees identified in the complaints.
- Review of an On-site committee selected sampling of the past three-years transcripts for the all degrees from every campus.
- Interviews with select current and former student groups including those within the identified degrees with concerns.
- Interviews with staff and academic administration related to the areas mentioned in each complaint.

The On-site committee expanded its review to include seven compliance standards related to unsolicited information and third party complaints. These included:

CR 2.7.2 – Program Length  
CR 2.7.3 – Program Content  
CS 3.4.5 – Academic Policies  
CS 3.4.6 – Practices for Awarding Credit  
CS 3.5.3 – Undergraduate Program Requirements  
FR 4.2 – Program Curriculum  
FR 4.6 – Recruitment Materials

Completion of the On-site Committee’s investigation, including the all third party complaints and unsolicited information, contributed to four recommendations of non-compliance (1.1, 2.7.2, 3.4.5, 3.5.3).

## APPENDIX Roster of the Off-Site Reaffirmation Committee

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**APPENDIX A**

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\* QEP Evaluator

## APPENDIX B

### Off-Campus Sites or Distance Learning Programs Reviewed

#### **Edison State College** - Collier Campus - November 07, 2011

Collier Campus  
7007 Lely Cultural Pkwy  
Naples, FL 34113

Programs offered at this location:

#### **Bachelor of Applied Science**

Public Safety Administration (BAS)

#### **Associate in Arts (AA)**

#### **Associate in Science**

Accounting Technology (AS)  
Business Administration and Management (AS)  
Computer Programming and Analysis (AS)  
Criminal Justice Technology (AS)  
Emergency Medical Services Technology (AS)  
Fire Science Technology (AS)  
Nursing RN Advanced Placement (AS)  
Nursing, AS Basic Program RN (AS)

#### **Certificates**

Accounting Applications Certificate  
Computer Programming Certificate  
Emergency Medical Technician Certificate  
Firefighter Minimum Standards Certificate  
Paramedic Certificate  
Small Business Management Certificate

#### **Edison State College** - Charlotte Campus - November 07, 2011

Charlotte Campus  
26300 Airport Road  
Punta Gorda, FL 33950

Programs offered at this location:

#### **Bachelor of Applied Science**

Public Safety Administration (BAS)

#### **Associate in Arts (AA)**

#### **Associate in Science**

Accounting Technology (AS)  
Business Administration and Management (AS)  
Computer Programming and Analysis (AS)  
Criminal Justice Technology (AS)  
Emergency Medical Services Technology (AS)  
Fire Science Technology (AS)  
Networking Administrator (AS)  
Nursing RN Advanced Placement (AS)  
Nursing, AS Basic Program RN (AS)

**Certificates**

Accounting Applications Certificate  
Computer Programming Certificate  
Emergency Medical Technician Certificate  
Firefighter Minimum Standards Certificate  
Paramedic Certificate  
Small Business Management Certificate

## APPENDIX C

### List of Recommendations Cited in the Report of the Reaffirmation Committee

**Principal of Integrity 1.1 (Integrity), Recommendation 1:** The committee recommends that the institution provide evidence that they have safeguards in place to ensure the integrity of its academic programs and all operations.

**CR 2.7.2 (Program content), Recommendation 2:** The Committee recommends the institution demonstrate that all degree programs embody a coherent course of study as appropriate to the designated field.

**CR 2.8 (Faculty), Recommendation 3:** The Committee recommends that the College ensure that 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.

**CS 3.2.7 (Organizational structure), Recommendation 4:** The committee recommends the institution clearly define and publish an organizational structure that delineates responsibility for the administration of policies.

**CS 3.2.8 (Qualified administrative/academic officers), Recommendation 5:** The committee recommends the institution demonstrate they have qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

**CS 3.2.13 (Institution-related foundations), Recommendation 6:** The Committee recommends the institution provide evidence of a contractual or formal agreement with its foundation that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship.

**CS 3.3.1.1 (Institutional Effectiveness: Educational Programs), Recommendation 7:** The Committee recommends that 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 educational programs, to include student learning outcomes.

**CS 3.3.1.2 (Institutional Effectiveness: Administrative Support), Recommendation 8:** The committee recommends that 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 of the administrative support services.

**CS 3.3.1.5 (Institutional Effectiveness: Community/Public Service), Recommendation 9:** The committee recommends that the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of results of the community/public service within its educational mission, as appropriate.

**CS 3.3.2 (Quality Enhancement Plan), Recommendation 10:** The committee recommends that the institution narrow the focus of the QEP.

**CS 3.3.2 (Quality Enhancement Plan), Recommendation 11:** The committee recommends that the institution develop an adequate assessment plan for the QEP.

**CS 3.4.3 (Admissions policies), Recommendation 12:** The Committee recommends that the institution provide evidence that their baccalaureate admission policies are clear and enforced in a consistent manner.

**CS 3.4.5 (Academic policies), Recommendation 13:** The Committee recommends that the institution publishes, implements and consistently enforces policies related to course substitutions that adhere to principles of good educational practice.

**CS 3.5.3 (Undergraduate program requirements), Recommendation 14:** The Committee recommends that the institution provide evidence that requirements for undergraduate programs are consistently enforced.

