

Section 2.1 - Degree Granting Authority

Description

The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment of Compliance



Compliance



Partial Compliance



Non-Compliance

Narrative

Edison State College derives its degree-granting authority from the Florida Legislature through Florida Statutes 1001.60 [\[1\]](#), 1001.64 [\[2\]](#), 1001.65 (10) [\[3\]](#), 1004.65 [\[4\]](#), and 1007.33 [\[5\]](#) and Florida State Board of Education Rule 6A-14.030 [\[6\]](#).

Florida Statute 1004.65 authorizes community colleges to “offer such programs and courses as are necessary to fulfill their mission and are authorized to grant associate in arts degrees, associate in science degrees, associate in applied science degrees, certificates, awards and diplomas.” In addition, Florida Statute 1007.33 authorizes a college to “establish a first or subsequent baccalaureate degree program for purposes of meeting district, regional, or statewide workforce needs.” This is in alignment with Florida Senate Bill 1716, passed in 2008, which created a new “middle tier” system of higher education in Florida, providing authority for Edison to grant baccalaureate degrees.

The Florida State Board of Education authorized then Edison College to develop baccalaureate programs on April 19, 2005 [\[7\]](#). In December 2005, Edison was granted Level II accreditation by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools [\[8\]](#). Edison State College adheres to the published guidelines outlined in Florida Statute 1007.33 and the processes described in Florida Administrative Code 6A-14.095 [\[9\]](#). Each baccalaureate program has been approved by the Florida State

Board of Education [\[10 \]](#), and subsequently by the Commission on Colleges prior to implementation.

After the Florida Legislature created the new Florida College System in 2008, the District Board of Trustees changed the name of the College from Edison College to Edison State College [\[11 \]](#). Although Edison State College now awards baccalaureate degrees, it remains committed to open-door admission policies, associate degree programs, certificate programs, and continuing education.

Documentation

Supporting Documentation	Description
[1] F. S. 1001.60	Florida College System
[2] F. S. 1001.64	Community college boards of trustees; powers and duties.
[3] F. S. 1001.65	Community college presidents; powers and duties.
[4] F. S. 1004.65	Florida Colleges; Governance, Mission and Responsibilities
[5] F. S. 1007.33	Site determined baccalaureate degrees
[6] FL-AR 6A-14.030	Instruction and Awards in Community Colleges
[7] Florida State Board of Education Meeting Minutes April 19, 2005	Approval for baccalaureate
[8] SACS Approval Letter of January 5, 2006	Approval to award degrees at Level II
[9] FL-AR 6A-14.095	Site determined baccalaureate access
[10] Florida Board of Education Approval	Florida Board of Education approval for baccalaureate
[11] Board of Trustees Minutes August 18, 2008	Board approval to change name to Edison State College

Section 2.2 - Governing Board

Description

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 – Not Applicable to Edison State College. (Governing Board)

Judgment of Compliance



Compliance



Partial Compliance



Non-Compliance

Narrative

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The nine members of the Edison State College District Board of Trustees (BOT) are appointed by the Governor and confirmed by the Florida Senate as established by Florida Statute 1001.61(1)(2) [\[1 \]](#). The Board's legal authority is provided by Florida Statutes 1001.60(3) [\[2 \]](#) and 1001.64 [\[3 \]](#). Annually, officers are elected from among the Board's members, and serve one-year terms unless re-elected, in accordance with Florida Administrative Rule 6A-14-024 (4), and (6) [\[4 \]](#). District Board of Trustees members operate within Statutes 112.3143 [\[5 \]](#) and 112.3144 [\[6 \]](#).

Policy-making Role of the Board

College Board Policy 6Hx6:1.01 [\[7 \]](#) provides for the Board's authority to establish the policies necessary to operate Edison State College.

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. Meeting 10 times annually, the Board engages in policy-making, as demonstrated by District Board Policy 6Hx6:1.01 and attached minutes [\[8 \]](#). The minutes of the District Board of Trustees meetings are also available in the District President's office, in Campus libraries and on the Edison State College District Board of Trustees web page. According to Edison State College Policy 6Hx6:1.01 Duties, Powers and Responsibilities of the District Board of Trustees, the Board is the "governing body of the College and is charged by Florida Statutes and State Board of Education rules with responsibility for establishing the policies which are necessary to operate Edison State College."

Fiscal Responsibility of the Board

Oversight of the fiscal responsibility of the College is entrusted to the District Board of Trustees, which reviews and approves monthly, quarterly, and annual budgets to ensure the financial welfare of the institution as provided in Florida Statute 1001.64. The approved budget allows the College to provide the financial resources necessary to support sound educational programs. The District Board of Trustees acts on financial issues during regular and special meetings as indicated in Table 1.

Table 1

District Board of Trustees Meeting Dates			
2008	2009	2010	2011
January 22, 2008*	January 27, 2009*	January 26, 2010*	January 25, 2011
February 26, 2008*	February 24, 2009	February 23, 2010*	February 22, 2011
April 03, 2008*	March 24, 2009*	April 27, 2010*	April 26, 2011
April 22, 2008	April 28, 2009*	May 25, 2010*	May 24, 2011
May 27, 2008	May 26, 2009*	June 22, 2010*	June 28, 2011
June 24, 2008*	June 4, 2009*	August 24, 2010*	
August 18, 2008**	June 23, 2009*	September 28, 2010*	
September 23, 2008*	August 4, 2009*	October 26, 2010*	
October 28, 2008*	August 25, 2009*	November 23, 2010*	
November 25, 2008*	September 22, 2009		
	October 27, 2009*		
	November 24, 2009*		

**Meetings that required fiduciary actions by the Board, including but not limited to approval of budget amendments; transfer of funds; approval of audited financial statements and reports; assigning, repurposing, and release of funds from Board designated accounts; salary adjustments; executive and administrative contracts; implementing, and increasing fees; approval and amending bond resolutions; removal of College property from inventory; investment policy statement revisions; approval of collegiate high school operating budgets; and approval to purchase a facility, and property.*

Appointment to the District Board of Trustees

Members of district boards of trustees of community colleges in Florida are appointed by the Governor to serve four-year terms and may be appointed for additional terms. Upon appointment of a trustee, the Governor notifies the Commissioner of Education to submit the appointment to the State Board of Education for approval. After approval by the State Board of Education, the community college president and the appointee are informed. The Secretary of State's office then issues a certificate to the appointee and sends the appointee a questionnaire [\[9 \]](#), oath of office [\[10 \]](#), and Form 1: Statement of Financial

Interests [\[11 \]](#). Upon receipt of these completed forms at the Secretary of State's office, a certificate is issued to the trustee. At that time, the trustee becomes a voting member of the Board.

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 voting members of the Board are free of any contractual, employment, or personal or familial financial interest in the institution. To assure that the Edison State College District Board of Trustees is not controlled by a minority of board members or by organizations or interests from it, no trustee is an employee of the College or has personal or familial financial interest in the institution.

In addition, all meetings of the District Board of Trustees are advertised in advance and are open to the public, a practice that assures the Board's independence and accountability [\[12 \]](#).

Further, Florida Statute 112.311 [\[13\]](#) prohibits any public official from using the position or office for personal gain. To safeguard against undue influence and conflict of interest, members adhere to Florida Statute 112.311, which stipulates that public officials be independent and impartial, and to College Board Policy 6Hx6:1.09 [\[14\]](#), Conflict of Interest and Undue Influence for Members of the District Board of Trustees, which reiterates the language and intent of Florida statutes on the matter. In addition, members of the Board abide by the Florida Commission on Ethics Guide to the Sunshine Amendment and Code of Ethics for Public Officers and Employees Manual, distributed to the College's Board Members most recently at the Sept. 28, 2010 District Board of Trustees' meeting.

The Board's membership represents the five counties in the College District: Collier, Charlotte, Glades, Hendry and Lee. District Board Members serve without compensation. The table below provides a list of members, geographical areas, and terms of service.

Table 2: Governing Board Information Edison State College 01/18/2011

Name and Address of Board Member	Employment	Contractual, Employment, or Personal or Familial Financial Interest in the Institution	Year Term Expires

Christopher T. Vernon <i>CHAIRMAN,</i> <i>Edison State</i> <i>College</i> <i>District Board of</i> <i>Trustees</i> Collier County	Attorney VERNON HEALY Attorneys at Law	None	5/31/2013
David M. Klein, M.D., F.A.C.S. <i>VICE CHAIRMAN,</i> <i>Edison State</i> <i>College</i> <i>District Board of</i> <i>Trustees</i> Charlotte County	Ophthalmologist	None	5/31/2010
Washington D. Baquero, M.D. 5829 Sunnyside Lane Lee County	Medical Doctor	None	5/31/2013
Ann E. Berlam 8993 Lely Island Circle Collier County	Retired	None	5/31/2013
JoAnn P. Helphenstine 181 Tropicana Drive, #1422 Charlotte County	Owner Palm Sales & Service Corp. Car Dealership	None	5/31/2010

W. Mahlan Houghton, Jr. 3445 Avocado Drive Lee County	President and Co-founder, GlobalNet Communications, LLC	None	5/31/2010
Mary Lee Mann 17281 Brenfield Lane Lee County	Self-employed commercial property investor	None	5/31/2011
Randall T. Parrish, Jr., O.D. 3555 County Road 78 Hendry County	Ophthalmologist FAMILY EYE CARE	None	5/31/2012
Julia G. Perry 1415 Western Drive Glades County	Retired	None	5/31/2012

Documentation

Supporting Documentation	Description
[1] F. S. 1001.61(2)	Community college boards of trustees; membership
[2] F. S. 1001.60	Florida College System
[3] F. S. 1001.64	Community college boards of trustees; powers and duties.
[4] FL-AR 6A-14-024 (4) and (6)	Composition of Boards of Trustees
[5] F. S. 112.3143	Voting conflicts

[6] F. S. 112.3144	Full and public disclosure of financial interests
[7] Board Policy 6Hx6:1.01	Duties, Powers And Responsibilities of the District Board of Trustees
[8] Board of Trustees Minutes	Minutes: 1/10, 5/10
[9] Questionnaire for Gubernatorial Appointments	Questionnaire
[10] Oath of Office State of Florida	Oath of Office
[11] Form 1: Statement of Financial Interests	Financial Form
[12] BOT Notices of Meeting in News Press	Meeting notices in local newspaper (The News Press)
[13] F. S. 112.311	Legislative intent and declaration of policy
[14] Board Policy 6Hx6:1.09	Conflict of Interest and Undue Influence of Members

Section 2.3 - Chief Executive Officer

Description

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

Judgment of Compliance

Compliance Partial Compliance Non-Compliance

Narrative

Dr. Kenneth P. Walker has served as the District President and chief executive officer of Edison State College since 1991, when he was named as the College's third president. His role is prescribed in Edison State College Board Rule 6Hx6:1.02 [1], which names the President as "the executive officer and corporate secretary of the District Board of Trustees as well as the chief administrative officer of the College." The Board delegates to the District President "the responsibility, authority, and duties for leadership, supervision and management of the College in accordance with the Florida Statutes, State Board of Education Rules, Division of Community College Rules and Rules of the District Board of Trustees." Florida Statute 1001.61 (5) [2] and Florida Administrative Rule 6A-14.0261 [3] further establish that the President will serve as the executive officer and bear the primary responsibility for the operation and administration of the College. The President's job description [4] details his roles and responsibilities as well as his relationship to the Board. He is the only College employee who reports directly to the ESC District Board of Trustees, as illustrated by the organizational chart [5].

In accordance with Florida Statute 1001.65 [6] and College Board Policy 6Hx6:1.02, the President serves as corporate secretary for the District Board of Trustees and sets the agenda for Board meetings in consultation with the Board Chair (Florida Statutes, Section 1001.61(5)).

Documentation

Supporting Documentation	Description
[1] Board Policy 6Hx6:1.02	Duties, Powers, And Responsibilities Of The President Of The District
[2] F. S. 1001.61(5)	Community college boards of trustees; membership
[3] FL-AR 6A-14-0261	General Powers of the President
[4] District President Job Description	Job description
[5] Organizational Chart	Organizational chart
[6] F.S. 1001.65	Community College Presidents; powers and duties

Section 2.4 - Institutional Mission

Description

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.

Judgment of Compliance



Compliance



Partial Compliance



Non-Compliance

Narrative

Edison State College (ESC) has a clearly defined, comprehensive, and published mission statement [\[1\]](#) that supports the needs of the students and community and is specific to the institution. ESC's mission statement reads: "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." The mission, which addresses learning as its central tenet, was most recently approved by the District Board of Trustees on April 27, 2010 [\[2\]](#). As reflected in the ESC Values Statement, the College supports its mission by valuing student success, integrity, intellectual inquiry, and academic rigor.

The mission of ESC reflects the mission of the Florida College System (Florida Statute 1004.65 (5)) [\[3\]](#) to respond to community needs for postsecondary academic and career degree education by providing lower-level undergraduate instruction and awarding associate degrees, providing upper-level instruction and awarding baccalaureate degrees, providing student development services, promoting economic development for the state within each Florida district, and providing dual enrollment instruction. In keeping with Florida Statute, the College mission includes teaching, learning, workforce development and a limited public service role, but does not include research.

Every three years, the College conducts an extensive review of its mission and submits revisions for Board approval through the College planning process. As part of that review, a broad-based cross section of faculty and staff contributes to the process. The current mission statement was reviewed by the College's Faculty Senate [4], Student Services Council [5], and the Dean's Council [6], and discussed at the President's Retreat [7] prior to approval by the District Board of Trustees. This was most recently done in 2010. Prior reviews were conducted in 2005 and 2007.

The mission of the College is published on the website and in the College Catalog [8].

Documentation

Supporting Documentation	Description
[1] Mission Statement	Edison State College Mission Statement
[2] Board of Trustees Minutes of April 27, 2010	BOT Minutes
[3] F. S. 1004.65(5)	Florida Colleges: governance, mission and responsibilities
[4] Faculty Senate Minutes	Minutes of Faculty Senate re mission
[5] Student Services Council Minutes	Minutes of Student Council re mission
[6] Dean's Council Minutes	Minutes of Dean's Council re mission
[7] Agenda from President's Retreat	Agenda president's retreat re mission
[8] ESC Catalog	Edison State College mission statement

Section 2.5 - Institutional Effectiveness

Description

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation process that (1) incorporate 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.

Judgment of Compliance

Compliance
 Partial Compliance
 Non-Compliance

Narrative

Integrated Planning and Evaluation Process

Edison State College employs a comprehensive, integrated planning and assessment process across all areas and levels of College operations. The system is guided by the College mission and vision statements and is closely coordinated with the strategic priorities. All planning and assessment activities are conducted under the premise that improvement results from continuous, systematic, and cyclical evaluation processes that include the following components:

- Broad involvement of constituent groups
- Objectives and benchmarks derived from the College mission
- Comprehensive data collection and analysis
- Use of data analysis to define and implement improvement strategies
- Monitoring results of improvement efforts
- Application of results in revising objectives and benchmarks

Strategic Planning

On February 22, 2011, the District Board of Trustees adopted the strategic priorities and goals as the framework for developing Destination 2020: Creating a Pathway for Our Future [1], the successor plan to Decade of Promise 2010 [2], [3]. The development of strategic priorities and goals was the result of a broad-based participatory process which began Sept. 19, 2008 with a District planning retreat conducted by an external consultant, Dr. Betty H. Adams [4], and coinciding with the beginning of the College's three-year planning cycle.

During the retreat, Dr. Adams and the group discussed the three essential types of planning which tie to the mission, i.e. strategic, operational and assessment planning. She utilized an affinity process to assist the participants in identifying critical issues that could impede the College as it worked toward achieving its mission [5]. Participants reviewed various internal and external documents as presented in the Institutional Planning and Effectiveness Manual [6], Mission, Vision and Values [7], State of Florida Accountability Measures [8], the President's Strategic Initiatives [9] and various Environmental Indicators [10]. On Nov. 13, 2008, the members reconvened and developed eight Priorities and Goals [11] from the critical issues.

The College mission, strategic plan priorities and student learning outcomes [12] provide a framework for all College planning and evaluation activities, ensuring an integrated planning and assessment process. The College operates on a three-year planning cycle. At the end of the three-year cycle, the Office of Institutional Research, Effectiveness and Planning reviews the strategic plan [13].

The ESC strategic planning results are evaluated and implemented at three distinct levels: District Level, Program/ Unit Level, and student level. While each level is unique in reporting, they are all connected in the planning process and aligned to the same College priorities and goals.

- At the District level, the Office of Institutional Research, Planning and Effectiveness develops an assessment summary and analyses of key indicators in the form of an Institutional Effectiveness Scorecard. The Scorecard is completed at the end of each fall and spring term [14] and distributed to Executive Management [15].
- At the Program/Unit Level, unit managers [16] review and analyze a combination of aggregated and disaggregated data from degree programs [17], academic units, student support services [18], and administrative services.

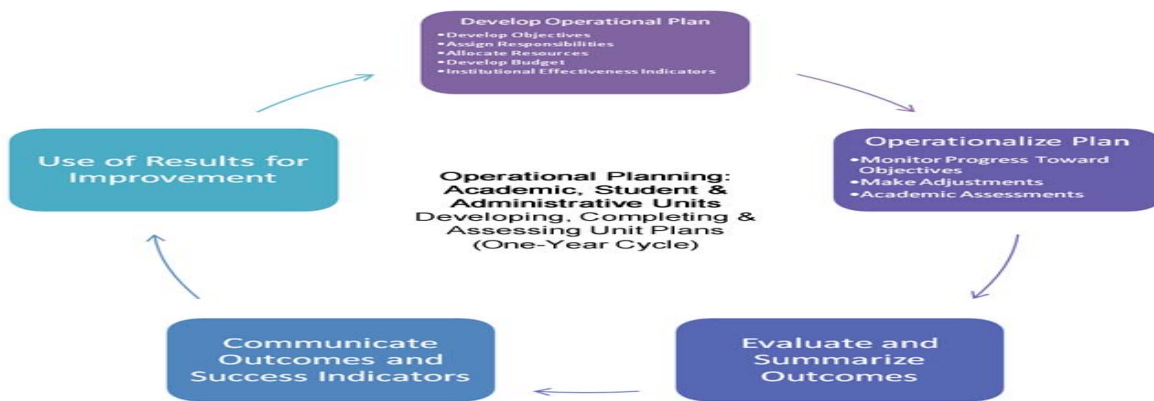
- At the Student Level, the Student Assessment Committee and members of the faculty review and analyze student achievement of learning outcomes, as related to the college-level competencies within the general education core, and to course level outcomes [\[19 \]](#).

Unit Planning

Each unit plan is tied directly to the College's mission and to one or more of the College's strategic planning priorities. ESC's District Council provides oversight for the design, implementation, and review [\[20 \]](#) of the entire planning process. The District Council includes personnel from each campus and from academic affairs, institutional support, administrative services, and student affairs. Through the District Council, College priorities and goals are shared with the leaders responsible for developing and implementing unit plans. All unit planning reflects the College's mission through the eight Priorities and Goals. The responsibilities [\[21 \]](#) of unit planning members are described in the Institutional Planning Manual. Planning units [\[16 \]](#) are responsible for developing and implementing initiatives to meet strategic goals and operational objectives. To ensure integrity and consistency, all administrators and departmental leadership participate in strategic planning training sessions [\[22 \]](#).

The unit planning and assessment process is a closed-loop system that integrates institutional strategic planning with operational planning. At the beginning of the cycle (Figure 2.5.1), each planning unit reviews its previous year's performance and develops new goals and initiatives needed to address the College's mission and strategic plan priorities. At the conclusion of each cycle, unit administrators and supervisors review results and determine strategies for improvement. As outlined in the Unit Plan Timeline [\[23 \]](#), this reporting regimen begins in October and culminates with the submission of the End of Year Operational Planning Report [\[24 \]](#) due each July. All levels of the organization participate in the process.

Figure 2.5.1 – *Edison State College Annual Planning and Evaluation Cycle*



Each unit plan includes the following components:

- Identification of planning unit
- Description of the plan objective
- Association to at least one College priority and goal
- Description of assessment measures
- Quarterly status updates
- Results, if the objective is complete
- Use of results if the objective is complete

At the end of the planning cycle, unit planners report on the status of the plan based on the following categories:

- **Complete** – The Unit Plan, as created, is complete, as is the Assessment, Results and Use of Results section.
- **Continued** – The Plan began implementation in the current planning cycle but is not complete. The plan will be continued in the next planning cycle. All plans with this status must be recreated for the new planning year.
- **Deferred** – The plan was created in the current planning cycle but a College decision was made to defer the plan until the next planning cycle. This status is employed if no progress was made toward the plan. If progress was made, the planner utilizes “Continued.” All plans with this status must be re-created for the new planning year.
- **In Progress** – The Unit Plan is currently open and being implemented.
- **Aborted** – A College decision prevented the unit plan’s realization.

The goal of a unit plan may be attained within a single year as documented on the plan [\[25 \]](#), or it may be attained incrementally over multiple years [\[26 \]](#). A sample of multi-year plans is presented in the chart below.

Examples of Unit Goals			
Unit/Identified Need	Planning Year	Unit Plan	Results
<p>Learning Resources: Provide bibliographic instruction to address web-based copyright infringement issues among students.</p>	2003-2004	<p>Goal 3, Plan 1: [27] Rise in plagiarism noted due to inexperience with bibliographic references among students. Training for faculty on anti-plagiarism software provided. 70% of faculty surveyed say they feel more competent about curbing plagiarism as a result of the training.</p>	<p>Research Instruction (also known as Bibliographic Instruction) equips students with the thinking and reasoning skills they need to identify, locate, understand, evaluate, and use information. In 2009-2010, the libraries held a combined total of 368 Research Instruction classes provided by Faculty Librarians.</p>
20	04-2005	<p>Goal 3, Plan 2: [28] Surveyed students to determine need for bibliographic instruction. Found that 61% of those surveyed said they needed instruction. An additional section of bibliographic instruction was added per semester, beginning in Fall 2005.</p>	

20	05-2006	Goal 3, Plan 1: [29] Develop research skills course for online learners for “just in time” instruction in appropriate use of references.	
20	08-2009	Objective #319: [30] Offered online course in Bibliographic instruction	
20	09-2010	Objective #909: [31] Enhance library staffing to provide extended hours of reference support.	
Cardiovascular Technology: Secure permanent position to ensure quality clinical instruction	2004-2005	Goal 3, Plan 2: [32] Based on student input, increased on-campus lab time, to assist with program success.	The student success in the CVT Program affirms high quality classroom instruction and clinical experiences.
	2005-2006	Goal 5, Plan 1: [33] To ensure high quality clinical instruction, secured funding for full-time clinical coordinator.	

	2006-2007	Goal 5, Plan 1: [34] To ensure high quality clinical instruction, submitted mandatory increase justification to fund clinical coordinator position permanently. Request approved.
	2006-2007	Goal 5, Plan 2: [35] To enhance students' psychomotor skills in the clinical setting, submitted a request to increase the number of clinical sites by at least one. Request approved.

Budget Alignment

As described in COP 04-0402 Budget Development [36] and in accordance with State of Florida Administrative Code, Rule 6A-14.0716 [37], and Sections 1011.01 [38], 1011.30 [39] of the Florida Statute, Edison employs a deliberate and comprehensive budget development process coordinated through the Office of Financial Services. The development of the annual budget is linked to the College's strategic goals and objectives [1] and involves all units of the College. The Director of Budget and Financial Planning conducts workshops to train unit managers in the most current budgeting procedures [40].

The Director of Budget and Financial Planning and Vice President of Financial Services track state-level funding issues and consider enrollment, fee projections, and fixed cost operating issues (e.g. utilities, insurance, etc.). The Office of Financial Services develops various draft budgets [41] assuming several revenue and expense scenarios, which help guide District Council in developing recommendations to the District President and the District Board of Trustees.

Departments requesting additional funds must submit a New Initiative Request proposal [42] for consideration by the District Council. Each campus president summarizes,

prioritizes and approves new initiative requests in his/her areas linked to the College's Strategic Plan. Updates are provided to the departments regarding the recommendations from District Council. The District Council assesses the degree to which the budget goals and measures have been met, considers revisions or recommendations as appropriate, prioritizes New Initiative Request proposals, and develops recommendations. Once non-discretionary expense items are finalized, the Office of Financial Services can prepare a budget that includes discretionary items based on College priorities and goals [43]. The final budget is recommended by the President for approval by the District Board of Trustees [44].

Support Services for Planning and Assessment

Institutional Research, Planning, and Effectiveness [45] is the department responsible for providing the support services that underscore planning, assessment, evaluation, accreditation, and decision-making efforts throughout the College. As a source for research and data support, the Institutional Research, Planning and Effectiveness office provides administrators with a variety of periodic reports [46] which are distributed automatically on a daily, weekly or monthly basis. The department's daily operations are organized around four primary activities:

- Research and data support
- State and Federal reporting
- Strategic planning
- Assessment

In addition, survey research is conducted to support unit planning goals and objectives. Surveys target existing student populations, potential students, staff, faculty, and administrators, and employers. As the 2006-07 and 2009-10 Calendars of Surveys [47] demonstrate, the department maintains information concerning the survey's objective, target population, and date of deployment. Results are used to guide a variety of improvements and initiatives.

In support of the College's strategic plan, various departments across the district develop and implement plans. These include:

- Technology Strategic Plan [48]
- Emergency Response Plan [49], [50]

- Edison State College Foundation, Inc. Strategic Plan [\[51 \]](#)
- Edison Online Plan [\[52 \]](#), [\[53 \]](#)

Continuing Improvement of Institutional Quality

The ESC vision statement, which complements the College mission and goals, reflects the College's commitment to the educational ideal:

Edison State College will be the catalyst for creating an innovative education system which provides accessible educational pathways that prepare students to be enlightened and productive citizens.

Accordingly, the College relies on its research-based planning and assessment system to assure quality and to underpin the commitment to innovation, educational pathways and student success. In support of the unit planning effort, the research-based planning and assessment system assimilates quality improvement initiatives as demonstrated through the following examples:

Example 1: Improving College Prep Academic Success

Among the objectives in support of Goal 1 of the College's Decade of Promise 2010, "Strengthen and improve academic programming through a continuum of learning," was an objective to "explore establishing a Collegiate Preparatory Institute to better prepare students for a successful college experience." Several research reports developed in subsequent years, including a major study on Math Success Rates [\[54 \]](#), combined with state data [\[8 \]](#) highlighted the need to enhance the College's capacity to meet the educational needs of underprepared students. In Spring 2010, Edison State College engaged nationally known consultants [\[55 \]](#) associated with the National Center for Developmental Education to conduct a comprehensive review of developmental education at Edison State College. Various strengths and weaknesses were reported in the Evaluation Report [\[56 \]](#), which served as an impetus for numerous reform initiatives in the area of developmental education commencing in Summer 2010. Specifically, the developmental education department, now referred to as College Prep, was realigned under an Associate Dean [\[57 \]](#) for College Prep/Developmental Studies [\[58 \]](#), reporting to the Dean of Arts and Sciences and Professional and Technical Studies. The Associate Dean has utilized the results of the comprehensive study to implement the following initiatives:

curriculum mapping [59], creation of a hiring plan [60], review of all faculty credentials [61], and the development of a mission and guiding principles [62], program outcomes, and a plan to align assessments with program outcomes [63]. In addition, the Associate Dean has worked with the College's Teaching and Learning Center (TLC) to establish Communities of Practice [64] as a professional development mechanism and an opportunity for College Prep/Developmental faculty to engage in conversations with credit course faculty about curriculum and pedagogy [65]. Over 50 full-time and adjunct faculty from all campuses have participated in the Mathematics, Reading and Writing "Communities of Practice" sessions [66] and have given high evaluations to the sessions on follow-up surveys [67], [68], [69]. Based on the evaluations, College Prep/Developmental Studies and the TLC will continue building Communities of Practice in 2011-2012.

Example 2: Improving Financial Aid and Advising Services

Between academic year 2005-2006 and 2009-2010, Edison State College experienced a 51.3% increase in full-time equivalency [70]. This unprecedented growth required operational change in several areas of student services. At the campus level, planned change in Academic Advising was required to increase the number of students served per registration day and to increase student satisfaction. At the College level, transformation of financial aid systems was necessary to meet service and satisfaction objectives.

The results of an internally developed Student Satisfaction Survey [71] indicated that the level of student satisfaction with advising and financial aid was declining as enrollment was increasing. In the open-text student response section [72] of the survey, students frequently identified advising, advising wait-times, and advisor availability as areas requiring immediate attention. This student feedback also highlighted the need for reform in financial aid operations. In response to these deficiencies, the Advising [73] and Financial Aid [74] offices implemented unit plans specifically to address these issues.

A variety of quantitative and qualitative measures were employed to assess the effectiveness for each unit plan. During the Fall 2010 enrollment cycle, the number of advising sessions completed and average wait times to see an advisor [75] were used to evaluate the new advising model. Through total number of students served, the amount of aid awarded [76], and average number of days to award students [77], Financial Aid operations were also assessed during the Fall 2010 enrollment cycle. At the end of the cycle, the impact of these plans on student satisfaction with student services was re-

assessed, with student satisfaction in Financial Aid and Advising rising above previous levels.

2010 Student Satisfaction Survey Results, Question 10s and 11			
Q10. How would you rate the College's overall service in the following areas:			
	Fall 2010 Satisfaction	Fall 2009 Satisfaction	Fall 2008 Satisfaction
<i>Advisement</i>	79%	77%	82%
<i>Financial Aid</i>	71%	68%	79%
Q11. The following question relates to your experience during <i>registration</i> for Fall 2009.			
	Fall 2010 Satisfaction	Fall 2009 Satisfaction	Fall 2008 Satisfaction
79	%	78%	78%

Example 3: Improving Access through Campus Housing

ESC's Decade of Promise 2010 strategic plan included an objective under Goal 3 which called for the exploration of student housing. Following the College's growing enrollment at the associate and baccalaureate levels, in August 2010, The Scion Group was engaged to assess student demand for affordable campus housing. Research included interviewing ESC administrators, conducting on-campus student focus group sessions and examining the student rental housing market. Scion also administered an online survey to students enrolled full-time on the Lee campus in associate's and bachelor's degree programs, analyzed survey results and quantified student demand for the contemplated project. Based on the results [78] of this external analysis, the College has entered into an agreement with Collegiate Development to build a 408-bed unit on the west side of campus.

Example 4: Improving First Year Student Experience

In Fall 2008, some 130 faculty, staff, students and administrators at Edison State College undertook a self-study, under the auspices of the Foundations of Excellence® in the First College Year, to develop an improvement plan that focuses on the entire experience of first-year students. By utilizing quantitative and qualitative data already collected and maintained by various offices at Edison State College, the Foundations of Excellence self-study provided a student and faculty survey administered by Educational Benchmarking, Inc. to capture additional quantitative evidence.

Nine committees [79] were formed based on the nine Foundational Dimensions of the self-study program. Each Dimension committee's goal was to collect, review, and synthesize evidence regarding the current status of multiple facets of their particular Dimension at Edison, and subsequently, to define the necessary actions to significantly improve the first-year experience at Edison State College. The results of the nine Dimension Committee reports, recommendations, and data evidence were grouped into six distinct categories, Student Support, Orientation, Training and Development, Communication, Assessment and Evaluation, and Student Learning, and select members of the original nine committees transitioned to form the First Year Experience Program Committee [80].

The results of the self-study and a recommendation from the College Prep external review led to the creation of the First Year Experience and Academic Success Department [81], under the guidance of the Associate Dean [82]. The First Year Experience Committee [83] has drafted program level outcomes [84], to ensure integration of the new program with the Quality Enhancement Plan.

Example 5: Classification and Compensation Study Update

Goal 2 of the Decade of Promise Strategic Plan was to provide competitive compensation and professional development opportunities for faculty and staff. In April 2008, the District Board of Trustees adopted a Compensation Philosophy [85] statement for the College. In that statement, the Board affirmed its desire to provide employees a total compensation package that was internally equitable and externally competitive, within the College's sustainable financial resources.

The College engaged Evergreen Solutions, Inc., to conduct a thorough review of the classification and compensation system. Many employees participated in focus groups, target group discussions and job description reviews. Evergreen then conducted a market compensation study of similar public organizations for 35 benchmarked positions.

As a result of the study, Evergreen has made recommendations regarding job descriptions and titles, wage and salary schedules and the assignment of job titles within the salary structure. These recommendations include: 1) Establishing a new salary schedule that includes 19 pay grades (levels) and contains minimum, midpoint and maximum salaries for each grade, 2) Increasing the lowest minimum salary for College employees, and 3) adjusting employee salaries to the minimum salary of grade if an employee earns less than

the new minimum salary of the pay grade. These recommendations are being implemented over a three-year period [\[86 \]](#).

Example 6: Emporium Model Course Redesign

As part of the Colleagues Committed to Redesign (C2R) program 2009-2010 [\[87 \]](#), Edison State College engaged in redesigning a developmental Reading course (REA 9003) using a modularized emporium model. Faculty and administrators from Edison Online, the English Department, and College Prep (formerly the Department of Learning Assistance) intended to leverage technology to provide individualized, self-paced, differentiated instruction to developmental students. After receiving the C2R grant, the group attended the National Center for Academic Transformation (NCAT) training sessions in Dallas and Orlando in 2009. Informed by the NCAT redesign presentations, the group planned and designed curriculum during the spring and summer semesters and a pilot course was launched in Fall 2009. The pilot included 10 redesign sections with 243 students. In March 2010, the group presented the findings from the pilot study at the NCAT Redesign Alliance Conference [\[88 \]](#). Based on the pilot study findings, the courses have been further re-designed and the “e-Studio” concept was formalized [\[89 \]](#). In addition, two other courses have been designed using the emporium model (ENC 9020 and ENC 1101). This enhances fluidity as students complete the developmental courses (REA 9003 and ENC 9020), and move into credit courses (ENC 1101). Plans are in place [\[90 \]](#) to further expand the number of e-studio sections and to explore the use of emporium model for developmental mathematics.

Example 7: R25 Suite Implementation

The recent and substantial enrollment growth at ESC precipitated a need to improve the College’s scheduling efficiency. With a goal to increase the space available for teaching without increasing the inventory of physical resources, Edison State College reviewed and purchased the R25 Suite Software from CollegeNet during the 2009-2010 academic year. Implementation of R25 Services was a focus of a Technology Services unit plan in 2010-2011 [\[91 \]](#). Prior to the implementation of R25, standard start/stop times for classes were not adopted across disciplines, course resource data was limited, there were multiple calendar systems, conference rooms needed to be scheduled outside of Banner, and default room assignments were based solely on the room assignments from the previous year. R25 allows the College to match the appropriate room and resources to the pedagogical needs of the course [\[92 \]](#) [\[93 \]](#), thus improving the use of facilities and resources for student learning. Moreover, the software allows the College to run usage

reports [\[94 \]](#), [\[95 \]](#) that can enhance scheduling efficiency. R25/25 Live has been implemented and is currently in use across all campuses for academic scheduling. The Charlotte campus went live in November 2010, and Lee, Collier and Hendry/Glades followed in January 2011. Campus event scheduling went live in March 2011 and is used on the Lee and Charlotte campuses. The College is in the initial stages of implementing Schedule 25, the automated scheduling tool. The pilot campus will be Charlotte, and initial processes are scheduled for Fall 2011.

Example 8: Banner Improvement

To maximize the College's Enterprise Resource Planning System (Banner) and all of its functions, the College contracts with SunGard to perform a site review of the business processes and current utilization. These "Process Improvement Assessments" (PIA) include recommendations of what needs to be evaluated and prioritized. In 2005, a PIA was performed on the Finance Module of Banner [\[96 \]](#). The recommendations were addressed by the College, beginning with those identified as high priority. This led to improvements in access and effective use of Banner [\[97 \]](#). In 2007, a PIA was performed [\[98 \]](#) on the Student Module and the recommendations prompted changes related to the input of and access to student information [\[99 \]](#). In 2011, PIAs were performed on Student Processes [\[100 \]](#) and Accounts Receivable [\[101 \]](#); responses to the recommendations are in progress. Process Improvement Assessments have proven valuable to the College and help guide informed change as the technology evolves.

Accomplishing the College Mission

To meet the mandates of the College's mission to prepare students as creative and responsible participants in a global society, Edison State College facilitates learning in multiple disciplines and at multiple levels of instruction. Through a comprehensive system of tracking and assessment, ESC ensures that the College is fulfilling its mission. This comprehensive assessment system complies with Florida Statute 1008.31 [\[102 \]](#) and 1008.45 [\[103 \]](#) which address assessment and accountability, and focuses on both internal and external measures of achievement. These measures include course completion rates, college prep success rates, licensure exams, placement, upper-division performance of graduates, and College Level Academic Skills test (CLAS) or equivalent pass rates.

Documentation

Supporting Documentation	Description
[1] Destination 2020 Strategic Goals and Priorities	Goals and Priorities for Strategic Plan
[2] Decade of Promise 2010	Strategic Plan through 2010
[3] Indicators for Decade of Promise 2010	Strategic Plan Indicators
[4] September 18, 2008 Planning Retreat	Agenda and PowerPoint
[5] Critical Issues Identified at Planning Retreat	Issues and Challenges
[6] Institutional Planning and Effectiveness Manual	Manual governing planning
[7] Edison State College Mission, Vision and Values	Three Statements Adopted by Board
[8] State Accountability Report, with Trends	Report Used at Retreat
[9] District President's Strategic Initiatives	Initiatives Posted on College Website
[10] Environmental Scan	Document Used at Retreat
[11] Priorities and Goals Developed at Retreat	Eight Priorities and Goals
[12] Home Page for ESC Learning Outcomes and Assessment	Overview
[13] Decade of Promise 2010 Final Report	Review of Strategic Plan
[14] District Institutional Effectiveness Scorecard	Fall 2009
[15] List of ESC Executive Management	Names, Positions and Contact Information
[16] Unit Planners	2010-11 Unit Planners
[17] Program Level Reviews	Program Reviews
[18] Student Support Services Mission, Outcomes and Measures	Student Support Services Measures
[19] Assessment Home Page	Web Page for ESC Assessment

[20] District Council Agendas	Planning Agenda Items
[21] Responsibilities of Unit Planners	IE Manual Excerpt
[22] May 2010 SPOL Training Documents	Documents Used at Training Session for Planning
[23] 2010-11 Unit Plan Timeline	Planning Timeline
[24] 2009-10 Operational Planning Final Report	Annual Planning Report
[25] Sample Unit Plans	Unit Plans
[26] Sample Unit Plan, Completed over Several Years	Multi-year Unit Plan
[27] Learning Resources Unit Plan	2003-04
[28] Learning Resources Unit Plan	2004-05
[29] Learning Resources Unit Plan	2005-06
[30] Learning Resources Unit Plan	2008-09
[31] Learning Resources Unit Plan	2009-10
[32] Cardiovascular Technology Unit Plan	2004-05
[33] Cardiovascular Technology Unit Plan	2005-06
[34] Cardiovascular Technology Unit Plan	2006-07
[35] Cardiovascular Technology Unit Plan	2006-07
[36] COP 04-0402	Budget Development
[37] FL-AR 6A-14.0716	State of Florida Administrative Code
[38] F.S. 1011.01 Budget System	Florida Statute
[39] F.S. 1011.30 Planning and Budgeting	Florida Statute
[40] Budget Workshop Presentation	PowerPoint
[41] 2010-11 Draft Budget	Sample Draft Budget
[42] New Initiatives Request	Samples

[43] 2009-10 Budget and Operating Plans	Budget Document
[44] District Board of Trustees Agenda Item, June 2010	Budget Recommended by District President
[45] Institutional Research, Planning and Effectiveness	Organizational Chart
[46] Routine College Reports	Report Listing
[47] Calendar of Surveys	2006-07, 2009-10
[48] Strategic Technology Plan	Technology Plan Update
[49] Emergency Response Manual	District Manual
[50] Decade of Promise	Goal 3 – Safety
[51] Edison State College Foundation, Inc. Strategic Plan	2010-15 Foundation Plan
[52] Edison Online Plan 2009-2015	Five Year Plan
[53] Destination 2020 Strategic Goals and Priorities	Goals and Priorities for Strategic Plans
[54] Course Success Outcomes Analysis for Math	2007 Analysis
[55] Contract for Developmental Education Review Team	Contract for Services
[56] Developmental Education Evaluation	Report from Consultant
[57] Associate Dean, College Prep	Job Description
[58] College Preparatory Department	Organizational Chart
[59] College Prep/Developmental Studies Program Map	Program Map
[60] College Prep/Developmental Studies Hiring Plan	Hiring Plan
[61] District Statistics, College Prep	Fall 2010, Spring 2011

[62] College Prep Mission, Guiding Principles and Outcomes	Program Outcomes
[63] College Prep Outcomes Aligned with Assessments	College Prep Assessments
[64] Communities of Practice Handout	Professional Development Opportunity
[65] Community of Practice Sessions	Schedule
[66] Community of Practice Attendance	Report
[67] Math Workshop Evaluation	Survey Results
[68] Reading Workshop Evaluation	Survey Results
[69] Writing Workshop Evaluation	Survey Results
[70] Unduplicated Headcount	Five-year Report
[71] Student Satisfaction Survey Results	Three-year Comparison
[72] Student Satisfaction Survey Comments, 2010	Student Comments
[73] Unit Plan for Advising	2009-10 Plan
[74] Unit Plans for Financial Aid	2009-10 Plans
[75] Tracking Report for Advising	Report
[76] Financial Aid Comparison, Fall 2009, Fall 2010	Report
[77] Financial Aid Performance Report 2009-10, 2010-11	Report
[78] Student Housing Market Study	Scion Report
[79] Foundations of Excellence Dimension Committees	Committees and Membership
[80] First Year Experience Program	Committee Structure

[81] Associate Dean, First Year Experience and Academic Success	Job Description
[82] First Year Experience and Academic Success Department	Organizational Chart
[83] First Year Experience Program Alignment with Quality Enhancement Plan (QEP)	Committee Oversight
[84] First Year Experience Program Outcomes	Program Outcomes
[85] ESC Compensation Philosophy	Approved Minutes and Statement
[86] Compensation Review Study	Evergreen Solutions, Inc. Report
[87] National Center for Academic Transformation (NCAT)	NCAT Committed to Redesign program
[88] Edison State College – NCAT Project	Reading Redesign Project
[89] eStudio Results – Fall, 2010	Implementation of Redesign Project
[90] eStudio Unit Plan	Unit Plan 2010/2011
[91] R25 Unit Plan – Technology Services	Unit Plan
[92] R25 Room Scheduler	Live Classroom Search
[93] R25 Room Scheduler	Classroom Attribute Setup
[94] R25 Room Scheduler	Term Summary Report
[95] R25 Room Scheduler	Monthly Space Usage Report
[96] SunGard SCT Process Improvement Assessment (PIA) Report	Finance System (PIA) Report, 9/2005
[97] SunGard Process Improvement Assessment (PIA) Report	Finance PIA Implementation Status
[98] SunGard Banner Process Improvement Assessment (PIA) Report	Follow-up Report on Banner Student Module (PIA), 9/28/2007
[99] SunGard Banner	Recommendations and Status

[100] SunGard Banner Process Improvement Assessment (PIA) Report	Student (PIA) Report 2/7/2011
[101] SunGard Banner Process Improvement Assessment (PIA) Report	Banner Accounts Receivable (PIA) Report 2/4/2011
[102] F.S. 1008.31	Florida Statute
[103] F.S. 1008.45	Florida Statute

Section 2.6 - Continuous Operation

Description

The institution is in operation and has students enrolled in degree programs.

Judgment of Compliance

Compliance Partial Compliance Non-Compliance

Narrative

Edison State College (ESC) has been in continuous operation since first admitting students at the Lee Campus in 1962, as Edison Junior College. The Collier Campus opened in March of 1992 and is located on an 80-acre site near State Road 951 and Rattlesnake Hammock Road, in east Naples. The Charlotte Campus opened in 1997 adjacent to Airport Road in Punta Gorda. Edison also provides services to students at the Hendry/Glades Center in LaBelle and through Edison Online.

In December 2005 Edison College was granted Level II status [\[1 \]](#) by the Southern Association of Colleges and Schools, Commission on Colleges. Edison's initial four-year program, the Bachelor of Applied Science in Public Safety Management, was launched in Summer 2006 and affirmed by the Commission on Colleges of the Southern Association of Colleges and Schools with a site visit in 2007 [\[2 \]](#).

In August 2008, following the creation of the new State College System through Senate Bill 1716, and to support the College's addition of baccalaureate programs, the District Board of Trustees approved the name Edison State College [\[3 \]](#). The College now offers ten baccalaureate degree programs [\[4 \]](#), [\[5 \]](#), enrolling just under 900 students during the 2009 -2010 academic year.

While the mission of the College has expanded to include baccalaureate degrees, ESC maintains its longstanding commitment to open-door admissions, associate degree

programs, adult education, and certificate programs. This commitment is embraced by the full College community and mandated by Florida Statute 1007.33 [\[6\]](#), [\[7\]](#).

Edison's unduplicated headcount has grown from less than 500 in the fall of 1962 to over 24,262 in 2009/2010.

Annual Unduplicated Headcount

Academic Year Headcount and FTE Enrollment Trends						
Academic Year	Unduplicated Headcount	% Change	FTE Lower Division	FTE Upper Division	FTE Total	% Change
2009/2010	24262	12.18%	11072.3	321.5	11393.8	23.35%
2008/2009	21627	16.06%	9122.8	113.9	9236.7	13.66%
2007/2008	18634	8.39%	8094.5	31.8	8126.3	11.64%
2006/2007	17191	0.47%	7266.4	12.6	7279	2.66%
2005/2006	17111	0.12%	7090.7	0	7090.7	-0.42%
2004/2005	17090	-5.60%	7120.5	0	7120.5	-1.67%
2003/2004	18104	6.07%	7241.8	0	7241.8	9.83%
2002/2003	17068	-8.09%	6593.7	0	6593.7	6.47%
2001/2002	18571	-3.50%	6193.1	0	6193.1	7.59%
2000/2001	19245	57	56.2	0	5756.2	

Source: The Fact Book: Report for the Florida College System, Florida Department of Education

Documentation

Supporting Documentation	Description
[1] Level II Approval Letter	SACS approval letter

[2] SACS-COC Continued Accreditation with Level II Accreditation Status	Continued approval following 2007 visit
[3] Board of Trustees Minutes August 2008	Approval of name change
[4] ESC Notification to the Commission of intent to offer baccalaureate degrees/pursue Level II Accreditation Status	Notification Letters for Baccalaureate Programs
[5] SACS-COC Approval of Baccalaureate Programs	SACS-COC Approval of Baccalaureate Programs
[6] F. S. 1007.33	Site determined baccalaureate access
[7] Fact Book 2009-10	Fact Book 2009- 2010

Section 2.7.1 - Program Length

Description

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.

Judgment of Compliance



Compliance



Partial Compliance



Non-Compliance

Narrative

All associate degrees offered by Edison State College (ESC) require a minimum of 60 semester credit hours of instruction, and all baccalaureate programs require at least 120 semester credit hours of instruction. ESC offers 10 Baccalaureate degrees, one Associate in Arts general degree program, 18 Associate in Science degree programs and eight certificate programs. [\[1\]](#)

Florida State Statute 1007.25 (7) [\[2\]](#) and State Board of Education Rule 6A-10.024 [\[3\]](#) mandate degree hours for Associate in Arts degree programs in Florida. Florida State Statute 1007.25(8) [\[4\]](#) mandates degree hours for Baccalaureate degree programs. The Florida Department of Education, Division of Colleges stipulates program length for certificates [\[5\]](#). The Florida Department of Education Curriculum Frameworks provide curriculum standards that specify the amount of credit hours required for each program [\[6\]](#). In addition, many of Edison State College's programs are reviewed as part of a specialized accreditation process led by a professional organization [\[7\]](#).

Edison State College does not offer post-baccalaureate or graduate programs. The requirement length for each program is listed in the ESC online Catalog. [\[8 \]](#) All ESC programs are based on semester credit hours, therefore, issues associated with program equivalence are not applicable.

The following charts present the credit hour requirements of all degree programs offered at ESC.

Associate Degree Programs	
Associate in Arts	Credits
General Education Program	60
Associate in Science	Credits
Accounting Technology	64
Business Administration and Management	64
Cardiovascular Technology	77
Computer Programming and Analysis	63
Crime Scene Technology	60
Criminal Justice Technology	64
Dental Hygiene	88
Drafting and Design Technology	62
Emergency Medical Services Technology	73
Fire Science Technology	60
Health Information Management	67
Human Services	65
Internet Services Technology	63
Networking Services Technology	62
Nursing	72

Paralegal Studies	64
Radiologic Technology	77
Respiratory Care	76

Certificate Programs

Program	Credits
Accounting Applications	27
Computer Programming and Applications Specialist	33
Crime Scene Technology	32
Emergency Medical Technician	11
Firefighter Program	17
Networking Specialist	30
Paramedic	42
Small Business Management	24

Baccalaureate Degree Programs

Bachelor of Applied Science (BAS)	Credits
Cardiopulmonary Sciences	120
Public Safety Administration	120
Supervision and Management	120
Bachelor of Science (BS)	Credits
Elementary Education	120
Middle Grades Language Arts Education	120
Middle Grades Mathematics Education	120

Middle Grades Science Education	120
Nursing	120
Secondary Biology Education	120
Secondary Mathematics Education	120

Documentation

Supporting Documentation	Description
[1] ESC Programs of Study	List of degree programs
[2] F. S. 1007.25 (7)	Program length of AA degree
[3] FL-AR 6A-10.024	BOE rule on program length of AA degree
[4] F. S. 1007.25 (8)	Program length of Baccalaureate degree
[5] Florida Department of Education, Division of Colleges, Program Length	All programs, including certificate programs, with lengths
[6] Florida Department of Education Curriculum Frameworks	Program length for specific programs
[7] Professional Organizations	Specialized Accreditations
[8] College Catalog program page	Illustrates program lengths

Section 2.7.2 - Program Content

Description

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.

Judgment of Compliance



Compliance



Partial Compliance



Non-Compliance

Narrative

Compatibility of Degree Programs and Mission Statement

Edison State College offers Bachelor of Science (BS), Bachelor of Applied Science (BAS), Associate of Arts (AA) and Associate of Science (AS) degree programs which are compatible with its stated mission to “prepare a diverse population for...participation in a global society; and serve as a leader for intellectual, economic, and cultural awareness...”

In addition to the mission, the vision statement supports College programs which serve as a “catalyst for creating an innovative education system which provides accessible educational pathways that prepare students to be enlightened and productive citizens.” [\[1\]](#)

Degrees offered by Edison State College also reflect its legislatively defined mission at both the associate [\[2\]](#) and baccalaureate levels [\[3\]](#). Within this focus, ESC meets educational and training needs of its service area by preparing students for employment and careers in public and private sectors. New programs are established as a response to local and regional labor market trends and community and student demand. Curricula are designed and developed by ESC faculty and staff [\[4\]](#) with input from employers and advisory committee members [\[5\]](#).

Edison State College's program development process [6] and the Florida State Board of Education approval process for baccalaureate degrees [7] require that programs support ESC's mission. Proposals for new programs must demonstrate how the program relates to the College's mission and how it responds to labor market trends [8], [9] in the service area.

Coherent Program of Study Appropriate to Higher Education

The course requirements for all programs of study offered by ESC are published on the College's website [10] and in the College's catalog [11]. ESC offers ten baccalaureate degree programs, each of which has satisfied rigorous review and approval processes required by the Florida State Board of Education. Each program's curriculum is coherent and conforms to commonly accepted standards and practices of collegiate institutions within Florida and the nation.

The College also offers the Associate in Arts (AA) degree, which is equivalent to the first two years of a bachelor's degree program; 18 Associate in Science (AS) programs; and eight professional certificate programs, each of which meets content and level specifications detailed by the Florida Department of Education as appropriate to the respective postsecondary program. These programs are appropriate to higher education and meet the requirements of Florida State Board of Education Rule 6A-10.0242 [12]. All associate and certificate programs of study comply with the Florida Department of Education Curriculum Frameworks [13]. These frameworks are approved by a Statewide Articulation Coordinating Committee that establishes program requirements, including the composition and sequence of courses, and ensures that the degree meets the State Board's content and level specifications appropriate for the postsecondary degree. The process results in a coherent program of study and provides consistency among all Florida colleges offering the degree.

All courses within ESC's programs are reviewed in light of Florida State Board of Education Rule 6A-10.0242 [14], which establishes procedures for distinguishing lower division courses from upper division courses. All public postsecondary institutions in Florida honor these classifications. In addition, all ESC courses are included in the Florida State Course Numbering System [15], based on evidence that course content is appropriate for college level instruction.

General Education Program of Study

All ESC degree programs contain a general education component which complies with the Florida State Articulation Agreement as defined in Florida Statute 1007.25 [16], State Board of Education Rule 6A-10.024 [12] and with the Commission on Colleges Core Requirement 2.7.3 General Education. ESC's requirements for the AA, BS and BAS degrees are published in the Catalog, and include a minimum of 36 credits in general education distributed among communications, mathematics, social sciences, humanities, and natural sciences courses [17]. The general education component in each degree program is complemented by additional college-credit courses in the field appropriate to the degree area; these increase in depth, rigor and critical thinking as the coursework moves from the lower division to the upper division. ESC's general education competencies are integrated into each general education core course [18].

In addition to meeting all state-level requirements, ESC's programs and courses are developed by faculty, then reviewed and approved according to the Curriculum Committee Operating Procedure [19] and process [20].

Documentation

Supporting Documentation	Description
[1] Mission, Vision and Values	Edison State College Mission, Vision and Values
[2] F.S. 1004.65	Florida colleges governance, mission, responsibilities
[3] F. S. 1007.33	Site-determined baccalaureate degree access
[4] Curriculum Proposals	Sample Curriculum Proposals
[5] Advisory Committee Members and Minutes	Advisory Committee Minutes, 12/4/2008
[6] ESC Program Development Process	Program Development Process

[7] Baccalaureate Proposal Submission	Approval Process per SB 2682
[8] Labor Market Trends for Baccalaureate Proposal	Assessment of Internal and External Interest/Need
[9] Health Information Technology AS Program Proposal	Proposal including Analysis of Demand
[10] Edison State College Programs of Study	Edison State College Programs, 2010-2011 (web)
[11] Edison State College Programs of Study	Edison State College Programs, 2010-2011 (catalog)
[12] FL-AR 6A-10.0242	Procedures for Determining Course Level
[13] Florida Department of Education Curriculum Framework Reference	Statutory Reference
[14] FL-AR 6A-10.0242	Procedures for Determining Course Level
[15] State Course Numbering System Homepage	Homepage for Florida Course Numbering System
[16] F. S. 1007.25	Statute Governing General Education Courses
[17] Edison State College General Education Requirements	Catalog pages with General Education Requirements
[18] General Education Course Competencies	Table cross referencing competencies to courses
[19] COP 03-0402	Curriculum Committee Operating Procedure
[20] Curriculum Committee Process	Description of Process

Section 2.7.3 - General Education

Description

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.

Judgment of Compliance



Compliance



Partial Compliance



Non-Compliance

Narrative

The mission of Edison State College (ESC) states, "Edison State College is committed to providing a well-rounded education for all students in its academic programs, establishing a foundation for lifelong learning and empowering students to think critically, communicate effectively, and become thoughtful, informed, global citizens." To that end, each undergraduate program requires the completion of a general education core curriculum that is a substantial component of the degree, ensures breadth and depth of knowledge, and is based on a coherent rationale. Per Florida Statute and College policy, the AA degree program, as well as all baccalaureate programs require that students complete a minimum

of 36 semester hours in general education coursework across the subject areas of humanities/fine arts, social/behavioral sciences and natural science/mathematics. The AS degree programs require 15 semester hours of general education coursework across the subject areas of communications, humanities/fine arts, social/behavioral sciences and natural science/mathematics. These courses do not narrowly focus on skills, techniques, or procedures that are specific to a particular occupation or profession.

General Education Competencies

General education core courses differ from traditional survey courses by integrating a breadth of knowledge and skills essential to a complete education and are the foundation of knowledge upon which all degrees are built [1]. Edison State College's general education competencies are aligned with Florida's Community College Council on Instructional Affairs' General Education Competencies [2]. Courses designated as general education assess four of the five general education competencies. At the conclusion of the general education program of study, students demonstrate the following competencies:

- **Communication (COM):** To communicate effectively using standard English (written or oral).
- **Critical Thinking (CT):** To demonstrate the skills necessary for analysis, synthesis, and evaluation.
- **Technology/Information Management (TIM):** To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.
- **Global Socio-cultural Responsibility (GSR):** To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.
- **Scientific and Quantitative Reasoning (QR):** To identify and apply mathematical and scientific principles and methods.

Edison State College applies a general education outcomes model that ensures its graduates have met all five general education competencies. ESC has adopted the Seybert Model to create an Institutional Portfolio [3] to establish a College-wide assessment process for general education. This model involves the collection and review of student projects produced in courses throughout the curriculum for each of the five general education competencies. The review of student artifacts is conducted by interdisciplinary faculty teams using analytical scoring criteria [4]. Additionally, Edison State College

students complete the Measure of Academic Proficiency and Progress (MAPP) standardized general education assessment instrument [5]. The results are used to effect course and program changes [6].

General Education Courses

In May of 2010, faculty representatives of all disciplines met for three days to review and update the list of core courses within the general education designation [7][8]. During this process, all syllabi were reviewed and a General Education Review Board made up of faculty considered each course which had been nominated by the departments to be considered as part of the general education core [9]. Using a General Education Course Proposal Form [10], department representatives were asked to explain how the nominated courses contribute to the common body of knowledge and skills that support the Edison State College definition of General Education. At the conclusion of the three-day exercise, an updated list of courses was recommended and accepted as constituting the General Education core.

Courses fulfilling the general education requirements of the degree programs assess four out of five general education competencies. They are detailed in the College Catalog and in the chart below.

General Education Core Courses

General Education Competency	General Education Core Coursework Addressing the Competency
Communications (COM): To communicate effectively using standard English (written or oral).	All Gen Ed Communications courses: ENC 1101, ENC 1102, SPC 1017, and SPC 2023
	All Gen Ed Humanities courses: AML 2010, AML 2020, ARH 1000, ARH 1050, ARH 1051, ENG, 2100, ENL 2012, HUM 2211, HUM 2235, HUM 2250, HUM 2930, HUM 2510, LIT 2110, LIT 2120, MUL 1110, PHI 2010, PHI 2100, PHI 2600, REL 2300, and THE 2100

<p>Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.</p>	<p>All Gen Ed Social Science courses: AMH 2010, AMH 2020, AMH 2070, ANT 1410, ANT 1511, CLP 1001, DEP 2004, ECO 2013, ECO 2023, GEA 2010, INR 2002, POS 2041, POS 2112, PSY 2012, SYG 1000, SYG 1010, WOH 1012, WOH 1023, and WOH 1030</p>
	<p>All Gen Ed Mathematics courses: MAC 1105, MAC 1106, MAC 1114, MAC 1147, MAC 2233, MAC 2311, MAC 2311, MAC 2312, MAC 2312, MAC 2313, MAP 2302, MGF 1106, MGF 1107, and STA 2023.</p>
	<p>All Gen Ed Natural Sciences courses: AST 2003, AST 2003L, AST 2004, AST 2004L, BSC 1005, BSC 1010, BSC 1010L, BSC 1011, BSC 1011L, BSC 1050C, BSC 1051C, BSC 1084C, BSC 1093C, BSC 1094C, CHM 2032, CHM 2032L, CHM 2045, CHM 2045L, CHM 2046, CHM 2046L, ISC 1001C, OCB 2010, OCB 2010L, OCE 1001C, PHY 2048, PHY 2048L, PHY 2049, PHY 2049L, PHY 2053, PHY 2053L, PHY 2054, and PHY 2054L</p>
	<p>All Gen Ed Communications courses: ENC 1101, ENC 1102, SPC 1017, and SPC 2023</p>
	<p>All Gen Ed Humanities courses: AML 2010, AML 2020, ARH 1000, ARH 1050, ARH 1051, ENG, 2100, ENL 2012, HUM 2211, HUM 2235, HUM 2250, HUM 2930, HUM 2510, LIT 2110, LIT 2120, MUL 1110, PHI 2010, PHI 2100, PHI 2600, REL 2300, and THE 2100</p>
	<p>All Gen Ed Social Science courses: AMH 2010, AMH 2020, AMH 2070, ANT 1410, ANT 1511, CLP 1001, DEP 2004, ECO 2013, ECO 2023, GEA 2010, INR 2002, POS 2041, POS 2112, PSY 2012, SYG 1000, SYG 1010, WOH 1012, WOH 1023, and WOH 1030</p>

<p>Technology/ Information Management (TIM): To demonstrate the skills and use technology necessary to collect, verify, document, and organize information from a variety of sources.</p>	<p>All Gen Ed Mathematics courses: MAC 1105, MAC 1106, MAC 1114, MAC 1147, MAC 2233, MAC 2311, MAC 2311, MAC 2312, MAC 2312, MAC 2313, MAP 2302, MGF 1106, and STA 2023.</p>
	<p>All Gen Ed Natural Sciences courses: AST 2003, AST 2003L, AST 2004, AST 2004L, BSC 1005, BSC 1010, BSC 1010L, BSC 1011, BSC 1011L, BSC 1050C, BSC 1051C, BSC 1084C, BSC 1093C, BSC 1094C, CHM 2025, CHM 2025L, CHM 2032, CHM 2032L, CHM 2045, CHM 2045L, CHM 2046, CHM 2046L, ISC 1001C, OCB 2010, OCB 2010L, OCE 1001C, PHY 2048, PHY 2048L, PHY 2049, PHY 2049L, PHY 2053, PHY 2053L, PHY 2054, and PHY 2054L</p>
	<p>All Gen Ed Communications courses: ENC 1101, ENC 1102, SPC 1017, and SPC 2023</p>
	<p>All Gen Ed Humanities courses: AML 2010, AML 2020, ARH 1050, ARH 1051, ENG, 2100, ENL 2012, HUM 2211, HUM 2235, HUM 2250, HUM 2930, HUM 2510, LIT 2110, LIT 2120, MUL 1110, PHI 2010, PHI 2600, REL 2300, and THE 2100</p>
	<p>All Gen Ed Social Science courses: AMH 2010, AMH 2020, ECO 2013, ECO 2023, GEA 2010, INR 2002, POS 2112, SYG 1000, SYG 1010, WOH 1012, WOH 1023, and WOH 1030</p>
	<p>All Gen Ed Mathematics courses: MAC 1105, MAC 1106, MAC 1114, MAC 1147, MAC 2233, MAC 2311, MAC 2311, MAC 2312, MAC 2312, MAC 2313, MAP 2302, MGF 1106, MGF 1107, and STA 2023.</p>

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.	All Gen Ed Natural Sciences courses: AST 2003, AST 2003L, AST 2004, AST 2004L, BSC 1010L, BSC 1011, BSC 1011L, BSC 1084C, BSC 1093C, CHM 2025, CHM 2025L, CHM 2032, CHM 2032L, CHM 2045, CHM 2045L, ISC 1001C, PHY 2048, PHY 2048L, PHY 2049, PHY 2049L, PHY 2053, PHY 2053L, PHY 2054, and PHY 2054L
	All Gen Ed Communications courses: ENC 1101, ENC 1102, SPC 1017, and SPC 2023
	All Gen Ed Humanities courses: AML 2010, AML 2020, ARH 1000, ARH 1050, ARH 1051, ENG, 2100, ENL 2012, HUM 2211, HUM 2235, HUM 2250, HUM 2930, HUM 2510, LIT 2110, LIT 2120, MUL 1110, PHI 2010, PHI 2100, PHI 2600, REL 2300, and THE 2100
	All Gen Ed Social Science courses: AMH 2010, AMH 2020, AMH 2070, ANT 1410, ANT 1511, CLP 1001, DEP 2004, ECO 2013, ECO 2023, GEA 2010, GEA 2040, INR 2002, POS 2041, POS 2112, PSY 2012, SYG 1000, SYG 1010, WOH 1012, WOH 1023, and WOH 1030
	All Gen Ed Mathematics courses: MGF 1107
	All Gen Ed Natural Sciences courses: BSC 1005, BSC 1010, BSC 1050C, BSC 1051C, CHM 2025, CHM 2025L, CHM 2032, CHM 2032L, ISC 1001C, OCB 2010, OCB 2010L, and OCE 1001C
Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.	All Gen Ed Communications courses: SPC 2023
	All Gen Ed Humanities courses: ARH 1000, and PHI 2100
	All Gen Ed Social Science courses: DEP 2004, ECO 2013, ECO 2023, GEA 2040, PSY 2012, SYG 1000, and SYG 1010

All Gen Ed Mathematics courses: MAC 1105, MAC 1106, MAC 1114, MAC 1147, MAC 2233, MAC 2311, MAC 2311, MAC 2312, MAC 2312, MAC 2313, MAP 2302, MGF 1106, and STA 2023.

All Gen Ed Natural Sciences courses: AST 2003, AST 2003L, AST 2004, AST 2004L, BSC 1005, BSC 1010, BSC 1010L, BSC 1011, BSC 1011L, BSC 1050C, BSC 1051C, BSC 1084C, BSC 1094C, CHM 2025, CHM 2025L, CHM 2032, CHM 2032L, CHM 2045, CHM 2045L, CHM 2046, CHM 2046L, ISC 1001C, OCB 2010, OCB 2010L, OCE 1001C, PHY 2048, PHY 2048L, PHY 2049, PHY 2049L, PHY 2053, PHY 2053L, PHY 2054, and PHY 2054L

Each program ensures students have attained general education competencies through the completion of the designated general education courses. In addition, program courses (not designated as general education) provide reinforcement to the general education program by assessing a minimum of one general education competency. Students are encouraged to seek the guidance of academic advisors to ensure appropriateness of course selections.

The specific general education core courses designated for a given degree program are selected to ensure that the student not only meets the general education program competencies, but also encounters the specific general education content most beneficial to succeeding in that degree program. In all cases, the general education courses for the degree are drawn from each of the following disciplines: communications, humanities, mathematics, natural sciences and social/behavioral sciences.

General Education Component for Undergraduate Degree Programs

ESC relies on a general education sub-committee of the Student Assessment Committee consisting primarily of faculty members, with *academic administrator support*, to review any proposed changes to the collection of general education courses [11]. The subcommittee certifies that general education courses ensure breadth of knowledge and do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession [12], [13], [14], [15]. The chart below provides a summary of requirements; the full list of requirements and applicable courses can be found in the ESC Catalog.

General Education Requirements by Program

General Education Area	Bachelor Degree Programs	Associate in Arts Program	Associate in Science Programs
Communications	9 hours	9 hours	3-9 hours
Humanities/Fine Arts	6 hours (to include 3 hrs writing intensive)	6 hours (to include 3 hrs writing intensive)	3 hours
Mathematics	6 hours	6 hours	3-6 hours
Natural Sciences	6 hours (to include one lab)	6 hours (to include one lab)	0-6 hours
Social Behavioral Sciences	9 hours (to include 3 hrs writing intensive)	9 hours (to include 3 hrs writing intensive)	3 hours
Total	36 hours	36 hours	15-34 hours

Edison State College's baccalaureate degree programs consist of 120 credit hours broken down as follows: 36 credit hours of general education, 36-60 credit hours of upper division program coursework, and up to 48 hours of general electives chosen to complement the program of study (typically met with courses from an associate in science degree program). General education represents a substantial component of the baccalaureate degree (30% of credit hours required).

The Associate in Arts degree requires a minimum of 60 college-level credit hours, including 36 hours in general education and 24 hours of electives. General education represents a substantial component of the AA degree (60% of credit hours required).

The Associate in Science degree requires a minimum of 60 college-level credit hours and up to 88 credit hours for completion. Students complete a minimum of 15 and up to 34 general education hours within an Associate in Science degree program. General education represents a substantial component of the AS degree (between 25% and 44% of credit hours required).

To ensure course equivalency, ESC adheres to the Florida Statewide Course Numbering System. Authorization for acceptance by postsecondary institutions is provided by

Florida Administrative Code, Rule 6A - 10.024 (13-14) [\[16 \]](#). ESC abides by the Articulation Coordinating Committee (ACC) under Florida Statute 1007.27 (2) [\[17 \]](#) to award credit for Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), International Baccalaureate (IB), and College-Level Examination Program (CLEP). ESC also has a standard practice authorized under Florida Statute 1007.27 (1) [\[18 \]](#) to award credit for Dual Enrollment as an articulated mechanism.

Additionally, ESC's general education program consistently offers a common learning experience regardless of location, format of delivery, or instructor. Although instructors may conduct their courses as they see fit, the College ensures that all sections of a given course use the same textbook, and all sections must address the topic outline and the learning outcomes specified in the master syllabus. All master syllabi approved by the Student Assessment Committee (SAC) and the Curriculum Committee appear on the College's Document Manager [\[19 \]](#). Associate Deans, Program Coordinators, and Discipline Chairs ensure all faculty utilize approved syllabi [\[20 \]](#), [\[21 \]](#), [\[22 \]](#).

The Articulation Agreement between Florida colleges and universities also provides both a coherent rationale and a broad focus for ESC's general education component. According to Florida Statute 1007.23 (2) [\[23 \]](#), all public postsecondary education institutions shall accept these general education courses, and graduates must be granted admission to the upper-division level of a state college or university (except to a limited-access or teacher-certification program or a major program requiring an audition). Edison State College does not utilize program equivalency and offers semester credit hours only.

Documentation

Supporting Documentation	Description
[1] General Education Program Guide	Description of General Education Courses
[2] Student Learning Outcomes Task Force	Minutes of 2/1/07 Meeting
[3] Institutional Portfolio	General Education Matrix Model
[4] General Education Rubrics	Rubrics for General Education Competencies
[5] MAPP Brochure	Describes MAPP Proficiency test

[6] Assessment at Edison State College	History of the development of the College's assessment process.
[7] Syllabus Review	General Education Syllabus Review Project
[8] General Education Proposed Courses	Proposed Courses for General Education
[9] Syllabus Review Project Attendees	May 10 – 12, 2010
[10] General Education Proposal Form	Form used to justify General Education course
[11] SAC Committee Charge	Distributed 9/19/2009: Student Assessment Committee
[12] SLOC Meeting Minutes	Student Learning Outcomes Committee meeting: 11/16/2007
[13] SLOC Meeting Minutes	Student Learning Outcomes Committee meeting: 9/19/2008
[14] SLOC Meeting Minutes	Student Learning Outcomes Committee meeting: 3/20/2009
[15] SAC Meeting Minutes	Student Assessment Committee meeting: 9/17/2010
[16] FL-AR 6A - 10.024	Common course numbering guidelines: Sections 13 and 14
[17] F. S. 1007.27 (2)	Articulated Acceleration Rule: Section 2
[18] F. S. 1007.27 (1)	Articulated Acceleration Rule: Section 1
[19] Curriculum Process	Flowchart
[20] Syllabi Change Notice	Notification to faculty of syllabi changes: College Prep
[21] Syllabus Change Notice	Notification to faculty of syllabi changes: School of Education

[22] Syllabi Change Notice	Notification to faculty of syllabi changes: Math and Sciences
[23] F. S. 1007.23 (2)	Articulation Agreement Guidelines: Section 2

Section 2.7.4 - Course work for Degrees

Description

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)

Judgment of Compliance

Compliance Partial Compliance Non-Compliance

Narrative

Edison State College provides instruction for all course work in each of the degree programs currently offered [\[1\]](#). ESC does not offer courses through contracts with other entities or through consortial agreements. All courses are taught by qualified instructors under contract to ESC as full-time or adjunct faculty members. In selected programs (e.g. nursing) qualified professional volunteers are also engaged in the instructional process. In all cases, however, instructors are supervised by full-time Edison State College academic administrators. Requirements for all programs of study appear in the College Catalog, along with course descriptions [\[2\]](#).

Situations where ESC does not provide 100% of the coursework are described in [Standard 3.4.7](#).

High School Dual Enrollment

In accordance with Florida Statute 1007.23(5) and Florida Administrative Code 6A-10-024, the College maintains articulation agreements with each of its five county school districts [\[3\]](#), [\[4\]](#), [\[5\]](#). The College controls all aspects of instruction as outlined in the Statue and Statement of Standards provided by the Florida Articulation Coordinating Committee and State Articulation Office. All courses are developed, controlled, and evaluated by the College, not the school districts. All adjunct professors, whether teaching in the high school setting or on the College campus, are under the auspices of the College and must adhere to all College quality control measures, assessments, and policies [\[6\]](#).

Cooperative Education, Clinical, Internship, and Practicum Placements

For clinical, internship, practicum, and cooperative education placements, the College enters into agreements with individual agencies that describe the responsibilities of student supervision and evaluation, student participation requirements, and any financial relationship. Through clinical contractual agreements, education, nursing and allied health students can engage in learning experiences at off-site locations such as schools, hospitals or clinical laboratories [\[7\]](#). While such internships, clinical or field experiences have direct interaction with non-College personnel, the ESC faculty members are responsible for the educational experiences and grading of the students.

Documentation

Supporting Documentation	Description
[1] Student transcripts showing all work at ESC	Transcripts
[2] Programs of Study and Course Descriptions	College Catalog
[3] F. S. 1007.23(5)	Statute authorizing dual enrollment
[4] FL-AR 6A-10-024	Florida regulations regarding dual enrollment
[5] Edison State College Dual Enrollment	Articulation Agreements with five counties
[6] Faculty Qualifications Form	Examples of approved FQF

[7] [Agreements with Cooperating Agencies](#)

Examples of agreements with cooperating agencies

Section 2.8 - Faculty

Description

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.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.

Judgment of Compliance



Compliance



Partial Compliance



Non-Compliance

Narrative

Edison State College maintains a high quality faculty that supports the mission and ensures the quality and integrity of the academic programs [\[1\]](#) [\[2\]](#). Key evidence demonstrating the adequacy of faculty resources at ESC is based on a variety of indicators.

1. The responsibilities and prescribed roles of faculty members
2. Qualifications of ESC faculty members and the manner in which these qualifications are monitored and audited
3. The number of full-time faculty members
4. The demonstrated quality of our academic program

Responsibilities and Prescribed Roles of Faculty Members

At Edison State College, faculty represents the primary force in facilitating student learning. As part of their commitment to learning, faculty members play a critical role in governance and curriculum development. As part of their responsibilities to the institution and our students, faculty members also engage in community and college service, and various forms of professional development as detailed in [Comprehensive Standard 3.7.3](#).

Full-time faculty are required by Florida Statute 1012.82 to complete a minimum of 15 student contact hours per week during their nine-month contractual commitment [3]. At Edison State College, faculty are required to teach a minimum of 15-16 instructional/classroom hours [4]. In addition, a minimum of 10 hours must be scheduled during which the faculty member is available to students [5]. Faculty members may also teach overload hours on a voluntary basis during the fall and spring semesters. However, overloads are approved on a case-by-case basis, according to the Scheduling Policy, to ensure that overload assignments do not compromise the quality of instruction [6].

As defined in the Collective Negotiations Agreement, a normal full-time teaching load for faculty consists of 15 – 16 instructional hours for each of the Fall and Spring Semesters [7]. No more than two classes or 50% of faculty base load may be taught online. Under exceptional circumstances, the Vice President for Academic Affairs may assign the faculty member more than 50% of base load online. Full-time faculty are given the opportunity to initiate and design online courses through the College's online course development process. Since the College implemented its most recent course management software in 2008, 40 of 81 online courses have been developed by full-time faculty [8]. Additionally, 46% of our faculty are certified to teach online course content [9].

Instructional personnel on the faculty salary schedule also include counselors and Learning Resources faculty. In addition to full-time faculty, ESC employs full-time program coordinators and department chairs who teach in the respective discipline [10].

In addition to the required teaching load and office hours, faculty contribute to the institution's continuous improvement of curriculum and facilitate shared governance through service on standing committees [11]. Minutes from meetings of the Curriculum Committee, Academic Standards Committee, Academic Technology Committee, Professional Development Committee, and Student Assessment Committee demonstrate participation of the faculty role in curriculum and governance [12]. Faculty control of curriculum is evidenced through the curriculum development process [13]. Meetings are sufficiently attended and demonstrate commitment to the continuous improvement of the college.

Furthermore, faculty participate in a number of other committees critical to continuous improvement including Foundations of Excellence [14], and the Quality Enhancement Plan [15]. Faculty involvement in governance and college service indicates that the college has

developed a reasonable work load for faculty. Moreover, since full-time faculty do not have an established role in advising students, more time is available to commit to governance, college service, professional development and community service. This ultimately leads to the inherent quality and integrity of Edison State College's programs.

Faculty Qualifications

In May 2010, as part of ongoing refinement of the process of faculty qualification review, the College implemented a new faculty credentialing project to create a more effective and efficient procedure to document, record, verify and audit faculty credentials.

The project team was comprised of individuals from departments across college operations including Academic Affairs, Human Resources, Student Affairs, and Technology Services. Objectives were to further:

- Identify and coordinate use of related forms and systems required for faculty selection and credentialing.
- Develop the structure necessary to facilitate a central repository (roster) of all credential information to include degrees earned, teaching disciplines and/or courses a faculty member is credentialed to teach, verification of receipt of official transcripts, and other related credentialing information (i.e. licenses, certifications, alternative qualifications, etc.).
- Engender a more efficacious mechanism to verify and audit credentials for courses taught.

This team met on a weekly basis from May 2010 through January 2011. As a result, each faculty record was audited and new procedures were implemented through the use of a revised Faculty Qualification Form [16]. The Faculty Qualification Form is completed as part of the initial hiring packet, specific qualification guidelines as outlined in Instructional Credentialing Guidelines [17], and is signed by the immediate supervisor and Vice President of Academic Affairs. In addition, a secure web-based application, known as the *Credentials Manager*, was developed to provide Academic Affairs and Human Resources personnel access to the credentialing information stored in SCT Banner, the administrative software used to store faculty data. The Credentials Manager allows data to be filtered by term, division, department, degree, faculty member, campus and more.

Figure 1 - Example of the Credentials Manager Filter

A reporting function was built into the application to allow easy access to the data needed to determine whether all faculty credentials meet requirements for any given semester. All faculty who taught credit courses during Spring 2010 and Fall 2010 are listed with their credentials in Comprehensive Standard 3.7.1. In addition, the academic administration follows the Instructional Credentialing Guidelines to determine if candidates meet or exceed the necessary qualifications when hiring adjunct and full-time faculty.

Quality and Integrity of Academic Programs

As demonstrated by Comprehensive Standard 3.3.1.1, the quality of academic programs provides evidence that the number of faculty members is sufficient to ensure the quality and integrity of the academic program. Nine Professional and Technical Studies programs and six baccalaureate education programs undergo an external accreditation process [18]. During the initial Elementary Education program review conducted by the Florida Department of Education, the School of Education received the highest ranking on all sections of the review with the exception of one subsection (Section 2.3) which received the second highest rating among Florida state colleges and universities. Comprehensive Standard 4.1 provides additional evidence of program quality through course completion rates, licensure pass rates, and transfer analysis.

The adequacy of the full-time faculty is further depicted through survey results, including the recent Community College Survey of Student Engagement (CCSSE). In 2007, mean scores for CCSSE items on Faculty–Student engagement exceeded Florida Community College scores and the CCSSE cohort [19]. An analysis of 2010 CCSSE results provided in Table 1 indicates no significant difference between Edison State College and “Large Colleges” or the 2010 cohort.

Table 1 Community College Survey of Student Engagement

2010 Benchmark Summary Report - Edison State College						
		Your College's	Large College's		2010 Cohort	
	Benchmark	Score	Score	Difference	Score	Difference
All Students	Active and Collaborative Learning	48.6 49	.4	-0.8	50.0	-1.4
All Students	Student Effort	51.7	49.5	2.2	50.0	1.7
All Students	Academic Challenge 50	.3	49.6 0.7		50.0	0.3
All Students	Student-Faculty Interaction	48.8 49	.2	-0.4	50.0	-1.2
All Students	Support for Learners	49.7	49.4	0.3	50.0	-0.3

Course evaluations also indicate student satisfaction with faculty resources. Edison uses the Student Instructional Report (SIR II) and e-SIR for evaluating its campus-based and online classes, respectively. The survey, a product of the Educational Testing Service (ETS), solicits students' perception of their higher education learning experience on seven dimensions of college instruction [20]. An analysis of survey results demonstrate Edison faculty achieving higher mean scores on each of the seven dimensions than a comparison group of faculty in similar institutions. These data also depict no appreciable difference in mean scores on each dimension among Edison's campuses and centers.

An Adequate Number of Full-time Faculty Members

Edison State College employs an appropriate number of faculty members to support the institution's mission and the needs of its degree programs.

The institution's effort to maintain the appropriate number of faculty is demonstrated by ESC's student to faculty ratio of 23:1, as established in the latest available benchmark data [21], and by its hiring practices to increase the number of full-time faculty. The College

has maintained this ratio in the face of a 41.8% growth in headcount enrollment over the past five years (as demonstrated in table 2).

Table 2 - Edison State College Five-Year Enrollment Trend

Academic Year Headcount and FTE Enrollment Trends						
Academic Year	Unduplicated Headcount	% Change	FTE Lower Division	FTE Upper Division	FTE Total	% Change
2009/2010	24262	12.18%	11072.3	321.5	11393.8	23.35%
2008/2009	21627	16.06%	9122.8	113.9	9236.7	13.66%
2007/2008	18634	8.39%	8094.5	31.8	8126.3	11.64%
2006/2007	17191	0.47%	7266.4	12.6	7279	2.66%
2005/2006	17111	0.12%	7090.7	0	7090.7	-0.42%

Source: The Fact Book: Report for the Florida College System, Florida Department of Education

As demonstrated by table 3, the administration of Edison State College has committed substantial resources to ensuring that the faculty numbers were adequate and large enough

to meet the needs of a growing student population. Over the past five years, this commitment has resulted in a 34% growth in the number of the full-time faculty.

Table 3

Faculty Hiring Trends with Year-to-Year Comparisons

Faculty Hiring Trends												
	2005	2006	% Chg. 2006/ 2005	2007	% Chg. 2007/ 2006	2008	% Chg. 2008/ 2007	2009	% Chg. 2009/ 2008	2010	% Chg. 2010/ 2009	% Chg. 2010/ 2010/ 2005
Teaching (Regular)	101	112	10.9%	110	-1.8%	112	1.8%	113	0.9%	135	19.5%	33.7%
Non-Teaching	2	2	0.0%	3	50.0%	3	0.0%	3	0.0%	3	0.0%	50.0%
Temporary	8	0	-100.0%	8	N/A	4	-50.0%	9	125.0%	6	-33.3%	-25.0%
Total	111	114	2.7%	121	6.1%	119	-1.7%	125	5.0%	144	15.2%	29.7%

Tables 4 through 9 highlight the distribution of full-time faculty members across campuses and degree programs. This distribution demonstrates the integrity of the degree programs that allow students to complete courses through a variety of modalities, campuses, and centers. In particular, a significant number of full-time faculty are certified to teach in blended learning and online formats, and are also significantly involved in blended learning and on-line course development.

Table 4 Number and Percent of Undergraduate Credit Hours Taught by Full and Part-Time Faculty Members by Location

	FALL 2010 LEE CAMPUS				SPRING 2010 LEE CAMPUS			
	Number and percent of Student Undergraduate Credit Hours Taught by Full-time Faculty for Each Major or Program Content Area		Number and Percent of Student Undergraduate Credit Hours Taught by Part-Time or Adjuncts for each Major or Program Content Area		Number and percent of Student Undergraduate Credit Hours Taught by Full-time Faculty for Each Major or Program Content Area		Number and Percent of Student Undergraduate Credit Hours Taught by Part-Time or Adjuncts for each Major or Program Content Area	
General Education								
English Composition	165	55%	135	45%	126	50.60%	123	49.40%
Comm/Speech	58	33.14%	117	66.86%	61	40.94%	88	59.06%
Mathematics	199	58.70%	140	41.30%	176	55.70%	140	44.30%
Social/Behavioral Sciences	81	25.96%	231	74.04%	57	19.79%	231	80.21%
Natural Sciences	152	37.91%	249	62.09%	173	45.89%	204	54.11%
Humanities	144	41.74%	201	58.26%	130	38.81%	205	61.19%
Professional and Technical Studies								
Business and Technology	120	42.55%	162	57.45%	68	30.36%	156	69.64%
Health Professions	3	2.68%	109	97.32%	0	0%	81	100%
Law & Public Service Programs	79	37.44%	132	62.56%	89	37.08%	151	62.92%
Bachelor of Applied Science								
Public Safety Administration	15	71.43%	6	28.57%	0	0%	15	100%
Supervision and Management	27	69.23%	12	30.77%	9	50%	9	50%
Bachelor of Science								
School of Education (combined)	70	37.04%	119	62.96%	57	33.73%	112	66.27%
Nursing	78	56.52%	60	43.48%	80	67.80%	38	32.20%
College Prep/DLA	43	45.74%	51	54.26%	36	35.29%	66	64.71%

*Bachelor of Science in Middle Grades Education and Bachelor's of Applied Science in Cardiopulmonary were implemented Spring 2011.

Table 5 Number and Percent of Undergraduate Credit Hours Taught by Full and Part-Time Faculty Members by Location

	FALL 2010 EDISON ON-LINE				SPRING 2010 EDISON ON-LINE			
	Number and percent of Student Undergraduate Credit Hours Taught by Full-time Faculty for Each Major or Program Content Area		Number and Percent of Student Undergraduate Credit Hours Taught by Part-Time or Adjuncts for each Major or Program Content Area		Number and percent of Student Undergraduate Credit Hours Taught by Full-time Faculty for Each Major or Program Content Area		Number and Percent of Student Undergraduate Credit Hours Taught by Part-Time or Adjuncts for each Major or Program Content Area	
General Education								
English Composition	21	26.92%	57	73.08%	39	44.83%	48	56.17%
Comm/Speech	9	52.94%	8	47.06%	15	78.95%	4	21.05%
Mathematics	30	36.59%	52	63.41%	34	65.38%	18	34.62%
Social/Behavioral Sciences	15	10.00%	135	90.00%	30	20.83%	114	79.17%
Natural Sciences	35	52.24%	32	47.76%	30	55.60%	23	43.40%
Humanities	23	30.26%	53	69.74%	34	45.95%	40	54.05%
Professional and Technical Studies								
Business and Technology	37	35.92%	66	64.08%	46	51.11%	44	48.89%
Health Professions	0	0%	7	100%	0	0%	0	0%
Law & Public Service Programs	12	50%	12	50%	6	66.67%	3	33.33%
Bachelor of Applied Science								
Public Safety Administration	6	40.00%	9	60.00%	0	0%	15	100%
Supervision and Management	6	40.00%	9	60.00%	9	42.86%	12	57.14%
Bachelor of Science								
School of Education (combined)	12	27.27%	32	72.73%	0	0%	48	100%
Nursing	20	46.51%	23	53.49%	23	79.31%	6	20.69%
College Pre/DLA	0	0%	0	0%	0	0%	0	0%

*Bachelor of Science in Middle Grades Education and Bachelor's of Applied Science in Cardiopulmonary were implemented Spring 2011

Table 6 Number and Percent of Undergraduate Credit Hours Taught by Full and Part-Time Faculty Members by Location

	FALL 2010 CHARLOTTE				SPRING 2010 CHARLOTTE			
	Number and percent of Student Undergraduate Credit Hours Taught by Full-time Faculty for Each Major or Program Content Area		Number and Percent of Student Undergraduate Credit Hours Taught by Part-Time or Adjuncts for each Major or Program Content Area		Number and percent of Student Undergraduate Credit Hours Taught by Full-time Faculty for Each Major or Program Content Area		Number and Percent of Student Undergraduate Credit Hours Taught by Part-Time or Adjuncts for each Major or Program Content Area	
General Education								
English Composition	33	55.00%	27	45.00%	33	57.89%	24	42.11%
Comm/Speech	4	14.29%	24	85.71%	4	14.29%	24	85.71%
Mathematics	54	79.41%	14	20.59%	43	67.19%	21	32.81%
Social/Behavioral Sciences	0	0%	87	100%	6	7.69%	72	92.31%
Natural Sciences	61	62.89%	36	37.11%	64	64.65%	35	35.35%
Humanities	12	26.09%	34	73.91%	12	36.67%	33	73.33%
Professional and Technical Studies								
Business and Technology	31	60.78%	20	39.22%	22	56.41%	17	43.69%
Health Professions	0	0%	0	0%	0	0%	0	0%
Law & Public Service Programs	0	0%	60	100%	0	0%	66	100%
Bachelor of Applied Science								
Public Safety Administration	0	0%	0	0%	0	0%	0	0%
Supervision and Management	0	0%	6	100%	6	66.67%	3	33.33%
Bachelor of Science								
School of Education (combined)	13	46.43%	15	53.57%	0	0%	18	100%
Nursing	27	71.05%	11	28.95%	24	54.55%	20	45.45%
College Prep/DLA	0	0%	0	0%	0	0%	0	0%

*Bachelor of Science in Middle Grades Education and Bachelor's of Applied Science in Cardiopulmonary were implemented Spring 2011

Table 7 Number and Percent of Undergraduate Credit Hours Taught by Full and Part-Time Faculty Members by Location

	FALL 2010 HENDRY/LABELLE				SPRING 2010 HENDRY/LABELLE			
	Number and percent of Student Undergraduate Credit Hours Taught by Full-time Faculty for Each Major or Program Content Area		Number and Percent of Student Undergraduate Credit Hours Taught by Part-Time or Adjuncts for each Major or Program Content Area		Number and percent of Student Undergraduate Credit Hours Taught by Full-time Faculty for Each Major or Program Content Area		Number and Percent of Student Undergraduate Credit Hours Taught by Part-Time or Adjuncts for each Major or Program Content Area	
General Education								
English Composition	12	100%	0	0%	12	100%	0	0%
Comm/Speech	0	0%	7	100%	0	0%	10	100%
Mathematics	18	100%	0	0%	25	100%	0	0%
Social/Behavioral Sciences	0	0%	36	100%	0	0%	36	100%
Natural Sciences	0	0%	23	100%	0	0%	9	100%
Humanities	0	0%	27	100%	0	0%	33	100%
Professional and Technical Studies								
Business and Technology	0	0%	16	100%	0	0%	10	100%
Health Professions	0	0%	0	0%	0	0%	0	0%
Law & Public Service Programs	1	5%	19	95.00%	0	0%	6	100%
Bachelor of Applied Science								
Public Safety Administration	0	0%	0	0%	0	0%	0	0%
Supervision and Management	0	0%	0	0%	0	0%	0	0%
Bachelor of Science								
School of Education (combined)	0	0%	21	100%	0	0%	21	100%
Nursing	0	0%	0	0%	0	0%	0	0%
College Prep/DLA	0	0%	0	0%	0	0%	0	0%

*Bachelor of Science in Middle Grades Education and Bachelor's of Applied Science in Cardiopulmonary were implemented Spring 2011

Table 8 Number and Percent of Undergraduate Credit Hours Taught by Full and Part-Time Faculty Members by Location

	FALL 2010 COLLIER				SPRING 2010 COLLIER			
	Number and percent of Student Undergraduate Credit Hours Taught by Full-time Faculty for Each Major or Program Content Area		Number and Percent of Student Undergraduate Credit Hours Taught by Part-Time or Adjuncts for each Major or Program Content Area		Number and percent of Student Undergraduate Credit Hours Taught by Full-time Faculty for Each Major or Program Content Area		Number and Percent of Student Undergraduate Credit Hours Taught by Part-Time or Adjuncts for each Major or Program Content Area	
General Education								
English Composition	33	37.93%	54	62.07%	27	34.62%	51	65.38%
Comm/Speech	15	35.71%	27	64.29%	15	38.46%	24	61.54%
Mathematics	71	71.72%	28	28.28%	51	57.95%	37	42.05%
Social/Behavioral Sciences	0	0%	135	100%	9	6.67%	126	93.33%
Natural Sciences	64	53.33%	56	46.67%	61	61.62%	38	38.38%
Humanities	57	60.64%	37	39.36%	33	40.24%	49	59.76%
Professional and Technical Studies								
Business and Technology	29	56.86%	22	43.14%	33	67.35%	16	32.65%
Health Professions	0	0%	0	0%	0	0%	0	0%
Law & Public Service Programs	0	0%	54	100%	0	0%	58	100%
Bachelor of Applied Science								
Public Safety Administration	0	0%	0	0%	0	0%	0	0%
Supervision and Management	0	0%	0	0%	0	0%	0	0%
Bachelor of Science								
School of Education (combined)	3	14.29%	18	85.71%	6	22.22%	21	77.78%
Nursing	44	77.19%	13	22.81%	52	69.33%	23	30.67%
College Prep/DLA	0	0%	48	100%	0	0%	48	100%

*Bachelor of Science in Middle Grades Education and Bachelor's of Applied Science in Cardiopulmonary were implemented Spring 2011

The growing trends in Dual Enrollment have been carefully monitored by administration. While many Dual Enrollment students attend courses on Edison State College’s campuses, there are 19 off-site locations where Dual Enrollment credit is offered. Dual Enrollment students benefit from both full-time and part-time instructors at both Edison State College and off-site locations. As articulated in Comprehensive Standard 3.4.7, Dual Enrollment is carefully monitored and curriculum oversight is provided to all adjuncts by Department Chairs within each discipline. Tables 9 depicts the number of dual enrollment credit hours taught by full and part-time instructors by location.

Table 9 Number and Percent of Undergraduate Credit Hours Taught by Full and Part-Time Faculty Members for Dual Enrollment

	FALL 2010 DUAL ENROLLMENT				SPRING 2010 DUAL ENROLLMENT			
	Number and percent of Student Undergraduate Credit Hours Taught by Full-time Faculty for Each Major or Program Content Area		Number and Percent of Student Undergraduate Credit Hours Taught by Part-Time or Adjuncts for each Major or Program Content Area		Number and percent of Student Undergraduate Credit Hours Taught by Full-time Faculty for Each Major or Program Content Area		Number and Percent of Student Undergraduate Credit Hours Taught by Part-Time or Adjuncts for each Major or Program Content Area	
Lee County								
ESC Main Campus	1213	35.29%	2224	64.71%	1323	38.87%	2081	61.13%
Off-Site Locations	0	0%	2189	100%	0	0%	2981	100%
Charlotte County								
ESC Main Campus	213	32.03%	452	67.97%	433	46.81%	492	53.19%
Off-Site Campus	0	0%	2384	100%	0	0%	1912	100%
Collier County								
ESC Main Campus	291	34.24%	559	65.76%	230	34.23%	442	65.77
Off-site Campus	0	0%	0	0%	0	0%	492	100%
Hendry Labelle County								
ESC Main Campus	146	44.92%	179	55.08%	61	20.27%	240	79.73%
Off-site Campus	0	0%	0	0%	0	0%	12	100%

Documentation

Supporting Documentation	Description
[1] Mission	ESC Mission Statement
[2] Academic Programs	List of Academic Programs
[3] F. S 1012.82	Minimum Teaching Hours
[4] COP 03-0603	ESC Procedure for Student Contact Hours
[5] Office Hours	Sample Faculty Office Hours
[6] COP 03-0603	Schedule Policy
[7] Collective Negotiations Agreement	Excerpt from College Negotiations Agreement
[8] Course Development	Full-Time Faculty Online Course Development
[9] Instructor Certification	Full-Time Faculty Learning Management Certification
[10] Instructional Directors and Coordinators	List of Instructional Directors and Coordinators
[11] Standing Committees	List of Standing Committees at ESC
[12] Edison State College Committees	Sample Minutes from ESC Committees
[13] Curriculum Development Process	ESC Curriculum Development Process
[14] Foundations of Excellence	Members of ESC FOE
[15] Quality Enhancement Plan	Members of ESC QEP
[16] Faculty Qualification Form	Example of Revised FQF's
[17] Instructional Credentialing Guidelines	Instructional Credentialing Guidelines
[18] External Accreditation Programs	Examples of External Accreditation Programs
[19] CCSSE	CCSSE Reports
[20] Instruction Survey	SIR II – Faculty Mean Scores
[21] Institutional Effectiveness	Scorecard

Section 2.9 - Learning Resources and Services

Description

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.

Judgment of Compliance

Compliance Partial Compliance Non-Compliance

Narrative

Access to adequate library resources is documented below in three sections: 1) Access to adequate resources; 2) Adequacy and relevancy of resources; and 3) Staffing.

The Edison State College Libraries are aligned with the College Vision and strive to provide “*accessible educational pathways that prepare students to be enlightened and productive citizens.*” Further, the Library Mission states that:

“In support of the purpose and mission, Edison State College Libraries help students, faculty, staff, and members of the community become effective researchers, critical thinkers, and life-long learners. By facilitating access to the resources necessary to accomplish these goals, the Libraries contribute to the enrichment and intellectual activities of the Edison State College Learning Community.”

Core services include access to collections, circulation of library materials, reference assistance and consultation, and library instruction.

Access to Adequate Resources

Support for the vision and mission of the College is demonstrated through access to a physical collection of over 60,139 monographs, 75 journals, 50 magazines, 11 newspapers and 2,700 DVDs [\[1 \]](#).

To ensure access for all programs of study, the library also provides 132 databases [\[2 \]](#) that deliver journals, magazines and newspapers covering a breadth of subject areas and information resources through a statewide purchasing initiative funded by the Florida Legislature. A complete list of databases is available through the Library's web page [\[3 \]](#).

The College's libraries loaned 41,203 items to the ESC community (students, faculty, staff, and visitors) during FY2009/2010. Beyond its role as a local resource, the College lends materials nationwide, supplying over 556 items in 2008-2009 to students and other college and university researchers through Interlibrary Loan.

ESC's participation in the Florida College Center for Library Automation (CCLA) [\[4 \]](#) grants Edison students access to the holdings of 28 Level I and II Florida colleges. The system also allows interlibrary loan (ILL) request capability. In 2009 –2010, Edison borrowed 469 items from CCLA and World Cat, and Edison lent 542 items to other colleges and libraries locally and nationwide. Links to the library resources are available in each online class. Additionally, the library web page offers online research tutorials and guides for students.

ESC students can access embedded links to the Libraries' resources and services in CE6, the Edison Online Course Management System [\[5 \]](#). Online students can also have their ESC Library cards activated remotely by calling the Lee Campus Library's Circulation Desk. Librarians regularly provide research support to Distance Learning students via telephone and email.

Ask-a-Librarian and Online Services

Currently registered students can access the electronic library resources and instructional materials at any time through the Library's web page and Ask-a-Librarian service, which provides Florida residents, including college and university students, with live virtual reference assistance. This service is staffed by public and academic librarians throughout the state and has answered over 204, 212 queries from Florida residents since 2002 [\[6 \]](#).

Hours of Operation

Edison State College strives to provide library services to students, faculty and public patrons at hours convenient to them [7]. All sites provide Library staff members who monitor and compare traffic against peer institutions to affirm that Edison's hours of operation are adequate to meet the needs of patrons. Four comparable Level II colleges offer similar operating hours, as illustrated below.

Operating Hours of Comparable Level II Colleges	
College	Number of Operating Hours/Week During 2010
Northwest Florida State College	63.5
State College of Florida Manatee-Sarasota	66.25
Indian River State College	66.25
Reinhardt University	70
Midland College, Texas	70
Edison State College, Florida	74.5
Daytona State College, Florida	74.5
Dalton State College, Georgia	78.5
Centre College, Kentucky	85

Library Research Instruction, Reference Service, and LIS 2004

Research Instruction (also known as Bibliographic Instruction) equips students with the thinking and reasoning skills they need to identify, locate, understand, evaluate, and use information. In 2009-2010, the libraries held a combined total of 368 Research Instruction classes provided by Faculty Librarians [8].

Faculty may schedule Research Instruction (RI) classes in the Library's Lab or in the classroom. Students may also access one-on-one instruction from the Library's Reference Desk [9]. Lee Campus Library faculty members provide RI to students at the Hendry/Glades Center as requested. Web-based tutorials are available to students in online classes. Research Instruction is available through the one-credit-hour course LIS 2004:

Internet for College Research – an online class that is available through the College learning management system, CE6 [\[10 \]](#).

During RI sessions, students learn how to determine the nature and extent of information needed; initiate search strategies in the Library's online catalog and subscription databases, as well as the Internet; efficiently access and retrieve information from a variety of formats; critically evaluate and interpret information; effectively use and communicate information to accomplish a specific purpose; understand the economic, legal, and social uses of information and information technology; and observe the laws, regulations, and institutional policies related to the access and use of information.

Adequacy and relevancy of resources

The acquisitions committee, comprised of faculty representing a cross-section of disciplines, meets each semester to discuss ways to enhance the collection, based on curriculum needs and patron interests [\[11 \]](#). All Faculty members have the opportunity to request materials. The Collection Development/Acquisitions faculty librarian maintains overall responsibility for the library's collection and oversees the development activities to ensure the collection reflects the curricular needs of students and the teaching interests of faculty. Faculty members have the additional undergirding of an extensive interlibrary loan service.

The Library's Materials Selection Policy is posted to the library web site, and guides the faculty and administrative team in the acquisition of materials [\[12 \]](#). Collection policies also guide the selection of resources in subject areas and the identification of materials that are no longer relevant to the information needs of patrons. For example, during the summer of 2010, the College worked with the College Center for Library Automation (CCLA) to assess acquisitions procedures, collections cataloging, periodicals processing, and staffing [\[13 \]](#). While providing several suggestions for improvement, the CCLA concluded that library processes and procedures work well.

Staffing

The Library staff at the Lee Campus consists of five full-time faculty librarians, and one part-time faculty librarian, all of whom hold a Master of Library Science degree from an American Library Association- accredited institution [\[14 \]](#).

The Collier Campus Library employs one full-time Masters-credentialed librarian; the Charlotte Campus Library retains one full-time and one part-time Masters-credentialed

librarian. The Hendry/Glades Center employs one part-time Masters-credentialed faculty librarian.

Planning for growth, development and expansion of the Library occurs in concert with the Edison State College Strategic Plan. The library directors collaborate on the Library's annual goals, which are reflected in the SPOL unit planning process each year and updated periodically. Specific goals the library directors have established and accomplished over the last three years include:

- Addition of two full time faculty librarians on the Lee campus [15]
- Addition of one part time faculty librarian at the Hendry/Glades Center [15]
- Establishment of a dedicated library space with sufficient resources at the Hendry/Glades Center
- Access to library resources not owned by the institution

Documentation

Supporting Documentation	Description
[1] Library Physical Collection by Campus	Current holdings by campus
[2] Electronic Databases by Program of Study	Databases grouped by program of study
[3] Library Homepage	Webpage print
[4] Florida College Center for Library Automation (CCLA)	Membership in CCLA
[5] Edison Online Course Library Links	Links available to students in every online course
[6] Ask-a-Librarian	Ask-a-librarian webpage print
[7] Library Hours of Operation	Hours of operation at all locations
[8] Research Instruction Statistics Fall 2008 – Spring 2010	Number of sessions by campus

[9] Reference Desk Statistics Fall 2008 – Spring 2010	Number of sessions by campus
[10] LIS 2004 Fall 2008 – Spring 2010	Enrollment statistics
[11] Collection Development Meeting minutes	Meeting minutes
[12] Materials Selection Policy	Materials policy
[13] Technical Services Program Evaluation by CCLA	Reclamation evaluation program
[14] Qualified Library Staff	Library staff roster
[15] 2010-2011 Unit Plan for Staffing	Unit Plans for staffing

Section 2.10 - Student Support Services

Description

The institution provides student support programs, services, and activities consistent with its mission to promote student learning and enhance the development of its students.

Judgment of Compliance



Compliance



Partial Compliance



Non-Compliance

Narrative

In accordance with its mission and strategic priorities [\[1\]](#), Edison State College provides an array of academic and support programs, services and activities that promote student retention, success, and personal development. Programs and services are delivered at all campuses, and many are accessible online. The Student Support Programs - Mission, Outcomes, and Measures June 2010 [\[2\]](#) report sets forth current departmental mission statements, student learning outcomes, and assessment methodologies to assure that programs, services and activities promote student learning and enhance student development.

Edison State College's Strategic Priorities emphasize a commitment to provide services and opportunities that promote academic, personal, and social growth as well as leadership skills among all members of the Edison community through enhanced access to all programs. Four of the eight College Priorities and Goals 2009-2011 [\[3\]](#) specifically relate to student support services: develop and maintain a learning-centered culture, provide educational pathways for underprepared students, provide vibrant relevant programs, and provide an array of effective student support services.

A key indicator of how Student Services impact student learning and development goals is evaluated in the SENSE Survey [\[4\]](#) and the CCSSE Survey [\[5\]](#). For each service, relevant benchmarks were identified for comparison with other participating colleges. In

nearly all cases, ESC met or exceeded mean scores from large colleges and the two-year cohort. The Office of Institutional Research, Planning and Effectiveness analyzed and disseminated these results [\[6 \]](#), [\[7 \]](#), [\[8 \]](#), [\[9 \]](#), [\[10 \]](#), [\[11 \]](#).

The following sections detail each of the Student Support Services at ESC.

Office of the Registrar

The Office of the Registrar oversees the admission procedures and registration processes as the official repository for all student records. The Registrar, in coordination with Technology Services, is charged with providing security measures to assure the integrity of students' academic records [\[12 \]](#), [\[13 \]](#). Basic admissions functions, such as processing College applications and verifying state residency, are carried out by personnel at all sites. The Registrar's Office on the Lee Campus reviews high school, GED, and college transcripts; evaluates transfer credit [\[14 \]](#), [\[15 \]](#); certifies graduates; processes outgoing transcripts; and maintains procedures for release of student information in compliance with FERPA guidelines [\[16 \]](#), [\[17 \]](#), [\[18 \]](#), [\[19 \]](#), [\[20 \]](#). The Registrar's Office also provides FERPA information to College personnel to ensure the safety and integrity of student records [\[21 \]](#).

Currently enrolled students register via the self-service myEdisonState portal [\[22 \]](#). After receiving a letter of acceptance, new students register following their respective orientation session [\[23 \]](#). Registration dates are published on the College Calendar via the College website [\[24 \]](#). The College provides registration computers for students who lack access, and staff is available on all campuses and centers to assist as needed [\[25 \]](#), [\[26 \]](#), [\[27 \]](#). The class schedule [\[28 \]](#) is made available to students before registration begins, which affords them the opportunity to plan ahead. Enrollment services available online [\[29 \]](#) enable students to register for classes, pay fees, check schedules, view course grades, request transcripts, and review their academic records.

In addition to internal computerized systems, the College participates in all state computerized management services available to state colleges, including the Florida Academic Counseling and Tracking for Students (FACTS) system [\[30 \]](#). FACTS allows students to complete an application for admission or transient study form online, and provides easy access to transfer information and graduation requirements at ESC and other Florida colleges.

Recruitment

Edison's recruitment efforts include presentations to area public, private and vocational schools in the five-county service area, broadcast advertising, one-on-one conversations with potential students, and campus tours [31], [32], [33], [34], [35]. Each campus has a Student Admissions Specialist or staff member who recruits students within the campus' service area and gives frequent presentations at events such as awards banquets, high school college fairs, local businesses and organizations, and civic meetings. The Director of Communication and Marketing ensures that all materials used for recruitment are accurate and consistent with the Communications and Marketing College Operating Procedure [36].

Academic Advising

The Academic Advising Office serves an integral role in the student experience at ESC [37]. In-person academic advising is available at all campuses and at the Hendry/Glades Center, with advisors available by appointment and on a drop-in basis at published times during the year [38]. An Online Advisor is also available for students who wish to take their classes through Edison Online. Advisors provide students with information, guidance, and support as they develop educational goals, declare a major, plan a program of study, select classes, check placement and course prerequisites, verify graduation requirements [39], review transfer information, and clarify other academic requirements. Advisors are committed to helping students clarify and understand the benefits of an education plan [40], [41]. This is accomplished in a variety of formats, including one-on-one and group advising sessions where students and advisors complete educational plans related to the student's degree program of choice. Edison Online students communicate with the Online Advisor through email and telephone communications. While prepared to assist in any way, advisors also encourage students to be self-reliant, as expressed in one of the Academic Advising office's student learning outcomes [2].

As degree programs have expanded, and student enrollment has grown, ESC has increased its technology resources to support student academic advising and success. In March 2010, the Edison State College Foundation received an \$8,000 grant [42] from the Community Foundation of Collier County. Monies from this grant were used to purchase three interactive kiosk systems and five portable kiosk work stations for the Collier Campus Student Services Center. As detailed on the project budget, ESC invested over \$11,000, thus meeting more than the \$4,000 match required by the grant. The kiosks and work stations allow students to independently register for classes, check on class offerings, and

confirm financial aid status and class schedules. As described in the Enrollment Services Fall 2010 Peak Enrollment Services Outline [43], a “Quick Answer Advising Center” (QAAC) was implemented on the Lee Campus. QAAC is staffed by Peak Partners, part-time staff hired to assist during the registration cycles, who work with students in a suite with ten computer stations.

Academic advisors receive frequent updates and participate in training activities to support students in all academic programs [44], [45], [46], [47].

Counseling Services

ESC provides free and confidential counseling and intervention services [48], including consultation, on-campus short-term counseling, and off-campus outreach programs designed to help students overcome challenges that occur while trying to meet their intellectual, interpersonal and developmental goals.

The Director of Counseling Services and Student Ombudsman [49] oversees district referrals [50] to the Student Assistance Program (SAP), a contracted program funded by the College which provides confidential and free assistance to ESC students. Services are also provided through Southwest Florida Addiction Services. Referrals are handled through the designated office [51] on each campus. Students are approved for three to five sessions at no charge, and sessions may be extended upon approval of the Director of Counseling Services. The chart below provides a summary of referrals for 2010.

Counseling Referrals 2010

Campus Location	Number of Students Referred	Number of Students Seen
Lee	48	38
Collier	16	7
Charlotte	27	27
Collier	5	4
District Total	96	76

The Student Ombudsman serves as an accessible, independent, impartial and confidential resource for the expeditious resolution of problems. District Ombudsman services [49] are

coordinated with the campus Associate Deans of Enrollment Management and Student Affairs (Charlotte and Collier), the Coordinator of Student Services (Hendry/Glades), and the Dean of Edison Online.

Financial Aid

The Office of Student Financial Aid [\[52 \]](#) administers federal, state, and College-based aid programs. Financial aid is awarded on the basis of need, scholastic achievement, or promise of academic success. While records are maintained and most processing occurs at the Lee Campus, basic services are available to students at all College locations.

Financial Aid Disbursements for 2007-2010 appear below.

Year	Disbursements
2007-08	\$17,262,258
2008-09	\$24,334,567
2009-10	\$42,174,715

ESC's financial aid programs are administered according to nationally accepted policies. Financial aid is available from a variety of federal, state, institutional, and private sources and may be in the form of a scholarship, loan, grant, employment, or a combination of these. A complete listing of all forms of aid administered through the office, as well as eligibility requirements and application deadlines, appears each year in the Catalog [\[53 \]](#) and on the College website [\[54 \]](#), [\[55 \]](#). Application information [\[56 \]](#), [\[57 \]](#) and directions to apply for aid are provided at all campuses. The Free Application for Federal Student Aid (FASFA) form is accessible online. Information for online application processes and scholarships is available on the ESC Scholarship Information Website [\[58 \]](#), [\[59 \]](#). Students may complete the federal student loan entrance interview, fill-out the application, and sign the master promissory note online. They may also view an ESC student-produced video that explains the financial aid process. The College portal allows students access to their financial aid application status [\[60 \]](#), required documents, awards and disbursements.

Financial aid staff conduct workshops [\[61 \]](#) for parents and students at local high schools and distribute publications [\[62 \]](#). Financial Aid offices at all College sites provide individualized assistance and information sessions [\[63 \]](#) to College organizations, and to Student Support Services, Upward Bound and Veteran Affairs [\[64 \]](#), [\[65 \]](#), [\[66 \]](#), [\[67 \]](#).

To help students better manage the cost of attendance, ESC, through FACTS Management Company, offers a Tuition Installment Plan (TIP) [68], [69]. TIP offers students a choice of online payments by credit card or automatic withdrawals (ACH) from their checking or savings account. The College also has a short-term loan fund to assist students who have financial aid pending. In addition, the Edison State College Foundation, Inc. provides over \$1.6 million in scholarships [70] annually from a variety of endowed scholarship funds, administered through the Financial Aid office. Donor agreements [71] provide the criteria for awarding foundation scholarships as outlined in Comprehensive Standard 3.2.13.

Assessment Services and Placement Testing

The primary responsibility of the Assessment/Testing Center is to administer the Florida College Entry Level Placement Test (FCELPT) [72] that determines placement in English, mathematics and reading courses, and provides documentation of the student's skills assessment. Assessment/Testing Centers [73] also administer the College Level Examination Program (CLEP) [74] to Edison students seeking credit-by-examination. Students who speak English as a Second Language (ESL) complete placement testing through the College Prep Labs on the Lee Campus and through the Testing Centers [75] on the Charlotte and Collier campuses. In Hendry and Glades counties, testing is available by appointment at ESC's Hendry/Glades Center, Clewiston High School, and at Moore Haven High School. Students wishing to enroll in online courses may make arrangements with Assessment and Placement to take the placement test at any approved testing site.

Currently, ESC utilizes Accuplacer as the platform to deliver the FCELPT for placement purposes in accordance with the recognized State of Florida standards for college-level assessment outlined in Florida Statute 1007.263 [76]. Florida State Board of Education Administrative Rule 6A-10.0315 [77] and COP 06-0501 [78] contain information about mandated test scores and testing procedures. The college placement test is administered at all sites, including district high schools for Early College and at-risk students as defined by Florida Statute 1008.3(3) [79]. Placement testing procedures, test score information and campus testing times and locations [72], [80] are available at the ESC Testing and Assessment Website.

Testing and Assessment Center staff also verify and enter standardized test scores into the Banner student system [81]. This includes ACT, SAT, CLEP, CLAS (College Level

Academic Skills) and FTCE (Florida Teacher Certification Exam) scores. Many of these assessment measures fulfill entrance and/or graduation requirements of degree programs.

Services for Students with Special Needs

ESC is committed to providing equal opportunities [\[82 \]](#) to education to all students. Consistent with Florida State Board of Education Rule 6A-10.041 [\[83 \]](#), students with special needs may present support documentation and request [\[84 \]](#) reasonable accommodations such as note-takers, scribes, special testing conditions, course substitutions, interpreters, and/or readers. Each course syllabus contains contact information for students with special needs under Section V [\[85 \]](#). Services are coordinated through the Office of Adaptive Services [\[86 \]](#), [\[87 \]](#), [\[88 \]](#), [\[89 \]](#) at the Lee Campus or through the designated adaptive services/disability services designees [\[90 \]](#) at other sites. Edison State College has a full-time General Counsel who is on campus and available to serve as a resource to this program.

Student Orientation

Day and evening orientations on each campus and center provide opportunities for students to learn about the many resources available to assist them while enrolled at ESC [\[91 \]](#), [\[92 \]](#), [\[93 \]](#), [\[94 \]](#), [\[95 \]](#), [\[96 \]](#), [\[97 \]](#). In addition, students are taught how to use the Edison portal to register and drop courses, and how to access faculty and staff email messages. At the conclusion of the orientation sessions, students are encouraged to register for upcoming classes via the student portal. Technical assistance is provided during this time. An online orientation [\[98 \]](#) introduces students to the process of navigating a distance learning class. The orientation combines text and video, with self-assessments [\[99 \]](#) at the end of each section.

Students transferring into a baccalaureate program attend a new student orientation [\[100 \]](#) facilitated by program area associate deans, academic advisors and coordinators of student success, with participation from faculty. Students are informed of unique program details, review program requirements, learn of program expectations and elective course details, and develop an academic plan. At orientation sessions students select courses for the first semester, network with peers and engage in dialogue with faculty, administrators and staff.

Academic Success

Academic Success programming is available to all students at all locations at Edison State College and provides multiple services that support students in achieving their academic and professional goals. Academic Success staff conduct workshops [101] on a wide array of topics, and coordinate the College's mentoring [102] and early alert programs [103]. Academic Success also participates in the College's new student orientation program. Program Specialists assist Student Services with advising new students, providing support for the College's 12-hour rule process and facilitating registration activities.

Writing Center

The Writing Center [104] offers one-on-one assistance, small group workshops [105], and in-class presentations. The services focus on grammar, punctuation, content, formatting, literary analysis, and research. The Writing Center works with all students enrolled in college level coursework. The Center operates on a walk-in basis. Appointments are not needed. Students taking courses online also have access to Smarthinking online tutorial software [106]. Writing Center staff members work with faculty in developing focused and class-specific presentations. The number of students receiving assistance and the hours they spend in the Writing Center are tracked through AccuTrack Academic Management Software as described later in the "Assessments and Use of Results" section. During the Fall 2010 semester, 722 students district-wide used the Writing Center, with an average of 5.19 hours used per student.

Math Center

The Math Center [107] provides one-on-one assistance, small group workshops [108], and in-class presentations on subjects covered in any area of college-level math. The Center is staffed both by professional staff and student assistants and operates on a walk-in basis. Services are available to any student currently enrolled in a college-level math course. Students enrolled in College Prep coursework receive specialized, developmental assistance via the College Prep Lab. The number of students receiving help and the hours they spend in the Math Center are tracked through AccuTrack Academic Management Software as described later in the "Assessments and Use of Results" section. During the Fall 2010 semester, 876 students district-wide used the Math Center, with an average of 20.17 hours per student.

Peer Tutoring Center

The Peer Tutoring Center [109] provides free peer tutoring services for students enrolled in any credit bearing course. Students complete an application for peer tutoring and are paired with tutors based on availability. Peer tutors are recommended by faculty in respective disciplines and targeted based on previous course work and grades. The specialized academic labs are walk-in facilities and do not require advance scheduling. The Charlotte Tutoring Center is certified as a CRLA Tutor Training [110] facility. The College is phasing in the other centers with the same criteria. District-wide, students received 1,483 hours of tutoring [111] in more than 66 courses during the 2009-2010 academic year. During the Fall 2010 semester, 647 students district-wide used the Peer Tutoring Center, with an average of 9.99 hours used per student.

College Prep Lab

The College Prep/Developmental Studies Lab [112] offers learning assistance to students who are enrolled in Developmental Mathematics, English, and Reading. The labs are also available to non-native English speaking students enrolled in English for Academic Purposes (EAP) courses. Early in the semester, instructors bring their classes to the relevant lab for an orientation session [113] that provides students with information about available services. In these labs, instructional assistants provide tutoring and help with course assignments. The instructional assistants also schedule periodic workshops [114] to provide further guidance on course-based topics. Occasionally, non-course based topical seminars or workshops are offered to engage students in thought exercises, such as poetry writing or conversation groups. In addition to the help provided by the instructional assistants, students can find supplementary materials for self-study including instructional software, leveled readers, books on CDs, skills banks, final exam reviews, and State Exit Exam practice materials. Additionally, the instructional assistants lend instructional DVDs to complement chapters in developmental mathematics textbooks. The students can check out the DVDs for more practice at home. College Prep labs district-wide provide computers to students working on course assignments.

During the Fall 2010 semester, 1,030 students district-wide used the College Prep Labs, with an average of 15.88 hours used per student.

Open Computer Labs

Open labs district-wide provide students with access to multi-media tutorials, as well as the Internet and Microsoft Office applications. The 24-hour Edison Helpdesk lends assistance to

students, faculty and staff on a variety of technology issues. Online services include live chat, tutorials, and a toll-free hotline [115]. During the Fall 2010 semester, 179 students district-wide used the open computer labs, with an average of 3.51 hours used per student.

Student Life

Student Activities create opportunities that foster students' learning and development. The Student Life department sponsors numerous programs and events [116], [117], [118] throughout the year for day and evening students spanning areas of interest that include health, wellness, recreation, leadership development, multiculturalism, civic engagement, and arts appreciation. The College offers more than 40 clubs and organizations [119] across the District. In the fall semester, new and returning students are introduced to the College's extracurricular offerings through Welcome Week [120]. Club Presidents and their advisors meet annually [121] to receive information about Edison's policies and procedures [122] as they relate to travel, account management, fund raising, parliamentary procedures and leadership skills development.

Clubs affiliated with academic majors provide information related to professional networks. For example, students interested in Allied Health professions can participate in the Dental Hygiene Club, Respiratory Care Club and the Student Nurses Club. In addition, ESC has partnered with two baccalaureate honors organizations to promote student leadership, provide academic recognition, and encourage student engagement. The School of Education joined Kappa Delta Epsilon [123], the honorary educational fraternity, in 2009. In the Fall of 2010, ESC became a registered member of the Golden Key Honour Society [124].

The College supports opportunities [125] for students to become involved through a wide range of civic projects, including Habitat for Humanity, regional blood drives, voter registration, Locks of Love, Harry Chapin Food Bank and Big Brothers/Big Sisters. Students also help raise funds on behalf of the American Heart Association, Juvenile Diabetes Foundation, United Way, and the American Cancer Society.

Student Government

Edison's students actively participate in the College's decision-making through the Student Government Association (SGA), with chapters on each campus and center. SGA promotes leadership development and encourages responsibility, self-discipline and good citizenship. All qualified students [126], [127], including upper division students, are invited to

participate. SGA Officers approve budget [\[128 \]](#) decisions affecting students and provide input on College policies as appropriate [\[129 \]](#). Students also participate in shared governance [\[130 \]](#) through participation on College committees, including the Curriculum Committee, search committees (i.e. Lee Campus President), and the First Year Experience and Quality Enhancement committees.

Career Services [\[131 \]](#)

ESC offers career information at all sites, as depicted in the chart below. Onsite assistance is supplemented by Edison JobNet[\[132 \]](#), a career management tool for students and alumni. Students can view job, career, and internship listings 24 hours a day, and upload a resume to JobNet for review by an ESC career professional. Once approved, resumes can be viewed by employers registered with Edison JobNet.

In addition, Career Services offers periodic student workshops [\[133 \]](#) on building resumes, interviewing techniques, dressing for success, preparing for job fairs and other career topics.

District Career Services

Service Offered	Lee	Charlotte	Collier	Hendry/Glades
Career Coaching	X	X	X	
Career Assessments	X	X	X	
Job Search Skills Training	X	X	X	
Career Exploration	X	X	X	
Selection of a Major	X	X	X	X
Career Resources	X	X	X	X
Virtual Career Tools	X	X	X	
JobNet Job Postings	X	X	X	X
Other Career Opportunities	X	X	X	
Resume Writing	X	X	X	X
Cover Letters	X	X	X	

Interviewing Preparation	X	X	X	
Free Job Postings for Employers	X	X	X	X
Links to Employment Websites	X	X	X	
Workshops for Students, Faculty, Staff	X	X	X	
Job Fairs	X	X	X	X

Student Support Services

Student Support Services (SSS) [\[134 \]](#) is funded through a US Department of Education Title IV TRIO grant [\[135 \]](#) and is available to students district-wide who meet the eligibility criteria. SSS seeks to increase the persistence and graduation rate of low-income, first-generation or disabled college students by providing financial incentives; a Peer Mentoring program; free professional tutoring in English, math and science; academic and transfer advisement; help with clarifying career goals; access to a dedicated computer learning lab and resource center; cultural activities; peer tutoring, tutoring referrals; peer facilitated study groups; and counseling to assist students overcome barriers faced in the pursuit of a postsecondary degree.

Web Based Student Resources

Four distinct sections of the College website guide the students to pertinent information. Each section contains links to information presented below.

- Current Students [\[136 \]](#): Bookstore (online or on site); Course Login; iTunes U; Financial Aid; Proctored Exams; Libraries; Registration; Advising; Cashier's Office (Students may pay online); Financial Aid
- Future Students [\[137 \]](#): Advising; Registration; Admissions; Orientation; Online Systems Requirements
- Programs of Study [\[138 \]](#): Degrees; Course Descriptions; Class Schedules; Course Syllabi
- Faculty Resources [\[139 \]](#): LMS Training; Technology Orientation; Employment; Edison Online Blog

Other Support Services

Student Safety and Security

The College is committed to providing a safe, secure, and orderly environment for students and employees. The Crime Statistics from 2007-2009 demonstrate that crime prevention efforts have succeeded in maintaining a safe environment for students, faculty and staff [\[140 \]](#), [\[141 \]](#), [\[142 \]](#), [\[143 \]](#), [\[144 \]](#).

The Department of Public Safety [\[145 \]](#) provides sworn law enforcement officers on Lee, Charlotte and Collier campuses as authorized by Florida Statute [\[146 \]](#). The Collier and Charlotte campuses are also staffed with licensed, uniformed Wackenhut security officers who patrol facilities 24 hours a day, seven days a week, throughout the year. The Hendry/Glades Center employs a full-time unarmed Edison public safety officer who is a member of the district-wide Department of Public Safety. During non-operating hours, the facility is monitored remotely, including 24/7 video surveillance of all major entrances.

Within the past three years, the College has engaged in several public safety initiatives.

- In 2007-2008, the Department of Public Safety received a \$75,000 grant [\[147 \]](#) to install telephones in every classroom. An emergency notification system can send messages to classrooms, office telephones, and to faculty, staff, and students via cell phones and e-mail.
- In 2008-2009, the College approved the employment of campus police officers to serve within the College's Department of Public Safety. In 2009-2010, the Public Safety logo was added to six electric carts for clearer identification of public safety officers. In addition, three police cars patrol the Lee and Charlotte campuses.
- In 2010-2011, the Office of Public Safety received a \$160,000 federal grant [\[148 \]](#) to install solar powered "blue" light emergency telephones in specific locations (e.g. parking lots) on each campus (eight on Lee Campus, four each at Collier and Charlotte).
- In the past three years, updated security has been integrated into new construction and renovation projects. New and renovated buildings are equipped with security systems for door locks and surveillance cameras (closed-circuit TVs) in strategic campus locations.

The department has also developed web-based public safety information [\[145 \]](#) for students, faculty, and staff on the College website, including student threat response information, Clery crime act reporting compliance, crime statistics, parking rules/guidelines, and safety guides. In addition, in September 2010, two Campus Aggression Prevention

System (CAPS) training sessions [149] were held on the Lee Campus for district faculty and staff. John Byrnes, founder and CEO of CAPS, provided a framework for identifying, categorizing, and reporting levels of student aggression and campus threats.

The College also provides health resource information [150] such as hurricane preparation, health department information for the counties served by the College, CDC information, and smoking cessation programs.

Ongoing maintenance of ESC facilities provides for a safe physical environment as described in detail in the narrative for Comprehensive Standard 2.11.2.

Alumni Association

ESC and the ESC Foundation, Inc. have collaborated in establishing an Alumni Association for the growing population of graduates who wish to support the College. Alumni may connect to the College on the dedicated [web page \[151 \]](#). A representative of the Alumni Association participates in commencement ceremonies.

Bookstores

The College Bookstores [152], under a contractual agreement with Follet [153], offer textbooks, course materials, apparel, and gift items to the students on all campuses. All campus bookstores [154], [155], [156] offer students the opportunity to purchase textbooks or rent them through Rent-A-Text [152]. The Rent-A-Text program allows students to rent books for half the cost of purchasing. The College allows students receiving PELL grants and other scholarships to charge the cost of the books against their account.

Food Service

Under a contractual arrangement, Food Services, Inc. provides food and vending services at all campus locations [157]. Primary food service locations offer Wi-Fi and HD TV monitors, vending machines, fresh food kiosks and microwave ovens.

Documentation

Supporting Documentation	Description
[1] Mission and Strategic Priorities	College mission and priorities

[2] Student Services Mission, Outcomes, and Measures	Mission, Outcomes, and Measures: June 2010
[3] College Priorities and Goals 2009-2012	College Priorities and Goals
[4] SENSE survey	Survey
[5] CCSSE survey	Survey
[6] Academic Advising	Benchmark Comparisons
[7] Admissions and Assessment	Benchmark Comparisons
[8] Financial Aid	Benchmark Comparisons
[9] Registrar	Benchmark Comparisons
[10] Orientation, Academic Success, and Student Services	Benchmark Comparisons
[11] Student Life and Career Services	Benchmark Comparisons
[12] COP 02-401	Banner Passwords
[13] Technology Security Procedures	Banner Emergency Backups
[14] COP 06-0212	Transfer of Academic Credit
[15] Edison State College Catalog	Transfer of Credits Catalog Document
[16] COP 06-0215	Release of Student Information
[17] COP 06-0201	Student Records Procedure (FERPA)
[18] Student Records	Catalog Document
[19] FERPA Information	Website
[20] Authorization to Release Record to a Third Party	Authorization Form
[21] Sample Email to Faculty and Staff Regarding FERPA	Sample Email
[22] myEdisonState portal Website	Website

[23] Letter of Acceptance	Sample acceptance letter
[24] Official College Calendar 2001-2012	Registration dates
[25] Sample Email to Current Students Announcing Registration is Opening	Registration dates
[26] Sample Email to Faculty Announcing Registration is Opening	Registration dates
[27] Sample Website Banner Announcing Registration is Opening	Registration dates
[28] Class Schedule Website	Schedule made available
[29] Online enrollment services	Website
[30] Florida Academic Counseling and Tracking for Students Website	Florida Academic Counseling and Tracking for Students System (FACTS)
[31] ESC View Book	Recruitment
[32] Charlotte Campus Recruitment Presentation	Recruitment
[33] Charlotte Campus Recruitment Presentation	Recruitment Presentation Survey
[34] Collier Campus Dual Enrollment Recruitment	Recruitment Presentation
[35] Lee Campus Recruitment	Recruitment Presentation
[36] COP 02-204	Communications and Marketing College Operating Procedure
[37] Academic Advising	Advising web site
[38] Advising appointments	Sample, Fall 2010, Spring 2011
[39] Sample Graduation Compliance Audit	Verifying graduation requirements
[40] Edison State College Catalog	AS Paralegal Studies Education Plan (Sample)

[41] Edison State College Catalog	AA Education Plan
[42] Edison State College Foundation	Community Foundation of Collier County
[43] Enrollment Services	Fall 2010 Peak Enrollment Services Outline
[44] District Academic Advising Training Meeting Agenda	Training Meeting Agenda
[45] District Academic Advising Meeting Minutes	Meeting Minutes for Spring 2010
[46] Sample Academic Advising Monthly Meeting 2010	Meeting Minutes for February 2010
[47] Sample Academic Advising Monthly Meeting	Meeting Minutes for September 2010
[48] Counseling Services Office	Web Site
[49] Director of Counseling	Job Description
[50] District Referrals	District referral forms
[51] Designated offices	Website
[52] Financial Aid	Website
[53] Edison State College Catalog	Financial Aid Catalog Document
[54] Financial Aid Forms	Website
[55] Financial Aid Guidelines	Website
[56] FAFSA	Web Worksheet
[57] Do you need money for college?	Flyer
[58] Scholarship Information	Website
[59] Scholarship Application	Website
[60] My Status Summary Screen Shot	Screen Shot
[61] ESC Aid Basics Financial Aid Night Presentation	Presentation

[62] Financial Aid Publications Used During Visits	Publications
[63] Individualized Assistance	Forms and information sessions
[64] Veterans Education Benefits Catalog Document	Catalog Document
[65] Department of Veterans Affairs	Request for Change of Program or Place
[66] Department of Veterans Affairs Application for VA Education Benefits; References for Veterans	Veterans application and references
[67] Online Application Instructions for VA Educational Benefits	Application Instructions
[68] Tuition Installment Plan	Website
[69] Tuition Installment Plan Brochure	Brochure
[70] Foundation Scholarship List	Scholarship List
[71] Sample Donor Agreement Hendry Family Scholarship Agreement	Sample Agreement
[72] FCELPT Placement Testing Information	Website
[73] Testing and Assessment	Website
[74] CLEP Testing Information	Website
[75] Testing Centers	Testing and Assessment Website
[76] F. S. 1007.263	Community College Admissions of Students
[77] FL-AR 6A-10 0315	College Preparatory Testing Placement Instruction
[78] COP 06-0501	Assessment Services FCELPT
[79] F.S. 1008.30(3)	Readiness for postsecondary education and the workplace

[80] Student Services Hours of Operation	Website
[81] Banner student system	Website SOATEST
[82] Board Policy 6Hx6:2.05	Equal Access Equal Opportunity
[83] FL- AR 6A-10.041	Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
[84] Request for reasonable accommodations	Forms
[85] Sample Syllabus showing Section V Programs for Students with Disabilities	Sample Syllabus
[86] Disability Services Website	Disability Services Website
[87] Board Policy 6Hx6:6.03	Board Policy 6Hx6.6.03 Substitution Policy for Students with Disabilities
[88] Edison State College Catalog	Students with Disabilities Catalog Document
[89] Adaptive Services Policies and Procedures Handbook	Handbook
[90] Adaptive services/disability services designees	Website
[91] Charlotte Campus Orientation Presentation	Orientation Presentation
[92] Collier Campus Fall 2010 and Spring 2011 Orientation Dates	Orientation Dates
[93] Collier Campus Orientation Presentation	Orientation Presentation
[94] High School On-Campus Presentation	Orientation Presentation
[95] Lee Campus Orientation Guide	Orientation Guide

[96] Lee Campus Orientation Schedule May 2010 -August 2010	Orientation Schedule
[97] Edison Online Orientation	Website
[98] Edison Online Orientation Website	Website
[99] Edison Online READI Website	Self-assessments
[100] New Student Orientation	Examples
[101] Academic Success Workshops	Workshop Examples
[102] College mentoring	Mentoring brochure
[103] Early Alert Programs	Early Alerts Fall 2010 Summary
[104] The Writing Center	Website
[105] Writing Center Workshops	Examples of workshops
[106] SmartThinking	Report and description
[107] The Math Center	Website
[108] Math Center Workshops	Examples of workshops
[109] The Peer Tutoring Center	Website
[110] CRLA Tutor Training	Certificate
[111] Hours of Tutoring	Tutoring Stats
[112] College Prep/Developmental Studies Lab	Website
[113] Developmental Studies Lab Orientation	Lab Orientation PowerPoint slides
[114] College Prep Lab workshops	Examples of workshops
[115] Open Computer Labs	Technology Helpdesk Website
[116] Sample Edison Event Calendar February 2011 Website	Event Calendar

[117] Charlotte Campus September-November Student Life Calendar	Student Life Calendar
[118] Lee Campus September-November Student Life Calendar	Student Life Calendar
[119] Lee Campus Directory of Clubs and Organizations	List of clubs
[120] Welcome Week	Activities
[121] Club Presidents meeting	Meeting Agenda
[122] Edison State College Club Manual	Activity/Event Procedures for Student Clubs and Organizations
[123] Kappa Delta Epsilon	Website
[124] Golden Key Honour Society	Membership Website
[125] Edison State College Student Life and Student Organizations	Petition for Club and Organization 2009
[126] Lee Campus Student Government Association Constitution 2010	SGA Constitution
[127] Charlotte Campus Student Government Association Constitution 2010	SGA Constitution
[128] Charlotte Campus Student Services and Activities Fee Budget Approval	Approval document
[129] SGA Officers Policies	Minutes and Activities
[130] Shared governance	Website
[131] Career Services	Website
[132] Edison JobNet Website	Edison Job Net Home Website
[133] Career Services Workshops	Examples of workshops
[134] Student Support Services (SSS)	Website

[135] U. S. Department of Education Title IV TRIO grant	TRIO Grant Letter
[136] Current Students	Current Student Website
[137] Future Students	Future Students Website
[138] Programs of Study	Programs of Study Website
[139] Faculty Resources	Faculty Resources Website
[140] Collier Campus Clery Report 2007 to 2009	2007-2009 Report
[141] Lee Campus Clery Report 2007 to 2009	2007-2009 Report
[142] Hendry/Glades Clery Report 2007 to 2009	2007-2009 Report
[143] Charlotte Campus Clery Report 2007 to 2009	2007-2009 Report
[144] Your Right to Know Website	Website
[145] Department of Public Safety	Website
[146] F.S. 1012.88 and F.S. 1001.64	Sworn Law Enforcement Officers
[147] Grant to install telephones	\$7,500 grant for emergency phones
[148] Grant to install solar powered emergency lights	Award information
[149] Campus Aggression Prevention Systems (CAPS) training sessions	Handouts and planning documents
[150] Public Health Resources	Website
[151] Alumni Website	Website
[152] Edison Bookstore	Website
[153] Follett	Website

[154] Lee Campus Bookstore	Website
[155] Charlotte Campus Bookstore	Website
[156] Collier Campus Bookstore	Website
[157] Food Service Chart	Food Service Chart.

Section 2.11.1 - Financial Resources

Description

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 system wide 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. Audit requirements for applicant institutions may be found in the Commission policy "Accreditation Procedures for Applicant Institutions."

Judgment of Compliance



Compliance



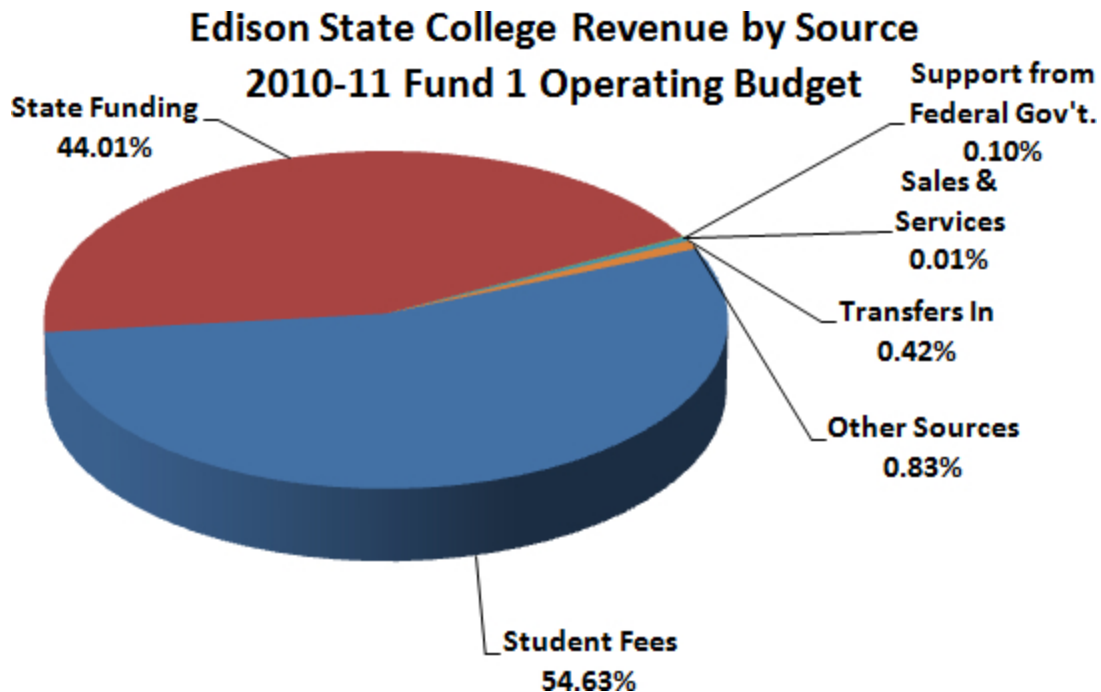
Partial Compliance



Non-Compliance

Narrative

Throughout its history, Edison State College has continually improved its district-wide planning and budget development process, ensuring that its operations are fiscally prudent and financially sound, even in a distressed economy. As one of 28 colleges in the Florida College System, Edison is funded by revenues allocated by the State of Florida, student tuition and fees, and other sources. The chart below illustrates the percentage each of these funding sources contributes to the College's 2010-11 operating budget.



Sufficient Financial Base to Support the Mission and Scope of Programs and Services

Edison State College has had a sound financial base and demonstrated financial stability since admitting its first student as Edison Junior College in 1962. There are various indicators on the annual financial statements that evidence that the College's current financial position is sufficient to support the mission of the institution and its programs and services.

Annual Audited Financial Statements

The financial statements issued by the College and supported by the annual audits by the Auditor General of the State of Florida for the most recent five years available, 2006 [\[1 \]](#), 2007 [\[2 \]](#), 2008 [\[3 \]](#), 2009 [\[4 \]](#), and 2010 [\[5 \]](#) show a financially sound institution with a healthy fund balance. The College's assets totaled \$171.8 million on June 30, 2010. This balance reflects a \$22.6 million, or 15.2 percent, increase from the 2008-09 fiscal year, primarily due to \$14.2 million in restricted cash and cash equivalents deposited in the State Treasury as required by the State for proceeds from bonds issued for capital projects. Liabilities totaled \$26.4 million on June 30, 2010, which reflects an increase of \$15.3 million, or 138.4 percent, from the prior year primarily due to the issuance of new bond debt. As a result, the College's net assets increased by \$7.3 million, reaching a year-end balance of \$145.3 million on June 30, 2010.

Institutional Management Letters

The College is audited by the State of Florida Auditor General's Office and as such does not receive a management letter from the auditors, but rather an "Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters based on an Audit of the Financial Statements Performed in Accordance with Government Auditing Standards." This report [6] is the equivalent of the management letter as clarified in the memo from the Auditor General's Office dated February 28, 2011 [7]. At the top of page 42 [8], the report finds "no instances of non compliance or other matters that are required to be reported under Governmental Auditing Standards." This report, along with respective internal control reports included in the Audits for fiscal years 2006 through 2009, further support the soundness of the College's financial base and stability.

Statement of Financial Position of Unrestricted Net Assets, Exclusive of Plant Assets

The statements 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 five operational years, 2006 through 2010 [9], further validates a strong financial position.

Stable Unrestricted Fund Balance

A significant factor in financial stability is a strong contingency fund. Indeed, the Florida Legislature has established a minimum percentage benchmark at which each college should maintain its unrestricted net assets balance. Per Florida Statute 1011.84(3)(e) [10], colleges should maintain an unencumbered fund balance above 5%. Table 1 below summarizes the College fund balances and percentages for the past three fiscal years, demonstrating that Edison has consistently met this standard.

Fund Balance

	Fiscal Years ending June 30:		
	07-08	2008-09	2009-10
20			
Total Net Assets (In Thousands)	113,623	138,053	145,347
Unrestricted Net Assets (In Thousands)	6,199	9,100	12,015
Percent of Unrestricted to Total Net Assets	5.46%	6.59%	8.27%

Financial Support for New Programs

As of fiscal June 30, 2010 the College had six baccalaureate programs in operation. The College currently offers ten baccalaureate programs. One of the main challenges in starting new baccalaureate programs is the non-recurring start-up cost with limited state funding. However, as detailed in the table below, each of these new programs was implemented from several sources of funding. These sources enabled the College to purchase equipment, acquire learning resources and support materials, and complete curriculum development without undue infringement upon existing operating funds or use of fund balance.

Sources of Funding

Fu	nding Sources	
	State Stabilization Funds	State Grants
Program		
Public Safety Management	5,146	20,376
Secondary Biology Education	995	3,939
Secondary Mathematics Education	1,626	6,438
Elementary Education	16,026	63,469
Nursing	3,923	15,537
Supervision and Management	7,692	30,463

Budget Planning and Development

As described in COP 04-0402 Budget Development, and in accordance with State of Florida Administrative Code, Rule 6A-14.0716 [\[11 \]](#), and Sections 1011.01 [\[12 \]](#), 1011.30 [\[13 \]](#) of the Florida Statute, Edison employs a deliberate and comprehensive budget development process coordinated through the Office of Financial Services. The development of the annual budget is linked to the College's overall strategic plan [\[14 \]](#) and involves all units of the College. The process, which is facilitated by the Director of Budget and Financial

Planning, begins with an overview of the budget process during several budget training workshops [15] [16] which include a review of the budget components, general development process, and anticipated financial issues.

The Director of Budget and Financial Planning and Vice President of Financial Services track state-level funding issues and consider enrollment, fee projections, and fixed cost operating issues (e.g. utilities, insurance, etc.). The Office of Financial Services develops various draft budgets [17] assuming several revenue and expense scenarios, which help guide District Council in developing recommendations to the District President and District Board of Trustees. The primary role of District Council is to maintain an institutional perspective that puts student success into the decision-making process for two primary tasks:

1. Assess the degree to which the budget goals and measures have been met and consider revisions or recommendations as appropriate, and
2. Prioritize New Initiative Request [18] proposals and develop recommendations.

The budget development process assumes the previous year's budget as a base from which to make revenue and expense adjustments. In mid-spring, the departments and functional units receive copies of their beginning of the year budgets, information regarding spending patterns in their areas, and guidelines for reviewing and submitting their budget requests for the upcoming year. Departments requesting additional funds must submit a New Initiative Request proposal for consideration by the District Council. Each campus president summarizes, prioritizes and approves new initiative requests in his/her areas linked to the College's Strategic Plan. Updates are provided to the departments regarding the recommendations from District Council.

Once the Office of Financial Services reaches a level of confidence regarding revenue projections, new fixed cost issues, and changes in non-discretionary expense items (e.g. health insurance, software contracts, etc.), it can consider discretionary recommendations such as salary increases and optional new issues, and the Office of Financial Services can prepare a draft budget reflective of those recommendations.

The final recommended budget [19], [20], [21], including a workshop-style summary of performance on the budget assumptions, goals and measures and issues is presented to the Board of Trustees for review in May and final approval in June each year [22]. Once the budget is approved, the Director of Budget and Financial Planning prepares summaries

of the base budget [23], new initiative requests and other changes , and works with the requesting departments/units to address as many issues as possible.

Documentation

Supporting Documentation	Description
[1] Audited Financial Report year ended June 30, 2006	2006 financial report
[2] Audited Financial Report year ended June 30, 2007	2007 financial report
[3] Audited Financial Report year ended June 30, 2008	2008 financial report
[4] Audited Financial Report year ended June 30, 2009	2009 financial report
[5] Audited Financial Report year ended June 30, 2010	2010 financial report
[6] Independent Auditor's Report on Internal Control over Financial Reporting, pages 41-42 of 2010 Audit	Report over internal control
[7] Memo from Auditor General's Office dated February 28, 2011	Auditor General's memo
[8] Statement of no instances of non-compliance, p 42	No instances of findings
[9] Statements of Financial Position of Unrestricted Net Assets, fiscal years 2006-2010	Financial Position statement, 2006-2010
[10] F. S. 1011.84 (3)	Procedure for determining state financial support
[11] FL-AR 6A-14.0716	Community College budgets

[12] F. S. 1011.01	Budget system established
[13] F. S. 1011.30	Budgets for Community College
[14] Edison State College Strategic Plan	Strategic Plan
[15] Agenda for Budget Training Workshop	Workshop agenda
[16] Presentation for Budget Workshop	PowerPoint presentation
[17] Draft Budget	Budget drafts
[18] Campus President New Initiative Requests, linked to Strategic Plan	New Initiative Requests
[19] Operational Budget 2008-2009	Operating Budget
[20] Operational Budget 2009-2010	Operating Budget
[21] Operational Budget 2010-2011	Operating Budget
[22] June 2010 Board Agenda, Budget Approval	Agenda for Budget Approval
[23] Summary of base budget, 2010	Base budget summary

Section 2.11.2 - Physical Resources

Description

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment of Compliance



Compliance



Partial Compliance



Non-Compliance

Narrative

Edison State College has adequate physical resources for college operations and support of the mission of the institution and the scope of its programs and services.

In June 1965, Edison State College (ESC) moved to the College Parkway campus in Fort Myers from the temporary facilities in downtown Fort Myers. This was the first community college campus in Florida to be built according to a master plan. The facilities consisted of 21 general classrooms, a language laboratory, student food and lounge areas, a library, and faculty and administrative offices. The site is now known as the Lee Campus.

From 1965 until 2011, the square footage of Edison-owned buildings increased from 63,000 to over 1,326,555 square feet. Three full-service campuses in Fort Myers, Naples, and Punta Gorda encompass 394 acres of land. Additionally, classes for over 500 students are provided annually at the Hendry/Glades Center in La Belle.

The Lee Campus covers 143 acres and includes 28 buildings with a total of 920,908 square feet [\[1 \]](#). The 80-acre Collier Campus, which includes 14 buildings with a total of 218,232 square feet, was opened in Southeast Collier County in 1992 [\[2 \]](#). Five years later, the Charlotte Campus was established at a 171-acre site in Punta Gorda [\[3 \]](#). The Charlotte Campus consists of 13 buildings with a total of 154,447 square feet and houses classrooms, labs, support services, a high school facility, and an astronomy observatory. As

part of the plan to serve students residing in Hendry and Glades counties, the College purchased 19 acres in LaBelle with two buildings totaling 27,407 square feet and began offering classes in Fall 2009 at the new Hendry/Glades Center [4]. The chart below provides a summary of physical facilities and student enrollment on each campus and center.

Sites	Lee Campus	Collier Campus	Charlotte Campus	Hendry/Glades Center
Acres	142.5	80.0	171.0	19.1
Number of Buildings	25	12	12	2
Gross Square Feet	654,033	152,157	151,823	27,407
Student Enrollment	10,143	2,950	2,357	554

Every five years, the College produces an Educational Plant Survey (EPS) [5] using the guidelines provided through the Florida State Requirements for Educational Facilities (SREF) [6], which is conducted according to Article XII, Section 9(d)(9) [7], Florida Constitution and Florida Statute 1013.31(1) [8]. The EPS includes every campus structure and provides a description of its condition and use. This survey forms the basis for a five-year comparison of existing facilities, projected growth in enrollment, and programs and services. It is used in conjunction with the College Master plans [9] to provide input for the annual Capital Improvement Program (CIP) [10]. Academic and administrative leadership teams meet annually to determine which projects to include in the CIP. The last EPS was completed as part of the College's Master Plan. Several current or recently completed district projects [11] demonstrate Edison State College's commitment to providing excellent physical resources. Ongoing maintenance of ESC facilities provides for a safe physical environment. For more detailed information, see Comprehensive Standard 3.11.3.

Adequate Facilities to Support Programs and Services

In 2009, two buildings on the Collier Campus were awarded the LEED Gold Certification by the United States Green Building Council.

The College provides a variety of facilities and resources to support the purpose and curriculum, including special electronic classrooms, traditional classrooms with added technology, traditional classrooms, duplicating services, and laboratories [12] associated with its degree offerings at the baccalaureate and associate levels.

The chart below depicts facilities on each campus that support Edison State College students and curricular programs. In addition, the College uses community facilities for off-site course offerings and student clinical experiences.

Number of:	Lee	Collier	Charlotte	Hendry/Glades
Classrooms	62	26	21	18
Student Stations-Classrooms	1983	747	720	519
Open Labs	19	5	9	2
Instructional Labs **	39	9	9	0
Student Stations-Instructional Labs	731	130	176	0
Auditorium/Theatre	2	1	1	0
Learning Resource Center	1	1	1	0
Bookstore	1	1	1	0
Student Center/Cafeteria	1	1	1	1
Conference/Meeting Rooms	44	12	11	1
Art Gallery	2	0	0	0
Offices	401	76	76	7
Observatory	*1	0	1	0
Child Care	1	1	0	0
Fitness Center/Gymnasium	0	0	0	0
* No longer in use ** Includes Learning Assistance Labs				
Source: Facilities Planning and Management, 2009, Term 3E2009				

Funding for Facilities

The primary source of funding for the Capital Improvement Plan (CIP) consists of State appropriations from gross receipts taxes and motor vehicle license tax. The gross receipts taxes are used to support Public Education Capital Outlay (PECO) [13] bonds in accordance with Article XII, Section 9(a)(2) [14], Florida Constitution. The motor vehicle license tax is used to support Capital Outlay and Debt Service (CO&DS) bonds in accordance with Article XII, Section 9(d), Florida Constitution. Additionally, funding is supplemented by local sources, including private donations, the Capital Outlay and Debt Service revenues and bond proceeds, and the student Capital Improvement Fees.

The chart below summarizes funding from these sources for the previous five years. Ongoing maintenance of ESC facilities, as well as provisions for a safe physical environment, is provided through College policies and procedures that adhere to state and federal codes and standards.

Five-Year History of Public Education Capital Outlay (PECO) and Capital Outlay and Debt Service (CO&DS)

20	05-06	2006-07	2007-08	2008-09	2009-10	Total PECO
PECO						
General Repair and Maintenance	529,788	714,179	833,170	485,401	457,733	3,020,271
Remodeling and Renovation	1,616,815	6,700,561	9,264,023	5,519,181	1,232,402	24,332,982
New Construction	0	0	1,560,000	15,819,200	3,015,176	20,394,376
CO&DS	55,559	54,457	170,808	61,659	158,575	501,058
Total	2,202,162	7,469,197	11,828,001	21,855,441	4,863,886	48,248,687

Technology Infrastructure

Each year, the College conducts an analysis of technology use. Current resources and projected needs are used to identify high priority items [15]. Funding is made available

through the Non-Recurring Funds Reserve as well as through technology fees collected in accordance with Florida Statute 1009.23(10) [16]. The total amount collected in Fiscal Year 2010 was \$1,202,565.00. The chart below summarizes technology funding for FY 2010-11 as presented to the District Board of Trustees on June 22, 2010 [17].

Projected Technology Fund Balance July 1, 2010		Other Sources	
Recurring			
Refresh of Computers	\$400,000	2009-10 Reserve for Non- Recurring Funds	\$1,900,000
		Projects	
Non-Recurring		Replace Phone System	\$1,000,000
Replacement of District Network Equipment	\$380,000	Paperless Travel and Expense Reimbursement Module	\$75,000
Upgrade of Classroom Technology	\$170,000	Continuing Education Online Registration	\$125,000
Total funds needed	\$950,000	Remaining Balance	\$700,000

Student Satisfaction

Results of the 2006 Noel-Levitz Student Satisfaction Inventory shown in the chart below indicated that the importance of adequate parking on campus was about the same for Edison students as for the national benchmark, i.e. 6.38 versus 6.28. Although Edison students reported being more satisfied with availability of parking on campus than the national benchmark (4.24 versus 3.01), the College noted a gap of 2.14 between the levels of importance and satisfaction.

2006 Noel-Levitz Student Satisfaction Inventory Question 21

Question	All Edison campuses		National Benchmark	
	Importance	Satisfaction	Importance	Satisfaction
21. The amount of student parking space on campus is adequate.	6.38	4.24	6.28	3.01

Following further analysis, the College responded by adding parking spaces to several campus locations, as shown below.

Parking Spaces	New	Proposed
Lee	449	649 (Classroom and Student Living Building)
Collier	236	268 (Allied Health and Student Services)
Hendry/Glades	50	0

Documentation

Supporting Documentation	Description
[1] Picture of Lee Campus	View of Lee Campus
[2] Picture of Collier Campus	View of Collier Campus
[3] Picture of Charlotte Campus	View of Charlotte Campus
[4] Picture of Hendry/Glades Center	View of Hendry/Glades Center
[5] Educational Plant Survey	Plant survey
[6] State Requirements for Educational Facilities 2007 (SREF)	State requirements
[7] Florida Constitution Article XII, Section 9(d)(9),	Florida Article XII
[8] F.S. 1013.31(1)	Florida Statute
[9] College Master Plan (Hendry/Glades Center plan currently in progress)	Facilities Master plan
[10] Capital Improvement Program 2011-12 through 2015-16	Capital improvement program
[11] District Facilities Projects	Table of facilities projects
[12] Room Inventory of Facilities	Room inventory
[13] PECO Funds 2010-11	Peco funds
[14] Florida Constitution Article XII, Section 9(a)(2)	Section 9 of Florida Constitution
[15] Technology Strategic Plan 2010-2013	Strategic Plan
[16] F.S. 1009.23(10)	Florida Statute allowing technology fee
[17] BOT Meeting Minutes June 22, 2010	Trustee meeting minutes