SACS COC

*Southern Association of Colleges and Schools
Commission on Colleges*

FINAL REPORT OF THE REAFFIRMATION COMMITTEE

Statement Regarding the Report

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation *and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees.* Á⩓ ⩓å⩓ * • Á⩓ Á⩓ Á⩓�̧ã⩓ * Æ[{ { ã⩓^^Á^]¦^•^} oæ Á¦^¦⩓ ⩓ ⩓ æˆ Áæ • ^• • { ^} oÁ⩓ Á⩓ ⩓ • æË čˊ⩓ } Æ⩓ Á⩓ ^LÁ⩓ æÆæ&⩓ } Á¦⩓ Á^] [¦oÁ^• ⩓ Á¸ ã⩓&Á⩓Ô{ { ã• ã} Á¦} ÁÔ[||^*^• È

Name of the Institution: **Eastern Florida State College**

Date of the Review: **October 22-24, 2013**

COC Staff Member: **Dr. Robin W. Hoffman**

Chair of the Committee   **Dr. Jacqueline Claunch**
                                       President
                                       Northwest Vista College
                                       San Antonio, TX

Part I. Overview and Introduction to the Institution

The purpose of the On-Site Reaffirmation Committee visit to Eastern Florida State College, formerly known as Brevard Community College, is to review and verify compliance with *The Principles of Accreditation*, evaluate the quality and acceptability of as well as provide guidance on the proposed QEP, and to assess compliance with the applicable *Principles of Accreditation* with regard to the *Substantive Change* to offer one Bachelor of Applied Science Degree Program.

Eastern Florida State College Two community colleges were initially established in Cocoa, Florida, in 1960: Brevard Junior College and Carver Junior College, an historically black institution. In 1963, as the South emerged from segregation, the two schools integrated to become Brevard College and moved to what is currently the Cocoa campus. In 1971, the College became Brevard Community College, Later permanent campuses in Melbourne, Titusville and Palm Bay were established to create a multi-campus district with educational programs that met the needs of distinctly different demographic populations within Brevard County. During the 1960s and 1970s, the institution not only offered associate degrees for transfer to universities but pioneered associate degree and certificate career programs in such areas as healthcare, law enforcement, electronics, technology, and environmental control. Special academic initiatives have included women's programs, service learning, international education programs, and distance learning. In 2013, Brevard Community College became a state college with plans to offer its first Bachelor of Applied Science (BAS) in Organizational Management in the fall 2013 term. On July 1, 2013, the College changed its name to Eastern Florida State College (EFSC). Eastern Florida State College, serving approximately 27,000 students on four campuses as well as growing distance learning offerings, has achieved prominence in the state for its service learning program, its graduation rates, its dual enrollment program, and its strong transfer opportunities with Central Florida University.

The On-Site Reaffirmation Committee wishes to express appreciation to the President, the Academic Vice President and the many others who responded to Committee requests, offered their hospitality and made the members of the On-Site Reaffirmation Committee as comfortable as possible. Not only did Reaffirmation Committee members observe the graciousness of EFSC employees in serving our needs; there also appeared among College faculty and staff members interviewed a focus on the success of EFSC students, both in their educational endeavors and as future workers and citizens of Brevard County.

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

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

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

The Committee found no evidence to suggest that Eastern Florida State College operates with anything other than the utmost integrity.

B.   Assessment of Compliance with Section 2: Core Requirements

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

A review of the Florida Statutes 1007.33, 1004.65, 1001.65 (10), 1001.64 (8) (b), 1004.68 (1), 6A-14.030 (1) and the Board of Trustees minutes demonstrate that the College does have degree granting authority.

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

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. **(Governing Board)**

As stated, Florida Statute 1001.61(1) provides for a five-member Board and that the district is "confined to one school board district". A review of Florida Statutes listed and Board Bylaws confirms that the College has a five-member Board of Trustees. Furthermore, State Board rule (F.A.C. 6A-14.024) confirms this and

allows for local discretion in the number of members, with options of five or seven members. "Trustees are appointed by the Governor and confirmed by the Florida Senate in regular session." (Florida Statute 1001.61, Board Governance Policy Manual, 100.4) State Board rule and College policy allow each trustee to serve a four-year term and to be reappointed (F.A.C. 6A-14.024)".

The Board's Leadership is elected at the first regular meeting after July 1 of each year, to include a chairperson and vice chairperson and is supported by Florida Statute 1001.61. "The chair's duty is to preside at every Board meeting and the vice chair is to preside in the chair's absence or disability." (Florida Statute 1001.61(4))

Florida Statute clearly forbids any relationship that could result in a conflict of interest for the College. Florida Statute 112.313; Florida Statute 112.317; Florida Statute 1001.64 require public disclosure and reporting obligations. An additional District Board of Trustee Policy (*Board Governance Policy Manual*, 200.1) requires all trustees to disclose actual conflicts of interest that arise while serving on the Board. And as stated in the document, "to date no incidents of conflicts of interest have been filed by the Board members."

Florida Statute 1001.64 reinforces the Board of Trustees' fiduciary responsibility, and executed minutes of 06-18-2012 further support the policy-making function of the Board as well as their fiduciary responsibilities both individually and collectively.

2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. *(See the Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.")* **(Chief Executive Officer)**

Board of Trustees Bylaws and Florida Statute clearly specify the authority and requirement of the Board to appoint and evaluate the president in *Governance Manual* 2004. Further, these former structures require that the Board assist the CEO in performance of goals. Board of Trustees Bylaws further illustrate the Board's recognition of its responsibility by delineating duties and responsibilities of the CEO. This is supported in Board policy (1001.64 Florida College System institution boards of trustees; powers and duties) by delineating that the President reports to the Board of Trustees and is responsible for all College functions.

In development of the presidential search process that led to hiring of the current president, Board minutes (September 18, 2006) show the Board is in control of the process and has the final decision in the selection process.

The Board of Trustees is responsible for the selection and annual evaluation of the President in accordance with the rules of the State Board of Education and shall submit such evaluations to the State Board of Education as required. [§1001.64, Fla. Stat. (2012); Fla. Admin. Code 6A-14-026] illustrate the Board's evaluation of the President. Minutes from Sept 18, 2008, Oct 17, 2011, Feb 6, 2012 and Feb 4, 2013 support that the President is evaluated on a regular basis.

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

Eastern Florida State College has an established transfer mission that is clearly defined and published. The mission is comprehensive in that it defines the role of the College as a higher education institution in correlation with Florida Statute 1004.65. The statement as written and approved by the Board of Trustees appears in the College's *Faculty Handbook*, page 2 and *Student Handbook*, page 5 as well as on its Web site. The mission is comprehensive in that it addresses the roles of the College in the higher education arena and in support of the communities served. The mission statement addresses teaching and learning in its extended mission statement. The extended mission identifies the level of offerings as undergraduate associate degrees and certificates. The institution states that it is not a research institution and therefore this component of the SACSCOC requirement is "Not-Applicable" and does not address research in its mission. The institution's mission statement includes the ability to "*successfully meet individual and community needs,*" Eastern Florida State College accomplishes this through community advisory boards and the integration of public service into the educational process for students through the Center for Service-Learning.

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

Eastern Florida State College is engaged in a continuous cycle of planning, evaluation, and improvement in support of its mission which is representative of an institution of higher education. The institutional effectiveness systematic process is guided by the Office of Planning and Assessment.

The institution has a strategic plan in place (2004-2005) and conducts annual plan reviews (updates to the established strategic plan) with leadership support and broad based participation as evidenced in the work presented by the College Outcomes Assessment Steering Team (COAST). COAST was established to support and advance institutional effectiveness and strategic planning. Annual planning and review includes data-driven outcome plans for each department and program. Performance is assessed at three levels, (1) the College; (2) College and department including program reviews; (3) individual (student review). The College is assessed at the system level on key performance indicators allowing for comparison among peers and establishing goals.

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

Eastern Florida State College was established in 1960 as Brevard Junior College. A review of annual graduation statistics provides evidence of continuing operation.

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level as determined by a review of the state Curriculum Frameworks and the College *Catalog*. The College has been approved to offer one baccalaureate level degree, effective August 2013, which has 120 semester credit hours or the equivalent and meets Florida Administrative Code. Documentation confirms that the Curriculum Sub-Committee of the Academic Affairs Council is engaged in recommending new programs for approval. Eastern Florida State College policy defines semester credit hour as the unit used by the institution.

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

The Committee found that the institution provides degree programs that are coherent and compatible with its mission as outlined in the institution's Catalog and on the Web site. Degrees and programs of study provide relevant coursework and subject matter and prepare students for transfer or the workforce as appropriate.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Specifically, the On-Site Reaffirmation Committee reviewed the degree listings and requirements in the course Catalog and the institution's Web site and conducted interviews with six faculty members, including the BAS Department Chair.

*2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required

number of semester credit hours or its equivalent unit of general education courses. **(General Education)**

Eastern Florida State College offers Associates of Arts, Associates of Science and beginning 2013 offers a Bachelor of Science in Applied Science. A review of the degree programs, including on-line programs, shows each plan includes a general educational component, with least the minimum number of required credit hours in specified core areas, with the purpose of producing graduates that are functioning, contributing, and rational thinking members of society. The General Education requirement is 36 semester hours for an Associates of Arts. The Associates of Science and Applied Science require 15 semester hours of general education. These hours are drawn from humanities/fine arts, social/behavior sciences and natural sciences/mathematics. The General Education core courses were selected by the statewide faculty committees. Eastern Florida State College's General Education core requirement also includes coursework in communication and computation skills. All of Eastern Florida State College's degree programs follow the guidelines of the State of Florida, Florida Administrative Code 6A-10.030, also known as the Gordon Rule, and SACSCOC.

Eastern Florida State College has ensured that outcomes of the general education requirements adhere to Florida's five statewide learning outcomes, and their associated learning indicators are linked closely to Eastern Florida State College's vision, mission, and philosophy.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. The Committee reviewed two years of assessment data (2011-12 and 2012-13) and nterviewed the Program Manager of HSC, the Technologies Department Chairs at two locations, and the Program Manager of Early Childhood Education. Also, the Committee reviewed the general education mandate described in Florida's Administrative Code 6A-10.30 (e.g. "the Gordon Rule") as it applies to all degrees: the AA, the AS & Applied Science, and the Bachelor's in Science in Organizational Management Degree.

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

The institution offers all courses required in all of its degrees as well as in the certificates it has created as indicated in the College Catalog. The institution's course schedule also shows that it offers a full array of courses to meet the needs of its numerous programs. It also demonstrates that it maintains control of

those programs through various means including requiring faculty to utilize the course outlines provided in the electronic course plan repository and to align syllabi with the Academic Affairs Council and President approved course plan. Modifications in programs are reviewed through the Curriculum Development Committee and submitted to the Academic Affairs Council for review against policies and procedures as well as the College's mission. Results are presented as recommendations to the College President for approval, further ensuring quality and control.

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

Eastern Florida State College's mission to "engage our diverse population in quality accessible learning" supports its program offerings by having at least one full-time faculty member in all disciplines and/or programs. An adequate number of faculty effectively provides an instructional program with quality and integrity.

The Faculty Discipline Chart, the chart comparing part-time versus full-time faculty by campus location, and the comparison of part-time versus full-time faculty teaching online courses confirm this finding. Information provided presented the percentage of classes taught by full-time and part-time faculty as well as the number of students taught and the number of semester credit hours taught. A Collective Bargaining Agreement outlines a teaching load, class size and required office hours which ensure students have access to faculty members.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. EFSC has appropriate numbers of full-time and adjunct faculty to assure quality and integrity of its academic programs.

The On-Site Reaffirmation Committee reviewed the full roster of Fall 2013 faculty and interviewed staff members at all four locations in Brevard County as well as College representatives at several high school "Dual Enrollment" locations.

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

Students and faculty have adequate access to all library resources. The main library and the three branch campus libraries have adequate hours, including weekend and evening hours. The hours are prominently posted on the Web site. Patrons have access to library resources remotely through a proxy login, EZ Proxy. Distance learning students have access to the library Catalog, databases, guides, and additional resources through the proxy, and physical items can be requested via Interlibrary Loan. Research assistance is available in person,

through Ask-A-Librarian Live Chat, which is a statewide collaborative reference service, by e-mail, or telephone. Information Literacy tutorials and LibGuides are available through the library Web site. The library collection is large and varied and is growing each year. Librarians are each assigned collection development areas to support the curriculum, information literacy, and public service programs, and they maintain the collection in consultation with professional collection development resources and subject faculty. The library has consortia agreements with the Library Association of Brevard, Northeast Florida Library Information Network – NEFLIN, Florida Virtual Campus, Lyrasis, and OCLC. The libraries provide technology access through computers, laptops, e-readers, Wi-Fi access, and classroom support materials.

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

Student support programs, services, and activities at Eastern Florida State College are consistent with the mission of the institution. The institution takes a holistic approach to student support by providing services to all students at each point of transition in their college experience. A broad range of services, programs and activities including Recruitment and Outreach, Admissions, Test Centers, Financial Aid, Career Center, Academic Advising, Counseling, Disability Support Services, Student Activities, Intercollegiate Athletics, and Veteran Services effectively contribute to the social and intellectual development of students. Academic support programs including the Honors Program, Library Learning Resources, Learning Labs, and English Language Studies promote student learning. Additional programs and services that support students include the Bookstore, Foundation Scholarships, Child Development Centers, TRIO, Safety and Security, and Technical Support/Computer Labs. Services are identified in the College *Catalog*, centralized student centers at each campus, the College Web site, and printed brochures. All services provided to students on campus are available to distance-learning students as detailed in comprehensive standard 3.1.3.4.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Specifically, the On-Site Reaffirmation Committee reviewed the College Web site and printed documents related to Admissions, Testing, Financial Aid, Career Center, etc., and conducted interviews with the Provost and the Associate Provost of the Titusville campus and the Vice President for Enrollment Management and Student Success.

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

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate

governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. **(Financial Resources)**

Eastern Florida State College documented its secure financial foundation and has displayed financial stability that reinforces the mission of the organization and the span of its programs and services. The institution provided required documentation to support in financial stability: the Fiscal Year 2012 financial audit with multiple years of financial data, a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, and documentation of a Board approved budget.

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

The Committee reviewed the Building Inventory, campus maps for Eastern Florida State College's four campuses (see Appendix B), deferred maintenance and capital renewal list updated schedules with proposed budgetary requirements. The Committee concluded that the institution appears to have adequate physical resources to support the mission of the institution.

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

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

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

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

Eastern Florida State College has a mission statement which was reviewed and reaffirmed in January 2013 by its governing board and is current and comprehensive. The College provided evidence of how its operations are guided by its mission as identified briefly below.

Eastern Florida State College fulfills its mission by offering higher educational training and support services such as the following:

1. Undergraduate Studies and Associate Degrees to pursue a Baccalaureate Degree delivered in traditional face-to-face classes, partially online classes and online classes.
2. Technical and vocational training for Associate Degrees and Certificates for entering the workforce, improving professional skills, and developing new competencies
3. Instructional support services such as advisement and career guidance
4. Activities supporting cultural enrichment, economic development, sports, wellness, and quality of life
5. Workshops and classes for personal growth, developmental instruction, and lifelong learning

The mission is published in various publications such as the College *Catalog*, *Student Handbook*, and College Web site and displayed in public spaces around the College campus.

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

Board of Trustees Bylaws and Florida Statute clearly specify the authority and requirement of the Board to appoint and evaluate the president in *Governance Manual 2004*. Further, these former structures require that the Board assist the CEO in performance of goals.

Board of Trustees Bylaws submitted further illustrate the Board's recognition of its responsibility by delineating duties and responsibilities of the CEO. This is supported in Board policy (1001.64 Florida College System Institution Boards of Trustees; Powers and Duties) by delineating that the President reports to the Board of Trustees and is responsible for all College functions.

The presidential search process that led to hiring the current president and Board minutes (September 18, 2006) show the Board is in control of the process and has the final decision in the selection process.

The Board of Trustees is responsible for the selection and annual evaluation of the President in accordance with the rules of the State Board of Education and

submits such evaluations to the State Board of Education as required. [§1001.64, Fla. Stat. (2012); Fla. Admin. Code 6A-14-026] illustrates the Board's evaluation of the President. The current president's contract requires an annual evaluation by the Board president and is demonstrated in various documents.

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

3.2.2.1 the institution 's mission

Statute 1004.65 delineates the responsibility of the Board to establish goals consistent with the mission.

3.2.2.2 the fiscal stability of the institution

Florida Statute 1004.700 is clear regarding the fiduciary responsibility of the Board. Board Meetings in 2011 and 2012 further reinforce the responsibility of the Board to provide adequate funding for accomplishment of the goals. *Board Policy Manual* 700.3 delineates the responsibility of the Board that the budget prepared by the President in the manner prescribed by law will be submitted to the Board of Trustees for review and approval every fiscal year. Policy also prescribes that the Audit Committee of the Board is to audit all financial records and that the choice of the external auditor is the prerogative of the Board rather than administration. A review of Board minutes (March 2013 and December 2012) provides evidence that the Board receives updates and discusses both expenditures and investments and hears reports from staff.

3.2.2.3 institutional policy

Board Policy Manual 1001.64(b) delineates the authority of the Board to establish policies with various entities by adopting rules, procedures as they relate to the College mission and areas of responsibility. Additionally, responsibilities for governance, budget and finance, administration, programs, curriculum and instruction, physical facilities, travel, and related contracts are delineated.

Florida Statute 1001.63 establishes that each College is a corporate entity with all rights and powers and "duties of a body corporate, including the power to adopt a corporate seal, to contract and be contracted with, to sue or be sued, to plead and be impleaded in all courts of law or equity, and to give and receive donations. In all suits against a board of trustees, service of process shall be made on the chair of the board of trustees or, in the absence of the chair, the corporate secretary or designee of the chair. History.—s. 79, ch. 2002-387; s. 20, ch. 2011-5".

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

The Eastern Florida State College *Board Policy Manual* has provisions for conflicts of interest in the ethics section page 7, as well as section 112.311 of the same policy manual stating Legislative intent and declaration of policy. Additionally, 112.3145 Disclosure of Financial Interests and Clients is presented in conjunction with Articles 8 and 8 (c) that address public trust in its College leadership.

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

Eastern Florida State College *Board Policy Manual* 286.011, 286.012, 1001.61, 1001.64 as well as executed minutes from 6-18-2012 indicate that there is no evidence of undue influence from external entities. Florida Chapters 112 and 119 further explain the ramifications for such occurrences, and section entitled 6A-14.0734 provides for similar conditions as they relate to procurement.

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

College policy is clearly articulated in Florida Statute including; 1001.71 & 62, Florida Constitution Article IV Sec 7, Chapter 112 and the *Board Policy Manual* p.13 dated 3-06-13.

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

Executed Board minutes dated from 2006 to 2011 support the practice of policy development and execution by the Board of Trustees at Eastern Florida State College. Examples of transitioning an interim President and supporting a sitting President to execute his fiduciary responsibility are noted. The President's job description further supports the delineation between Board and CEO through its description of essential duties and responsibilities. Board Bylaws 100.4 and 200.4 demonstrate that the powers of the Board and the CEO are separate and distinct. Moreover, the President's job evaluation form establishes the subordinate relationship to the Board of Trustees as his/her supervisor.

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

Organizational charts and job descriptions explain fully the delineation of reporting structure and responsibilities of the executive level administrators. Florida Statute and the College *Catalog* support the areas of responsibility for the various positions.

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

Eastern Florida State College has an extensive process for selecting all administrative staff/academic officers and follows published guidelines in the College's *Board Policy Governance and Procedures Manuals*. The institution lists the academic qualifications of college administrators possessing the professional experience, competence and capacity to lead the institution. The College *Catalog* lists the names of administrators, position titles, and their educational credentials. Comprehensive job descriptions for all administrative and academic officers are maintained by the Office of Human Resources.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. The On-Site Reaffirmation Committee reviewed job descriptions and resumes of individuals in administrative positions and conducted individual interviews with vice-presidents, campus provosts, various other administrators to confirm the institution's case for compliance.

3.2.9 The institution publishes policies regarding appointment, employment, and evaluation of all personnel. **(Personnel appointment)**

Eastern Florida State College has demonstrated it has the proper procedures for appointment, employment and evaluation of all employees. The Eastern Florida State College *Policy and Procedures Manuals*, which are available on the Human Resources Web site, detail the procedures for the hiring of employees (Eastern Florida State College *Procedures Manual 2012* section 303.1 and Board of Trustees *Governance Manual* section 500.3). Employment opportunities are posted on the Eastern Florida State College Human Resources Employment Web site. The College's Annual Equity Report, required by the Florida Department of Education, ensures that minority and female applicants have access to employment opportunities at Eastern Florida State College. Human Resources Board Policies are disseminated to all employees via the College's intranet. Evidence provided supports evaluation practices are consistent with policy. Eastern Florida State College adheres to the Collective Bargaining Agreement for faculty, counselors and librarians. Eastern Florida State College follows the internal transfer policy for collective bargaining, allowing instructors and staff first priority in transferring to another campus before a position is advertised.

3.2.10 The institution periodically evaluates the effectiveness of its administrators. **(Administrative staff evaluations)**

Per Board Policy, all administrative employees are evaluated on an annual basis by their immediate supervisors. The performance appraisal program is designed to identify strengths and weaknesses of administrators and to proactively address any need for performance improvement. The institution provides many professional development activities for all College staff including tuition reimbursement and funding for attendance at national and state conferences and workshops. The Board of Trustees evaluates the College President's performance on a yearly basis. The President's evaluation is submitted to the State, as required, by August of each year. All performance evaluations are

signed and original copies are maintained in the personnel files at the district Human Resources offices. However, the institution did not provide examples of completed assessment forms of administrators (with names and sensitive details redacted).

The On-Site Reaffirmation Committee reviewed documents and conducted an interview with the Associate Vice President/Executive Director of Human Resources in support of the institution's case for compliance. Specifically, Committee members reviewed administrative organizational charts and examples of completed and signed assessment forms for multiple administrators for years 2011 and 2012.

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

Athletics at Eastern Florida State College clearly report to the President of the College through a Director and Vice President according to the organizational chart. The President's job description clearly establishes the reporting structure and responsibility of the ultimate authority for athletics. Furthermore, executed minutes support the process of reporting to the Board of Trustees in 2012 for reports on the various programs.

3.2.12 The institution demonstrates that its chief executive officer controls the institution's fund-raising activities. **(Fund-raising activities)**.

The Board *Policy Manual* and the College's organizational chart demonstrate the reporting structure of the foundation to the President via the Vice President for Technical and Financial services. Additionally, the Board Policy manual supports the President's ultimate responsibility since all grants are ultimately approved by him/her.

3.2.13 For any entity organized separately form the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution. **(Institution-related entities)**

Eastern Florida State College has a Foundation separate from the institution and formed primarily for the purpose of supporting the institution and its programs. The Foundation is a legally created 501(c) (3) formed under the not-for profit laws of the State of Florida**.** According to Florida Statute (FS 1001.64) the Board of Trustees has authority to prescribe the conditions for a Direct Support Organization to be certified and to use College property and services which must require Board audit review and oversight. The District Board of Trustees has authorized the College's President or his/her designee to accept gifts and

donations for the College which are then passed through the Foundation to be used to accomplish the College's mission.

The Off- Site Committee reviewed Articles of Incorporation, Board minutes and Bylaws of the Foundation but did not locate any formal agreement such as a Memorandum of Understanding (MOU), that clearly describes in a formal, written manner that sets forth the extent of any liability arising out of the relationship.

EFSC provided a MOU that addresses the contractual agreements between the Foundation and the institution and describes the relationship between the two parties. Sections II and III of the MOU, dated August 24, 2013, address the responsibilities of the EFSC Foundation Board; section IV addresses the responsibilities of the institution. The institutional liability associated with the relationship is described in section V Mutual Responsibilities.

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

The Off-Site Committee found that the institution provided evidence that it has a policy that is stated, approved, and implemented. The institution did not provide evidence of enforcement. The institution should either supply such evidence or if it has not had instances where enforcement of this policy has been necessary, it should provide a statement to that effect.

The On-Site Reaffirmation Committee found that the institution has in place Policy 507 in the Eastern Florida State College *Procedures Manual*, "Copyright and Patent," last revised on 31 August 2012, and Student Handbook Policy 26, "Intellectual Property Rights," which define these policies for employees and students. EFSC has provided evidence that in the past 10 years, no grievances have been filed, no disciplinary proceedings have been filed, and no enforcement of this policy has been required.

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

*3.3.1.1 educational programs, to include student learning outcomes

Eastern Florida State College requires that each of its academic programs participate in the institutional effectiveness system by conducting annual assessment plans and reviews of these plans. An Academic Affairs Council was developed to oversee the College's assessment practices over general core learning outcomes.

The Off-Site Committee determined that the institution has developed a comprehensive program for the assessment of student learning outcomes and uses the results to improve student learning and the quality of educational programs for all levels and delivery modalities. Assessment

follows a multi-pronged approach to measuring and improving student learning through both direct and indirect measures including, 1) direct assessment measures within the learning environment such as written essays, group projects, common exams or other skill performance assessment tools, and 2) indirect measures of performance that happen outside the learning environment including job placement data, graduation rates, student success with transfer readiness, and student self-assessment survey of skill attainment. Educational program assessment began with the creation of Core Abilities (general education outcomes) followed by the development of discipline focused student learning outcomes for each of the Career and Technical programs and has developed into an inclusive and systematic effort to improve student learning. The College has identified student learning outcomes, assesses the extent to which they are achieved, and provides evidence of improvement based on an analysis of the results.

As documented in the "Career & Technical Program Assessment, Learning Outcomes & Program Review for 2012-13" and in on-site interviews with the Assistant Vice President for Planning and Assessment, EFSC has a process and evaluates the extent to which outcomes are achieved in career and technical programs and uses the results of assessment for improvement.

EFSC offers one AA program, four AS programs and six college credit certificate programs through distance education. The programs are designed by faculty and offered through the division of eLearning. Courses are designed and approved for distance education through a quality assurance system that ensures that program rigor and student learning outcome equivalency is maintained. Evidence was provided by the Provost for eLearning that the effectiveness of distance education programs is regularly assessed, and, when necessary, steps are taken for programmatic improvement.

The AA program has identified the learning outcomes of the core curriculum as the program's outcomes.   The Assessment Committee has overseen initial implementation of instruments to evaluate the program with full implementation scheduled for Spring of 2014. Since the effort is still being implemented, only limited information is available. Information from the Core Abilities Survey confirms this finding.

(Recommendation 1) The Committee recommends that EFSC assess the extent to which it achieves the outcomes and provide evidence of improvement based on the analysis of results for its Associate of Arts program.

3.3.1.2 administrative support services

Eastern Florida State College has utilized institutional effectiveness in its planning and evaluation of the institution's goals that directly and indirectly support the mission of the College. The administrative support service units are charged with implementing processes of goals and

strategies that support the College's mission. This process includes the identification of outcomes, goals, and strategies for its educational programs as well as the administrative support units of the institution. Once administrative support service units have identified their goals and strategies and the appropriate assessment methods, the information is entered into the online Strategic Planning System. The departmental goals and assessments are then automatically forwarded by the system to the department manager for review who then advances them to the responsible Vice President. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in its administrative support units.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Eastern Florida State College documents institutional effectiveness in its planning and evaluation that supports the College's mission. The four-step process identifies a method by which the College collects and evaluates data for improvement across institutional goals. The College identified 13 administrative support services planning units that reside in four administrative divisions. An interview with the Associate Vice-President of Planning and Assessment, as well as the Administrative Support Services SPS Chart, reveal examples of planning units' identification of college goals that relate to unit goals and operational strategies that support the mission of the College and unit.

3.3.1.3 academic and student support services

The assessment process at Eastern Florida State College includes the identification and assessment of learning outcomes for its academic and student support service units of the College. The learning outcomes support the mission of the institution and further reflect the College's commitment to serve its students and the community. The process of establishing the outcomes, assessing the outcomes and documenting the success or reassessment continues to improve and evolve throughout the College under the direction of the Planning and Assessment Department. Eastern Florida State College identifies expected outcomes and assesses the extent to which it achieves these outcomes based on analysis of the results in its academic and student support services.

3.3.1.4 research within its mission, if appropriate

N/A

Eastern Florida State College asserts that this section is not applicable as research is not defined within the mission (CS 3.1.1) of the College and is not a part of the degree programs or courses. Eastern Florida State College does not have expected research outcomes

3.3.1.5 community/public service within its mission, if appropriate

The institution clearly identifies community/public service as a part of its mission. Eastern Florida State College identifies several community public service units and provides narrative in support of the identification of improvement strategies for each unit; however, there was insufficient evidence to support that the College identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in its community/public service within its mission. Some areas identified indirect means of assessment, e.g. satisfaction survey results and others only identified goals.

The On-Site Reaffirmation Committee reviewed documents in support of the institution's case for compliance. Eastern Florida State College has identified community/public service as a part of its mission, as well as through its strategic planning process. To support its claim, it has identified five programs: Cultural Enrichment, Economic Development, Sports and Wellness, Quality of Life, and Continuing Education/Lifelong Learning Workshops as areas of service to the community. Under each program are specific initiatives with expected outcomes, assessment methods, and action plans. Benchmarks, results, and action plans are provided within the college's Community Service Strategic Plan as supporting documentation.

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

The institution did not satisfactorily address component (3) of this standard.

(Recommendation 2) The Committee recommends that EFSC demonstrates that it identifies goals and a plan to assess their achievement for its Quality Enhancement Plan (*See Part III for additional information).

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

Implementation of a six-level curriculum development and approval process demonstrates that each educational program for which academic credit is awarded by the institution is approved by the faculty and the administration. Curriculum Development Subcommittee minutes, Academic Affairs Council minutes, and Executive Council minutes confirm this finding.

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

The institution's continuing education programming supports the College's mission. Under the authority of the State of Florida (Florida Statute 1004.02 and Florida Administrative Code 6A-14.030) as well as the College's Board of Trustees (Eastern Florida State College *Procedures Manual*), the College is permitted to offer continuing education programs that support local industries and enable community members to grow professionally by taking advantage of specific workplace skills training that enhances their marketplace appeal. Training is done in the areas of business and professional, insurance pre-licensing, small business development, foreign languages, technical training, industry certification, health sciences and public safety – each area providing training that aligns well with the mission of the College. The institution maintains a watchful eye on the community to determine the workforce needs by analyzing trends such as those found in the *Manufacturing Group Focus Report*.

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

Eastern Florida State College maintains an open door admission policy supporting its mission of providing equal access to its educational programs. The institution's admissions policies are published in the College Catalog and Web site. Students are admitted to the institution based on State of Florida regulations which maximize students' accessibility to postsecondary academic and career degree education. Some academic programs offered by the College have been designated as "Limited Access" with specific program and admissions requirements. These programs have limited access by degree or certificate and students are referred to the appropriate department or webpage for more specific admissions information.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Specifically, the On-Site Reaffirmation Committee reviewed the Admissions web site and printed documents related to Admissions and conducted an interview with the Director of Admissions and Advising in support of the institution's case for compliance.

3.4.4 The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. *(See Commission policy "Collaborative Academic Arrangements.")* **(Acceptance of academic credit)**

Eastern Florida State College bases transferability on Florida Statute 1007.24 and the Florida Administrative Code 6A-10.024. Florida Statute 1007.24

establishes the laws applicable to accepting transfer credit. The new policies are outlined in Eastern Florida State College Procedure 429 - Credit for Prior Learning, on the College's Transfer Credit Guidelines webpage, and in the Eastern Florida State College *Transfer Practices Manual*. Eastern Florida State College has demonstrated it has published policies for evaluating, awarding, and accepting college credit that are consistent with its learning outcomes and the mission of the College. Eastern Florida State College assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. These policies are readily available to students in the College *Catalog*, the Eastern Florida State College *Transfer Practices Manual*, the Assessment of Prior Learning Guide, and on webpages.

For non-U.S. college transcripts, evaluations must be completed by an accredited evaluation organization affiliated with National Association of Credential Evaluation Services (NACES). For courses completed within the State of Florida, Eastern Florida State College bases transferability on Florida Statute 1007.24 and the Florida Administrative Code 6A-10.024.

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

Adherence to Florida Statue and Florida Administrative Code combined with the work of the Academic Affairs Council and Executive Council demonstrates a commitment to sound educational practices. Academic policies are disseminated to students, faculty and other interested parties through publications, both hard copy and electronic, that accurately represent the programs and services of the institution. A review of materials such as the College *Catalog*, *Student Handbook*, and *Faculty Handbook* confirm this finding.

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

Eastern Florida State College uses traditional, hybrid and on-line methods of delivery in awarding college credit and uses reasonable methods for determining credit awarded for all courses. The College follows the guidelines established by Florida Administrative Code and awards credit in accordance with Florida State Department of Education Florida Administrative Code FAC 6A-10.033. Eastern Florida State College's *Procedures Manual* defines College procedures for establishing course and program credits. One hour credit is an amount of work that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks, for one semester hour of credit.

3.4.7 The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the *Principles* and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. *(See the*

Commission policy "Collaborative Academic Arrangements.") **(Consortia relationships/contractual agreements)**

N/A

Eastern Florida State College states that it does not participate in any consortia relationships, using the definition of a consortial relationship as "a relationship in which two or more institutions of higher educational share the responsibility to develop courses or programs meeting mutually agreed-upon academic quality standards." Neither does Eastern Florida State College participate in a contractual agreement defined as an agreement for receipt of courses or programs or portions of courses or programs delivered by another institution or service provider.

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

Eastern Florida State College's policies related to granting credit for non-credit and prior learning are published in the Eastern Florida State College *Procedures Manual*, Section 404- Acceleration Methods for Program Completion and Section 429-Credit for Prior Learning and are based on provisions set forth in Florida Administrative Code. The amount and level of credit awarded for courses is established in Florida Administrative Code for college credit, workforce development credit, college preparatory credit, and non-credit courses. The basis for determining articulation and transfer guidelines is found in Florida Statutes, Chapter 1007, Articulation and Access in the K-20 educational system and the Florida Administrative Code. A list of agreements and procedures is listed on the webpage, Assessment of Prior Learning. The agreements outline the procedures for determining and awarding equivalency credit to Eastern Florida State College students. These agreements exist to provide direction and ensure that all student records are evaluated equally and that students, faculty, and staff are aware of the procedures to request equivalency credit. Regardless of the mechanism, the fundamental basis for awarding credit is that the non-credit course work or learning/work experience be at least equivalent to the respective credit course competencies and outcomes.

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

Eastern Florida State College provides a variety of appropriate academic support services to assist students in achieving their goals and objectives. The College's academic support services for students covers the student from pre-enrollment admissions through completion. Information about academic support programs offered on the College's campuses is disseminated through the College Catalog, the Student Handbook, electronic newsletters, institutional e-mails to students and faculty, social network sites, intranet/internet postings, and the online new student orientation. Library electronic resources are also available when a student logs on to the My Eastern Florida State College Portal or from the library website. The institution provided data from the 2012 Student Satisfaction Survey

documenting percentages of student satisfaction in multiple academic support services areas.

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

Eastern Florida State College's faculty has the responsibility for the content, quality, and effectiveness of the curriculum. Faculty is empowered in all academic matters due to the Collective Bargaining Agreement and the United Faculty of Florida's Academic Affairs Council. Academic freedom is granted to all faculty members. The Collective Bargaining Agreement specifically gives faculty control of curriculum, academic programs, college credit, grading, attendance, and academic honesty. Eastern Florida State College's *Governance Manual*'s policy on the Faculty Role in Curriculum Program Content provides faculty the procedures to make changes in the curriculum, revise courses, add and delete courses, and revise and create programs.

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

The institution lists faculty responsible for the various programs in Table 3.4.11-1. The list represents faculty who are qualified in the particular field related to the program for which they provide oversight by listing their degrees, certifications, letters of justification, etc. These faculty are designated as program managers, program coordinators, cluster chairs or department chairs, each of which is defined by the College. Duties include performing curricular reviews, assisting faculty with the development of academic-discipline curriculum, and presenting curriculum in the Academic Affairs Council approval process.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Specifically, the On-Site Reaffirmation Committee reviewed documentation to match the credentials and responsibilities of those individuals cited as program chairs to their respective content areas. In addition, interviews were conducted with faculty to ascertain academic program coordination is properly implemented across disciplines.

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

Students have access to and training in the use of technology. Faculty and staff have access to Angel, an instructional design tool called the Worldwide Instructional Design System, Camtasia Relay-Lecture Capture, and smart classrooms. Training is offered through the Academic Technical department, which offers a variety of workshops in different formats. In addition, a bi-monthly newsletter is published, and a Tech Tip is sent out each week. The Staff and Professional Development Department is responsible for advertising, tracking,

and documenting all in-house training. This department coordinates and facilitates all professional development. Faculty/staff also have access to the IT Support Desk, a FAQ Online document, and around-the-clock Angel support.

Students are issued an email account which they may keep as alumni. In addition they have access to student self-service accounts, and a mobile app is available. Each campus offers computer access, and mobile computer carts are also available for classroom use on each campus. Each campus has specialty labs, learning and testing labs, and libraries (which offer computers, e-readers, laptops, and wireless access). Distance Learning students have access to all of the above, in addition to Angel, MYITLab, MYMathLab, Late Nite Labs, and online foreign language instruction. They have access to a mobile app through Blackboard. Technology training is offered to students through the student orientation, which is offered in-person multiple times on all campuses. There is also an online orientation. Multiple online resources are available on the Online Resources Webpage, and students have access to the IT Support Desk, an Online FAQ, and around-the-clock Angel support.

The institution has an Educational Technology Advisory Subcommittee which meets monthly to discuss issues, recommend training opportunities, and create and disseminate surveys to assess technology needs.

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

The institution has identified college-level general education competencies. Identification of Core Attributes combined with the work currently underway mandated by Florida House Bill 7135 has focused faculty and administrative energy in this area. To date, direct and indirect measures have been identified to assess the extent to which students have attained these college-level general education competencies. The initiative is in its infancy with limited data available to determine whether students in all degree programs have attained general education competencies through appropriate assessment measures. Review of the AA Program Assessment Evaluation Report along with minutes and documents from groups working with Core Abilities contribute to this finding. Information regarding the online Core Abilities survey and the Student Self-Assessment also support the finding.

EFSC has identified its general education competencies (e.g. "Core Abilities") which serve as college-level education competencies for all degree areas (AA and AS). Further, the general education matrix identifies which courses specifically satisfy general education requirements. The On-Site Committee finds the College has adequately demonstrated the measure of the competencies based on the 2011-12 and 2012-13 Student Learning Outcome Assessment Reports.

3.5.2 At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. *(See the Commission policy "Collaborative Academic Arrangements.")* **(Institutional credits for a degree)**.

At least 25 percent of the AA, AS, AAS and BAS credit hours required for the degrees are earned through instruction offered by Eastern Florida State College . This information is documented in the College *Catalog* and the Board *Policy Governance Manual*.

3.5.3   The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. *(See the Commission policy "Collaborative Academic Arrangements.")* **(Undergraduate program requirements)**

The institution publishes information regarding its programs, including general education requirements. This information is provided through the College *Catalog* (print and electronic versions) as well as a specialized web interface called Degrees and Certificates. The *Catalog* is revised annually as a result of changes coming from the College's curriculum process.

Program requirements adhere to existing policies in Florida law (Florida Statute 1007.25) as well as policies of the District Board of Trustees.   Recent changes in Statute 1007.25 resulting in a reduction in the number of general education credits from 36 to 30 credit hours have been responded to by the College through service on a statewide General Education Steering committee and through internal review of current college general education offerings. Multiple parties within the College have been involved, including the Chief Academic Officer, the College's faculty Academic Affairs Council and an ad hoc General Education Subcommittee. This response is still ongoing at this time.

The institution ensures that program requirements adhere to commonly accepted standards and practices. Degrees and other programs are developed using the State's curriculum framework and require approval by the State's Articulation Coordinating Committee. Other internal controls allow for the College to ensure appropriate courses are included in programs. Inherent in this process is the College's curriculum development committee acting in accordance with the College's curriculum development and change process.

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

Not Applicable

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

Not Applicable

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

Not Applicable

3.6.3 At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. *(See the Commission policy "Collaborative Academic Arrangements.")* **(Institutional credits for a degree)**

Not Applicable

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

Not Applicable

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

Insufficient information was provided to verify the appropriate academic credentials of numerous faculty members.

The On-Site Committee reviewed the credentials of the faculty who had been noted by the Off-Site Committee. A significant amount of information was made available to the On-Site Reaffirmation Committee in the Focused Report. The Committee determined that the majority appear qualified to teach the courses to which they are assigned. However, sufficient justification and/or documentation was not provided for a number of faculty members in order for a determination of acceptable qualifications to be made (see attached Request for Justifying and Documenting *Qualifications for Faculty).*

(Recommendation 3) The Committee recommends that EFSC demonstrates that it employs competent faculty members qualified to accomplish its mission and goals in the areas specified on the Request for Justifying and Documenting Qualifications of Faculty.

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

Evaluation of faculty at the College is consistent with the parameters outlined in the Eastern Florida State College/UFF Collective Bargaining Agreement, Article 9. Several components comprise the College's full-time faculty evaluation system, including a formal classroom teaching observation, a pre-evaluation conference, a written evaluation, a post-evaluation conference, a faculty response and student opinion surveys. Details of the process are covered in the College's *Procedures Manual* as well as the Collective Bargaining Agreement ensuring that faculty is apprised of the process. For adjuncts, their evaluation process is described in the *Adjunct Faculty Handbook*. The College shares related forms revealing how these procedures are documented as well as examples of real evaluations.

A review of the *Procedures Manual* reveals an extensive description of the evaluation process including when and how often faculty are to be evaluated. Tenured faculty is reviewed at least once every three years while non-tenured faculty with less than three years of experience and adjunct faculty are reviewed twice a year. Adjunct faculty is reviewed primarily by the Department Chair or the Program Manager while full-time faculty is evaluated by the Supervision Provost or a designee. Adjunct evaluations are comprised primarily of student opinion surveys and a classroom observation by the Department Chair or designee.

The institution utilizes a separate online self-assessment for faculty teaching online courses. Full-time faculty are given the option of using this instrument while adjunct faculty are required to use it. Furthermore, the College utilizes an evaluation process unique to librarian faculty also described in the Collective Bargaining Agreement.

Required face-to-face conferences are set for faculty members so that teaching effectiveness as well as other responsibilities can be addressed. For full-time faculty, the Instructional Faculty Evaluation Performance Review form provides the Supervising Provost the opportunity to discuss with the faculty member goals that have been accomplished subsequent to the last evaluation as well as goals that the faculty member has set going forward in order to improve upon his/her performance. For adjuncts, an opportunity to discuss the classroom evaluation and address concerns or other issues is made available following the evaluation.

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

Opportunities for various types of professional development are available to faculty. They may pursue professional development within the institution or pursue opportunities funded by the College outside the institution. Documentation from the Tenure and Professional Development Council, the Collective Bargaining Agreement, Tuition Benefits Policy, Professional Development budget, and Academic Technology workshop data confirm this finding.

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

The Eastern Florida State College *Procedures Manual* in section 303.2 deals with the academic freedom of its faculty.   The UFF/Eastern Florida State College Collective Bargaining Agreement outlines the academic freedom by faculty, staff, and students. The Agreement is accessible online at: United Faculty of Florida. Faculty members at Eastern Florida State College enjoy full freedom in research and publication, classroom discussion, lesson plans, and teaching strategies. Instructors are free of any arbitrary limitations on the study, investigation, presentation, or interpretation of facts and ideas. Procedures exist that if faculty members feel their academic freedom has been violated, a formal grievance under Article 16 of the Collective Bargaining Agreement may be filed. Further evidence supporting EFSC's commitment to academic freedom is that no reported instances of a violation of academic freedom have been reported

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

A review of the College's Collective Bargaining Agreements (both CBA 2009-20012 (CBA) and CBA 2012-2015 (CBA 2012)) as well as the Faculty Handbook reveals that policies regarding faculty responsibilities pertaining to academic and governance matters are in place. CBA (2012) defines faculty roles and makes a strong commitment to shared governance in Article 3.25. CBA indicates the creation of the College's two standing faculty councils: the Academic Affairs Council (AAC) and the Tenure and Professional Development Council (TPD). Within the AAC, several standing committees have been created and CBA (Article 8) assures faculty's participation in College and campus committees by requiring them to serve on them and attend discipline specific cluster meetings where faculty revise curriculum and make program changes. Other committees outside of these councils also exist and employ the expertise of faculty.

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

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. The library's mission statement aligns with that of the College. Library resources and services are offered at all four campuses. Additionally, services and resources are offered to distance learners via a proxy server. A Virtual Campus Library Liaison works with students taking online courses to provide library services and resources. An eLearning Liaison committee was created to ensure appropriate services are offered to distance learning students and a LibGuide was created for online learners. Reference services are offered in-person, via live chat, e-mail, and phone. The hours, including evening and weekend hours, are adequate: 52 hours per week. Student satisfaction surveys indicate that students are generally very satisfied with library resources and services. Faculty librarians are assigned disciplines and work closely with the faculty in their disciplines to develop materials and collect resources to support instruction.

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

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. Students, staff, and faculty can access Library Services staff, resources, and services in person and via the Internet. Reference librarians are available during normal operating hours. All students, faculty and staff can access library resources online at any time, and the Ask a Librarian feature provides additional reference assistance. Adaptive technology is provided for students with disabilities. Eight information literacy tutorials have been developed to allow students to learn about library resources through a self-paced tutorial. Librarians teach two for-credit courses, Information Technology Literacy and Introduction to Internet Research. Assessment is built into the information literacy modules, and rubrics have been developed to measure and assess understanding of topics. Pre and post tests are administered, currently through Quia, although the library is considering SoftChalk as a replacement tool.

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

The institution provides a sufficient number of qualified staff with appropriate education or experiences in library and/or other learning/information resources. The Academic Dean holds a Doctorate in Education in Curriculum and Instruction, a Master's in Public Administration, and a Master's in Library Science. All twelve full-time, one part-time and two adjunct librarians hold Master's in Library Science degrees from an ALA accredited institution. Additionally, there are ten full time and five part-time staff members who hold appropriate credentials and who have appropriate experience. Student assistants are employed to complete lower level tasks. All library staff members engage in regular professional development, serve on departmental and college wide committees, and are evaluated in accordance with the policies of the institution.

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

Eastern Florida State College publishes clear and appropriate statements of student rights and responsibilities in the College *Catalog* and *Student Handbook*. The College *Catalog* addresses privacy rights, civil rights, admission policies, academic regulations, student services, financial aid responsibilities, graduation requirements, financial responsibilities, and the Family Educational Rights and Privacy Act (FERPA). The *Student Handbook* is a comprehensive document that provides students with information concerning student services, contact information for services, rules and regulations, and the Student Code of Conduct. The *Student Handbook* also explains the disciplinary process and all complaint/grievance procedures for students. Faculty members have access to

the *Faculty Handbook* which references students' rights, including management of student records, student privacy, student intellectual property rights, class attendance, student conduct, and discipline in the classroom. The College *Catalog* and the *Student Handbook* are distributed in both printed and electronic formats. The *Student Handbook* is distributed to incoming students and upon request in the student centers. Staff members are given a *Student Handbook* at the beginning of each school year.

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

Eastern Florida State College protects the security, confidentiality, and integrity of its student records. Procedures are followed in accordance with the Family Education Rights and Privacy Act of 1974 (FERPA). Local and legal policies are applied concerning the maintenance of student records, in accordance with Florida Statutes and Rules governing the maintenance of student records in the development and implementation of College policies, procedures, and guidelines. Other polices are established by the State of Florida General Records Schedule GS-5 for public universities and colleges for development of its Records Retention Schedule. The institution also follows recommendations from the Association of Collegiate Registrars and Admissions Officers (AACRAO), AACRAO's Retention of Records, and recommendations by the Council for the Advancement of Standards in Higher Education (CAS). The *Student Records Guidelines and Procedures Manual* (sections 1, 2, and 3) is maintained by the Office of the Registrar and provided to appropriate staff. This manual outlines the college records procedures, records retention schedules, and other applicable information. The Office of the Registrar and Information Technology (IT) share the responsibility for maintaining and providing electronic access to student records in both the student information system (Banner) and the document imaging system (Nolijweb). The Office of the Registrar is responsible for approving access to specific student records and ensuring all staff members are aware of their responsibilities for the security, confidentiality, and integrity of student records. All student records are stored in a secure area within the Registrar's office, and access is provided only to staff in the Office of the Registrar. Campus admissions documents are scanned immediately into the Nolijweb imaging system. The Admissions Office sends its documents to the Office of the Registrar for final verification and disposition. The institution follows the guidelines for disposing of records, in all media, as outlined by the Florida Department of State Division of Library & Information Services and AACRAO publication *Retention of Records.* Electronic data back-up procedures are provided, and the institution has a plan in place for protection of electronic data in case of a disaster.

3.9.3   The institution provides a sufficient number of qualified staff—with appropriate education or experience in the student affairs area—to accomplish the mission of the institution. **(Qualified staff)**

Eastern Florida State College provides services supporting its mission with qualified personnel to ensure the quality and effectiveness of its student affairs programs. The institution supports its mission with highly qualified personnel as

delineated in the Student Affairs and Services Roster. The roster identifies the name of the employee, the position title, the responsibilities of the position, the educational qualifications and the professional experience of each employee. Student Services personnel undergo an annual performance appraisal. Performance appraisals are maintained in Human Resources. To remain up-to-date in their positions, Student Services employees participate in professional development activities annually.

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

The Committee reviewed documentation on the institution's recent financial history. The financial history demonstrates financial stability. The institution presented enrollment data, history of growth in unrestricted fund balances over the last five (5) years, and evidence of its control of operating expenses within available resources.

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

The institution audits financial aid programs as required by federal and state regulations as documented by presentation of Audited Financial Statements for the current fiscal year in addition to financial aid audits by the State of Florida Auditor's report for 2010-2011.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Specifically, the On-Site Reaffirmation Committee reviewed the financial audit for fiscal year ending June 30, 2011, and conducted an interview with the Finance & Tech Services Vice President in support of the institution's case for compliance.

EFSC provided documentation to support that it audits financial aid programs as required by federal and state regulations. The institution provides a financial audit for the fiscal year ended June 30, 2011 conducted by the State of Florida Auditor General with an unqualified opinion. The audit contains one significant deficiency that the institution has appropriately addressed.

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

The Committee reviewed the Procedures Manual, which provided written processes for control over finances. The institution provides an organizational chart and job descriptions for the Business Office positions. Budget planning and processing and documentation for budget changes, review process, inventory processes, evidence of timely reconciliations and other fiscal functions are required by the Eastern Florida State College *Procedure Manual*. Management representation letter and recent financial audit, free of internal control findings, indicate that the institution exercises appropriate control over all its financial resources.

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

The Committee reviewed written policies and procedures to document financial control over externally funded or sponsored research and programs. Eastern Florida State College employs a Grant Development Protocol along with the Procedure Manual to facilitate the Grant approval process. Job descriptions for persons with responsibilities for these processes were reviewed. Management representation letter and recent financial audit, free of internal control findings, indicate that the institution exercises appropriate control over externally funded programs.

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

The institution exercises appropriate control over all its physical resources. Plant Maintenance and Operations is responsible for maintaining all Eastern Florida State College facilities, infrastructure, and grounds. The institution develops a Capital Improvement Program for each campus and a Five-Year Capital Plan. The institution employs a variety of inspection programs focused on identifying deficiencies in infrastructure, building systems, equipment, and building finishes, the most critical of these inspections is the Capital Renewal and Deferred Maintenance List. The Capital Renewal and Deferred Maintenance List are reviewed periodically during the year to prioritize items and identify funding.

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

The Committee reviewed policies and procedures from the State of Florida. The institution employs policies and procedures promulgated by the State of Florida, and federal guidelines. All campus facilities and grounds are inspected annually for health and safety concerns. The Facilities Team establishes the Safety Committee that develops the Emergency Management Response Plan. The institution also employs a Campus police department that monitors the campus facilities.

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

The Committee reviewed the Campus Master Plans of the individual campuses to support the statement that the institution operates and maintain physical facilities appropriate to serve the needs of the institution's programs. The institution uses a work order system to manage non-routine maintenance needs. A Capital Renewal and Deferred Maintenance List are reviewed periodically during the year to prioritize items and identify funding. Custodial services are contracted to a professional service. In addition, the institution provides a list of renovation projects to document continuous upgrades to facilities to serve the needs of the programs and services.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. The On-Site Reaffirmation Committee reviewed the Master Plans for each campus, Deferred Maintenance and Capital Renewal List, and Projects Completed 2007-12, toured the four campuses (see Appendix B) and conducted interviews of the Finance & Tech Services Vice President and Facilities AVP in support of the institution's case for compliance. The Committee toured all four buildings of the Titusville Campus and three buildings of the Palm Bay Campus. The Melbourne and Cocoa Campuses have several buildings. The Committee toured a select group of facilities housing classrooms and student services. The structure of the buildings appeared to be solid with no noticeable signs of deterioration or leaks. All toured physical facilities appeared to be in good condition, at an appropriate temperature conducive for learning, and appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

3.12.1 The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. *(See the Commission policy "Substantive Changes for Accredited Institutions.")* **(Substantive change))**

Eastern Florida State College Procedure 109 under Policies 100.1 and 300.8 outlines substantive change reporting requirements in accordance with the policy statement of the Commission on Colleges. Procedures on "teach-outs" are included. Proper notification has been provided as evidenced by substantive change correspondence between Eastern Florida State College and the Commission on Colleges.

*3.13.1 The institution complies with the policies of the Commission on Colleges. **(Policy compliance)**

3.13.1. **"Accrediting Decisions of Other Agencies"**

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Eastern Florida State College is accredited by multiple programmatic accrediting agencies recognized by the U.S. Department of Education. Letters of accreditation from accrediting agencies have been provided indicating on-going accreditation, length of accreditation and the year in which the accreditation must be renewed. Eastern Florida State College has voluntarily eliminated accreditation for the Medical Assisting Program. However, the Off-Site Reaffirmation Committee found no supporting documentation which identifies whether the institution has described itself in identical terms with regard to purpose, governance, finances, degrees, diplomas, etc.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. EFSC has multiple accreditations by bodies recognized by the US Department of Education. This documentation has been provided in the Compliance Certification and in the Focused Report. A letter from the institution to the various accrediting entities, dated July 1, 2013, is provided as evidence that the institution has described itself in identical terms with regard to purpose, governance, finances, degrees, diplomas, etc. to each of the accrediting entities.

3.13.2 "Collaborative Academic Arrangements: Policy and Procedures"

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Not applicable

Eastern Florida State College has no collaborative academic arrangements.

*3.13.3 "Complaint Procedures Against the Commission or Its Accredited Institutions"

Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. *(See FR 4.5).* The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

Documentation: When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the On-Site evaluation of the institution.

Eastern Florida State College has appropriate written policies and procedures in place for addressing informal and formal complaints. The *Student Handbook* details the rights and responsibilities of each student, as well as the procedures to address grievances, both formally and informally. The *Student Handbook* provides an overview of the process to address grievances associated with discrimination or harassment, student conduct, grade disputes, academic appeals, and satisfactory academic progress related to financial aid eligibility. Records of complaints are required in accordance with the Commission and federal requirements. Depending on the nature of the complaint, students have the option of filing the complaint either informally or in writing, where a college representative with the best knowledge of the situation reviews the complaint and determines the resolution. The institution provided evidence of complaints filed in the Student Complaints Log.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Specifically, the On-Site Reaffirmation Committee reviewed the College Web site and printed documents related to complaint/grievance procedures and conducted interviews with the Vice President for Enrollment Management and Student Success and an Associate Provost.

Each EFSC campus has designated an individual to administer the campus-based complaint process and maintain via an electronic database a record of complaints at his/her respective campus. He/she is responsible for review of the elements of each complaint. Additionally, the College has designated an individual responsible for institutional review of all complaints. The campus-wide administrator has access to all complaints received by any campus.

3.13.4. "Reaffirmation of Accreditation and Subsequent Reports"

*3.13.4.a. Applicable Policy Statement. An institution includes a review of its distance learning programs in the Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

In its effort to show compliance with 3.13.4a, the institution outlines current policies regarding distance education citing several documents including but not limited to the Board *Policy Governance Manual*, the Organizational Chart specific to the distance learning program, FERPA statement, the College *Catalog* and *Student Handbook*. The College then moves through the various applicable standards and shows how it has carefully defined and evolved its distance

learning program to meet the requirements of those standards. Specific actions from the College to ensure a quality educational experience similar in quality to its physical face to face courses have been taken such as the employment of distance learning administrators and faculty, resources that are shared with face to face courses such as a proctored testing area, curriculum assessment procedures, and the analysis of data to assess outcomes such as withdrawal rates, success rates and grade distributions.

The distance learning courses have also been supported with Learning Resources personnel who are responsible for checking in with non-performing students at the request of the instructor.

Faculty teaching online courses are supported by the College through various venues, including many of the same supports enjoyed by regular faculty and special trainings that address online teaching. Many workshops are offered that assist faculty in the use of technologies such as Angel and Wimba. A review of the Minimum Course Requirements Document reveals that faculty teaching online are given explicit guidelines regarding expectations. The College's distance program, referred to as eBrevard, follows the procedures set forth in the College's *Procedures Manual* but also has its own policy manual that addresses policies specific to distance learning, including but not limited to compensation, the ownership of materials and copyrighted work.

The College develops and assesses its programs with the same care and scrutiny as face-to-face classes, as evidenced by the procedures found in the Academic Affairs Council handbook. A review of available data comparing student performance in online courses versus performance in face-to-face courses reveal the performance of face-to-face students to be somewhat better but very similar.

Other standards are addressed, including program length, consortial agreements, faculty evaluation, access to resources, security of student's personal information, and adequate facilities and appropriate funding support for online courses. A review of related documents and procedures reveals compliance in the area of distance education.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. The EFSC Compliance Certification includes a review of the College's online programs. Assessment of EFSC's compliance with standards applying to online and correspondence education programs are incorporated throughout the report, reflecting the philosophy and practice that compliance is the same, regardless of delivery method. The *Academic Affairs Council Handbook* and College data comparing face-to-face and online course success rate for all 2012-2013 academic year courses was reviewed onsite and online. EFSC reviews all of the college's online courses and programs and uses the data to make improvements and increase student retention and success. The On-Site Reaffirmation Committee interviewed the Assistant Vice President of Planning and Assessment, e-Brevard Provost, e-Brevard Associate Provost, four e-Brevard Department

Chairs, four e-Brevard Adjunct Faculty members, and five e-Brevard students to confirm the finding.

3.13.4.b. Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Not applicable

3.13.5. "Separate Accreditation for Units of a Member Institution"

*3.13.5. a. Applicable Policy Statement. .All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Not applicable

Eastern Florida State College has four campuses. With the Cocoa Campus considered the parent campus, administrative oversight is provided by a Campus Provost for each of the remaining campuses. Through review of the institutional audit report, Board of Trustees' minutes, organizational charts and the College *Catalog*, it is clear that all campuses are under the purview of the President and adhere to the same policies and procedures.

3.13.5.b. **Applicable Policy Statement.** If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation

from the regional accrediting association that accredits colleges in that state or country

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit.

Not applicable

3.14.1 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of accreditation status)**

Eastern Florida State College has accurately published its accreditation status along with the name, address and telephone number of the Commission on Colleges as demonstrated on page 3 of the Eastern Florida State College *Catalog*.

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

*4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations, student portfolios; or other means of demonstrating achievement of goals. **(Student achievement)**

Eastern Florida State College evaluates student success using multiple direct and indirect measures, including student course completion rates, state licensing reports, and job placement rates. Although the College provided evidence of results of each of its institutional outcomes, the Off-Site Committee could not find evidence of the criterion established for each of the institutional outcomes and the expected threshold of achievement.

The On-Site Reaffirmation Committee found that Eastern Florida State College evaluates student achievement using five accountability measures according to the Florida College System. The criteria are established by the State system, and the College the System average as its benchmark. The Accountability Measure History Table documents achievement across six cycles. The On-Site Committee finds that the College has provided satisfactory documentation to meet the requirements of this standard.

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

The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. In addition, the curriculum development process ensures a means of revising

and/or developing curriculum, through appropriate input, to embrace the mission and goals of the institution. Policies and procedures for curriculum development and approval confirm this finding.

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

EFSC's curricula are related directly and appropriately to its mission and goals. Interviews with the Vice President for Academic Affairs and Chief Learning Office, with the Associate Provost, Palm Bay, and with students confirms that the curricula of EFSC are directly and appropriately aligned with the mission and ensure the means of revising and developing the curricula.

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

Eastern Florida State College makes available to students and the public current academic calendars, grading policies, and refund policies. These policies can be found in the College Catalog, the Student Handbook, and on the College Web site. The institution follows the Florida State Board of Education guidelines for academic calendars. Grading and refund polices are also found in publications and the College Web site. Academic policies are published in the College Catalog and in the Student Handbook.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Specifically, the On-Site Reaffirmation Committee reviewed the College Web site and printed documents including calendars and grading and refund policies and conducted an interview with the Vice President for Academic Affairs.

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

Program length is appropriate for each of the institutions educational programs. The length of degrees, diplomas, and certificates is determined by the Florida Department of Education standards and the College. A review of the *Catalog*, *Articulation Manual*, and State Workforce Frameworks confirm this finding.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. The Florida Board of Education prepares guidelines concerning the program length and upon reviewing the guidelines and after interviewing Program managers and the Vice President for Academic Affairs, the On-Site Reaffirmation Committee finds EFSC has appropriate length for degrees, diplomas, and certificates.

*4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (*See the Commission policy "Complaint*

Procedures against the Commission or its Accredited Institutions.") **(Student complaints)**

Eastern Florida State College has documented procedures for addressing student complaints and follows these procedures when resolving student complaints The *Student Handbook* provides an overview of the process to address grievances associated with discrimination or harassment, student conduct, grade disputes, academic appeals, and satisfactory academic progress related to financial aid eligibility. Depending on the nature of the complaint, students have the option of filing the complaint either informally or in writing, where a College representative with the best knowledge of the situation reviews the complaint and determines the resolution. The institution provided evidence of complaints filed in the Student Complaints Log. Additionally, The Eastern Florida State College, Board of Trustees *Governance Manual* section 400.3 addresses student rights and responsibilities. The process is outlined in the Eastern Florida State College *Procedure Manual* section 419. College *Procedures Manual* 201.4, College *Catalog* 2012-2013 page 51, *Board of Governance Manual* page 17.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Specifically, the On-Site Reaffirmation Committee reviewed complaint documents and conducted an interview with the Vice President for Academic Affairs.

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

Eastern Florida State College has developed recruitment materials and presentations that accurately represent the institutions practices and policies. Recruitment activities fall under two specific areas; student recruitment which falls under the area of College recruiters and recruitment managed by specific contact persons. Recruitment policies do not differentiate between traditional and online students. Prospective students have access with links to the College *Catalog*, schedules, all student services, programs, news, and information about events.

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

Eastern Florida State College has developed recruitment materials and presentations that accurately represent the institution's practices and policies. The College has an in-house marketing department that produces recruitment materials, as well as other key printed pieces, for the purpose of informing and recruiting prospective students. Per interviews with the Associate Director of Student Recruitment and the Advising Coordinator, recruitment is conducted by staff within the admissions office, as well as by staff on satellite campuses. Presentations regularly deployed are recruitment sessions at Astronaut and Merritt Island High schools. In addition, the college maintains a web-site, where information regarding its programs, policies, and procedures are posted.

*4.7 The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) **(Title IV program responsibilities)**

The Off-Site Committee reviewed the FY 12 financial audits of Title IV programs as well as the FISAPs and the approved Federal Participation and Eligibility Agreement with the Department of Education and determined that the institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Specifically, the On-Site Reaffirmation Committee reviewed the Eligibility and Certification Approval Report 2012, Audit letters for the Single Audit 2008, 2010 and 2011. The Single Audit for 2010 indicated two findings and 2011 disclosed that those findings were corrected. The On-Site Committee conducted an interview with the Financial Aid Director in support of the institution's case for compliance.

*4.8 An institution that offers distance or correspondence education documents each of the following: **(Distance and correspondence education)**

4.8.1 demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

The institution offers distance or correspondence education and demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using the following methods: (a) a secure login and pass code; (b) proctored examinations; or (c) use of other technologies and practices that are effective in verifying student identification. A review of the secure portal access to BANNER and ANGEL, Testing and Proctoring statements online, and the Procedures Manual support this finding.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Eastern Florida State College authenticates that the student who registers in a distance learning course is the same student who participates in and completes the course and receives the course credit by verifying the identity of the student. The methods used include

requiring unique usernames and secure passwords for each student who logs into the college's student information system (Banner) or the college's learning management system (Angel), and by requiring identity checks on students using approved testing sites for proctored exams.

Substantiating information was reviewed online and on site on the College Web site (http://www.easternflorida.edu/academics/elearning/) and in the eLearning *Procedures Manual* (http://www.easternflorida.edu/academics/elearning/documents/procedure_manual_rev_10_29_2012.pdf).

The On-site Committee also interviewed interviewed the e-Brevard Provost, e-Brevard Associate Provost, e-Brevard Learning Specialist, and e-Brevard Assessment Specialist (Melbourne Campus).

4.8.2   has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

The institution offers distance or correspondence education and has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. This information is available on the College Web site and published in the College Catalog and Student Handbook.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Eastern Florida State College protects the security, confidentiality, and integrity of all student records (including distance learning students) in accordance with the US Department of Education Family Education Rights and Privacy Act of 1974 (FERPA).

Information reviewed onsite and online included:
1. The College's Web site at http://www.easternflorida.edu/admissions/registrars-office/ferpa-privacy-act-info/index.cfm
2. The 2013-2014 *College Catalog,* http://www.easternflorida.edu/academics/Catalog/documents/efsc-Catalog-13-14.pdf (Reference pages 47-48)
3. The *Student Handbook,* http://www.easternflorida.edu/student-life/documents/2013-14-student-handbook-web.pdf (Reference page 182-183)

Individuals interviewed included the e-Brevard Provost, e-Brevard Associate Provost, e-Brevard Learning Specialist, e-Brevard Assessment Specialist (Melbourne Campus)

4.8.3   has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

The institution offers distance or correspondence education and has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity. Currently, the possible additional fee relates to course examination proctors. The information is available in the Schedule of Classes, the College's Web site, and in the ANGEL student training.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. Eastern Florida State College has demonstrated that it has written statements in place to ensure that students are informed at the time of registration of any possible lab or proctoring fees associated with verification of student identity.

Distance learning courses have a lab fee of $10 per credit hour. In addition, there are external test proctor fees of $35 or $60 per term, depending on the student's residency.

Information reviewed onsite and online included:
1. The College's Web site at http://www.easternflorida.edu/admissions/tuition-and-fees/documents/course-lab-fees-13-14.pdf (Reference page 2), and
2. http://www.easternflorida.edu/admissions/tuition-and-fees/fee-schedules.cfm (Reference Learning Lab/External Test Proctor Fees Section and Lab Fees Section)
3. The *College Catalog*, http://www.easternflorida.edu/academics/Catalog/documents/efsc-Catalog-13-14.pdf (Reference page 39)
4. The *Student Handbook*, http://www.easternflorida.edu/student-life/documents/2013-14-student-handbook-web.pdf (Reference page 158)
5. The fall 2013 *Schedule of Classes*, http://www.easternflorida.edu/academics/documents/schedules/fall-13-credit-class-schedule.pdf (Reference pages 103 and 104)

Individuals interviewed included the e-Brevard Provost, e-Brevard Associate Provost, e-Brevard Learning Specialist, e-Brevard Assessment Specialist (Melbourne Campus)

*4.9   The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. *(See the Commission policy "Credit Hours.")* **(Definition of credit hours)**

Eastern Florida State College follows the guidelines of Florida Postsecondary State Board of Education Rule and awards three types of postsecondary credit authorized: college, career, and preparatory. The College uses a scheduling

matrix that ensures the proper contact time for all courses. All credit courses and programs are developed by faculty and recommended through the curriculum process as defined in the Academic Affairs Council Handbook. One college credit is based on the learning equivalent of fifteen fifty-minute periods of classroom instruction. Credits for other instructional activities are based the amount of time under direct instruction.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee. EFSC policies and procedures for determining credit hours awarded for courses conform to commonly accepted practices in higher education and to SACSCOC policy. The addition of the BAS program and the corresponding level change did not affect these policies and procedures. An interview with the Vice President of Academic Affairs confirmed this finding.

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

- The Committee observed and appreciated the graciousness of all aspects of the EFSC community during the on-site visit, including the food made available to the Committee, the enthusiasm of students and their passion for EFSC, and the excitement of the QEP team about their plan and its forthcoming implementation.

- The Reaffirmation Committee saw in the documentation and interviews with EFSC leaders a concerted effort to identify outcomes, measures and target, to assess the extent to which those outcomes are achieved, and to implement cycles of improvement based on the analysis of results. While the basic assessment cycle concept seems to be understood, there is an opportunity to strengthen institutional effectiveness, not by doing more work but by making the work more focused for quality improvement. Members of the ETSC community have, both for academic programs and for support units, developed assessments. The opportunity to improve that process lies in focusing on fewer meaningful quality outcomes, identifying measures that support assessing the quality of key results (measures beyond numbers of participants), so that in analyzing results, units can identify the leverage point (s) and focus on the improvement plan(s) most likely to create positive outcomes in the next cycle.

- The Committee suggests that EFSC develop a list that indicates which programs of study are offered at which campuses and publish it in the College Catalog and on the web site.

- In Institutional Effectiveness documentation for educational programs and administrative and support offices, EFSC might consider focusing and clarifying program and student learning outcomes; providing information on both the assessed artifact and the method of assessment; and providing clear evidence that the analysis of results leads to the documented improvements.

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

Eastern Florida State College's Quality Enhancement Plan is an ambitious plan focused on improving student learning for first time college students. The theme titled The Core Scholar Program endeavors to improve student learning by providing students with "essential skills needed for success in college and the workplace." The QEP was developed utilizing institutional data in concert with broad-based input from students, faculty, staff, and the community. The Program intends to augment existing initiatives in concert with new initiatives, formulating The Core Scholar Program. The Core Scholar Program is comprised of 1) peer tutoring, 2) success coaching, 3) soft skills workshops, and 4) major area of interest online learning communities.

B.   Analysis of the Acceptability of the Quality Enhancement Plan

1.   ***An Institutional Process***. *The institution uses an institutional process for identifying key issues emerging from institutional assessment.*

In developing the Plan, the college solicited broad-based input from faculty, staff, students, administrators, and the community. The resulting plan connects and enhances existing programs, creating a unified program that can be scaled to reach more students. A broad-based survey instrument was used to collect input from faculty, staff, students, and the community at-large to identify areas that would yield improved student success. Five themes emerged, from which the QEP Steering Committee chose to focus upon basic skills and corollary tools for success. Institutional data was used during the analysis phase to select Basic Skills as area of focus.

2.   ***Focus of the Plan***. *The institution identifies a significant issue that (1) focuses on learning outcomes and/or the environment supporting student learning and (2) accomplishes the mission of the institution.*

The principal goal of The Core Scholar Program is to equip students with the necessary academic and soft skills to be successful in college and the workplace. Each of the four initiatives is designed to close student learning gaps related to basic skills attainment. Participating students will learn the academic and soft skills necessary to achieve their educational goals and be more successful in the workplace. The four strategies comprising the Core Scholar Program aim to impact first time in college students by delivering a learning experience that results in improved student learning and success. In doing so, The Core Scholar Program supports the institution's mission to provide "quality, accessible learning opportunities which successfully meet individual and community needs."

3. ***Institutional Capability for the Initiation, Implementation, and Completion of the Plan***. *The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP.*

Appropriate fiscal resources have been assigned to initiate and implement the QEP. The program effectively incorporates existing and new resources to fund the activities for the five year implementation timeline. The budget includes a design year, planning year, and five year implementation. The college has budgeted $1,866,604 to implement, sustain, and complete the QEP.

The institution's annual budget will range from $241,588 to $376,789 for the five year plan. The current year's budget, the plan year, is currently funding In-kind sources of $65,465 and Out of pocket of $106,016 from recurring funds. Therefore, the institution needs approximately $155,000 of new recurring revenue annually. New tuition and fees for the MAI Course is expected to generate approximately $60,000 and student activity fees are expected to fund another $60,000 annually by the fifth year. Thus, the college only needs to provide an additional $35,000 annually to the implement and sustain the QEP.

4. ***Broad-based Involvement of Institutional Constituencies***. *The institution demonstrates the involvement of its constituencies in the development and proposed implementation of the Plan.*

The institution provided clear evidence there was broad-based involvement among all constituents in the QEP process. Efforts included a sustained marketing strategy that promoted awareness of the QEP, solicited input, and communicated progress. The institution hosted multiple events and opportunities for administrators, advisory boards, faculty, staff, students and the local community to take part in the process, contribute ideas, and provide feedback along the way. The institution shared a video with the on-site committee that showcased highlights of many of the ongoing events and activities aimed at promoting the QEP and soliciting involvement. Signage on campus related to the QEP is in place in prominent locations to maintain continued awareness. In addition, interviews with individuals on campus confirmed that there was broad-based participation in the process and knowledge of what the QEP involves.

The institution has established an implementation plan that includes a timeline for implementing the QEP. The timelines indicate the beginning date, task to be completed, expected completion date. Additionally, each task is assigned a position responsible for implementation. The reporting structure is built to ensure continuity between design and implementation phases. A QEP Working Group will function as the implementation team. The QEP Working Group will be comprised of the former QEP Steering Committee Subcommittee Chairs. The institution has demonstrated commitment to provide adequate time for each subcommittee chair and subcommittee to continue their work into the implementation phase. The institution has assigned qualified individuals to administer and oversee the implementation of the QEP.

5. ***Assessment of the Plan***. *The institution identifies goals and a plan to assess the achievement of those goals.*

The assessment plan was developed to assess each of the four strategies comprising the Core Scholar Program. Both formative and summative measures will be used. Each strategy is linked to a program learning outcome and each program learning outcome has a corollary assessment, benchmark and assessment method. Assessments instruments generally involve surveys. Additionally, a process assessment will be used to evaluate institutional progress for achieving QEP implementation tasks. While there are program learning outcomes for individual strategies, there are no explicit program goals for the Core Scholar Program. There are also no student learning outcomes linked to the program goals. In the absence of explicit Core Scholar Program goals and associated student learning outcomes, the institution will not be able to assess the Program's impact on student learning and success.

See Recommendation Comprehensive Standard 3.3.2.

C. Analysis and Comments for Strengthening the QEP

Eastern Florida State College's Core Scholar Program shows great potential to improve student learning and success. The faculty and staff involved in developing and implementing the Program exhibit a contagious excitement for improving student learning. The broad-based involvement of the college community and external partners during the QEP development phase is an institutional strength. The magnitude of input used to identify the QEP topic is impressive and the energy around the chosen topic is illustrative of broad-based input and institutional commitment. The Reaffirmation Committee offers some suggestions for strengthening the QEP so that Eastern Florida State College students experience the full impact of the dedication to student learning and success the faculty and staff obviously exhibit.

1. The Core Scholar Program is intended to unify numerous intervention strategies, creating a unique program that proposes to differentially improve student learning and success for participants. Each strategy has an associated outcome, yet the program doesn't have unique program outcomes. To ensure participating students have a high likelihood of a significant learning experience, the Reaffirmation Committee suggests the QEP Working Group continues to work on developing an intentional program design that links program learning goal and assessment with the four strategies.

2. Enrolling the students that could most benefit from the Core Scholar Program may prove a challenge because educational research illustrates those at the most risk of not completing are least likely to self-select into an intervention. The Reaffirmation Committee suggests the QEP Working Group collaborate with enrollment management to a mechanism to proactively select student populations that could most benefit from the program. This could include selection criteria advisors use when advising new students during the matriculation process.

3. Use at least one external measure to assess the effectiveness of the Program. For example, one strategy aims to improve student engagement. There are external instruments that provide external benchmarks for engagement such as the CCSSE or NSSE that could provide valuable institutional data for improvement.

4. The College's Strategic Plan identifies four College Goals and strategies to help the institution achieve its goals. The institution's College Goals align well with the QEP

focus. The Reaffirmation Committee suggests the QEP activities be incorporated into the College's Strategic Plan.

5. All students may participate in any of the components of The Core Scholar Program. However, the Core Scholar Program aims to reach first time in college students. The Reaffirmation Committee suggests EFSC investigate how the QEP Working Group may leverage changing State regulations affecting developmental education to deliver a unique learning experience for developmental education students.

Part IV. Third-Party Comments

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

The Committee should check one of the following:

☒ No Third-Party Comments submitted.

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

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

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

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

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

APPENDIX A

Roster of the Off-Site Reaffirmation Committee	Roster of the On-Site Reaffirmation Committee
Dr. Patricia J. Robertson – **CHAIR** Vice President for Academic Affairs Trident Technical College Charleston, SC	Dr. Jacqueline Claunch - **CHAIR** President Northwest Vista College San Antonio, TX
Ms. Terry D. Buckner Circulation Librarian/Associate Professor Bluegrass Comm and Technical College Lexington, KY	Dr. Mark K. Branson Dean, School of Arts, Sciences, and Education Davidson County Community College Thomasville, NC
Ms. Deborah Josey Burks Vice President for Institutional Effectiveness Central Georgia Technical College Macon, GA	Mr. Horace W. Chase Vice President for Financial and Administrative Affairs Jackson State Community College Jackson, TN
Mrs. Sharon S. Crews Vice President for Administrative and Student Services T.A. Lawson State Community College Birmingham, AL	Dr. Christine A. Jonick Professor of Business Administration University of North Georgia Gainesville, GA
Dr. Mark S. Escamilla President Del Mar College Corpus Christi, TX	Lynn W. McCraney Interim Vice President for Student Success and Enrollment Management Fort Valley State University Fort Valley, GA
Dr. Debra R. LaCour Vice President for Academic Affairs Blinn College Brenham, TX	Ms. Catrenia W. McLendon Dean of Quality Initiatives, SACS Liaison Georgia Piedmont Technical College Clarkston, GA
Mr. Oscar M. Lopez Vice President, Student Services and Enrollment Management Brookhaven College Farmers Branch, TX	Dr. Melody L. Moore Engineering, Business, and Public Services John Tyler Community College Chester, VA
Mr. Ed Perry Chair, Natural Science Faulkner State Community College Bay Minette, AL	Mr. Thomas Elijah Scott Director of Libraries Georgia Highlands College Rome, GA
Dr. B. Kevin Ratliff Dean of Business, Humanities and Continued Education Blue Ridge Community College Weyers Cave,	Dr. Lynda S. Villanueva Vice President of Academic and Student Affairs Brazosport College Lake Jackson, TX
SACSCOC Staff Represenatative Dr. Robin W. Hoffman Vice President Decatur, GA	Dr. Denise C. Watts Director of IR, Planning and Effectiveness University of Texas of the Permian Basin Odessa, TX
	QEP EVALUATOR Mr. Galen DeHay Interim Provost/Vice President for Academic Affairs Director of Planning and Institutional Effectiveness Tri-County Technical College Pendeleton, SC
	COC STAFF REPRESENTATIVE Dr. Robin W. Hoffman Vice President Commission on Colleges

APPENDIX B

Campus and Off-Campus Sites or Distance Learning Programs Reviewed

Cocoa Campus
1519 Clearlake Road
Cocoa, FL

Two community colleges were initially established in Cocoa, Florida, in 1960: Brevard Junior College and Carver Junior College, the latter serving African-American residents. In 1963, as the South emerged from segregation, the two schools integrated and moved to its current location at the Cocoa campus, adjacent to Clear Lake. In 1971, the College changed its name and became known as Brevard Community College, frequently referred to as BCC. The Cocoa Campus is therefore the oldest, and largest, campus. In the fall 2013 semester, the Cocoa campus enrolled 4,644 students, 28% of the college total enrollment. In addition, the Campus has approximately 538 employees. The faculty number approximately 140 while the other 398 or so is made up of support staff.

The campus has 23 buildings, 14 of which are used for academic instruction and 9 of which house support services. The College-wide District Administration, Health Sciences Institute (HSI), Institute of Nursing, and the following technologically advanced facilities are located on this campus: Astronaut Memorial Planetarium, EFSC/UCF Joint Use Library, Florida Solar Energy Center, and the new STEM building designed to house classrooms, labs and workforce facilities targeting subjects of science, technology, engineering, and mathematics. The Clark Maxwell, Jr. Lifelong Learning Center, a cooperative effort of EFSC and the University of Central Florida (UCF), is also located on the campus. This unique instructional facility houses programs for EFSC and UCF, and enables students to complete bachelors and masters degrees without leaving the county.

Eastern Florida State College provides adequate operating funds for the Cocoa campus. A College-wide budget is formulated annually using the various revenue sources. Each spring, the Executive Council works to project the following year's budget, based on available monies. In mid-spring, the departments and functional units at each campus, including Cocoa, are provided with copies of their proposed beginning-of-the-year budgets. The Executive Council also reviews department and functional unite requests for additional funds and budget amendments. Upon approval, the requests are forwarded to the Budget Department. Capital equipment budget requests with supporting documentation are reviewed and approved by the Vice President for Finance and Technical Services.

The Office of Planning and Assessment for EFSC is responsible for carrying out all Institutional Effectiveness activities. Data are collected and analyzed for the institution as a whole and decisions made from these assessments are implemented across the College.

The Cocoa Campus offers the Bachelor of Applied Science in Organizational Management, Associate of Arts, General Education, and Associate in Science (Aerospace Technology, Business Administration, Computer Information Technology, Computer Programming and Analysis, Dental Assisting Technology and Management, Dental Hygiene, Digital Television/Digital Media Production, Drafting and Design Technology, Early Childhood Education, Emergency Medical Services, Engineering Technology, Graphics Technology,

Health Information Technology, Medical Laboratory Technology, Networking Services Technology, Nursing RN, Radiography, and Veterinary Technology). Also offered are the Applied Technology Diploma (Dental Assisting and Emergency Medical Technician – Basic) and numerous certificate programs.

The Cocoa campus library is a joint-use facility with the University of Central Florida (UCF) Cocoa Campus and the Florida Solar Energy Center (FSEC). The Cocoa campus library is a 121,000-square-foot, three-story facility with a collection that includes 88,892 print books, 6,175 audiovisual materials, and 765 periodicals. In addition, the campus has access to 57,252 eBooks, 66,549 streaming videos and music titles, and 164 full-text and bibliographic Internet databases. Resources and services include circulating collections; reference services; bibliographic instruction and group study area with multimedia and Internet; numerous private study areas for students; 109 College computers; and 10 University computers for library research and student usage. Wireless access is provided throughout the library for access to the Internet and College and University library services.

The College IT Technical Support Desk serves as the single point of contact between students, faculty and staff and the Information Technology Department. The IT Technical Support Desk staff assists with questions, requests and suggestions or routes them to the appropriate area for resolution. Whether the student is on or off campus, IT Technical Support can be accessed via telephone. Tutorials, tip sheets, and responses to frequently asked questions are made available to all students via the Online Resources page of the BCC website. In addition to technical support, the Cocoa campus has numerous Computer labs. Computer Labs offer all students access to computers, various software programs, and internet to support their academic success.

The College's other academic support services for students covers the student from pre-enrollment admissions through completion and include the following:
- Student Orientation
- Academic Advising
- Career Counseling
- Learning Resources (Libraries)
- English Language Studies (ELS)
- Foreign Language Labs
- Learning Labs, Tutoring & Testing Facilities
- Vocational Preparatory Instruction (VPI)
- Writing Centers
- Center for Service Learning
- Office for Students with Disabilities
- TRIO – Student Support Services
- Cooperative Education
- Distance Learning and Correspondence Education (eBrevard)
- Technology Resources and Services for Students (IT)

Palm Bay Campus
250 Community College Parkway
Palm Bay, FL

The Palm Bay Campus is located just off I-95 and consists of three main buildings. Enrollment for 2013 was approximately 3,400 (about a fifth of total EFSC enrollment.

The campus has a close relationship with Palm Bay High School with which the College offers dual enrollment opportunities from early childhood to culinary to general education for transfer to universities across the state. In addition to the dual enrollment options, Palm Bay offers the AA degree as well as technical and vocational course work in areas such as computer programming, engineering technology, air conditioning, and business administration. Additionally, Palm Bay offers courses in Health Sciences: medical assisting, EMS, and nursing in the afternoon/evenings.

The campus has a Provost, Assistant Provost, and faculty and administrative support staff. Also, there is a full range of resources from library support services to financial aid. The Lad Titan softball team's home field is located at Palm Bay, as well as a walking trail that winds around Lake Titan. Brevard County operates the Palm Bay Aquatic Center just south of the main campus and recent renovations have allowed an expansion of a fitness center for all faculty, staff, and students. The library services adequately support all the programs, as well as houses tutorial services and proctoring services for EFSC online students, as well as other students enrolled in any other educational institution. Classrooms have computer stations by which faculty can demonstrate resources and play instructional videos. Also, the campus has 100% wi-fi connectivity.

As a campus of EFSC Palm Bay Campus is permanently located at the address noted above, offers programs listed above, has its own administrative staff and faculty, as well as its own budgetary (e.g. approximately $5.7 million for 2013-14) and hiring authority. Palm Bay, though independent in many of its functions, is engaged with EFSC for student engagement and the planned QEP. Palm Bay shares its information with the IE group for aggregate reporting to various agencies (e.g. SACS/COC).

Titusville Campus
1311 North U.S. 1
Titusville, FL

Established in 1988, EFSC's 120-acre Titusville Campus in north Brevard County, is adjacent to the Indian River Lagoon waterfront, the Chain of Lakes park, Kennedy Space Center, Merritt Island Wildlife Refuge and the Canaveral National Seashore.

The structure of the buildings appear to be solid with no noticeable signs of deterioration or leaks. All toured physical facilities appear to be in good condition, at an appropriate temperature conducive for learning, and appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. The grounds and facilities are well-maintained by EFSC staff. Appropriate campus safety and emergency policies are maintained by campus leadership. Safety and emergency response procedures are posted in classrooms and administrative areas. Local law enforcement agencies maintain a substation on the campus. EFSC security officers are present during the course of regular business hours.

The Library collection, along with electronic resources, are available on the Titusville campus. Librarians assist students and faculty with research activities. Students have access to the Internet via general-use computer labs and computer classrooms.

The Provost of the Titusville Campus indicates sufficient authority to administer programs, services and activities of the campus. The campus operates with a balanced budget sufficient to meet the regular and emergent needs. Twenty full-time faculty members, supplemented with approximately 40 adjunct instructors, meet the academic needs of the campus. Professional and administrative staff are available in sufficient number and with sufficient preparation to provide adequate support services. Assessment activities assure that essential academic, extra- and co-curricular activities are offered. The Provost and the Associate Provost noted that the existing organizational structure enhances a seamless experience for students.

Astronaut High School
800 War Eagle Blvd
Titusville, FL

Astronaut High School (AHS) is located in Brevard County, in the city of Titusville, Florida. It is one of 16 high schools in the Brevard County Public School District. It's name comes from its location, near the Kennedy Space Center. The school was built in 1972. Enrollment is approximately 1,299 students in grades 9 – 12. AHS partners with Eastern Florida State College (EFSC) to provide dual enrollment opportunities for eligible students. One dual enrollment program taught at the AHS campus, the Patient Care program, offers certification upon completion. A faculty member of AHS is the instructor for students enrolled in this program. Courses are also offered to dual enrolled students on the EFSC Titusville Campus. Courses taught on the Titusville Campus are taught by EFSC faculty. Dual enrollment students taking classes at AHS and at EFSC – Titusville Campus have access to appropriate resources and services, including activity rooms, study rooms, and online and in-person access to library resources.

Merritt Island High School
100 E. Mustang Way
Merritt Island, FL

Merritt Island High School is located in the northern portion of Brevard County, Florida, and is one of 16 high schools in the Brevard Public School Division. The school is a comprehensive high school accredited by SACS. It provides service to approximately 1,500 students in grades 9 through 12. Eastern Florida State College offers a College Credit Certificate in Preschool Specialization to students enrolled at Merritt Island High School. A faculty member of Merritt Island High School, who meets the requirements for SACS accreditation for this program, is the instructor for students enrolled in this program. Courses are taught in a high school classroom and include interaction with preschool children enrolled in a preschool program at the school. Students enrolled in this program have access to appropriate resources and services to support this program, including an activity room for the preschool students, print and online materials in the school's media center, and online and in-person access to the library resources of EFSC.

Palm Bay High School
101 Pirate Lane
Palm Bay, FL

Palm Bay High School was consolidated in the late 1980s from an earlier version, Southwest Junior high school. The high school has a relationship with EFSC where students may articulate credits in programs such as Early Childhood Education and Culinary Arts, as well as move more quickly toward general education course work at the college level. The course work positions students to move to EFSC in the AA program or move directly to universities upon the

high school graduation. The associate provost of EFSC-Palm Bay Campus works closely with college personnel and high school staff to guide students appropriately and effectively

The high school campus consists of several main buildings that house administration and classrooms, as well as a gymnasium and auditorium. During the 2004-2005 school year, the school received a private donation which was used to expand the library. The current library and its support functions meet the needs of regular high school students as well as those students dually enrolled with EFSC courses. The enrollment at Palm Bay High School is approximately 1,500 students with nearly 50% of the student population white, about 25% African-American, just under 20% Spanish descent, and the balance Asian or other ethnicities. The faculty are well-prepared: a recent study shows that 99% of the current faculty are highly qualified teachers by federal standards. Also 50% of the faculty hold a master's degree.

APPENDIX C

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

*3.3.1.1 (Institutional effectiveness: educational programs, to include student learning outcomes)
Recommendation 1

The Committee recommends that EFSC assess the extent to which it achieves the outcomes and provide evidence of improvement based on the analysis of results for its Associate of Arts program.

3.3.2 (Quality Enhancement Plan) **Recommendation 2**

The Committee recommends that EFSC demonstrates that it identifies goals and a plan to assess their achievement for its Quality Enhancement Plan. See Part III for additional information.

3.7.1 (Faculty competence) **Recommendation 3**

The Committee recommends that EFSC demonstrates that it employs competent faculty members qualified to accomplish its mission and goals in the areas specified on the Request for Justifying and Documenting Qualifications of Faculty.

APPENDIX D

Request for Justifying and Documenting
Qualifications of Faculty

Institution: _____**Eastern Florida State College**_____

For each of the faculty members listed below, the committee either found the academic qualification of the faculty member to be inadequate and/or the institution did not adequately justify and document the faculty member's other qualifications to teach the identified course(s). For each case, the committee checked the column appropriate to its findings and provided additional comments if needed to clarify the concern.

The institution is requested to submit additional justification and documentation on the qualifications of each of the faculty member listed. When responding, the institution should use the Commission's "Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty" and its "Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty," which can be accessed under the Institutional Resources tab of the Commission Web site: *www.sacscoc.org*.   Read the instructions carefully and pay close attention to the section "Providing Information that Establishes Qualifications."   The completed form, or similar document, should be included as part of the institution's formal response to the Commission.

1	2	3	4	5
Name of Faculty Member	**Course(s) in Question**	**Inadequate Academic Qualifications**	**Insufficient Justification of Other Qualifications**	**Comments** (if needed)
McMillan, Barbara	Ceramics (ARTC 1750)	X		No master's degree
Raymond Springer (P)	AutoCAD Essentials (ETCD 2320)	X	X	

Form Adopted: January 2007
Updated: January 2011

October 2013