

## 2.1

### Institutional Mission

The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

South Florida State College (SFSC) has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning as well as public service.

### Mission

Section 1001.64, Florida Statutes, "Florida College System Institution Boards of Trustees; Powers and Duties" gives authority to the SFSC District Board of Trustees to create policy appropriate to the SFSC Mission. SFSC District Board of Trustees (DBOT) Policy 1.02 "Vision, Mission and Institutional Core Values" states that "South Florida State College is an open-access, higher education institution dedicated to providing a learning-centered environment through quality programs, training and services. Working in partnership with organizations and communities, the College provides leadership and a comprehensive range of opportunities for the educational, cultural, and economic development of the service district." Figure 2.1-1 "SFSC Mission Statement" displays the College Mission which is consistent across all SFSC publications including: the [College Website](#), the [College Catalog](#), the [Student Handbook](#), and the [Strategic Plan](#). The College Mission is printed and on display at the entrance to the president's office, in the boardroom, and in other physical locations throughout campus.

### Mission

South Florida State College is an open-access, higher education institution dedicated to providing a learning-centered environment through quality programs, training, and services.



Working in partnerships with

organizations and communities, the College provides leadership and a comprehensive range of opportunities for the educational, cultural, and economic development of the service district.

The College assists the people of its service district (DeSoto, Hardee, and Highlands counties) regardless of economic, social, or educational background to achieve success in:

- completing an associate degree in preparation for pursuing a baccalaureate or other professional degree or credential;
- completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances;
- completing college preparatory programs of study including those leading to the high school diploma;
- obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society;
- gaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society;
- pursuing advanced academic preparation and credentials available through partnerships with colleges and universities; and
- participating in the social, cultural, environmental, and economic development of the communities served by the college.

We believe in the worth of each of our students and, through all of our educational programs and services, we seek to develop human potential and to create brighter futures.

Figure 2.1-1

### SFSC Mission Statement

### Appropriate for Higher Education

Section 1004.65, Florida Statutes "Florida College System Institutions; governance, mission, and responsibilities" defines the primary mission and responsibility of Florida College System (FCS) institutions to respond to community needs for postsecondary academic education and career degree education. The SFSC Mission Statement is appropriate to a SACSCOC Level II institution of higher education as it not only addresses degree and career certificate opportunities, but also includes participation in social, cultural, environmental, and economic development of the community served by the College. An example of a mission-driven program at SFSC is the recently created [Engineering Technology \(Advanced Manufacturing\)](#) program. This program was developed to provide postsecondary educational opportunities in the College's service district to prepare students for immediate employment as well as to advance to higher degree opportunities, thus supporting both local and regional economic development.

As defined in the mission statement, the distinctiveness of SFSC lies in the comprehensive nature of its academic program offerings. South Florida State College is one of only a few FCS institutions that offers a broad spectrum of educational programming ranging from adult education and English for Speakers of Other Languages (ESOL), career certificates, college credit certificates, associate degrees, up to baccalaureate degrees. Steered by the [institution's vision statement](#) to seek global awareness and guided by the [College's core values](#), SFSC assists all people of its service district regardless of economic, social, or educational background to achieve success. This is best exemplified by the fact that the College's service district is comprised of a rapidly increasing Hispanic population, many of whom are first-time-in-college (FTIC) and low-income students performing below their peers and much lower than comparable students throughout Florida. This, coupled with the service district's designation as a Rural Area of Opportunity (RAO) and an economically distressed rural community, per the Florida Department of Economic Opportunity (DEO), poses many barriers to student success. In spite of this, the College has achieved the [highest rate of graduation in the State](#) at the 150% and 200% measures and the second highest in the 100% measure.

## Teaching and Learning

As shown in Table 2.1-1 "Elements of the SFSC Mission Statement," the SFSC Mission is a broad collection of seven statements that individually and collectively address teaching and learning as well as public service. Together, these statements address each of the core components of the institution and its wide variety of educational programs which include baccalaureate and associate degrees, college credit certificates, career certificates, transfer opportunities, adult education and general education diploma (GED), basic literacy, citizenship, and service.

**Table 2.1-1  
Elements of the SFSC Mission Statement**

Mission Element	Criteria Addressed
Completing an associate degree in preparation for pursuing a baccalaureate or other professional degree or credential	Teaching and Learning
Completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances	Teaching and Learning
Completing college preparatory programs of study including those leading to the high school diploma	Teaching and Learning Public Service
Obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society	Teaching and Learning Public Service
Gaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society	Teaching and Learning
Pursuing advanced academic preparation and credentials available through partnerships with colleges and universities	Teaching and Learning
Participating in social, cultural, environmental, and economic development of the communities served by the College	Teaching and Learning Public Service

## Sources

-  2020-2021 SFSC College Catalog\_Engineering Technology (Page 92)
-  2020-2021 SFSC College Catalog\_Mission (Page 10)
-  2020-2021-Student-Handbook (Page 5)
-  Destination 2024 Strategic Plan\_Mission (Page 5)
-  Florida Statute 1001.64 Florida College System Institutions Boards of Trustees Powers and Duties
-  Florida Statute 1004.65 Florida College System Institutions Governance Mission and Responsibilities
-  Graduation Rate 200 Survey
-  Mission Statement\_Webpage
-  SACSCOC Level I to Level II Approval
-  SFSC DBOT Policy 1.02 Vision, Mission, and Institutional Core Values
-  SFSC DBOT Policy 1.02 Vision, Mission, and Institutional Core Values\_Core Values\_Highlight (Page 2)
-  SFSC DBOT Policy 1.02 Vision, Mission, and Institutional Core Values\_Vision Highlight

### 3.1.a

#### Degree-granting Authority

An institution seeking to gain or maintain accredited status:

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

#### Judgment

Compliant  Non-Compliant  Not Applicable

#### Narrative










The College is seeking to maintain accredited status and has degree-granting authority from the appropriate government agency or agencies. South Florida State College (SFSC) is defined in [Section 1000.21, Florida Statutes, "Systemwide Definitions"](#) as a state college. The College received its authorization to grant degrees from the State of Florida in 1965 and has been in continuous operation since August 1966. [Section 1004.65\(8\)\(b\), Florida Statutes, "Florida College System Institutions; Governance, Mission, and Responsibilities"](#) provides overall authority for SFSC to grant Associate of Arts (AA) degrees, Associate of Science (AS) degrees, Advanced Technical Diplomas (ATD), College Credit Certificates (CCC), and Occupational Certificates (OC), now referred to as Career Certificates (CC). The College does not offer degrees internationally. Currently, the College is not required to report changes in program offerings to the Florida College System (FCS) or the Florida Department of Education.

During the 2008 Florida legislative session, authorization was given for all 28 state colleges in the FCS to offer baccalaureate degrees and subsequently approved to become a Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) [Level II degree granting institution](#) through the SACSCOC level change process. This was codified in [Section 1007.33, Florida Statutes, "Site-Determined Baccalaureate Degree Access"](#) as well as [Section 1004.65 \(8\)\(d\), Florida Statutes, "Florida College System Institutions; Governance, Mission, and Responsibilities."](#) The only condition implied by these statutes is in the requirement that "authority to offer one or more baccalaureate degree programs does not alter the governance relationship of the FCS institution with its district board of trustees or the State Board of Education." This condition ensures that Florida state colleges maintain the core mission for which they were created.

[Section 1001.65\(10\), Florida Statutes, "Florida College System Institution Presidents; Powers and Duties,"](#) states that the responsibility for awarding of degrees belongs to the college president, while [Section 1001.64 \(8\)\(b\), Florida Statutes, "Florida College System Institution Board of Trustees; Powers and Duties"](#) grants college's district board of trustees the authority to adopt rules that establish performance standards for the awarding of degree and certificates in accordance with [Section 1004.68, Florida Statutes, "Florida College System Institution; Degrees and Certificates."](#)

South Florida State College offers no degrees at branch campuses or off-campus instructional sites located in other states or other countries. However, the College is a member of the [National Council of State Authorization of Reciprocity Agreements \(NC-SARA\) \(SFSC Agreement\)](#). According to NC-SARA, "State Authorization Reciprocity Agreements," commonly known as SARA, provides a voluntary, regional approach to state oversight of post-secondary distance education by adhering to comparable national standards for interstate offering of postsecondary distance education courses and programs. Institutions in a SARA state with state authorization in its own state can also offer distance education courses and/or programs to any other SARA state member. As of April 2020, 49 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands are members of SARA. South Florida State College restricts the marketing of its distance learning programs to only those states holding a SARA certification.

#### Sources

-  [About NC-SARA](#)
-  [Florida Statute 1000.21 General Provisions](#)
-  [Florida Statute 1001.64 Florida College System Institution Boards of Trustees Powers and Duties \(Page 2\)](#)
-  [Florida Statute 1001.65 Florida College System Presidents Powers and Duties \(Page 2\)](#)
-  [Florida Statute 1004.65 Florida College System Institutions Governance Mission and Responsibilities \(Page 2\)](#)
-  [Florida Statute 1004.68 Florida College System Institution Degrees and Certificates](#)
-  [Florida Statute 1007.33 Site-Determined Baccalaureate Degree Access](#)
-  [NC SARA Membership Directory](#)
-  [NC-SARA Homepage](#)
-  [NC-SARA Membership](#)
-  [SACSCOC Level I to Level II Approval](#)

**3.1.b**

**Coursework for Degrees**

An institution seeking to gain or maintain accreditation status offers all coursework required for at least one degree program at each level at which it awards degrees.(For exceptions, see SACSCOC policy "Documenting an Alternative Approach.")

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College (SFSC) offers all coursework for every degree program offered at the baccalaureate, associate, and certificate level. This encompasses all programs and degrees currently offered by the College, a SACSCOC Level II institution authorized to offer baccalaureate degrees.












All coursework offered for every degree and certificate offered at SFSC is instructed by faculty members who are employed by the College and no arrangements exist with other institutions to provide these courses or degrees. All program requirements for each degree/program offered in its entirety at SFSC are available in the College Catalog. Supporting evidence of program completion is provided through redacted transcripts. Program requirements and a redacted transcript for each degree awarded per College division are listed in Table 3.1.b-1 "Evidence of Degree Awarded/Program Offered."

**Table 3.1.b-1**

**Evidence of Degree Awarded/Program Offered**

Academic Division	Degree Awarded	Program Name	Program Requirements	Redacted Transcript
<b>Applied Sciences and Technologies</b>	Bachelors of Applied Science	Supervision and Management	X	X
	Associate of Science	Emergency Medical Services	X	X
	College Credit Certificate	Office Management	X	X
	Career Certificate	Correctional Officer	X	X
<b>Health Sciences</b>	Bachelor of Science	Nursing	X	X
	Associate of Science	Radiography	X	X
	Career Certificate	Dental Assisting	X	X
<b>Arts and Sciences</b>	Bachelor of Science	Elementary Education	X	X
	Associate of Arts	Liberal Arts	X	X

## Sources

-  2020-2021 SFSC College Catalog\_AA (Page 77)
-  2020-2021 SFSC College Catalog\_BAS-SM (Page 141)
-  2020-2021 SFSC College Catalog\_Correctional\_Officer (Page 120)
-  2020-2021 SFSC College Catalog\_Dental\_Assisting (Page 122)
-  2020-2021 SFSC College Catalog\_Elementary\_Education (Page 139)
-  2020-2021 SFSC College Catalog\_Emergency\_Medical\_Services (Page 92)
-  2020-2021 SFSC College Catalog\_Office\_Management (Page 115)
-  2020-2021 SFSC College Catalog\_Radiography (Page 102)
-  2020\_2021\_SFSC\_College\_Catalog\_Nursing (Page 140)
-  Redacted Transcript - Correctional Officer - CC
-  Redacted Transcript - Dental Assistant - CC
-  Redacted Transcript - Elementary Education - BS
-  Redacted Transcript - Emergency Medical Services - AS
-  Redacted Transcript - Liberal Arts and Sciences - AA
-  Redacted Transcript - Nursing - BSN
-  Redacted Transcript - Office Management - CCC
-  Redacted Transcript - Radiography - AS
-  Redacted Transcript - Supervision and Management - BAS

**3.1.c**

**Continuous Operation**

An institution seeking to gain or maintain accredited status:

c. is in operation and has students enrolled in degree programs.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC), which is defined in [Section 1000.21, Florida Statutes, "Systemwide Definitions"](#) as a state college, received its authorization to grant degrees from the State of Florida in 1965 and has been in continuous operation since August 1966. [Section 1004.65\(8\)\(b\), Florida Statutes, "Florida College System institutions: governance, mission, and responsibilities"](#) provides overall authority for the College to grant Associate of Arts (AA) degrees, Associate of Science (AS) degrees, advanced technical diplomas (ATD), college credit certificates (CCC), and occupational certificates (OC)(now referred to as career certificates [CC]). Other than breaks between terms, there have been no periods where the College has had no students or did not offer courses.

During the 2008 legislative session, authorization was given for all 28 state colleges in the Florida College System to offer baccalaureate degrees. This was codified in [Section 1007.33, Florida Statutes, "Site Determined Baccalaureate Degree Access"](#) as well as [Section 1004.65 \(8\)\(d\), Florida Statutes, "Florida College System institutions: governance, mission, and responsibilities."](#) Table 3.1.c-1 "Current Program Enrollment" lists enrollment in all baccalaureate degrees, associate degrees, college credit certificates, and occupational certificates (now referred to as career certificates) offered by the College in the following academic terms: Fall 2018, Spring 2019, Summer 2019, Fall 2019.

**Table 3.1.c-1  
Current Program Enrollment**



	201910 (Fall 2018)	201920 (Spring 2019)	201930 (Summer 2019)	202010 (Fall 2019)
<b>Baccalaureate Degrees</b>				
Elementary Education (BS)	31	31	18	27
Nursing (BSN)	42	35	20	23
Supervision and Management (BAS)	102	99	64	105
<b>Associate in Arts Degree (AA)</b>				
Liberal Arts and Sciences	1,300	1,189	650	1,300
<b>Associate in Science Degrees (AS)</b>				
Accounting Technology	21	20	11	17
Biomedical Equipment Technician	8	8	5	6
Business Administration	30	27	18	47
Computer Engineering Technology	10	7	3	13
Computer Programming and Analysis	15	16	7	16
Criminal Justice Technology	34	25	17	33
Dental Hygiene	23	21	11	23
Emergency Medical Services	38	35	16	44
Engineering Technology	8	12	10	21
Fire Science Technology	3	4	3	0
Health Services Management	0	0	1	5
Industrial Management Technology	1	0	0	0
Landscape and Horticulture Technology	8	5	0	6
Network Systems Technology	15	21	6	20
Nursing (Generic - RN)	61	76	44	80
Nursing (Transition - LPN to RN)	9	8	21	15
Office Administration	11	10	5	6
Radiography	24	24	24	24
Supply Chain Management	0	0	0	0
<b>College Credit Certificates (CCC)</b>				
Accounting Applications	5	6	3	3
Automation	0	0	0	0
Business Management	12	5	3	10
CNC Machinist/Fabricator	0	0	0	0
Computer Programming	1	1	1	0
Emergency Medical Technician	8	5	0	6
Engineering Technology Support Specialist	8	12	10	21
Graphic Design Support	1	1	0	0
Health Care Services	0	0	0	0
Landscape and Horticultural Professional	0	0	0	0
Landscape and Horticultural Technician	8	5	0	6
Lean Manufacturing	0	0	0	0
Logistics and Transportation Specialist	0	0	0	0
Mechatronics	1	1	2	4
Medical Office Management	13	11	5	11
Network Security	5	2	0	6
Office Management	1	1	0	2
Paramedic	12	17	19	19
Pneumatics, Hydraulics, and Motors for Manufacturing	0	0	0	0
<b>Career Certificates (CC)</b>				
Administrative Office Specialist	3	2	0	0
Advanced Manufacturing and Production Technology	0	0	0	2
Auxiliary Law Enforcement Officer	0	0	0	0
Applied Cybersecurity	15	13	3	13
Automotive Collision Technology	20	15	8	19
Automotive Services Technology	82	69	30	56
Business Management and Analysis	0	0	0	1
Computer Systems and Information Technology	2	1	0	0
Correctional Officer	9	8	1	9
Correctional to Law Enforcement (Crossover)	2	1	1	2
Cosmetology	12	11	8	18
Dental Assistant	10	10	9	12
Electrical Lineworker	38	36	16	56
Electronics Technology	1	0	0	0
Firefighter I/II	15	24	11	19
Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R)	19	22	14	22
Home Health Aide	0	0	0	0
Law Enforcement Officer (Basic)	40	21	15	21
Law Enforcement to Correctional (Crossover)	0	0	0	0
Medical Administrative Specialist	21	18	7	20
Medical Assisting	20	20	8	32
Network Support Services	0	0	0	0
Nursing (Practical)	30	29	29	33
Phlebotomy	10	8	0	8
Professional Culinary Arts and Hospitality	19	15	14	16
Public Safety Telecommunication	0	0	0	6

## Sources

-  Florida Statute 1000.21 General Provisions (Page 2)
-  Florida Statute 1004.65 Florida College System Institutions Governance Mission and Responsibilities\_8b (Page 2)
-  Florida Statute 1004.65 Florida College System Institutions Governance Mission and Responsibilities\_8d (Page 2)
-  Florida Statute 1007.33 Site-Determined Baccalaureate Degree Access

4.1

**Governing Board Characteristics**

The institution has a governing board of at least five members that:

- a. is the legal body with specific authority over the institution.
- b. exercises fiduciary oversight of the institution.
- c. ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
- d. is not controlled by a minority of board members or by organizations or institutions separate from it.
- e. is not presided over by the chief executive officer of the institution.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) has a governing board of eight members that: is the legal body with specific authority over the institution; exercises fiduciary oversight of the institution; ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution; is not controlled by a minority of board members or by organizations or institutions separate from it; and, is not presided over by the chief executive officer of the institution.

**a). Legal Authority**

The SFSC board, known as the District Board of Trustees (DBOT), has eight members who are appointed by the governor of the state of Florida and confirmed by the senate during regular session in accordance with [Section 1001.61 \(2\), Florida Statutes "Florida College System Institution Boards of Trustees; Membership."](#) Board members are initially appointed to staggered four-year terms, but have the ability to be reappointed at the discretion of the governor and upon confirmation of the senate. The eight members of the SFSC DBOT are listed in Table 4.1-1 "SFSC DBOT Membership."

**Table 4.1-1  
SFSC DBOT Membership**

Name	County Represented	Occupation	Terms of Office
Timothy Backer	DeSoto County	Real Estate Appraiser	2009 - Present
Derren Bryan	Hardee County	CEO, Albritton Insurance Services	2011 - Present
Tami Cullens	Highlands County	Business Owner	2006 - Present
Dr. Lewis Kirschner	DeSoto County	Chiropractic Physician	1999 - Present
Kenneth A. Lambert	Hardee County *	N/A	N/A
Lana Puckorius	Highlands County	Certified Financial Planner, Retired	2011 - Present
Kris Rider	Highlands County	Law Office Bookkeeper, Retired	2011 - Present
Patrick "Joe" Wright	Highlands County	President of V&W Farms	2011 - Present

\* Note: Mr. Kenneth Lambert passed away on March 15, 2020.

The College [notified the governor](#) of the board vacancy.

The Florida College System (FCS), as defined in the [Article IX, section 2 and section 8 of the Florida Constitution](#), is a single state college system comprised of all public community and state colleges of which SFSC is a member. The constitution further mandates the formation of a local board of trustees to govern each state college system institution with supervision by the Florida State Board of Education (SBE). The SBE is the chief implementing and coordinating body of public education in Florida that focuses on high-level policy decisions per Sections [1001.02 "General Powers of State Board of Education," 1001.10 "Commissioner of Education: General Powers and Duties", and 1001.60 "Florida College System," Florida Statutes](#). The SBE has the authority to adopt rules and implement provisions of law for the improvement of the K-20 public education system, including the Florida College System. Section [1001.64, Florida Statutes "Florida College System Institution Boards of Trustees; Powers and Duties"](#) grants authority to the local board of trustees to govern each respective Florida College System institution and as such the local board of trustees is authorized to adopt rules, procedures, and policies consistent with the law and rules of the SBE. The SFSC DBOT maintains an active role by reviewing and updating each policy [at least every five years](#) in accordance with [SFSC DBOT Policy 1.01 "Introduction."](#)

The SFSC DBOT is responsible for determining which programs and services are needed to serve the educational needs of the district and for determining the effectiveness and efficiency of the programs and services in meeting those needs. The president and administration are responsible for operating the College under those policies through established administrative procedures and programs, and for advising the board on such matters. As stated in [SFSC DBOT Policy 2.02 "South Florida State College District Board of Trustees,"](#) the SFSC DBOT is the sole official policy-making body of the College.

The SFSC DBOT officers are elected by and from the members of the board to establish its leadership structure and include chairperson, vice chairperson, and such other board officers as determined by the board per SFSC DBOT Policy 2.02. This singular DBOT functions as a unit and does not utilize a committee structure. Legal assistance is provided by the College attorney selected by the SFSC DBOT. The relationship of the SFSC DBOT to the College is shown in Figure 4.1-1 "Organizational Structure."

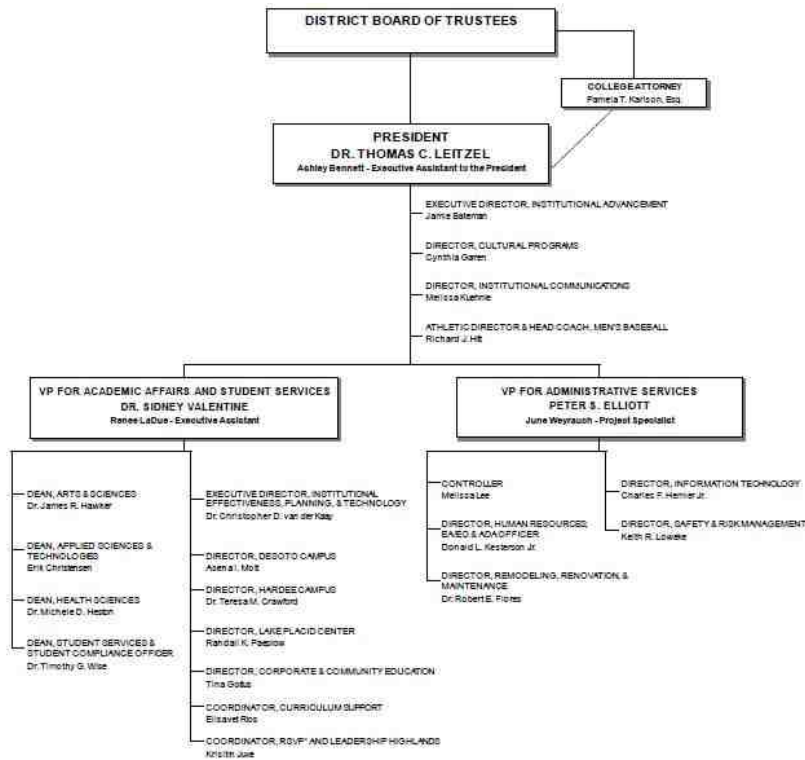


Figure 4.1-1  
Organizational Structure

**b). Fiduciary Oversight**

The SFSC DBOT exercises fiduciary oversight of the institution by approving the College's annual budget and reviewing financial statements at each board meeting in accordance with SFSC DBOT Policy 2.02 (A.) "South Florida State College District Board of Trustees". Typically, this is completed during the May board meeting (e.g., [May, 2018](#), [May, 2019](#), [June 2020](#)). A member of the board reviews all of the financial warrants prior to each board meeting and then the board approves the financial reports in the consent agenda (e.g., [January 2020 Consent Agenda](#), [March 2020 Consent Agenda](#), [June 2020 Consent Agenda](#)). Additionally, the controller presents a Financial Report Summary at each board meeting (e.g., [2019 agenda](#); [2019 minutes](#)). A complete financial audit is conducted every year by state auditors. Members of the SFSC DBOT review the audit findings sent to them from the Florida Auditor General's Office. The board chair attends every audit entrance and exit conference. The controller and the board chair provide the board with a summary of any audit findings (e.g., [March, 2020 minutes](#)). Board members are apprised of their responsibilities, including fiduciary, through the [AFC Trustee Manual](#).

**c). Conflicts of Interest**

The SFSC DBOT ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution. This is articulated in SFSC DBOT Policy 2.02 "South Florida State College District Board of Trustees":

Board members should maintain the highest levels of integrity in the performance of their duties. The Board shall act in unity and act on matters that represent a majority of Board members. The Board shall not be controlled by a minority of Board members or by organizations or institutions separate from it. Accordingly, all members of the Board shall avoid any conflict of interest or appearance of impropriety. Any member who has direct or indirect interest in any matter presented to the District Board shall notify the chair of the Board of that potential conflict and shall not participate in any discussion, decision, vote, or proceedings of the District Board in connection with that matter.

Additionally, the SFSC DBOT adopted SFSC DBOT Policy 5.12 "Employment of Relatives" which states that the College will not employ, on a full-time basis, a relative of the president or a member of the board. For purposes of this policy, the term "relative" shall apply to the following relationships whether they are established by blood, marriage, or other legal actions: father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, sister, husband, wife, grandparent, or grandchild.

The SFSC DBOT members are informed of the conflict of interest policy annually and sign a [Conflict of Interest Compliance Certification](#). By signing, each board member confirms: they have received a copy of SFSC DBOT Policy 1.06 "Conflict of Interest"; agrees to avoid conflicts defined as situations in which regard for private interest tends to lead to disregard of a public duty or interest; and agrees to comply with Florida Statutes to avoid any conflict of interest in their duties as a member of the SFSC DBOT pursuant to Florida Statutes. Board members are appointed by the Governor and confirmed by the Florida Senate. The vetting process of SFSC DBOT members begins when candidates, residing within the College's service district, submit their names/application to the governor's appointment office. The governor interviews and selects candidates for board membership and assures that they have no financial interest in the institution and keeps track of this information. The Trustees receive a letter from the Governor confirming their appointment.

#### d). Control
































South Florida State College DBOT Policy 2.02 states that no individual member or committee of the board shall have the power to act on behalf of the board, unless specifically and legally authorized to do so by action duly taken by the board. This policy further states that the Board shall act in unity and act on matters that represent a quorum (i.e., five of the eight board members). Additionally, "The Board shall not be controlled by a minority of the Board members or by organizations or institutions separate from it." To help ensure that the board is not controlled by a minority of board members, the SFSC District Board of Trustees rotates the [chairmanship of the board](#) on an annual basis.



















#### e). Presiding Officer

As specified in SFSC DBOT Policy 2.02, SFSC DBOT officers are elected by and from the board and the board chair is the officer who presides over the DBOT. Additionally, [SFSC DBOT Policy 2.06 "General Powers, Duties, and Responsibilities of the President"](#) specifies that president of SFSC is the chief executive officer of the College and is responsible to the DBOT for the organization and administration of the College. The president's general powers, duties, and responsibilities are set forth in Sections 1001.64 and 1001.65, Florida Statutes.

The [presiding officer](#) of the DBOT is the chairman, elected by the board during the board's annual organizational meeting held in July of each year (e.g., [July 2018](#), [July 2019](#), [July 2020](#)). The organizational meeting held each July where board officers are elected is consistent with Florida Statute [FS 1001.61 \(4\)](#). According to [SFSC Policy 2.02](#) the board officers elected by and from the SFSC DBOT shall be a chairperson, a vice chairperson, and such other Board officers as may be determined by the Board. The current Board Chair, Mr. Patrick "Joe" Wright, was elected during the July 2020 SFSC DBOT meeting.

#### Sources

-  [1.01 Introduction](#)
-  [2.02 \(A.\) SFSC District Board of Trustees \(Page 1\)](#)
-  [2.02 \(C.\) SFSC District Board of Trustees \(Page 3\)](#)
-  [2.02 SFSC District Board of Trustees](#)
-  [2.02 SFSC District Board of Trustees Elections](#)
-  [2.02 SFSC District Board of Trustees page 2 \(Page 2\)](#)
-  [2.02 SFSC District Board of Trustees page 3 \(Page 3\)](#)
-  [2.06 General Powers, Duties, and Responsibilities of the President](#)
-  [2020 Trustee Manual](#)
-  [2020\\_Trustee\\_Manual\\_Responsibilities \(Page 10\)](#)
-  [August 2017 Agenda](#)
-  [December 2018 Agenda](#)
-  [FS 1001.02](#)
-  [FS 1001.10](#)
-  [FS 1001.20](#)
-  [FS 1001.60](#)
-  [FS 1001.61 \(1\)](#)
-  [FS 1001.61 \(2\)](#)
-  [FS 1001.61\(4\)](#)
-  [FS 1001.64\(2\)](#)
-  [FS 1001.64\(4\)\(b\)](#)
-  [FS 1001.65](#)
-  [Financial Audit](#)
-  [Florida Statute 1001 Part III](#)
-  [Florida Statute 120.536 Rulemaking Authority; Repeal; Challenge](#)
-  [Florida Statute 120.54 Rulemaking](#)
-  [Governor Reappointment Confirmation letter](#)
-  [January 2017 Minutes](#)
-  [January 2018 Minutes](#)
-  [January 2019 Minutes](#)
-  [January 2020 Consent Agenda](#)

-  January 2020 Minutes
-  July 2018 Minutes - DBOT Annual Organizational
-  July 2019 Agenda
-  July 2019 Minutes (Page 4)
-  July 2019 Minutes - DBOT Annual Organizational
-  July\_2020\_Minutes\_\_DBOT\_Annual\_Organizational (Page 8)
-  June 2020 Consent Agenda
-  June 2020 Minutes
-  March 2020 Consent Agenda
-  March 2020 Minutes (Page 8)
-  May 2017 Minutes
-  May 2018 Minutes (Page 4)
-  May 2019 Minutes (Page 3)
-  NOVEMBER\_2019\_DBOT\_Agenda (Page 29)
-  Notification to Governor - Trustee Lambert
-  SFSC DBOT Policy 1.05 Compliance with Policies
-  SFSC DBOT Policy 5.12 Employment of Relatives
-  The Florida Constitution - The Florida Senate (Page 38)

4.2.a

Mission Review

The governing board ensures the regular review of the institution's mission.

Judgment

Compliant  Non-Compliant  Not Applicable











Narrative

The South Florida State College (SFSC) District Board of Trustees (DBOT) regularly reviews the institution's mission as presented by the College President. This review is conducted each year at the SFSC DBOT's annual planning workshop which is held in November or December. During the annual mission review process the board affirms that the College mission and scope are compatible with the educational needs of the district and determines that the programs and services are effective and efficient as stipulated in SFSC DBOT Policy 2.02 "South Florida State College District Board of Trustees." The SFSC DBOT affirms the mission as reviewed by a formal vote. Table 4.2.a-1 "Annual Mission Review" provides links to the board agendas and minutes for the past four years. By the evidence shown, the DBOT regularly reviews and takes action to affirm the mission of SFSC.

Year	DBOT Agenda	DBOT Minutes
2020	X	X
2019	X	X
2018	X	X
2017	X	X

Table 4.2.a-1  
Annual Mission Review

Sources

-  [DECEMBER 2017 DBOT Agenda](#)
-  [DECEMBER 2017 DBOT Minutes \(Page 3\)](#)
-  [DECEMBER 2018 DBOT Agenda](#)
-  [DECEMBER 2018 DBOT Minutes \(Page 3\)](#)
-  [DECEMBER 2020 DBOT Agenda \(Page 4\)](#)
-  [DECEMBER 2020 DBOT Minutes \(Page 4\)](#)
-  [NOVEMBER 2019 DBOT Agenda](#)
-  [NOVEMBER 2019 DBOT Minutes \(Page 3\)](#)
-  [SFSC DBOT Policy 1.02 Mission, Vision, and Institutional Core Values](#)
-  [SFSC DBOT Policy 2.02 South Florida State College District Board of Trustees](#)

4.2.b

**Board/Administrative Distinction**

The governing board ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

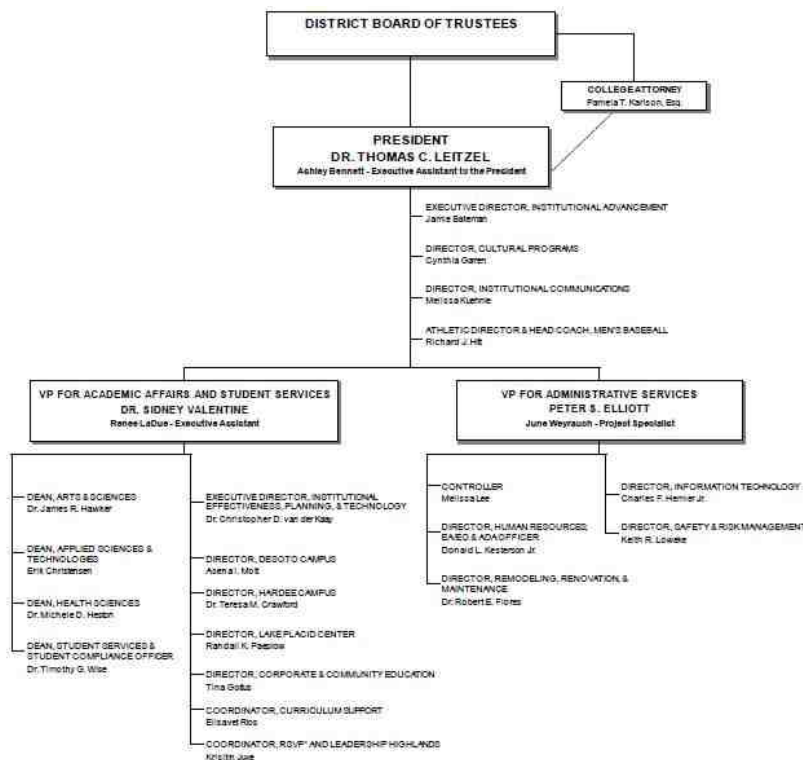
**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

The governing board of South Florida State College (SFSC) ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy. This distinction is clearly delineated in [SFSC District Board of Trustees \(DBOT\) Policy 1.01 "Introduction."](#) In addition, [SFSC DBOT Policy 2.02 "South Florida State College District Board of Trustees"](#) defines the primary role of the board to establish policies that allow the president to operationalize such policies by the development and implementation of administrative procedures.

The organizational structure of the College reflects a distinct line of authority between policy making function of the SFSC DBOT and the president, as the chief executive officer to administer and implement policy. This relationship is illustrated in Figure 4.2.b-1 "Organizational Structure."



**Figure 4.2.b-1**  
**Organizational Structure**

The general powers, duties, and responsibilities of the SFSC DBOT are set forth in Section 1001.64, Florida Statutes "Florida College System Institution Boards of Trustees; Powers and Duties." This statute states:

Each board of trustees is vested with the responsibility to govern its respective Florida College System institution and with such necessary authority as is needed for the proper operation and improvement thereof in accordance with rules of the State Board of Education. A board of trustees shall have the power to take action without a recommendation from the president and shall have the power to require the president to deliver to the board of trustees all data and information required by the board of trustees in the performance of its duties.

Additionally, the Association of Florida Colleges "College Trustees Manual (2020 Edition)" further outlines the roles and responsibilities of appointed DBOT members.

The general powers, duties, and responsibilities of the president are set forth in Section 1001.65, Florida Statutes "Florida College System Institution Presidents; Powers and Duties," the president's contract, and SFSC DBOT Policy 2.06 "General Powers, Duties, and Responsibilities of the President" which states that "the president is the chief executive officer of the College and is responsible to the SFSC DBOT for the organization and administration of the College."

Contractually, the president agrees to perform all of the duties and exercise all of the powers conferred upon presidents of Florida College System institutions in the State of Florida by law and by administrative rules adopted by the Florida Board of Education and the Board. The primary duties of the president are to:



- Implement Florida Board of Education rules
- Implement District Board of Trustees policies
- Implement, as the Chief Administrator, administrative procedures
- Perform other SFSC DBOT-assigned duties and responsibilities

South Florida State College Administrative Procedure 2040 "Development and Adoption of Policies" illustrates the distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement board policy. Board policy is operationalized through the development and implementation of administrative procedures by the SFSC Leader Team (President's Council). Membership of this team includes representation from each administrative area of the College as well as the faculty council chair. An example of the distinction between the board setting direction and the administration implementing board policy, through administrative procedure, is provided in Table 4.2.b-1 "Implementation of Board Policy."

















**Table 4.2.b-1  
Implementation of Board Policy**

Date	Action	Directive	Artifact
February 2018	The Board asked Dr. Leitzel to work with Mrs. Karlson to develop a framework of her research [on related alcohol policies] for Board discussion at a later date. They will provide the framework to Chairman Backer for review prior to discussion of the full Board.	The College attorney was directed to review similar alcohol policies at peer institutions and report her findings to the SFSC DBOT	X
March 2018	The College attorney provided an overview of alcohol policy research at other institutions	The SFSC DBOT directed the president to create a draft alcohol policy for review	X
September 2018	The SFSC DBOT had a first reading of the proposed alcohol policy	The SFSC DBOT tabled the vote on SFSC DBOT Policy 1.07, "Alcohol and Drug-Free Campus and Workplace" as required by SFSC DBOT Policy 2.04 "Adoption of South Florida State College Policies and Procedures"	X
October 2018	The SFSC DBOT approved SFSC DBOT Policy 1.07 "Alcohol and Drug-Free Campus and Workplace"	The president instructed the SFSC Leader Team (President's Council) to revise SFSC Administrative Procedure 1070 "Alcohol and Drug-Free Campus and Workplace" operationalizing SFSC DBOT Policy 1.07	X
December 2018	The SFSC Leader Team (President's Council) reviewed SFSC Administrative Procedure 1070 "Alcohol and Drug-Free Campus and Workplace" and made the necessary modification per SFSC DBOT Policy 1.07	N/A	X

The board, from time to time, provides a directive (e.g. SFSC DBOT February 2018 and June 2020 meeting minutes) for the president and his administration to implement.

South Florida State College ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

## Sources

-  1.01 Introduction
-  2.02 (A.) SFSC District Board of Trustees
-  2.06 General Powers, Duties, and Responsibilities of the President
-  2020 Trustee Manual (Page 10)
-  2040 Development and Adoption of Policies
-  FS 1001.61
-  FS 1001.65 President; Powers and Duties
-  February 2018 Minutes (Page 7)
-  Florida Statute 1001.64 Florida College System Institution Boards of Trustees Powers and Duties
-  June 2020 minutes (Page 6)
-  March 2018 DBOT Minutes (Page 10)
-  October 2018 DBOT Minutes (Page 8)
-  President Contract
-  SFSC Administrative Procedure 1070 Alcohol and Drug-Free Campus and Workplace (Page 3)
-  SFSC DBOT February 2018 minutes (Page 6)
-  September 2018 DBOT Minutes (Page 8)

**4.2.c**

**CEO Evaluation/Selection**

The governing board selects and regularly evaluates the institution's chief executive officer.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

The South Florida State College (SFSC) District Board of Trustees (DBOT) selects and regularly evaluates the College's chief executive officer (CEO).

**Selection**

The College has a formal process for selecting a CEO (President) as outlined in Table 4.2.c-1 "Formal CEO Selection Process." This table shows the timeline and series of events leading to the final selection. The SFSC DBOT used this [process](#) to select the current CEO, Dr. Thomas Leitzel in [April of 2013](#). Dr. Leitzel's tenure as president began on July 1, 2013.

**Table 4.2.c-1  
Formal CEO Selection Process**

Timeline (Prior to Selection)	Events
8 Months	Begin process of gathering input from stakeholders
7 Months	Special board meeting to review profile and appoint screening committee
6 Months	Screening committee orientation
	Board workshop with presidential search firm
	Finalize profile/Review schedule
5 Months	Advertise
4 Months	Initiate screening
	Determine semi-finalists
	Request semi-finalists submit video and respond to questions

3 Months	Screening committee begins review of videos and questions
	Screening committee report to the DBOT
	DBOT selects finalists for interview
2 Months	Final candidate visits and interviews
1 Month	Special DBOT meeting to make selection
N/A	Approve contract for new president

**Evaluation**







The College has a formal process for annually evaluating the CEO (President) as outlined in Table 4.2.c-2 "Formal CEO Evaluation Process." This table shows the evaluation timeline and activities. The SFSC DBOT uses this process to make decisions regarding the CEO's employment contract.

**Table 4.2.c-2  
Formal CEO Evaluation Process**

Timeline	Activities
October	The College attorney sends evaluation instrument to DBOT members
November	The College reminds the DBOT members to complete and submit the evaluation instrument by the first week in January
January	The College attorney compiles all evaluations into one document and submits it to the DBOT Chair for discussion with the president
	The DBOT votes to retain, renew, or dismiss the president

Attached are copies of the Presidents evaluations (2018, 2019) along with corresponding SFSC DBOT minutes (2018, 2019, 2020).

## Sources

-  2018 President Annual Performance Review
-  2019 President Annual Performance Review
-  April 2013 President Selection Minutes
-  FS 1001.61
-  FS 1001.64 (19) (Page 3)
-  January 2017 minutes
-  January 2018 minutes (Page 3)
-  January 2019 minutes (Page 3)
-  January 2020 DBOT Meeting Minutes (Page 9)
-  November 2019 DBOT Meeting Minutes (Page 13)
-  October 2019 DBOT Meeting Minutes (Page 10)
-  Presidential Search Process (2012-2013)
-  Presidential Search Process (2012-2013)\_Dr Leitzel Offer (Page 11)

#### 4.2.d

##### Conflict of Interest

The governing board:

d. defines and addresses potential conflict of interest for its members.

##### Judgment

Compliant  Non-Compliant  Not Applicable

##### Narrative

The South Florida State College (SFSC) District Board of Trustees (DBOT) defines and addresses potential conflict of interest through [SFSC DBOT Policy 1.06 "Conflict of Interest."](#) This policy uses the [definition of a conflict interest](#) which is consistent with the [Section 112.312, Florida Statutes "Definitions."](#) According to this statute, a conflict of interest "means a situation in which regard for a private interest tends to lead to disregard of a public duty or interest."

South Florida State College (SFSC) adheres to strict conflict of interest principles for its members and their duties as members of the governing board known as the District Board of Trustees (DBOT). Sections of [Part III of Chapter 112 of Florida Statutes, Code of Ethics for Public Officers and Employees](#) serve as a guiding principle for board members to follow. Violations are subject to [Section 112.317, Florida Statutes "Penalties."](#)













The SFSC DBOT members are informed of the conflict of interest policy annually and sign a [Conflict of Interest Compliance Certification](#). By signing, each board member confirms: they have received a copy of [SFSC DBOT Policy 1.06 "Conflict of Interest"](#); agrees to avoid conflicts defined as situations in which regard for private interest tends to lead to disregard of a public duty or interest; and agrees to comply with Florida Statutes to avoid any conflict of interest in their duties as a member of the SFSC DBOT pursuant to Florida Statutes.

It is expected that if there exists a conflict of interest with a board member, that member must abstain from participating in, or voting on, any transaction where a conflict or a potential conflict may exist and must disclose the nature of the conflict in writing in accordance with Florida Statutes. In SFSC board meetings if a potential conflict arises, the Board Attorney reminds board members of their obligation to uphold their ethical positions that ensures that there is no personal gain from any decision resulting from board action (Example: [January 2020 minutes](#)). From a practical standpoint, members of the SFSC DBOT abstain from voting on a matter that may be viewed as a conflict of interest. Board minutes capture board member votes, and when an issue arises that may be viewed as a personal gain for a board member, the board member will abstain from a formal vote on such matters. A recent example of how the board consistently adheres to its conflict of interest policy occurred when Trustee Tami Cullens, a member of the Board of the Saxon Corporation, abstained from voting on the motion to name the field house for the Saxon Corporation during the [January, 2020 DBOT meeting](#) to avoid a conflict of interest

In an effort to protect the integrity of the College, the SFSC DBOT uses the Association of Community College Trustees (ACCT) [Statement on Ethical Governance](#) as a starting point for discussion in developing a statement or policy regarding conflicts of interest. Under the section of Authority in the ACCT Guide to Ethical Governance it is stated that [board members are required to] "remember at all times that as an individual I have no legal authority outside the meetings of the board, and to conduct my relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact." An additional statement in the ACCT Guide to Ethical Governance states that [board members are required to] "resist every temptation and outside pressure to use my position as a community college board member to benefit myself or any other individual or agency apart from the total interest of the community college district." Additionally, SFSC DBOT Members receive a copy of the [College Trustee Manual \(2020 edition\)](#) produced by the Association of Florida Colleges. This manual serves as a practical guide to board action and board advocacy. The section titled [College Trustees in the Florida College System](#) outlines critical processes and practices for the governing board, including a section on [ethical governance](#). The DBOT refers to this document for various ideas which serves as a rich resource for trustee professional development.

The above example demonstrates that SFSC defines and addresses potential conflicts of interest for its members.

##### Sources

-  [2020 Trustee Manual](#)
-  [2020 Trustee Manual\\_Critical Processes \(Page 10\)](#)
-  [2020 Trustee Manual\\_Ethical Governance \(Page 14\)](#)
-  [ACCT Guide to Ethical Governance](#)
-  [FS 112.312](#)
-  [FS 112.317](#)
-  [Florida Statute 112.312 Definitions](#)
-  [January 2020 minutes \(Page 7\)](#)
-  [January 2020 minutes\\_Trustee Cullens abstained \(Page 5\)](#)
-  [Part III Chapter 112 of Florida Statutes](#)
-  [SFSC DBOT Policy 1.06 "Conflict of Interest"](#)
-  [Trustee Conflict of Interest](#)

#### 4.2.e

##### Board Dismissal

The governing board:

e. has appropriate and fair processes for the dismissal of a board member.

##### Judgment

Compliant  Non-Compliant  Not Applicable

##### Narrative

The South Florida State College (SFSC) District Board of Trustees (DBOT) addresses the appropriate and fair process for the dismissal of a member of the District Board of Trustees (DBOT). According to [Section 1001.61 \(2\), Florida Statutes \(FS\)](#) members of the DBOT are appointed by the Governor of Florida and confirmed by the Senate in the regular legislative session. According to [Article IV, Section 7 of the Florida Constitution](#), either the governor or the Florida Senate can remove a board member.

Following both the Florida Constitution and statutory requirements, [SFSC DBOT Policy 2.02, "South Florida State College District Board of Trustees"](#) states that:

The suspension and removal of a member of the District Board of Trustees of a Florida community college is governed by the procedures set forth in [Title X, Chapter 112, Section 52](#), and [Title XLVIII, Section 1001.61 \(4\)](#), Florida Statutes. Causes for suspension or removal are outlined in these provisions and due process is afforded the affected trustees as defined in the [Florida Constitution Article I, Section 9](#).

[Section 1001.61 "Florida College System Institution Boards of Trustees; Membership," Florida Statutes](#) states that it is the duty of the chair of each board of trustees to notify the Governor, in writing, whenever a board member fails to attend three consecutive regular board meetings in any one fiscal year, which absences may be grounds for removal. As an example of how this policy was enforced Board Chair (at that time) Tami Cullens [sent a letter](#) in March of 2020 to Governor Ron DeSantis to report that Trustee Kenneth A. Lambert missed three consecutive board meetings. Although Mr. Lambert's absences were health related and as a result he passed away in April of 2020, SFSC followed the directives from the State of Florida regarding the dismissal of a board member.

[District Board of Trustees Policy 2.02, C](#), mentions that any officer of the Board of Trustees may be removed from office by a majority vote of the Board members present during any regular meeting in which a quorum is present, or during a special meeting called for that purpose in which a quorum is present. Although this policy is in place, the DBOT of SFSC has never voted to remove any officer of the Board of Trustees.

The Board Policies along with the directives from the State of Florida demonstrates that the governing board of SFSC has appropriate and fair processes for the dismissal of a board member.

##### Sources

-  [Constitution of the State of Florida \(Page 16\)](#)
-  [Constitution of the State of Florida \(Page 3\)](#)
-  [DBOT Policy 2.02, South Florida State College District Board of Trustees \(Page 4\)](#)
-  [FS 112.52](#)
-  [Florida Statute 112.52 Removal of a Public Official When a Method is Not Otherwise Provided](#)
-  [Notification to Governor - Trustee Lambert](#)
-  [Section 1001.61 \(2\), Florida Statutes \(FS\)](#)
-  [Section 1001.61 \(4\), Florida Statutes \(FS\)](#)

4.2.f

External influence

The governing board:

- f. protects the institution from undue influence by external persons or bodies

Judgment

Compliant  Non-Compliant  Not Applicable

Narrative

The South Florida State College (SFSC) District Board of Trustees (DBOT) protects the institution from undue influence by external persons or bodies.

Board members are appointed by the Governor and confirmed by the Florida Senate. The process begins when candidates, residing within the College's service district, submit their names/application to the governor's office. The governor interviews and selects candidates. Following their confirmation, the new board members are sworn in at the next SFSC DBOT meeting. All board members are educated and informed of their responsibilities through several organizations. Members of the SFSC DBOT regularly attend and participate in activities of state and national organizations, these include:

- The annual Association of Florida Colleges (AFC) Trustees Legislative Conference
- The AFC Trustees Commission
- The Association of Community College Trustees (ACCT) National Legislative Summit
- The ACCT Leadership Congress

Trustee Tami Cullens is an officer representing the Southern Region on the Board of Directors of the ACCT. Her active participation provides an important connection to the happenings and activities of the ACCT. Also, the Trustees Commission of AFC provides a professional development connection to board members.

The Association of Florida Colleges College Trustees Manual (2020 Edition) serves as a guide for professional development/educational resource for SFSC DBOT members. This manual states that:

Competent boards protect the College from undue pressure on the institution from political and special interests. They support the professional freedom of administrators and faculty to create quality learning environments that incorporate many different perspectives. They protect the ability of the College to fulfill its mission and promise to their communities. Effective trustees and boards:











- Promote the College in the community
- Foster partnerships with other entities in the community
- Advocate the needs of the College with government officials
- Support the Foundation and fundraising efforts
- Protect the College from inappropriate influence

South Florida State College District Board of Trustees Policy 2.02 "South Florida State College District Board of Trustees" states that "board members should maintain the highest levels of integrity in the performance of their duties" and all members of the board "[are] responsible for safeguarding the institution and its employees from outside parties or organizations who desire to influence decisions or Board policy creation that is not in the best interest of the institution. Board members should feel free to interact and discuss potential questionable matters with the College's Board attorney." To protect the institution from undue influence of external bodies or persons, the board: relies on expert opinions; establishes legal agreements; and approves the hiring of the college and employment attorneys. Since the College Attorney is not a member of the board, individual members may have conversations with the Board Attorney at their discretion outside of a regularly scheduled public meeting and not be subject to a violation of Florida's Sunshine Laws. The employment attorney, hired by the College, protects the institution regarding employment concerns.

Since the last reaffirmation, no undue external influence has been sought by external bodies or individuals, therefore, no board action has been required.

The governing board of SFSC realizes the importance and always strives to protect the institution from undue influence by external persons or bodies.

Sources

-  2.02 (A.) SFSC District Board of Trustees 2
-  2020 Trustee Manual (Page 13)
-  ACCT Officer
-  AFC Professional Development
-  Allen Norton Blue Agreement
-  Florida Sunshine Law
-  May 2020 Minutes (Page 2)
-  Pam Karlson Agreement
-  Policy Publication
-  SFSC DBOT Policy 2.02\_A South Florida State College District Board of Trustees\_Safeguarding (Page 2)



#### 4.2.g

##### Board Self-Evaluation

The governing board defines and regularly evaluates its responsibilities and expectations.

##### Judgment

Compliant  Non-Compliant  Not Applicable

##### Narrative

The South Florida State College (SFSC) District Board of Trustees (DBOT) defines and regularly evaluates its responsibilities and expectations.

The legal obligations of the SFSC DBOT are defined by [Section 1001.64 "Florida College System Institution Boards of Trustees; Powers and Duties"](#) which is operationalized through [South Florida State College DBOT Policy 2.02 "South Florida State College District Board of Trustees."](#) This policy makes clear the role and limits of board actions as well the distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy. Board members are initially familiarized with these obligations through the interview/onboarding process with the governor's office. Subsequently, they are reminded of these obligations through the [Association of Florida Colleges \(AFC\) Trustee Manual](#) which is used to provide orientation of the duties and responsibilities of new and existing board members. Although there have been no new board members since 2011, this process has been very effective for the College's existing board members. This manual is also used for guidance on a variety of board issues, including [CEO \(president\) succession \(page 17\)](#).

The eight-member SFSC DBOT is structured such that there are no standing committees and all matters are brought to the attention of the full board during regularly scheduled meetings. The [Florida Sunshine Laws](#) (public meeting laws) make interactions of public boards clear; members of established boards, like the SFSC DBOT, are not permitted to interact either formally or informally with other boards outside of a called public meeting.

The board regularly reviews the institution's mission as presented by the College president. As a regular expectation of the board, this review is conducted each year at the SFSC DBOT's annual planning workshop which is held in November or December. During the annual mission review process, the board affirms that the scope of the College mission is compatible with the educational needs of the service district and that its programs and services are effective and efficient as stipulated in SFSC DBOT Policy 2.02. The board affirms the mission as reviewed by a [formal vote](#). Additionally, at the monthly board meetings, the board reviews routine matters and stays informed of the financial health of the College through the [reports](#) provided by the chief financial officer (CFO). Minutes from each board meeting accurately reflect the items brought before the DBOT during their public meetings. Copies of meeting minutes can be obtained through the Office of the President as the president of SFSC serves as the secretary for the DBOT.

The relationship between the College's CEO (president) and the SFSC DBOT is governed by state statute and college policy. The general duties and responsibilities of the SFSC DBOT are outlined in [Section 1001.64 "Florida College System Institution Boards of Trustees; Powers and Duties," Florida Statutes](#). This statute is operationalized through [South Florida State College DBOT Policy 2.02 "South Florida State College District Board of Trustees"](#) which states that the primary role of the Board is to establish policies that will allow the president to administer the College effectively and efficiently. The Board is the sole official policy-making body of the College. The primary duties of the board include: determining which programs and services are needed to serve the educational needs of the district, determining the effectiveness and efficiency of the programs and services in meeting those needs, and exercising fiduciary oversight of the institution by approving the College's budget and reviewing financial statements.

The president and administration are responsible for operating the College under those policies through established administrative procedures and programs, and for advising the Board on such matters. The general duties and responsibilities of the College's CEO (president) are outlined in [Section 1001.65 "Florida College System Institution Presidents; Powers and Duties," Florida Statutes](#). This statute is operationalized through [South Florida State College DBOT Policy 2.06 "General Powers, Duties, and Responsibilities of the President"](#) which states the president is the chief executive officer of the College and is responsible to the District Board for the organization and administration of the College. The primary duties of the president include: implementing the policies of the Board, establishing and operating programs as approved by the Board, and providing direction for the overall operation of the College and its direct support organization.

[South Florida State College District Board of Trustees Policy 2.02 "South Florida State College District Board of Trustees"](#) states that "board members should maintain the highest levels of integrity in the performance of their duties" and all members of the board "[are] responsible for safeguarding the institution and its employees from outside parties or organizations who desire to influence decisions or Board policy creation that is not in the best interest of the institution. Board members should feel free to interact and discuss potential questionable matters with the College's Board attorney." To protect the institution from undue influence of external bodies or persons, the board: relies on expert opinions; establishes legal agreements; and [approves the hiring](#) of the college and employment attorneys. Since the [College Attorney](#) is not a member of the board, individual members may have conversations with the Board Attorney at their discretion outside of a regularly scheduled public meeting and not be subject to a violation of [Florida's Sunshine Laws](#). The [employment attorney](#), hired by the College, protects the institution regarding employment concerns.

It is expected that if there exists a conflict of interest with a board member, that member must abstain from participating in, or voting on, any transaction where a conflict or a potential conflict may exist and must disclose the nature of the conflict in writing in accordance with Florida Statutes and [SFSC DBOT Policy 1.06 "Conflict of Interest."](#) In SFSC board meetings if a potential conflict arises, the Board Attorney reminds board members of their obligation to uphold their ethical positions that ensures that there is no personal gain from any decision resulting from board action (Example: [January 2020 minutes](#)). From a practical standpoint, members of the SFSC DBOT abstain from voting on a matter that may be viewed as a conflict of interest. Board minutes capture board member votes, and when an issue arises that may be viewed as a personal gain for a board member, the board member will abstain from a formal vote on such matters.

Standard 4.2g "Board Self-Evaluation" was first approved by the College Delegate Assembly (SACSCOC Board) in December, 2017. Consequently, the SFSC DBOT [developed and approved](#) a formal [self-evaluation instrument](#). This evaluation instrument contains the board's responsibilities and expectations. Using a qualitative self-evaluating process, these defined responsibilities and expectations are the criteria on which the board evaluates itself. Annually in December, board members review the responsibilities and expectations of the board and are provided a copy of the self-evaluation instrument which each individual completes and returns to the board attorney for tabulation of results. Subsequently, at their January meeting, the board reviews the results of the formal self-evaluation ([January 2019 minutes](#) and [January 2020 minutes](#)) and then uses the results to set board goals for the coming year. During the DBOT meeting of [January, 2020](#), the board adopted the following board goals for the upcoming year:

- Campus Presence
- Deeper Debate
- Maintain Enthusiasm
- SACSCOC Reaffirmation
- Continued Student Success

## Sources

-  2.06 General Powers, Duties, and Responsibilities of the President
-  2019 Annual Performance Review
-  Association of Florida College (AFC) Trustee Manual
-  Association of Florida College (AFC) Trustee Manual (17) (Page 18)
-  Board Self-Evaluation
-  December 2018 Planning Workshop minutes
-  December 2018 minutes
-  December 2018 minutes (4) (Page 4)
-  Florida Sunshine Law
-  JANUARY 2019 Minutes
-  January 2020 minutes
-  January 2020 minutes (7) (Page 7)
-  January 2020 minutes\_Trustee Cullens abstained
-  January 2020 minutes\_Trustee Cullens abstained (Page 5)
-  Section 1001.64 Florida College System Institution Boards of Trustees\_ Powers and Duties
-  Section 1001.65 Florida College System Institution Presidents\_Powers and Duties
-  South Florida State College DBOT Policy 1.06 Conflict of Interest
-  South Florida State College DBOT Policy 2.02\_ SFSC District Board of Trustees

### 4.3

#### Multi-level Governance

If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.

#### Judgment

Compliant  Non-Compliant  Not Applicable

#### Narrative

This standard does not apply to South Florida State College; South Florida State College's governing board retains sole legal authority and operating control. The College is not part of a multiple-level governance system.

5.1

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution.

Judgment

Compliant  Non-Compliant  Not Applicable

Narrative

South Florida State College (SFSC) employs a Chief Executive Officer whose primary responsibility is to the institution. Dr. Thomas Leitzel was hired as president on July 1, 2013. He remains the current president of SFSC, which is a stand-alone institution and not part of a system of institutions. He is employed on a full-time basis and his only duties are to work with the District Board of Trustees (DBOT) and to serve the students and staff of the college. His job description and his most recent contract are attached.

The president is the chief executive officer of SFSC and is responsible to the DBOT for the organization and administration of the College. The president's general powers, duties, and responsibilities are set forth in Florida Statutes 1001.65 "Florida College System Presidents; Powers and Duties" and in the president's contract. South Florida State College District Board of Trustees Policy 2.06 "General Powers, Duties, and Responsibilities of the President" lists the general powers, duties and responsibilities of the president.

As stated in DBOT Policy 2.06, the president's primary job duties are to implement the policies of the SFSC DBOT, to establish and operate programs as approved by the board, and to provide direction for the overall operation of the College and its direct support organizations. Throughout the SFSC policy manual and the administrative procedures, the president's authority to delegate shall be understood unless specifically prohibited in the State Board Rules or in the Florida Statutes.

In addition to the president's primary duties, Dr. Leitzel provides direct administrative support to the Direct Support Organization, which is the SFSC Foundation, Inc., and through a direct reporting relationship, oversees the Department of Intercollegiate Athletics, the Office of Institutional Communications, and the Division of Cultural Programs. These reporting relationships are shown in the complete SFSC organizational chart as well as Figure 5.1-1 "President's Direct Reports." As each of these other key activities support the College mission, none create a potential for conflict of interest with the interests of the College.

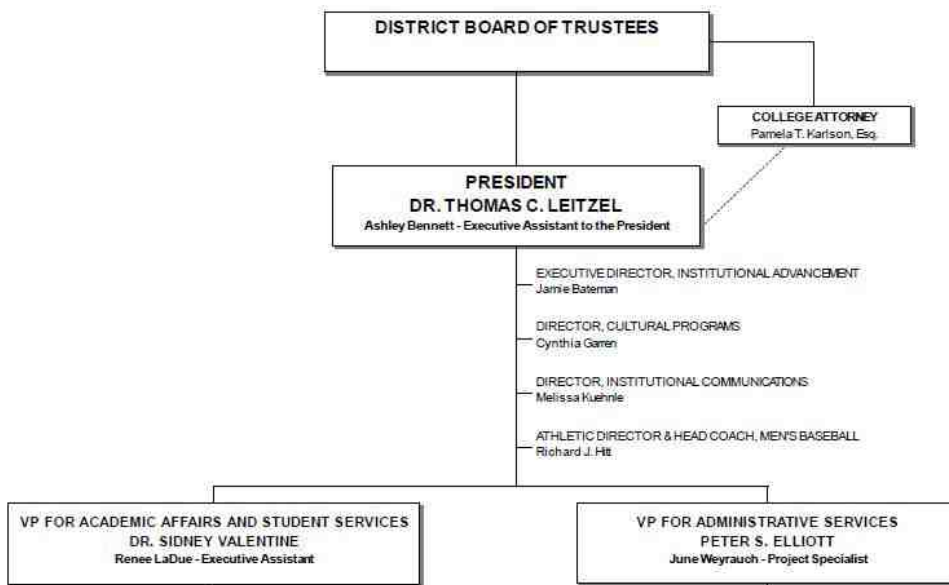











Figure 5.1-1  
President's Direct Reports

## Sources

-  2.06 General Powers, Duties, and Responsibilities of the President
-  FS 1001.65
-  FS 1001.65 President; Powers and Duties
-  President Contract
-  President Job Description
-  Presidential Position Announcement
-  SFSC Organizational Chart 2020-2021\_February 1, 2021 (Page 2)
-  South Florida State College Mission Statement
-  Thomas Leitzel\_CV

5.2.a

CEO Control

The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the institution's educational, administrative, and fiscal programs and services.

Judgment

Compliant  Non-Compliant  Not Applicable

Narrative

The president of South Florida State College (SFSC) has ultimate responsibility for, and exercises appropriate control over, the College's educational, administrative, as well as fiscal programs and services.

The president directly oversees the two vice presidents as shown in Figure 5.2.a-1 "Executive Organizational Structure." The Vice President of Academic Affairs and Student Services (VPAA/SS) oversees all educational programs and student services functions including: all campus directors, curriculum support, and the retired senior volunteer program (RSVP). The Vice President for Administrative Services (VPAS) oversees the administrative, financial services including: creating and monitoring the College budget, human resources, controller, institutional effectiveness, maintenance safety, the Hotel Jacaranda manager, and the cafeteria. The job descriptions of the two vice presidents (VPAA/SS and VPAS) illustrate the reporting relationship to the president and his ultimate responsibility and control over these areas (Please note: during the time this standard was written, Mr. Glenn Little was the current VPAS. His evaluations, job description, and areas of responsibility were used in this standard. Mr. Little retired in December 2020 and was replaced by Mr. Peter Elliot as reflected in other organizational charts throughout this compliance certification). To further demonstrate the direct reporting relationships, both vice presidents are evaluated annually (VPAA/SS and VPAS) by the president. To help ensure that the reporting lines to the CEO (president) are clearly visible and understood by all affected constituencies, the complete SFSC organizational chart is accessible on the College webpage.

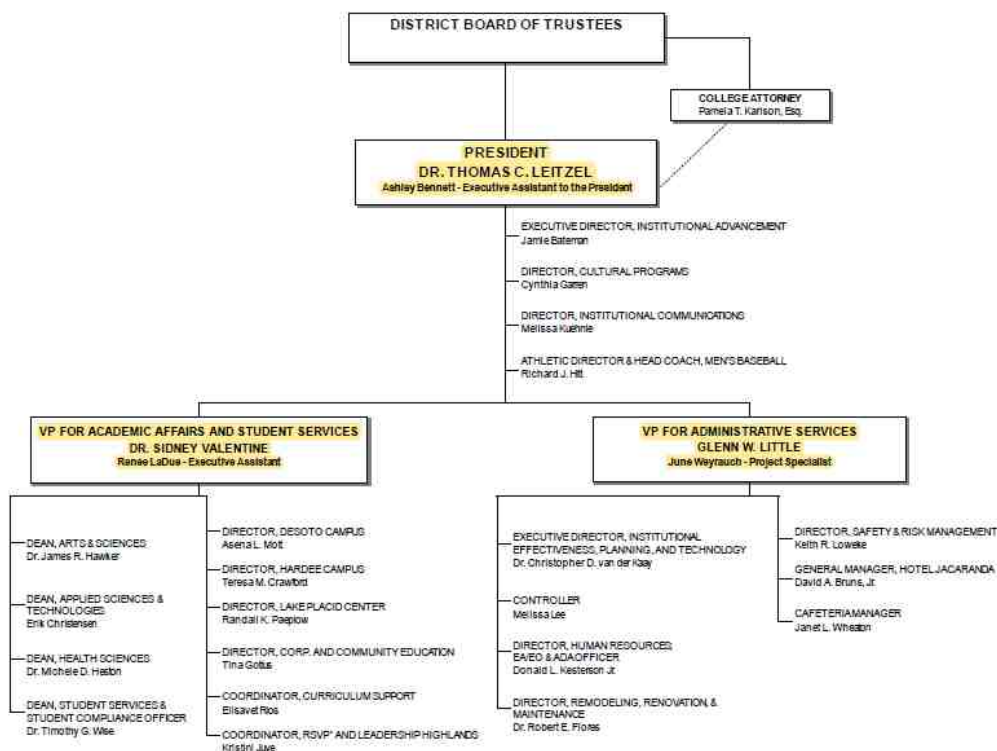


Figure 5.2.a-1  
Executive Organizational Structure

The College's written policies governing the roles and responsibilities of the board, administration, and faculty are consistent with the organizational structure and implemented as shown in Table 5.2.a-1 "Policies Implementing Organizational Structure." This table shows the responsible party and links to the applicable SFSC District Board of Trustees (DBOT) Policy.

Table 5.2.a-1  
Policies Implementing Organizational Structure

Responsible Party	SFSC DBOT Policy
Board	2.02 South Florida State College District Board of Trustees
President	2.06 General Powers, Duties, and Responsibilities of the President
Faculty	2.20 The Role of Faculty in Governance of the College

In certain situations, the president may choose or deem appropriate and necessary to delegate the authority for administrative and academic decisions. According to SFSC DBOT Policy 2.06 "General Powers, Duties, and Responsibilities of the President:"






















The president may delegate authority as deemed appropriate and necessary. Throughout the South Florida State College policy manual and the procedures manual the president's authority to delegate shall be understood unless specifically prohibited in the State Board Rules or Florida Statutes.

The control of the CEO (president) is demonstrated through the examples shown in Table 5.2.a-2 "Examples of CEO's Role." This table shows the date, topic, and link to artifacts illustrating the CEO's leadership role.

**Table 5.2.a-2**  
**Examples of CEO's Role**

Date	Topic	Artifact
9/12/18	SACSCOC - Curriculum Changes	SACSCOC Letter
8/9/19	SACSCOC - Course Closure	SACSCOC Letter
3/31/20	SFSC Important Announcement	COVID-19 Closures
7/8/20	Grant Award	Panther Youth Partners - In School Youth Grant
10/27/20	Financial Aid	FISAP 2021-2022

## Sources

-  FISAP\_2021-22
-  FLDOE Project Amendment Request 111320
-  Panther Youth Partners\_In School Youth Grant
-  SACSCOC letter 080919
-  SACSCOC letter 091218
-  SFSC DBOT Policy 2.02 South Florida State College District Board of Trustees
-  SFSC DBOT Policy 2.06 General Powers, Duties, and Responsibilities of the President
-  SFSC DBOT Policy 2.06 General Powers, Duties, and Responsibilities of the President\_Delegation
-  SFSC DBOT Policy 2.20 The Role of Faculty in Governance of the College
-  SFSC Daily Connection
-  SFSC Organizational Chart 2019-2020 (Page 1)
-  SFSC Organizational Chart 2020-2021\_VP Highlight
-  SFSC Webpage\_Organizational Chart
-  VP Academic Affairs Evaluation 2019
-  VP Academic Affairs Evaluation 2020
-  VP Academic Affairs Job Description 2019
-  VP Academic Affairs Job Description 2020
-  VP Administrative Services Evaluation 2019
-  VP Administrative Services Evaluation 2020
-  VP Administrative Services Job Description 2019
-  VP Administrative Services Job Description 2020



**5.2.b**

**Control of Intercollegiate Athletics**

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the institution's intercollegiate athletics program.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

At South Florida State College (SFSC) the chief executive officer has ultimate responsibility for the institution's intercollegiate athletics program.

South Florida State College is a member of the National Junior College Athletic Association (NJCAA). SFSC is a member of and competes in the Suncoast conference. It competes at the Division One level in baseball and softball, and in Division Two in cross-country and in volleyball. Table 5.2.b-1 "SFSC Athletic Teams" shows each of the four athletic teams with links to the appropriate team roster.

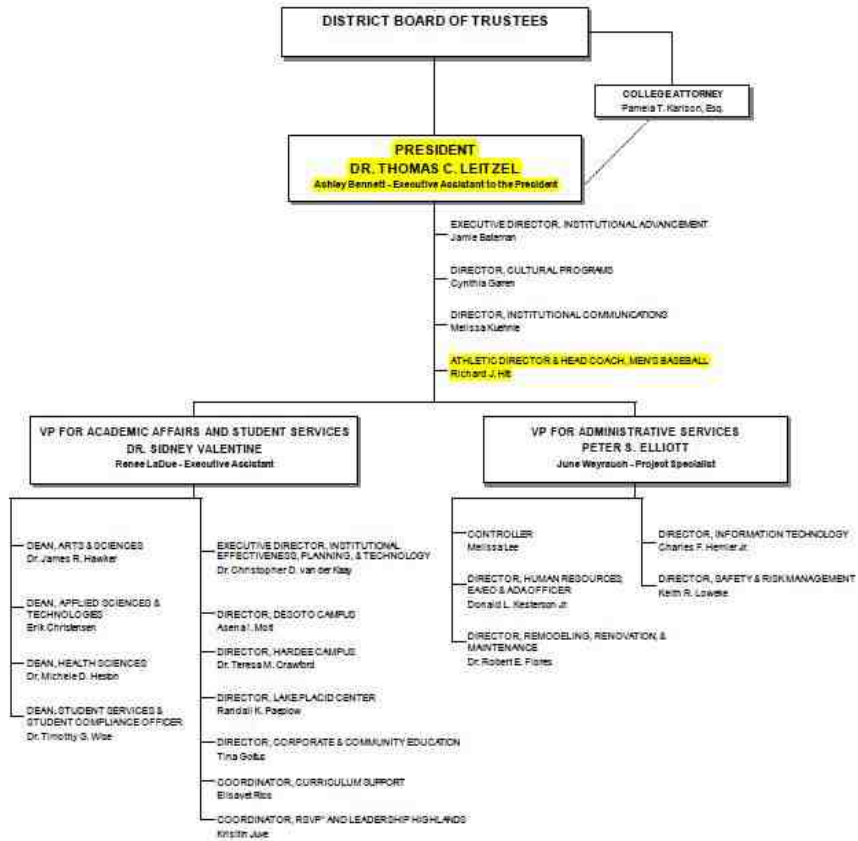
**Table 5.2.b-1**  
**SFSC Athletic Teams**

Team	Roster
Baseball (Men's)	<a href="#">2018-19 Baseball (Men's)</a>
Cross Country (Women's)	<a href="#">2018-19 Cross Country (Women's)</a>
Softball (Women's)	<a href="#">2018-19 Softball (Women's)</a>
Volleyball (Women's)	<a href="#">2018-19 Volleyball (Women's)</a>

The college completes and files an Annual Equity Report to the State of Florida. A [section](#) of this report confirms SFSC's compliance with Title IX in its athletic programs.

The control of the CEO (president) is demonstrated through his approval of all administrative and financial decisions recommended by the director of intercollegiate athletics. These decisions include approving financial obligations such as equipment purchases, [transportation](#), [athletic uniforms](#), [athletic scholarships](#), and [the employment of referees or officials](#).

The president directly oversees the the athletic director as shown in Figure 5.2.b-1 "Executive Organizational Structure." The athletic director oversees all athletic programs and functions including: men's baseball as well as women's cross-country, softball, and volleyball. The [job description](#) of the athletic director illustrates the reporting relationship to the president and his ultimate responsibility and control over athletics. To further demonstrate the direct reporting relationship over intercollegiate athletics, the athletic director is [evaluated annually](#) by the president. Figure 5.2.b-1 "Organizational Reporting Structure - Athletics" shows the direct reporting structure of the athletics department to the College president.



**Figure 5.2.b-1**  
**Organizational Reporting Structure - Athletics**

This demonstrates that the College president has ultimate responsibility for, and exercises appropriate control over, the institution's intercollegiate athletics program.

## Sources

-  2018-19 Baseball
-  2018-19 Cross Country
-  2018-19 Softball
-  2018-19 Volleyball
-  2019-20 College Annual Equity Update
-  Annett Bus Purchase Order FY 19
-  Annett Bus Purchase Order FY 20
-  Athletic Director Evaluation 2018
-  Athletic Director Evaluation 2018-2020
-  Athletic Director Evaluation 2019
-  Athletic Director Evaluation 2020
-  Athletic Director Job Description 2019
-  Athletic Director Job Description 2020
-  Florida Collegiate Umpires Purchase Order
-  NJCAA
-  SFSC Athletics
-  SFSC Organizational Chart 2019-2020
-  SFSC Organizational Chart\_Athletic Oversight
-  Student letter of intent and scholarship
-  Team Connection Uniform Purchase Order

## 5.2.c

### Control of Fund-raising Activities

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the institution's fund-raising activities.

#### Judgment

Compliant  Non-Compliant  Not Applicable

#### Narrative

The CEO (president) of South Florida State College (SFSC) is ultimately responsible for, and exercises appropriate control over, the institution's fund-raising activities. The fund-raising activities, away from its direct support organization (DSO) the SFSC Foundation, Inc. is somewhat limited to auxiliary enterprises, student clubs, and overall resource development (e.g., grants). At SFSC, due to its relatively small size, attempts are made to include the SFSC Foundation in all fund-raising activities from an information sharing perspective. In a smaller community, people and organizations are called upon frequently. Information sharing helps College fund-raising personnel manage the various external requests for funds. For example, staff at the College are reminded that fund-raising activities need to be coordinated through the SFSC Foundation. Members of the Administrative Staff were also reminded by the Foundation's executive director about the importance of coordinating fund-raising activities. [South Florida State College Administrative Procedure 8010 "South Florida State College Foundation, Inc."](#) states the executive director of the SFSC Foundation, Inc. shall report administratively to the College president. The Foundation operates as a 501(c)(3) organization and it has its own set of by-laws. Ultimately, the president of the College is responsible for and controls the fund-raising activities.

The president of the College is involved in approving [student organization and student club fund-raising initiatives](#). Student organizations [must seek the approval of the president](#) when planning fund-raising activities. Student fund-raising activities are coordinated through the SFSC Foundation and ultimately approved by the president. The president of the College and the Executive Director for Institutional Advancement (the Foundation) jointly sign a form to approve minor fund-raising activities at the College through student organizations. The rationale for the signatures is to avoid duplicative fund-raising projects occurring at the same time.

In the broader area of resource development, the College seeks external opportunities through the grant application process. Grants are discussed regularly at the President's Council meetings. The Executive Director for Institutional Effectiveness oversees grant development at the College, and has a standing report on the [agenda](#) of the President's Council. A [grant matrix](#) is developed for each meeting and shared with all members of the President's Council.

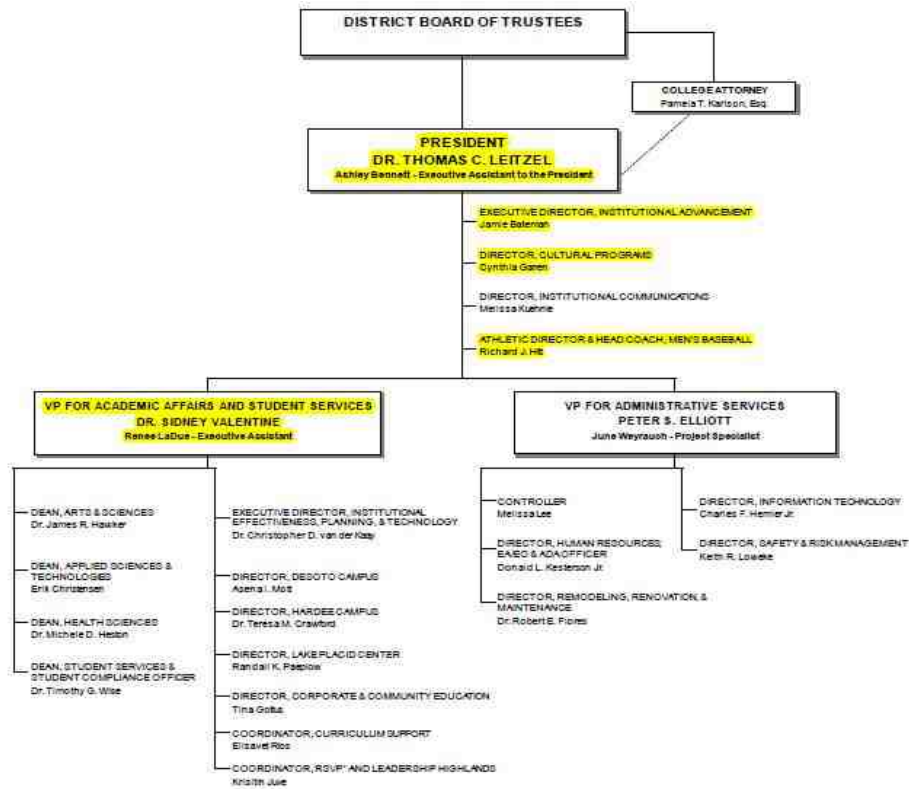
Currently, SFSC does not have a grants officer. The Executive Director for Institutional Effectiveness serves in that role and supervises the grant writing process at the College.

The SFSC District Board of Trustees (DBOT) is involved through information sharing and a specific report given as part of a [standing report](#) at each board meeting by the Executive Director for Institutional Effectiveness. A [grant matrix](#) is also prepared and shared with the DBOT at each meeting. A copy of the DBOT [agenda](#) shows that the Executive Director for Institutional Effectiveness has a standing grants report at each board meeting.

Often individual program areas or divisions of the College raise funds to support various student-related initiatives. The College's athletic department is another example of a unit that raises funds to support student organizations or programs. The president of the College is involved in the final approval of the fund-raising events. By virtue of his involvement in the planning and execution of the fund-raising activities, the president exercises appropriate control and ultimately approves the request to hold a fund-raising event to support the College's student organization or athletic programs. [Examples of the events](#) and the approval process are provided.

The SFSC Cultural Arts Division is another area of the College where fund raising occurs; albeit very limited. Whenever a solicitation is planned, the Director of Cultural Arts, a direct report to the president, prepares the request and seeks the president's approval before a solicitation is made. Recently, during the time of the pandemic, participation in cultural arts activities and performances at the College's performing arts center (Wildstein Center) has been greatly reduced. Due to social distancing obligations, theatre capacity per performance was reduced to 415 from approximately 1,460 total seats. The director of cultural arts, with the president's approval, prepared a [letter of solicitation](#) to theatre patrons asking for their financial support.

The organizational structure confirms the reporting relationships to the office of the president. These direct reports include the [vice president for academic affairs and student services](#) (responsible for student clubs), the [executive director of institutional advancement](#), the [director of cultural programs](#), and the [director of athletics](#) as shown in Figure 5.2.c - 1 "Executive Organizational Chart."



**Figure 5.2.c-1**  
**Executive Organizational Chart**

Driven by the comprehensive nature of the College's [mission](#), its academic practices can be categorized as academic transfer, occupational, and developmental. All fund-raising practices at SFSC support the mission of the College. The SFSC District Board of Trustees are kept informed of any major fund-raising activity at the College, mainly those that deal with grants. Whenever a grant is awarded to the College, the DBOT is informed and [votes to accept](#) the grant through the [Consent Agenda](#). The DBOT is also informed of grants in development by the Executive Director for Institutional Effectiveness as part of their [regular board meeting agenda](#).

The alumni association at SFSC is organized through the Coordinator, Institutional Advancement and Alumni Development. This individual reports directly to the Director for Institutional Advancement, who oversees the SFSC Foundation. The alumni association at SFSC does not get directly involved in fund-raising projects. Through the Coordinator, Institutional Advancement and Alumni Development, alumni of the College are encouraged to participate in alumni activities and meetings, and to contribute to the SFSC Foundation. There are no other institutional centers or other groups that get involved in fund-raising activities at SFSC.

As shown, South Florida State College (SFSC) the CEO/College president has ultimate responsibility for and exercises appropriate control over the institution's fund-raising activities.

## Sources

-  8.01 Direct Support Organizations
-  8010 SFSC Foundation Inc
-  April 2019 Agenda - Grants
-  Athletic Director Job Description 2020
-  Athletic Program Fundraising Event
-  Foundation Bylaws
-  Fundraising Event forms
-  January 2019 Minutes\_Consent Agenda
-  June 2017 Minutes (Page 3)
-  June 2018 Minutes (Page 3)
-  June 2019 Minutes (Page 4)
-  June 2019 Minutes\_Grant Development Report (Page 5)
-  June 2020 Minutes (Page 4)
-  November 2019 Agenda
-  Position Description\_Director Cultural Programs
-  Position Description\_Executive Director Institutional Advancement
-  Position Description\_VP for Academic Affairs and Student Services
-  President Council Agenda\_Grants
-  President Council Notes (Page 3)
-  Relationship Agreement SFSC Foundation
-  SFSC Cultural Arts Donor letter
-  SFSC Grant Matrix
-  SFSC Grant Matrix - DBOT
-  SFSC January 2018 Consent Agenda
-  SFSC Organizational Chart 2019-2020
-  SGA Manual (Page 3)
-  South Florida State College Mission Statement
-  Student Activity Clearance Request

5.3

**Institution-related Entities**

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:

- a. the legal authority and operating control of the institution is clearly defined with respect to that entity.
- b. the relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
- c. The institution demonstrates that (1) the chief executive officer control any fund-raising activities of that entity or (2) 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.

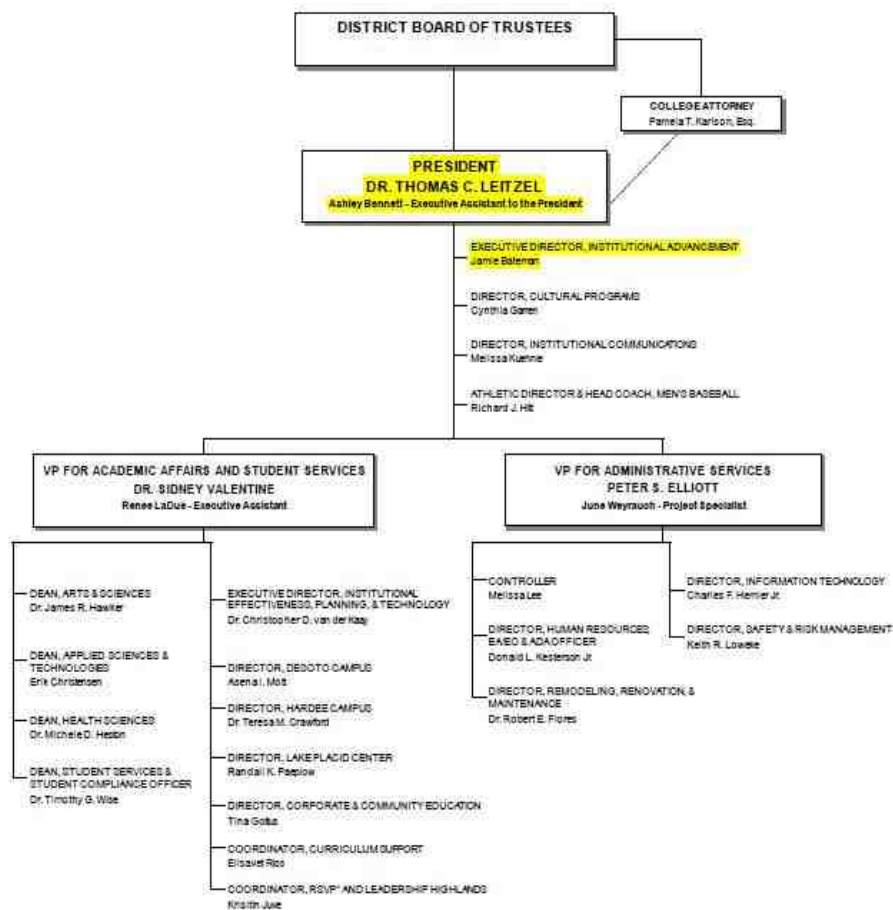
**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

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

South Florida State College (SFSC) has a supportive arrangement with its direct support organization (DSO) officially known as the South Florida State College Foundation. The Foundation was formed for the purpose of supporting SFSC and its programs. The SFSC Foundation is an institution-related entity that is organized separately from the College and it has its own set of operational [By-Laws](#). The Foundation has its own [Board of Directors](#). The Foundation is a registered non-profit, 501(c)(3), organization with an executive director who oversees its activities. As shown in Figure 5.3-1 "Organizational Chart" the executive director for institutional advancement reports directly to the president as shown in [SFSC Administrative Procedure 8010 "South Florida State College Foundation, Inc."](#) This reporting relationship is defined in the job descriptions of the [president](#) and the [Executive Director for Institutional Advancement](#) (the Foundation). Each year during the June meeting, the SFSC District Board of Trustees votes to authorize the DSO. The SFSC DBOT minutes from the most recent two years ([June 2019](#) and [June 2020](#)) show the formal recertification of the SFSC Foundation.



**Figure 5.3-1  
Organizational Chart**

**a). Legal Authority**

The legal authority and operating control of the College is clearly defined with respect to the SFSC Foundation, Inc. The [Relationship Agreement](#), documents the separate relationship and how the Foundation exists to support the College. In addition, the SFSC Foundation has its own set of operational [By-Laws](#). The SFSC Foundation [Board of Directors](#), of which the College president serves as an active voting member, meets regularly to handle Foundation business. [South Florida State College Administrative Procedure 8010](#) defines the president's role in the operations of the Foundation.

Although the SFSC Foundation is formed for the purpose of supporting the College and it is organized separately, the ultimate control of this entity resides with the president of the College. In accordance with [SFSC DBOT Policy 8.01 "Direct-Support Organizations"](#), the president of SFSC approves all fund-raising activities of the SFSC Foundation through a formal arrangement between the president and the executive director for Institutional Advancement (the Foundation).

**b). Relationship and Liability**

The relationship of the Foundation to the College and the extent of any liability arising from that relationship are clearly described in the [relationship agreement](#) and operational [bylaws](#) of the Foundation, as previously noted. The essential elements of the contractual agreement between the College and Foundation include:

- Foundation's relationship to the College
- College's relationship to the Foundation
- Foundation responsibilities
- Student and alumni records
- Foundation funding and administration

The relationship agreement accurately describes the relationship between the College and the Foundation as:

The Foundation is a separately incorporated IRC 501(c)(3) nonprofit direct support organization created to raise, manage, distribute, and steward private resources **to support the mission and purposes of the College** and **to support the College in any other manner permitted** by IRC 501(c)(3) and by State law and the rules, regulations and policies of the College.

For liability protection, the Foundation is a separate organization. As such, its board members are protected with their own [Director and Officer Insurance](#). The [receipt](#) shows that this policy is current. Additionally, the relationship agreement describes the College's liability associated with the relationship to the Foundation as follows:

The Foundation **shall not financially obligate or encumber the College in any manner** without the prior written consent of the District Board of Trustees of the College. Capital construction funds on College property supported in whole or in part by Foundation funds shall comply with all applicable College and State of Florida procedures and requirements governing such projects.

**c). Fund-raising Activities**

The College president exercises appropriate control and ultimately approves requests to hold fund raising events. Examples of these events and the approval process are provided in Table 5.3-1 "Fund Raising Activities."

**Table 5.3-1  
Fund Raising Activities**

Activity	Artifact
Athletics Fundraiser	January 14-17, 2021
Christmas Luncheon	December 10, 2020
Jacaranda Jubilee	November 30, 2020
Legacy Showcase	October 24, 2020

The fund-raising activities of the Foundation are defined in a formal, written manner which assures that those activities support the mission of the institution.

As stated in the SFSC Foundation [bylaws](#), the mission of the Foundation is:

... to solicit, receive, and manage charitable donations **in support of South Florida State College (hereinafter call the College), its programs, staff and students**. The Foundation is an organization which the Board of Trustees of the South Florida State College (herein after called Board of Trustees) after review, has annually certified to be operating in a manner **consistent with the goals of the College** and the best interests of the State. The Foundation recognizes that the Board of Trustees will review the Foundation annually for certification purposes. In addition the Foundation shall create an environment conducive to "Friend-Raising" **in support of the College** and shall plan and conduct such special functions and ancillary activities as may be beneficial to the Foundation and the College.

This mission is consistent with the [mission of the College](#) which is:

... dedicated to providing a learning-centered environment through **quality programs, training, and services**. Working in **partnerships with organizations** and communities, the College provides leadership and a comprehensive range of **opportunities for the educational, cultural, and economic development** of the service district. The College assists the people of its service district (DeSoto, Hardee, and Highlands counties) regardless of economic, social, or educational background to achieve success...




As italicized above, both the College and the Foundation have a common goal of providing support to the the College and the community through programs, training, and services.

The financial soundness of the Foundation does not affect the financial soundness of the College as described in the [relationship agreement](#). Additionally, each year the SFSC Foundation provides approximately \$100,000 of its unrestricted dollars to the College's general revenue budget. These funds support the overall mission of the College. The accounts of the SFSC Foundation are audited separately (e.g. 2017, 2018, 2019) from the College.

The leadership of both the College and the Foundation demonstrate cooperation through their operations. Both leaders exchange reports to each other's respective governing boards. The relationship is evaluated each year by the SFSC District Board of Trustees when they recertify the SFSC Foundation following a report by the Executive Director of the SFSC Foundation.

## Sources

-  8.01 Direct-Support Organizations
-  8010 (C) SFSC Foundation, Inc
-  8010 (G) SFSC Foundation, Inc
-  Athletic Program Fundraising Event
-  Athletics Fundraiser
-  Christmas Luncheon Fundraiser
-  Dec 31 2017 Audit Jan 2033
-  Dec 31 2018 Audit Jan 2034
-  Dec 31 2019 Audit Jan 2035
-  Executive Director Institutional Advancement job description
-  Foundation Board of Directors
-  Foundation By-Laws
-  Jacaranda Jubilee Fundraiser
-  June 2019 Minutes (Page 4)
-  June 2020 minutes (Page 4)
-  President Job Description
-  Presidential Position Announcement
-  Receipt For Payment\_25453
-  Relationship Agreement SFSC\_Foundation
-  Renewal PDEO Eff 312020-312021 \$890
-  SFSC Foundation Legacy Showcase Fundraiser
-  SFSC Organizational Chart 2019-2020
-  South Florida State College Mission Statement
-  Student Activity Clearance Request

**5.4**

**Qualified Administrative/Academic Officers**

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

A compilation of each officer's resume, position description, responsibilities, most recent evaluation, educational qualifications, and professional experience are shown in Table 5.4-1 "Qualified Administrative/Academic Officers." The information hyperlinked in the table (resume, job description, most recent evaluation) demonstrates the appropriateness to the position held and that all qualifications align with published position descriptions.

**Table 5.4-1**  
**Qualified Administrative/Academic Officers**

EXECUTIVE ADMINISTRATORS					
Name (Resume)	Title (Job Description)	Responsibilities	Evaluation (Most Recent)	Educational Qualifications	Professional Experience

<p>Dr. Sidney E. Valentine</p>	<p>Vice President for Academic Affairs and Student Services</p>	<p>Chief Academic Officer Executive administrator of academic programs, student services, library, continuing workforce education, community education and adult basic education efforts on all campus sites</p>	<p>X</p>	<p><b>PhD, Computer Engineering</b> The University of South Carolina</p> <p>MS, Computer Science &amp; Engineering The University of South Carolina</p> <p>BS, Electrical Engineering West Virginia University Institute of Technology</p>	<p>2015 to present <b>Vice President, Academic Affairs and Student Services</b> South Florida State College</p> <p>2011-2015 <b>Associate Vice President, Industrial and Engineering Technology</b> York Technical College, Rock Hill, South Carolina</p> <p>2012-2015 <b>Interim Associate Vice President, Corporate and Continuing Education</b> York Technical College, Rock Hill, South Carolina</p> <p>2008-2011 <b>Director of Workforce and Economic Development</b> West Virginia Community and Technical College System, Charleston, West Virginia</p> <p>2007-2008 <b>Coordinator of Technical Programs</b> Bridgemont Community and Technical College, South Charleston, West Virginia</p> <p>2005-2007 <b>Associate Professor of Electrical Engineering Technology and Director of Workforce Development</b> Bridgemont Community and Technical College, South Charleston, West Virginia</p> <p>2002-2005 <b>Assistant Professor of Electrical Engineering Technology/Co-Director of Workforce Development</b> Bridgemont Community and Technical College, South Charleston, West Virginia</p>
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Peter Elliot	Vice President for Administrative Services	Chief Business Officer Executive administrator of human resources, institutional effectiveness, eLearning, physical plant operations and maintenance, facilities planning and construction, technology, finance, grants development, and auxiliary services	N/A (Started 1/21)	<b>Master of Accounting, Accounting</b> Florida State University  BS, Accounting Florida State University  AA, Business  Santa Fe Community College	2021 to present <b>Vice President, Administrative Services</b> South Florida State College  6/20 - 12/20 <b>Consultant</b>  2007 - 2020 <b>Vice President of Administration/CFO</b> Polk State College  1996-2006 <b>Associate Vice President, Financial Operations</b> Broward College
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**INSTRUCTIONAL ADMINISTRATORS**

Name	Title	Responsibilities		Educational Qualifications	Professional Experience
Erik N. Christensen	Dean, Applied Sciences and Technologies	Instructional administrator of occupational and technical programs, adult and community education, public service programs, and selected outreach programs	X	<b>Naval Engineer</b>  Massachusetts Institute of Technology  MS, Mechanical Engineering Massachusetts Institute of Technology  BS, Ocean Engineering United States Naval Academy	2016 to present <b>Dean, Applied Sciences and Technologies</b>  South Florida State College  2004-2016 <b>Professor, Physics/Chair, Natural Science Department</b>  South Florida State College  2003 to 2004 <b>Florida New Motor Vehicle Arbitration Board Arbitrator</b>  Office of the Florida Attorney General, Tampa, Florida  1998 to 2001 <b>Commanding Officer</b>  Navy Experimental Diving Unit, Panama City, Florida

Dr. Michele D. Heston	Dean, Health Sciences	Instructional Administrator for Health Science Programs	X	<p><b>PhD, Leadership &amp; Education</b></p> <p>Barry University</p> <p>MSN, Nursing Education Clarkson College</p> <p>BSN, Nursing University of South Florida</p> <p>AA, South Florida Junior College</p>	<p>2016-present</p> <p><b>Dean, Health Sciences</b></p> <p>South Florida State College</p> <p>2008-2016</p> <p><b>Director of Nursing Education</b></p> <p>South Florida State College</p> <p>1997-2008</p> <p><b>Professor, Nursing</b></p> <p>South Florida State College</p> <p>1986 to 1997</p> <p><b>Clinical Supervisor</b></p> <p>Columbia Home Health Care, Sebring, Florida</p> <p>1984 to 1986</p> <p><b>Office Nursing Supervisor</b></p> <p>Barranco Briggs and Rooney, MD, PA, Sebring, Florida</p> <p>1982 to 1984</p> <p><b>Office Nurse</b></p> <p>Family Practice Center, Avon Park, Florida</p> <p>1982 to 1983</p> <p><b>Staff Nurse</b></p> <p>Florida Hospital Heartland Division, Sebring, Florida</p>
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Dr. James Hawker	Dean, Arts and Sciences	Instructional administrator of developmental education, honor and college transfer programs, library services, and the Tutoring and Learning Center	X	<p><b>PhD, Veterinary Anatomy</b></p> <p>Texas A&amp;M University</p> <p>MS, Biochemistry and Molecular Biology University of Texas Health Science Center at Houston</p> <p>Biophysical Sciences University of Houston</p> <p>BA, Biology University of Texas at Austin</p>	<p>2020-present <b>Dean, Arts &amp; Sciences</b> South Florida State College</p> <p>2016-2019 <b>Chair of Natural Sciences</b> South Florida State College</p> <p>2011-2020 <b>Biology Instructor/Professor</b> South Florida State College</p> <p>2009-2011 Adjunct Instructor Southwest Georgia Technical College</p> <p>2008-2011 <b>Adjunct Instructor</b> Tallassee Community College</p> <p>2005-2008 <b>Biology and Chemistry Instructor</b> Hillsborough Community College</p> <p>2002-2005 <b>Visiting Instructor, Research Faculty</b> University of South Florida, Moffitt Cancer Center</p> <p>1995/2002 <b>Assistant Professor of Medical Physiology</b> Texas A&amp;M University Health Science Center</p> <p>1992-1995 <b>Postdoctoral Fellow</b> Baylor College of Medicine</p> <p>1985-1992 <b>Research Assistant/Associate</b> Texas A&amp;M University</p>
Dr. Teresa Crawford	Director, Hardee Campus	Administrator of Hardee Campus activities such as monitoring of instructional offerings, facilities operations, and coordination of activities and services with the Highlands Campus, local community liaison for training and development needs	X	<p><b>EdD, Educational Leadership</b></p> <p><b>MA, Guidance &amp; Counseling Education</b></p> <p>Florida Southern College, Lakeland, Florida</p> <p>MEd, Education Leadership University of South Florida</p> <p>BA, Social Science Education University of South Florida</p> <p>AA, South Florida Community College</p>	<p>2002 to present <b>Hardee Campus Director</b> South Florida State College</p> <p>1994 to 2002 <b>Director of Guidance</b> Hardee Senior High, Wauchula, Florida</p>

Asena Mott	Director, DeSoto Campus	Administrator of DeSoto Campus activities such as monitoring of instructional offerings, facilities operations, and coordination of activities and services with the Highlands Campus, local community liaison for training and development needs	X	<p><b>MS, Education Leadership</b></p> <p>University of South Florida</p> <p>BS, Liberal Studies History</p> <p>Florida Gulf Coast University</p> <p>AA, Elementary Teacher Education</p> <p>South Florida Community College</p>	<p>2016 to present <b>Director, DeSoto Campus</b></p> <p>South Florida State College</p> <p>2004 to 2016 <b>Principal</b></p> <p>Charlotte County Public Schools, Port Charlotte, Florida</p> <p>2002 to 2004 <b>Teacher</b></p> <p>DeSoto County Public Schools, Arcadia, Florida</p>
Randy Paepflow	Director, Lake Placid Center	Administrator of Lake Placid Center activities such as monitoring of instructional offerings, facilities operations, and coordination of activities and services with the Highlands Campus, local community liaison for training and development needs	X	<p><b>MRE, Religious Education</b></p> <p>New Orleans Baptist Theological Seminary</p> <p>BA, Christian Education</p> <p>Bryan College</p>	<p>1991 to present <b>Director, Lake Placid Center</b></p> <p>South Florida State College</p> <p>1991-1993 <b>Coordinator, Vocational Tutoring Lab</b></p> <p>South Florida State College</p> <p>1989 to 1991 <b>Instructor</b></p> <p>Sebring Christian School, Sebring, Florida</p> <p>1986 to 1988 <b>Instructor, Bible and Music</b></p> <p>Christian Academy of Guatemala, Guatemala City, Guatemala, Central America</p>
<b>INSTITUTIONAL ADMINISTRATORS</b>					
<b>Name</b>	<b>Title</b>	<b>Responsibilities</b>		<b>Educational Qualifications</b>	<b>Professional Experience</b>

<p>Dr. Timothy G. Wise</p>	<p>Dean, Student Services</p>	<p>Administrator of student services, including Advising and Counseling, Financial Aid, Registration/Records; Testing; Career Services, Recruitment, Student Activities and Student Life/Residence; serves as coordinator for equity, ADA, and Title IX matters related to students</p>	<p>X</p>	<p><b>Edd, Higher Education/Higher Education Administration</b> Florida State University</p> <p>MS, Counseling Education/School Counseling &amp; Guidance Services Florida State University</p> <p>BA, Psychology Florida State University</p>	<p>2014 to present <b>Dean, Student Services</b> South Florida State College</p> <p>2008 to 2014 <b>Vice President for Student Affairs</b> College of Central Florida, Ocala, Florida</p> <p>2007 to 2008 <b>Dean of Student Services</b> Tidewater Community College, Norfolk, Virginia</p> <p>2005 to 2007 <b>Associate Vice President, Operations and Student Development Services/Dean of Students</b> Florida A&amp;M University, Tallahassee, Florida</p> <p>2004 to 2005 <b>Interim Dean of Student Affairs/Associate Dean</b> Florida Gulf Coast University, Fort Myers, Florida</p> <p>2002 to 2004 <b>Director of Student Services</b> Argosy University, Tampa Florida</p> <p>1995 to 2002 <b>Vice President and Dean of Student Affairs/Assistant Professor of Education</b> Abraham Baldwin College, Tifton, Georgia</p>
<p>Jamie Bateman</p>	<p>Executive Director, Institutional Advancement</p>	<p>Administrator responsible for Institutional Advancement and Executive Director of the SFSC Foundation, Inc., manager of the Take Stock in Children outreach program</p>	<p>X</p>	<p><b>MBA, Business Administration</b> Webster University St. Louis, Missouri</p> <p>BA, International Tourism Management Webber College</p>	<p>2015 to present <b>Executive Director, Institutional Advancement</b>, South Florida State College</p> <p>2003 to 2015 Executive Director for the Foundation, Florida Hospital Heartland Medical Center, Sebring, Florida</p>



<p>Dr. Christopher van der Kaay</p>	<p>Executive Director, Institutional Effectiveness, Planning, and Technology</p>	<p>Administrator of institutional planning, effectiveness, grants development, and information technology departments and all related technology resources and support for the College</p>	<p>X</p>	<p><b>PhD, Curriculum &amp; Instruction</b></p> <p>University of South Florida</p> <p>MA, Gerontology University of South Florida</p> <p>BA, Gerontology University of South Florida</p>	<p>2014 to present <b>Executive Director, Institutional Effectiveness, Planning, and Technology</b></p> <p>South Florida State College</p> <p>2013-2014 <b>Chief Information Officer</b></p> <p>South Florida State College</p> <p>2011-2013 <b>Institutional Effectiveness Officer</b></p> <p>South Florida State College</p> <p>2008-2011 <b>Coordinator, ABE/GED/AHS</b></p> <p>South Florida State College</p> <p>2005 to 2007 <b>District Coordinator of Instructional Technology</b></p> <p>Hardee County School District, Wauchula, Florida</p>
<p>Dr. Robert Flores</p>	<p>Director, Remodeling, Renovation, and Maintenance</p>	<p>Oversees the maintenance, grounds, custodial services, and renovation and remodeling for all facilities</p>	<p>X</p>	<p><b>DPA, Public Administration</b></p> <p>Nova Southeastern University</p> <p>MBA, Business Administration</p> <p>Palm Beach Atlantic College</p> <p>BBA, Management Middle Tennessee State University</p>	<p>1998 to present <b>Director, Remodeling, Renovation and Maintenance</b></p> <p>South Florida State College</p> <p>1989 to 1997 <b>Facilities Supervisor</b></p> <p>Palm Beach Community College, Palm Beach, Florida</p>

Jonathan Stem	Registrar	Responsible for the management of student admissions, registration, and records	X	<p><b>MBA, Business Administration</b> Florida Atlantic University</p> <p>BS, International Business and Trade Florida Atlantic University</p>	<p>2018 to present <b>Registrar</b> South Florida State College</p> <p>2015 to 2018 <b>Associate Registrar</b> Broward College, Fort Lauderdale, Florida</p> <p>2014 to 2015 <b>Student Records Administrator</b> Broward College, Fort Lauderdale, Florida</p> <p>2011 to 2014 <b>Assistant Registrar</b> Broward College, Fort Lauderdale, Florida</p>
Melissa Lee	Controller	Administrator for the College and SFSC Foundation financial accounting, reporting, audits, procurement, mail room, and bookstore	X	<p><b>M.A., Accounting</b> Georgia Southern University</p> <p>B.A., Business Administration Georgia Southern University</p> <p>A.A. Waycross College</p> <p>Licensed CPA, State of Georgia</p>	<p>2016 to present <b>Controller</b> South Florida State College</p> <p>2013 to 2015 <b>Associate Vice President for Business and Finance/Controller</b> Fort Valley State University, Fort Valley, Georgia</p> <p>2011 to 2013 <b>Controller/Interim Chief Business Officer</b> Waycross College / South Georgia State College, Waycross, Georgia</p> <p>2008 to 2011 <b>Advanced Staff Auditor</b> Georgia Department of Audits and Accounts, Douglas, Georgia</p>

<p>Don Kesterson</p>	<p>Director, Human Resources</p>	<p>Directs and oversees human resources functions of the College such as employee recruitment, salary and benefits administration, performance evaluations, disciplinary actions, and matters concerning employment law; serves as the coordinator for equity, ADA, and Title IX matters related to employees</p>	<p>X</p>	<p><b>BPA, Public Administration</b> Barry University</p> <p><b>AAS, Electronic Systems</b> Community College of the Air Force</p>	<p>2017 to present <b>Director, Human Resources</b> South Florida State College</p> <p>2011 - 2017 <b>Director, Human Resources</b> DeSoto County BOCC, Arcadia, Florida</p> <p>2007 - 2011 <b>Human Resources Specialist</b> Highlands County BOCC, Sebring, Florida</p> <p>1984 - 2005 <b>U.S. Air Force</b> 15 yrs Satellite/Wideband &amp; Telemetry Systems Maintenance; 3 yrs Personnel Management; 2 yrs Health Services Management</p>
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Cindy Garren	Director, Cultural Programs	Administrator for all cultural program activities including series performances and presentations, Museum of Florida Arts and Culture (MOFAC), and Culture and facilities scheduling	X	<p><b>MA, Drama</b></p> <p>University of North Carolina at Greensboro</p> <p>BA, Theater Pennsylvania State University</p>	<p>2014 to present <b>Director, Cultural Programs</b></p> <p>South Florida State College</p> <p>2012 to 2014 <b>Major Gifts Officer</b></p> <p>American Red Cross, Wilkes Barre, Pennsylvania</p> <p>2011 to 2012 <b>Founding Executive Director</b></p> <p>Alice C. Wiltsie Performing Arts Center, Hazleton, Pennsylvania</p> <p>2011 <b>Interim Executive Director</b></p> <p>Troy Savings Bank Music Hall, Troy, New York</p> <p>2007 to 2009 <b>Director of Major Gifts and Community Relations</b></p> <p>Girl Scouts in the Heart of Pennsylvania, Scranton, Pennsylvania</p> <p>2005 to 2007 <b>Chief Executive Officer</b></p> <p>Scranton, Pocono Girl Scout Council, Scranton, Pennsylvania</p> <p>2003 to 2005 <b>Director of Programming and Audience Development</b></p> <p>Scranton Cultural Center, Scranton, Pennsylvania</p> <p>2000 to 2003 <b>Executive Director</b></p> <p>Gold Coast Jazz Society, Fort Lauderdale, Florida</p> <p>1995-1999 <b>Executive Director, Bailey Concert Hall</b> Broward College, Davie, Florida</p> <p>1988-1995 <b>Assistant Director, Bailey Concert Hall</b> Broward College, Davie, Florida</p>
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Melissa Kuehne	Director, Institutional Communications	Directs and oversees activities related to communications and community relations	X	<b>MA, Communication Arts</b> New York Institute of Technology  BA, Integrative Arts  Pennsylvania State University	2017-present <b>Director, Institutional Communications</b>  South Florida State College  2006-2017 <b>Director of Communications and External Relations</b> St. Joseph's College  2004-2006 <b>Sales Associate/Designer</b> Langistic Networks
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The lines of authority and span of control for administrative/academic officers are depicted in the [SFSC Organizational Chart](#). Through the position description for each position, senior leadership defines the expectations of administrative and academic officers regarding the credentials, experience, competency, and the capacity to lead. Hiring decisions are based on a holistic approach considering both academic and experiential qualifications as well as previous leadership roles. For example, an additional expectation for a center director is a thorough understanding of the community they serve. The director of the DeSoto campus has a master's degree in educational leadership, is a native of DeSoto County, is involved in various local organizations, and is a current member of the DeSoto County School Board. The appointment of the DeSoto campus director demonstrates the appropriateness of her credentials and her sequential progression from teaching to leadership roles that align with the duties and responsibilities associated with this position.

Annually, College administrators and academic officers have a formal review and evaluation of their job performance in accordance to [SFSC District Board of Trustees \(DBOT\) Policy 5.04 "Performance Review"](#) and [SFSC Administrative Procedure 5042 "Evaluation of Administrators."](#) The review includes discussion of annual goals, accomplishments, and plans for the upcoming year. Performance evaluations, job descriptions, expanded vitae, transcripts, and annual evaluations for all administrative and academic officers are maintained in their individual personnel files which are housed in the Human Resources Department on the Highlands Campus.

**Sources**

 A, Mott  Asena Mott  C, Garren  C, van der Kaay  Chris van der Kaay  Cindy Garren
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-  D, Kesterson
-  Don Kesterson
-  E, Christensen
-  Erik Christensen
-  J, Bateman
-  J, Hawker
-  J, Stern
-  James Hawker
-  Jamie Bateman
-  Jonathan Stern
-  M, Heston
-  M, Kuehnle
-  M, Lee
-  Melissa Kuehnle
-  Melissa Lee
-  Michele Heston
-  Peter Elliott
-  Position Description: Controller
-  Position Description: Dean, Applied Sciences and Technologies
-  Position Description: Dean, Arts and Sciences
-  Position Description: Dean, Health Sciences
-  Position Description: Dean, Student Services
-  Position Description: Director, Cultural Programs
-  Position Description: Director, Desoto Campus
-  Position Description: Director, Hardee Campus
-  Position Description: Director, Human Resources
-  Position Description: Director, Institutional Communications
-  Position Description: Director, Lake Placid Center
-  Position Description: Director, Remodeling Renovation and Maintenance
-  Position Description: Executive Director, Institutional Advancement
-  Position Description: Registrar
-  Position Description: VP for Academic Affairs and Student Services
-  Position Description: VP for Administrative Services
-  Position\_Description\_\_Executive\_Director\_\_Institutional\_Planning\_\_Effectiveness\_\_and\_Technology
-  R, Flores
-  R, Paeplow
-  Randy Paeplow
-  Robert Flores
-  S, Valentine
-  SFSC DBOT Policy 5.04 Performance Review
-  SFSC DBOT Policy 5042 Evaluation of Administrators
-  SFSC Organizational Chart-2020-2021 - February 1, 2021
-  Sid Valentine
-  T, Crawford
-  T, Wise
-  Teresa Crawford

 Thomas Leitzel

 Tim Wise

5.5

**Personnel Appointment and Evaluation**

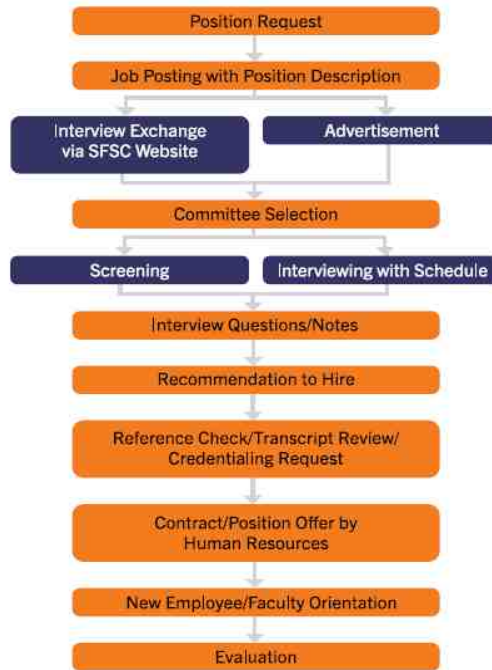
The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College (SFSC) publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel regardless of personnel classification. Legal authority for SFSC's employment policies and procedures is established in two Florida Statutes. As stated in [Section 1001.64, Florida Statutes "Florida College System Institution Boards of Trustees; Powers and Duties,"](#) each board of trustees is specifically authorized to adopt rules, procedures, and policies, consistent with law and rules of [Section 1001.65, Florida Statutes "Florida College System Presidents; Powers and Duties."](#) To ensure compliance with these statutes, the [SFSC District Board of Trustees \(DBOT\) Policy 2.04 "Adoption of SFSC Policies and Procedures"](#) states that "South Florida State College policies shall be approved by the District Board of Trustees" and "South Florida State College Procedures shall be approved by the president." Policies and procedures related to employment are disseminated and available to all current, and prospective, employees on the [SFSC Website \(Policies Page, Procedures Page\)](#), online at [Panther Central](#), and are summarized in the [SFSC Employee Handbook](#). Figure 5.5-1 "Non-Faculty Appointment Process" illustrates the hiring process.



**Figure 5.5-1**  
**Non-Faculty Appointment Process**

**Appointment**

South Florida State College District Board of Trustees (DBOT) Policy 5.24 "College Employees Employment, Promotion, Transfer, Demotion, Suspension, and Dismissal" requires that the SFSC DBOT approve personnel for full-time employment. This policy also empowers the president to establish procedures for recommending individuals for employment; hiring full- and part-time support staff and temporary substitutes; and promoting, transferring, demoting, and suspending employees. The SFSC DBOT must approve (or deny) recommendations for termination of employment, including dismissals, resignations, and retirements. Personnel recommendations are included in each SFSC DBOT meeting as a regular agenda item and evidence of SFSC DBOT action may be found in the corresponding SFSC DBOT meeting minutes. Table 5.5-1 "Personnel Recommendations" provides links to the DBOT agenda item highlighting personnel recommendations and the subsequent DBOT agenda item showing the approval of personnel actions via meeting minutes.

**Table 5.5-1**  
**Personnel Recommendations**

DBOT Agenda Item (Personnel Recommendations)	Evidence of Approval (Previous DBOT Meeting Minutes)
March 2020	May 2020 *
May 2020	June 2020
June 2020	July 2020



\* April 2020 meeting was canceled due to COVID-19

To support DBOT Policy 5.24, the College has developed procedures to define the employee recruitment and selection process. [South Florida State College Administrative Procedure 5240 "Employee Recruitment and Selection"](#) outlines the employee recruitment process for SFSC's various classifications, describes the screening and selection processes, and establishes authority for offering employment. The procedure also speaks to SFSC's non-discrimination practices, stating: "No person shall, on the basis of race, color, religion, sex, national origin, age, disability, marital status, political affiliation, and sexual orientation, be subject to discrimination in any employment conditions and practices including any and all recruiting and hiring practices." Position vacancy announcements and employment applications are available on the SFSC Web site, in the Human Resources Department, and at each SFSC campus/center.

## **Employment**

[Section 1001.64\(18\) "Florida College System Institution Boards of Trustees; Powers and Duties," Florida Statutes](#) establishes the personnel guidelines (e.g., compensation and other conditions of employment, recruitment and selection, benefits and hours of work, and appeals and grievance) for all employees of Florida College System institutions. [SFSC DBOT Policy 5.07 "Employment Agreements"](#) grants authority to the president to establish procedures for hiring individuals and issuing employment contracts. [SFSC Administrative Procedure 5070 "Re-Appointment and Termination Procedures for Annual Contract Employees"](#) defines the process for recommending reappointment and termination of annual contract employees. [SFSC DBOT Policy 5.22 "Work Schedules"](#) authorizes the president to establish work schedules for College employees. This is operationalized by [SFSC Administrative Procedure 5223 "Workweek-Professional Staff and Career Service Employees"](#) which sets forth the minimum weekly workweek requirement for all full-time professional staff and career service employees and to establish procedure and criterion for assignment of employees to various shifts. Furthermore, professional and career service staff conditions of employment are shown in the [SFSC Employee Handbook](#) as outlined below:

**Professional Staff – Full-time,** professional staff employees are employed on an annual basis and do not receive a formal written contract. After successfully completing the initial probationary period, professional staff employees can expect to be employed through the end of the current fiscal year (June 30), as long as the position assigned is needed, they remain qualified, demonstrate competence, receive satisfactory evaluations, and funding is available for the positions assigned. Full-time professional staff employees are subject to reappointment consideration each fiscal year. All positions in the professional staff classification meet Fair Labor Standards Act (F.L.S.A.) guidelines for being exempt from overtime pay.

**Career Service Employees – Full-time,** career service employees are employed on an annual basis and do not receive a formal written contract. After successfully completing the initial probationary period, career service employees can expect to be employed through the end of the current fiscal year (June 30), as long as the position assigned is needed, they remain qualified, demonstrate competence, receive satisfactory evaluations, and funding is available for the positions assigned. Full-time career service employees are subject to reappointment consideration each fiscal year. Career service positions are eligible for overtime pay in accordance with F.L.S.A.

[SFSC DBOT Policy 1.09 "Grievance Procedures"](#) authorizes the president to establish procedures for due process to ensure that a sincere and determined effort is made to resolve grievances, and directs that all parties to a grievance share the responsibility to seek, actively and conscientiously, a means for satisfactory resolution. [SFSC Administrative Procedure 1091 "Career Service and Professional Staff Grievance Procedure"](#) affords an immediate and fair method for the resolution of disagreements which may arise between the College and a full-time career or professional staff employee who has successfully completed his/her 90-day probationary employment period.

## **Evaluation**

[South Florida State College DBOT Policy 5.04 "Performance Review"](#) authorizes the president to develop procedures for performance review of all college personnel filling regularly established positions. [South Florida State College Administrative Procedure 5041 "Evaluation of Professional Staff and Career Service Employees"](#) provides procedures for measuring the performance and effectiveness of professional and career service employees. The description of non-faculty personnel expectations and the evaluation procedures is published in the [SFSC Employee Handbook](#).

All employees in full-time and regularly established part-time professional staff and career service positions shall have their performance evaluated prior to the completion of the initial 90 days of appointment, reinstatement, promotion, demotion, or reassignment. Following the 90-day evaluation process, supervisors annually evaluate non-faculty personnel in their departments using either the [Evaluation of Professional Staff Employees form](#) or the [Annual Evaluation of Career Service Employees form](#), as appropriate. Evaluation of professional staff employees include knowledge of rules, regulations, policies and procedures, demonstrated leadership, contributions to the overall mission of the College, ability to work in a team and collegewide relationships. Evaluation of career service employees include knowledge of work, quality of work, productivity, responsibility/reliability, initiative, work environment, attendance, attitude, communication, and professional image. Completed evaluation instruments for non-faculty are maintained by the human resources department.

Following the evaluation of all professional and career service employees, a recommendation for re-appointment is made to the SFSC DBOT during its regularly scheduled April meeting as an agenda item. Evidence of SFSC DBOT action may be found in the corresponding [May 2020 SFSC DBOT meeting minutes](#).

South Florida State College classifies non-faculty personnel as administrators as well as professional and career staff. [Table 5.5-2 "Policy and Procedure Implementation and Enforcement"](#) provides artifacts that demonstrate SFSC policies and procedures related to the appointment, employment, and regular evaluation of non-faculty personnel are implemented and enforced. This excludes the CEO (president) and administrative/academic officers which are discussed in [SACSCOC Standards 4.2.c](#) and [5.4](#), respectively.

**Table 5.5-2**

### **Policy and Procedure Implementation and Enforcement**

SFSC DBOT Policy	SFSC Administrative Procedure	Artifact
1.09 "Grievance Procedures"	1091 "Career Service and Professional Staff Grievance Procedure"	N/A
5.04 "Performance Review"	5041 "Evaluation of Professional Staff and Career Service Employees"	Career Service
		Professional
5.07 "Employment Agreements"	5070 "Re-Appointment and Termination Procedures for Annual Contract Employees"	September 2020 DBOT Agenda
		October 2020 DBOT Agenda
5.24 "College Employees Employment, Promotion, Transfer, Demotion, Suspension, and Dismissal"	5240 "Employee Recruitment and Selection"	Recruitment

Through consistent, regular, and systematic evaluation of non-faculty personnel, the College ensures the quality and effectiveness of their performance, regardless of contract. All SFSC policies and procedures are kept current and periodically reviewed as required by [SFSC DBOT Policy 1.01 "Introduction."](#) Per this policy, the president, or his designee, is responsible for formulating procedures and rules which are then presented to the DBOT for approval. Policies are implemented by way of administrative procedures, established by the president and shared with members of the President's Council. The vice president of administrative services or his designee (e.g., the director of human resources) is responsible for ensuring that all policies and procedures related to personnel appointment and evaluation are updated and, if required, revised at least every five years.

**Sources**

-  ALL SFSC Policies and Procedures - Listed on Panther Central
-  Career Service Evaluations
-  Career Staff Annual Evaluation
-  Florida State Board of Education Rule 6A-14.041
-  Florida Statute 1001.64 Florida College System Institution Boards of Trustees - Powers and Duties
-  Florida Statute 1001.64(18) Florida College System Institution Boards of Trustees - Powers and Duties (Page 3)
-  Florida Statute 1001.65 Florida College System Institution Presidents - Powers and Duties
-  Health Sciences hiring documentation
-  July 2020 DBOT Agenda\_June\_Minutes (Page 12)
-  June 2020 DBOT Agenda (Page 23)
-  June 2020 DBOT Agenda\_May\_Minutes (Page 7)
-  June 2020 DBOT Agenda\_May\_Minutes\_Career\_and\_Professional (Page 7)
-  March 2020 DBOT Agenda (Page 24)
-  May 2020 DBOT Agenda (Page 22)
-  May 2020 DBOT Agenda\_March\_Minutes (Page 7)
-  October 2020 DBOT Agenda\_September\_Minutes\_Terminations (Page 7)
-  Professional Staff Annual Evaluation
-  Professional Staff Evaluations
-  Recruitment Packet\_Maintenance
-  SFSC Administrative Procedure 1091 Career Service and Professional Staff Grievance Procedure
-  SFSC Administrative Procedure 5041 Evaluation of Professional Staff and Career Service Employees
-  SFSC Administrative Procedure 5043 Employee Reappointment and Evaluations
-  SFSC Administrative Procedure 5070 Reappointment and Termination Procedures for Annual Contract Employees
-  SFSC Administrative Procedure 5223 Workweek- Professional Staff and Career Service Employees
-  SFSC Administrative Procedure 5240 Employee Recruitment and Selection
-  SFSC Administrative Procedure 5242 Instructional Leadership Department Chair Program Director and Program Manager Selection
-  SFSC Administrative Procedure 5243 Transfer of Employee
-  SFSC Administrative Procedure 5244 Dismissal or Suspension of Employees
-  SFSC Administrative Procedure 5245 Demotion of Career Employees
-  SFSC Administrative Procedure 5247 Instructional Aids
-  SFSC DBOT Policy 1.09 Grievance Procedures
-  SFSC DBOT Policy 2.04 Adoption of SFSC Policies and Procedures
-  SFSC DBOT Policy 5.04 Performance Review
-  SFSC DBOT Policy 5.07 Employment Agreements
-  SFSC DBOT Policy 5.22 Work Schedules
-  SFSC DBOT Policy 5.24 College Employees Employment Promotion Transfer Demotion Suspension and Dismissal
-  SFSC Employee Handbook rev2020\_Employment Conditions\_and\_Information (Page 21)
-  SFSC Employee Handbook rev2020\_Employment\_Conditions\_and\_Evaluation\_Non\_Faculty (Page 21)
-  SFSC Employee Handbook rev2020\_Employment\_Professional\_and\_Career\_Staff (Page 22)
-  SFSC Policies Webpage
-  SFSC Procedures Webpage
-  SFSC Webpage - Highlighted Policies and Procedures Links (Page 3)
-  SFSC\_DBOT\_Policy\_1\_01\_Introduction
-  September 2020 DBOT Agenda\_Redacted (Page 21)

**6.1**

**Full-time Faculty**

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College (SFSC) employs an adequate number of full-time faculty members to support the mission and goals of the institution. As stated in [SFSC District Board of Trustees \(DBOT\) Policy 1.02 "Vision, Mission, and Institutional Core Values,"](#) SFSC's mission statement establishes that the faculty are central to the educational work of the College and that "South Florida State College is an open-access, higher education institution dedicated to providing a learning-centered environment through quality programs, training, and services." [Section 1001.64, Florida Statutes, "Florida College System Institution Boards of Trustees; Powers and Duties"](#) establishes the legal authority for the district board of trustees to develop guidelines for the employment of both full-time and adjunct faculty.

Full-time faculty are defined as "credentialed faculty, employed on an annual, continuing, or grant-based contract, who are classified as instructors/professors, counselors, or librarians" per [Section II.A.1 of South Florida State College Administrative Procedure 5040 "Evaluation of Full-Time and Adjunct Faculty,"](#) which is authorized through [SFSC District Board of Trustees Policy 5.04 "Performance Review,"](#) The general duties of faculty are outlined in the [faculty position description.](#)

Adjunct faculty members are defined as "instructors employed on a part-time, temporary basis as outlined in the Letter of Intent form issued to the faculty member" per [Section II.E.1 of SFSC Administrative Procedure 5040 "Evaluation of Full-Time and Adjunct Faculty."](#) When student demand exceeds the course load taught by full-time faculty, adjunct faculty are hired on a term-by-term, or per class, basis with no expectation of continuing employment beyond the ending date of the term or class. They frequently bring related experience and expertise to the classroom and have a vested interest in making sure that students leaving the program possess the skills needed to be successful in their chosen careers.

The College's definition of student-faculty ratio is the total student full-time equivalency (FTE) divided by the total faculty FTE which follows the [National Community College Benchmark Project \(NCCBP\) methodology.](#) Total student FTE is equal to the total student credit hours for which all students are enrolled divided by 15. Clock-hour student FTE is included in the total by the conversion of 30 clock hours to one-credit hour. Total faculty FTE is equal to the total instructor credit hours taught by all faculty divided by 15. Clock-hour faculty FTE is included in the total by the conversion of 30 clock hours to one-credit hour. These figures are adjusted for cross-listed courses to avoid duplication.

The student-faculty ratio is currently 10:1 which includes both the credit and clock-hour programs. In 2019-20 the College served approximately 5,149 students (2382 FTE, which includes credit hour, clock hour, Adult Basic Education [ABE], General Education Diploma [GED], and English for Speakers of Other Languages [ESOL]) with an average class size of 17 students. [A review of the literature](#) indicates that smaller class sizes promote more positive student experiences and significant learning gains.

Due to the comprehensive nature of the [College's mission,](#) faculty are organized into three general classification types as shown below in Table 6.1-1 "Faculty Type and Academic Structure." The breadth of each of these areas, as driven by student demand and local community need, dictates the number of faculty assigned to ensure quality, continuity, and adherence to regulatory requirements. As shown in the table, across all faculty types and divisions, the full-time faculty to student ratio is 1:18 or less, an indicator of an adequate number of full-time faculty. The work of these core faculty is supplemented and enhanced by the assignment of part-time, adjunct faculty whose qualifications broaden and enrich the curriculum, expand student learning opportunities, and enhance the accomplishment of the mission of the College.

**Table 6.1-1**

**Faculty Type and Academic Structure**

Faculty Type	Academic Focus	Academic Structure	Full-Time Faculty		Part-Time Faculty	
			Number	Student-Faculty Ratio	Number	Student-Faculty Ratio
Academic Transfer	Prepare students to transfer to 4-year institutions	Arts & Sciences Division	36	17	51	17
		Applied Sciences & Technologies Division	20	14	73	15
Occupational	Prepare students for immediate employment	Health Sciences Division	15	18	9	12
		Adult Education Department	1	14	23	12

To determine the number of full-time faculty needed to achieve the mission of the institution, College administrators and program chairs regularly review outcome data from multiple sources including unit action plans (UAP) ([Desoto Campus, Hardee Campus, Lake Placid Center, and Tutoring and Learning Center](#)), [faculty load sheets,](#) and Level I/Level II program reviews (as part of [SFSC Administrative Procedure 3030 "Academic Program Review Procedures"](#)). This procedure verifies that academic programs of the College are effective in achieving student learning outcomes, maintaining integrity, serving community needs, and using College resources efficiently. The process for determining the number of full-time faculty to achieve the College mission is often initiated by a Level I program review. With [oversight provided by the faculty-led academic quality committee \(AQC\),](#) Level I program review begins with a program profile that includes the evaluation of a number of indicators (e.g., full-time to part-time faculty ratios, student-to-faculty ratios, and student enrollments) as shown in Table 6.1-2 "Program Profile" which assist in determining the adequacy of full-time faculty.

**Table 6.1-2**

**Program Profile**

Component	Indicators
Enrollment Management	<ul style="list-style-type: none"> <li>• Number of sections per discipline</li> <li>• Number of distance learning courses</li> <li>• Number of independent studies</li> <li>• Number of day course offerings</li> <li>• Number of evening course offerings</li> </ul>
Quality	<ul style="list-style-type: none"> <li>• Full-time to part-time faculty ratios</li> <li>• Student-to-faculty ratios</li> <li>• Advisory board recommendations</li> <li>• Employer satisfaction surveys</li> <li>• Student evaluation of instruction</li> <li>• Completion points</li> <li>• State or national exam scores</li> <li>• Nationally recognized certifications</li> <li>• Review of curriculum</li> </ul>
Viability	<ul style="list-style-type: none"> <li>• Community need</li> <li>• Student enrollments</li> <li>• Number of graduates</li> <li>• Cost per full-time equivalency (FTE)</li> <li>• Job placement rates</li> <li>• Average annual salary</li> </ul>
Student Success	<ul style="list-style-type: none"> <li>• Retention rate</li> <li>• Persistence rate</li> <li>• Success in transfer to State University System (SUS)</li> <li>• Program/degree completion rate</li> <li>• Credentials of value</li> <li>• Capstone/work-based learning opportunities</li> <li>• Job placement or continuing education</li> <li>• Average wage for Florida</li> </ul>
Demand	<ul style="list-style-type: none"> <li>• Listed on Statewide Demand Occupation List (DOL)</li> <li>• Listed on any regional DOL</li> <li>• Expected to grow in the next eight years</li> <li>• Mid-to-high wages (High-Skill [HS]/High Wage [HW])</li> </ul>

The instructional deans annually review the full-time faculty staffing needs of their divisions. When the demand for courses or programs in a specific discipline increases, the deans may recommend adding new full-time faculty positions through the College's budget development process. Despite budgetary constraints, which may limit the hiring of additional full-time faculty, the College has maintained a healthy balance of full-time and part-time (adjunct) faculty by academic program, instructional site, and mode of delivery. The College has maintained this healthy balance while expanding educational programs to encompass workforce baccalaureate degrees. As shown in Table 6.2.b-1 "Faculty Distribution by Program" of Standard 6.2.b and replicated below in Table 6.1-3 "Faculty Distribution by Program," the College ensures an adequate distribution of faculty relative to credential, program, and credit hours taught. The overall percentage of equivalent credit hours taught collegewide by full-time faculty is 64.7%, which is notably higher than the national median of 57.6% according to the 2019 NCCBP. In general, the vast majority of credit hours taught by full-time faculty is greater than 50%. The only notable differences in this percentage are in specific associate in science degrees (Criminal Justice Technology, Landscape and Horticulture Technology, Network System Technology), a college credit certificate (Network Security), and three career certificates (Electrical Lineworker, Firefighter I/II, Phlebotomy). Due to the nature of workforce education and to ensure currency of information in these highly technical, career-oriented fields, these programs employ a higher percentage of part-time instructors who are working in the discipline. To ensure quality instruction and similar student experiences, additional communication and oversight are provided by full-time faculty.

**Table 6.1-3**  
**Faculty Distribution by Program**  
(Fall 2019 - Spring 2020)

Credential	Program	Enrollment	Number of Faculty FT vs. PT					Credit Hours Taught FT vs. PT				
			#Faculty	FT	%FT	PT	%PT	Total Credit Hours	FT	%FT	PT	%PT
Baccalaureate Degree	Elementary Education (BS)	29	7	4	57%	3	43%	75	57	76%	18	24%
	Nursing (BSN)	42	3	2	75%	1	25%	42	39	93%	3	7%
	Supervision and Management (BAS)	137	8	2	25%	6	75%	93	48	52%	45	48%
Associate in Arts Degree (AA)	Liberal Arts and Sciences	1615	72	30	42%	42	58%	1751	1237	71%	514	29%
Associate in Science Degree (AS)	Accounting Technology	21	3	1	33%	2	67%	39	21	54%	18	46%
	Biomedical Equipment Technician	10	1	1	100%	0	0%	12	12	100%	0	0%
	Business Administration	51	6	2	33%	4	67%	78	39	50%	39	50%
	Computer Engineering Technology	18	2	2	100%	0	0%	25	25	100%	0	0%
	Computer Programming and Analysis	19	3	2	67%	1	33%	51	45	88%	6	12%
	Criminal Justice Technology	45	6	1	17%	5	83%	39	9	23%	30	77%
	Dental Hygiene	23	5	4	80%	1	20%	58	52	90%	6	10%
	Emergency Medical Services	62	6	4	67%	2	33%	101	99	98%	2	2%
	Engineering Technology	26	1	1	100%	0	0%	34	34	100%	0	0%
	Fire Science Technology	1	1	1	100%	0	0%	3	3	100%	0	0%
	Health Services Management	9	1	1	100%	0	0%	9	9	100%	0	0%
	Industrial Management Technology	0	0	0	0%	0	0%	0	0	0%	0	0%
	Landscape and Horticulture Technology	20	3	0	0%	3	100%	78	0	0%	78	100%
	Network Systems Technology	27	2	1	50%	1	50%	33	3	10%	30	90%
	Nursing (Generic - RN)	97	7	6	86%	1	14%	93	81	87%	12	13%
	Nursing (Transition - LPN to RN)	17	5	4	80%	1	20%	37	35	95%	2	5%
	Office Administration	5	3	3	100%	0	0%	21	21	100%	0	0%
	Radiography	24	2	2	100%	0	0%	49	49	100%	0	0%
	Supply Chain Management	0	0	0	0%	0	0%	0	0	0%	0	0%
	Accounting Applications	5	2	1	50%	1	50%	18	15	83%	3	17%
Automation	0	0	0	0%	0	0%	0	0	0%	0	0%	
Business Management	10	5	2	40%	3	60%	42	21	50%	21	50%	
CNC Machinist/Fabricator	0	0	0	0%	0	0%	0	0	0%	0	0%	
Computer Programming	0	0	0	0%	0	0%	0	0	0%	0	0%	
Emergency Medical Technician	10	3	3	100%	0	0%	49	49	100%	0	0%	
Engineering Technology Support Specialist	26	1	1	100%	0	0%	28	28	100%	0	0%	
Graphic Design Support	1	1	1	100%	0	0%	3	3	100%	0	0%	
Health Care Services	2	1	1	100%	0	0%	5	5	100%	0	0%	
Landscape and Horticultural Professional	0	0	0	0%	0	0%	0	0	0%	0	0%	
Landscape and Horticultural Technician	0	0	0	0%	0	0%	0	0	0%	0	0%	
Lean Manufacturing	0	0	0	0%	0	0%	0	0	0%	0	0%	
Logistics and Transportation Specialist	0	0	0	0%	0	0%	0	0	0%	0	0%	
Mechatronics	5	1	1	100%	0	0%	25	25	100%	0	0%	
Medical Office Management	14	1	1	100%	0	0%	29	29	100%	0	0%	
Network Security	9	2	1	50%	1	50%	39	9	23%	30	77%	
Office Management	4	2	2	100%	0	0%	21	21	100%	0	0%	
Paramedic	31	6	4	67%	2	33%	66	64	97%	2	3%	
Pneumatics, Hydraulics, and Motors for Manufacturers	0	0	0	0%	0	0%	0	0	0%	0	0%	
Administrative Office Specialist	0	0	0	0%	0	0%	0	0	0%	0	0%	
Advanced Manufacturing and Production Technology	2	1	1	100%	0	0%	16	16	100%	0	0%	
Auxiliary Law Enforcement Officer	0	0	0	0%	0	0%	0	0	0%	0	0%	
Applied Cybersecurity	12	2	1	50%	1	50%	19	13	67%	6	33%	
Automotive Collision Technology	22	1	1	100%	0	0%	160	160	100%	0	0%	
Automotive Services Technology	61	2	2	100%	0	0%	233	233	100%	0	0%	
Business Management and Analysis	1	2	2	100%	0	0%	16	16	100%	0	0%	
Computer Systems and Information Technology	0	0	0	0%	0	0%	0	0	0%	0	0%	
Correctional Officer	17	1	1	100%	0	0%	18	18	100%	0	0%	
Correctional to Law Enforcement (Crossover)	7	1	1	100%	0	0%	53	53	100%	0	0%	
Cosmetology	18	1	1	100%	0	0%	40	40	100%	0	0%	
Dental Assistant	12	4	3	75%	1	25%	43	36	85%	6	15%	
Electrical Lineworker	61	4	1	25%	3	75%	220	102	46%	117	54%	
Electronics Technology	29	3	1	33%	2	67%	288	267	93%	21	7%	
Firefighter I/II	30	2	0	0%	2	100%	27	0	0%	27	100%	
Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R)	29	2	1	50%	1	50%	288	267	93%	21	7%	
Home Health Aide	0	0	0	0%	0	0%	0	0	0%	0	0%	
Law Enforcement Officer (Basic)	34	1	1	100%	0	0%	53	53	100%	0	0%	
Law Enforcement to Correctional (Crossover)	0	0	0	0%	0	0%	0	0	0%	0	0%	
Medical Administrative Specialist	22	1	1	100%	0	0%	22	22	100%	0	0%	
Medical Assisting	32	1	1	100%	0	0%	42	42	100%	0	0%	
Network Support Services	0	0	0	0%	0	0%	0	0	0%	0	0%	
Nursing (Practical)	32	6	6	100%	0	0%	117	117	100%	0	0%	
Phlebotomy	7	1	0	0%	1	1%	6	0	0%	6	100%	
Professional Culinary Arts and Hospitality	16	1	1	100%	0	0%	84	84	100%	0	0%	

Public Safety Telecommunication	5	1	1	100%	0	0%	8	8	100%	0	0%
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The institutions listed in Table 6.1-4 "Comparison to Peer Institutions" are comprised of the College's peer [Integrated Postsecondary Education Data System \(IPEDS\)](#) comparison institution group. These institutions were chosen based on enrollment size, distribution of clock hour and credit programs, and rural location which are similar to that of SFSC. This table shows that percent credit hours taught by both full-time and part-time faculty is comparable to these peer institutions. This serves as another indicator of the adequacy of full-time faculty.

**Table 6.1-4  
Comparison to Peer Institutions**

	South Florida State College	Eastern Florida State College	Lake- Sumter State College	Northwest Florida State College	St. Johns River State College	Pensacola State College
Number of Full-Time Faculty (Fall 2019)	67	269	80	29	139	169
Number of Part-Time Faculty (Fall 2019)	74	593	81	25	265	303
Number of Students (Fall 2019)	2,809	15,352	4,872	1,232	7,392	9,713
Percent Credit Hours Taught by FT (2019-2020)	65%	51%	71%	N/A	74%	68%
Percent Credit Hours Taught by PT (2019-2020)	35%	49%	29%	N/A	26%	32%















[South Florida State College DBOT Policy 5.22 "Work Schedules"](#) defines the 40-hour work week of a full-time instructional faculty member teaching credit hours courses, to include; a minimum of 25 hours per week in classroom and laboratory hours as well as scheduled office hours available to students. Full-time instructors teaching in clock-hour programs exceeding 25 hours per week schedule office hours by appointment as needed, in addition to their assigned clock-hour instructional program. The definition of full-time faculty workload is described in [SFSC Administrative Procedure 5220 "Workload of Full-Time Instructional Faculty"](#) which specifies the expected teaching load, office hours, and professional activities of the faculty. Professional activities include advising, tutoring, mentoring, and other activities beyond the scheduled teaching of assigned classes. Full-time faculty also participate in College committees and task forces, professional development activities, curriculum development, classroom and program assessment, collegewide governance, recruiting activities, and grant writing and implementation. [SFSC Faculty Handbook](#) further describes full-time faculty contractual obligations.

The current programmatic distribution and number of full-time faculty as shown in Table 6.1-3 "Faculty Distribution by Program" constitute a sufficient resource for carrying out basic faculty functions. In addition to judicious assignment of adjuncts, SFSC uses non-traditional ways to supplement the ability of full-time faculty to meet basic functions such as academic advisors at each campus, tutoring through the SFSC Tutoring & Learning Center (TLC) and online tutoring, as well as science, technology, engineering, and math (STEM) tutoring through the Title III "Re-Engineering Our Future: Hispanic Serving Institution (HSI-STEM)" grant program.













[South Florida State College Administrative Procedure 5240 "Employee Recruitment and Selection"](#) establishes the procedure for the recruitment and selection of adjunct faculty. Applications for adjunct faculty positions, whether unsolicited or received due to a posted position vacancy announcement, will be reviewed by the instructional supervisor(s) and/or campus center director(s) responsible for scheduling classes in the area(s) of interest indicated by the applicant. Instructional supervisors (chairs) or division deans may initiate a [hiring recommendation](#) after interviewing the applicant, ensuring that the applicant appears to meet the minimum qualifications for the teaching discipline and checking local references. The director of human resources offers employment to adjunct faculty whose credentials have been reviewed and approved under the provisions of [SFSC's Professional Standards for Faculty and Academic Administration](#) document as well as related policies and procedures.

South Florida State College Administrative Procedure 5226 "Staffing: Use of Part-Time and Adjunct Personnel" establishes guidelines for the use of adjunct and part-time personnel. To ensure they continue to meet the criteria for part-time employment implied in the Internal Revenue Service (IRS) definition of a full-time employee, adjunct faculty teaching in credit-hour programs are limited to three classes per term and clock-hour programs are limited to 30 hours maximum per week. Exceptions are considered on a case-by-case basis by the vice president for academic affairs and student services.

## Sources

-  AQC Mission\_Purpose
-  Accounting Business 2018-19 EPA
-  Article\_Deceased Class Size, Increase Active Learning
-  Faculty Handbook 2020\_Faculty Contractual Obligations (Page 18)
-  Faculty Position Description
-  Florida Statute 1001.64 Florida College System Institution Boards of Trustees; Powers and Duties
-  IPEDS Feedback Report 2019 (Page 2)
-  I\_D\_Recruitment Redacted
-  Identifying Full-time Employees\_Internal Revenue Service
-  Load Sheets Combined
-  NCCBP 2019
-  NCCPB Methodology (Page 11)
-  Professional Standards for Faculty and Academic Administrators
-  SFSC Administrative Procedure 3030 Academic Program Review Procedures



-  SFSC Administrative Procedure 5040 Evaluation of Full-Time and Adjunct Faculty
-  SFSC Administrative Procedure 5220 Workload for Full-Time Instructional Faculty
-  SFSC Administrative Procedure 5226 Staffing Use of Part-Time and Adjunct Personnel
-  SFSC Administrative Procedure 5240 Employee Recruitment and Selection
-  SFSC DBOT Policy 1.02 Mission, Vision, and Institutional Core Values
-  SFSC DBOT Policy 5.04 Performance Review
-  SFSC DBOT Policy 5.22 Work Schedules
-  SFSC DBOT Policy 5.24 College Employees Employment, Promotion, Transfer, Demotion, Suspension, and Dismissal
-  UAP\_DeSoto\_Campus
-  UAP\_Hardee\_Campus
-  UAP\_Lake\_Placid\_Center
-  UAP\_Tutoring\_and\_Learning\_Center

6.2.a

Faculty Qualifications

For each of its educational programs, the institution:

- a. justifies and documents the qualifications of its faculty members.

Judgment

Compliant  Non-Compliant  Not Applicable






Narrative

For each of its educational programs, South Florida State College (SFSC) justifies and documents the qualifications of its faculty members.

Due to the comprehensive nature of the College's mission, faculty are organized into two main classification types; transfer and occupational. Their selection and qualification is influenced by overall qualifications (academic and experiential) related to the teaching assignment. For courses that are generally transferable to other institutions, qualifications are primarily based on academic credentials; qualifications for teaching non-transferable technical courses depends primarily on professional experience and appropriate certifications. This is illustrated in the faculty roster as shown in columns three and four. The faculty roster form for the Spring 2020 and Fall 2020 semesters is linked here for review. The College's faculty roster form includes all full-time and adjunct (part-time) faculty who teach courses offered for credit/clock hour in all program areas including: career certificate, college credit certificate, associate of arts, associate of science, bachelor of applied science, and bachelor of science. Faculty teaching developmental/remedial courses are also included. All faculty listed are the instructor of record for their respective courses.

The competencies of faculty members are determined in accordance with SFSC's "Professional Standards for Faculty and Academic Administrators" document. These standards outline the College's criteria for assessing the credentials of faculty and academic administrators for initial employment and ongoing professional development in compliance with the guidelines provided in the Southern Association of Colleges and Schools, Commission on Colleges' (SACSCOC) guidelines and to ensure appropriate professional development. For faculty qualifications based primarily on academic credentials, a comprehensive transcript review is conducted to justify compliance with the College's professional standards. Conversely, for faculty qualifications based primarily on professional experience and certifications, the College uses its credentialing request process to complete the faculty credential roster which is documented on the SACSCOC faculty roster form.

Sources

-  [Credentialing Request Completed Sample \(Page 6\)](#)
-  [Faculty Credentials Guidelines](#)
-  [Professional Standards for Faculty and Academic Administrators](#)
-  [SFSC DBOT Policy 1.02 Mission, Vision, and Institutional Core Values](#)
-  [SFSC Faculty Roster\\_012121 FINAL](#)

6.2.b

Program Faculty

For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Judgment

Compliant  Non-Compliant  Not Applicable

Narrative

For each of its educational programs, South Florida State College (SFSC) employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. The College defines an academic program of study as a coherent sequence of courses that leads to the successful completion of a certificate, diploma, associate degree, or baccalaureate degree. Due to the comprehensive nature of the College's mission, academic programs are categorized into three general classifications; academic transfer (preparing students to transfer to four-year institutions), occupational (preparing students for immediate employment), and foundational (preparing students to enter post-secondary education). Section 1001.64, Florida Statutes, "Florida College System Institution Boards of Trustees; Powers and Duties," establishes the legal authority for each Florida college's district board of trustees to develop guidelines for the employment of both full-time and adjunct faculty.

South Florida State College (SFSC) defines full-time faculty as "credentialed faculty, employed on an annual, continuing, or grant-based contract, who are classified as instructors/professors, counselors, or librarians" per SFSC Administrative Procedure 5040 "Evaluation of Full-Time and Adjunct Faculty" section II.A.1 which is authorized through SFSC District Board of Trustees (DBOT) Policy 5.04 "Performance Review."

South Florida State College defines adjunct faculty members as "instructors employed on a part-time, temporary basis as outlined on the Letter of Intent issued to the faculty member" per SFSC Administrative Procedure 5040 "Evaluation of Full-Time and Adjunct Faculty" Section II.E.1. When student demand exceeds the course load taught by full-time faculty, adjunct faculty are hired on a term-by-term, or per class, basis with no expectation of continuing employment beyond the ending date of the term or class. Adjunct faculty frequently bring uniquely related experience to the classroom. These professionals have a vested interest in making sure that students leaving the program have the requisite skills needed to be successful in their chosen discipline.

The organizational structure of the College supports all three types of faculty: those supporting academic transfer who are typically assigned to the Arts & Sciences division, those supporting occupational programs who are assigned to either the Applied Sciences and Technologies or Health Sciences division, and those supporting foundational development who are assigned to the Adult Education department. Although the academic organizational structure of the College is linear in design (e.g., Arts & Sciences, Applied Sciences & Technologies, and Health Sciences), the delivery of many programs is matrix based (e.g., nursing students must take a variety of general education courses from the Arts & Sciences division in order to apply for a Health Sciences division program). Program delivery in the academic transfer programs, predominately in the Arts & Sciences division, employs an interdisciplinary approach in which faculty teach their own content area for a limited amount of contact each week along with dedicated office hours. Delivery is focused heavily on theoretical understanding predominately in a classroom setting with some laboratories in the Natural Sciences department. In contrast, program delivery in the occupational programs, Applied Sciences & Technologies and Health Sciences divisions, is a more applied approach in which faculty, working independently or in small teams, work with cohorts of students for extended periods of each day. Delivery is focused on didactic, hands-on skills, and work-based/clinical instruction. Office hours are integrated into the daily student interaction in the class/laboratory. Figure 6.2.b-1 "Academic Organizational Chart" shows the organization of all academic units.

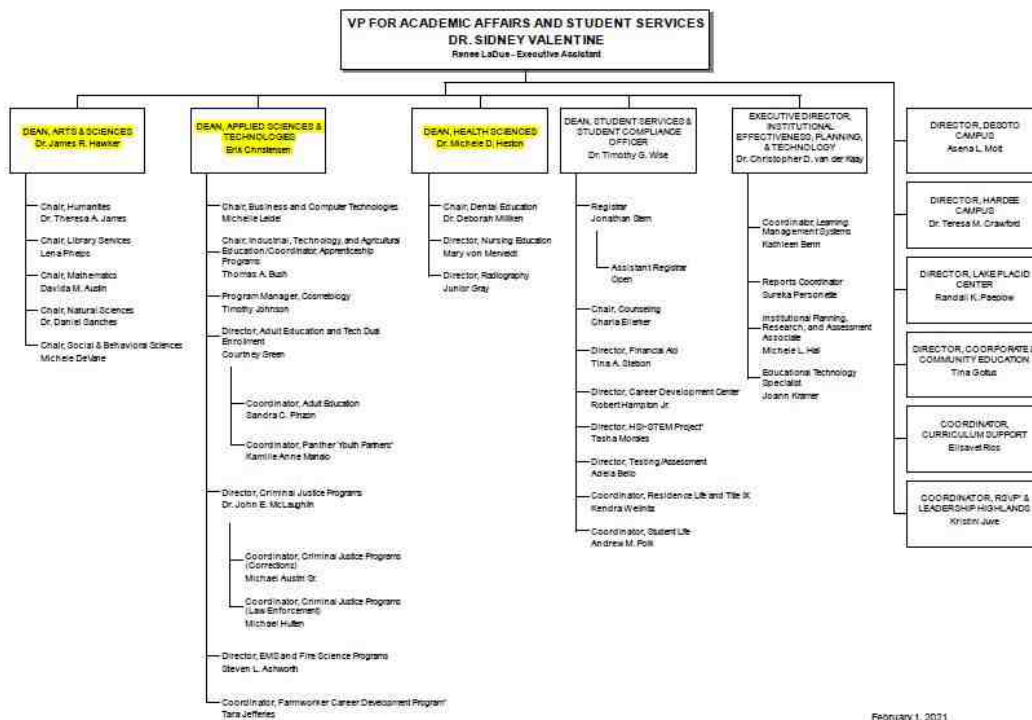


Figure 6.2.b-1 Academic Organizational Chart

Student demand and faculty load are the predominant factors in determining whether the number of full-time faculty in a program is sufficient. In an effort to promote student success and provide an active and collaborative learning environment, the College is committed to maintaining a low student-to-faculty ratio. As shown in Table 6.1-1 and replicated below in Table 6.2.b-1 "Faculty Type and Academic Structure", the student-faculty ratio, delineated by faculty type are all 18:1 or below as compared to the state average of 27:1 for two-year Florida College System (FCS) institutions and National Community College Benchmark Project data of 15.4 across all participating institutions nationwide. SFSC's reported value (64.7%) is notably higher than the national median (57.6%) and ranks in the 65th percentile. As student enrollment increases, additional sections are added often using adjunct faculty to support the demand. Once the increased demand is sustained and increased amounts of overload occur, department chairs and deans consider hiring additional full-time faculty members and submit requests through the College's budget development process.

**Table 6.2.b-1**  
**Faculty Type and Academic Structure**  
(Fall 2019 - Spring 2020)

Faculty Type	Academic Focus	Academic Structure	Full-Time Faculty		Part-Time Faculty	
			Number	Student-Faculty Ratio	Number	Student-Faculty Ratio
Academic Transfer	Prepare students to transfer to 4-year institutions	Arts & Sciences Division	36	17	51	17
Occupational	Prepare students for immediate employment	Applied Sciences & Technologies Division	20	14	73	15
		Health Sciences Division	15	18	9	12
Foundational	Prepare students to enter post-secondary education	Adult Education Department	1	14	23	12

An additional indicator of sufficiency of full-time faculty is the student completion rate. The [Graduation Rates 200 Survey \(GRS\)](#) consists of graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 100%, 150% and 200% of normal time to completion. This Florida Department of Education report, using Integrated Postsecondary Education Data System (IPEDS) reporting year 2019 - 2020 data, provides graduation rate data for all Florida College System (FCS) institutions. As shown in Table 6.2.b-2 "Completion Rate Comparison," the College leads the state in 150%, and 200% completion rates and is ranked second out of 28 in 100%. The combination of the low student to faculty ratio (18:1 or less) combined with the high on-time completion rates (47.2%, 65.3%, 66.0%) demonstrates that SFSC has a sufficient number of full-time faculty.

**Table 6.2.b-2**  
**Completion Rate Comparison**

	100%	150%	200%
FCS	18.8%	40.0%	40.9%
<b>SFSC</b>	<b>47.2%</b>	<b>65.3%</b>	<b>66.0%</b>
Rank in State	<b>2<sup>nd</sup></b>	<b>1<sup>st</sup></b>	<b>1<sup>st</sup></b>

The majority of [traditional full-time faculty functions](#) are performed by the College's faculty. These include: classroom instruction, assessment, office hours, and governance activities. Other traditional faculty functions that are delivered by alternative means include both formal advising and tutoring. Supplementing the informal mentoring and program advising done by full-time faculty, the College's advisors and counselors provide a significant level of in-depth student career and academic advising. The College uses the Campus Labs Beacon Early Alert system to identify, track, and support students who are experiencing issues which interfere with their academic progress. In addition to faculty tutoring, the College offers tutoring services through the Tutoring and Learning Center as well as online tutoring through Smarthinking.

[South Florida State College Administrative Procedure 5220 "Workload of Full-Time Instructional Faculty"](#) defines the responsibilities of full-time faculty members. The current programmatic distribution and number of full-time faculty constitute a sufficient resource for carrying out basic faculty functions. To assist faculty with student advising, the College employs a team of academic advisors at each campus as well as online. To augment faculty tutoring, a variety of additional services include the SFSC Tutoring and Learning Center (TLC) and Smarthinking online tutoring.

South Florida State College recognizes that although part-time faculty offer the same quality in teaching, the benefits of maintaining a majority of full-time faculty, wherever possible, are numerous, including providing essential stability for planning and curriculum oversight functions, as well as participation in collegewide governance activities. The academic program leaders (chairs), in collaboration with their respective deans, annually evaluate the sufficiency of the number of full-time faculty to achieve the mission of the College and to provide quality instruction in its degree and certificate programs. If it is determined that additional faculty may be required, a [formal request](#) is made to the vice president for academic affairs and student services as part of the budget development process.

Table 6.2.b-3 "Faculty Distribution by Program," as previously shown in Table 6.1-3 of Standard 6.1, lists the credential received, all academic programs offered by the College, enrollment, program type, number of full-time versus part-time faculty, and credit hours taught (full-time versus part-time). Based on the continued evaluation of the need for faculty across all programs, this table shows that the College employed a total of 216 faculty across 66 programs. This represents 51% FT and 49% PT across all programs. Based on best practices in higher education, the College supports the hiring of full-time faculty (when possible) such that the majority of the faculty is full-time as opposed to part-time. For credit hours taught by full-time faculty, as reported by the [2019 National Community College Benchmark Project \(NCCBP\)](#), SFSC's reported value (64.7%) is notably higher than the national median (57.8%) and ranks in the 71st percentile. Conversely, SFSC's credit hours taught by part-time faculty (35.2%) is approximately seven percentage points lower than the national median (42.1%). Accordingly, this number of full-time faculty constitutes a sufficient resource for carrying out basic faculty functions within academic programs.

**Table 6.2.b-3**  
**Faculty Distribution by Program**  
(Fall 2019 - Spring 2020)

Credential	Program	Number of Faculty FT vs. PT						Credit Hours Taught FT vs. PT				
		Enrollment	#Faculty	FT	%FT	PT	%PT	Total Credit Hours	FT	%FT	PT	%PT
Baccalaureate Degrees	Elementary Education (BS)	29	7	4	57%	3	43%	75	57	76%	18	24%
	Nursing (BSN)	42	3	2	75%	1	25%	42	39	93%	3	7%
	Supervision and Management (BAS)	137	8	2	25%	6	75%	93	48	52%	45	48%
Associate in Arts Degree (AA)	Liberal Arts and Sciences	1615	72	30	42%	42	58%	1751	1237	71%	514	29%
	Accounting Technology	21	3	1	33%	2	67%	39	21	54%	18	46%
	Biomedical Equipment Technician	10	1	1	100%	0	0%	12	12	100%	0	0%
	Business Administration	51	6	2	33%	4	67%	78	39	50%	39	50%

<b>Associate in Science Degrees (AS)</b>	Computer Engineering Technology	18	2	2	100%	0	0%	25	25	100%	0	0%
	Computer Programming and Analysis	19	3	2	67%	1	33%	51	45	88%	6	12%
	Criminal Justice Technology	45	6	1	17%	5	83%	39	9	23%	30	77%
	Dental Hygiene	23	5	4	80%	1	20%	58	52	90%	6	10%
	Emergency Medical Services	62	6	4	67%	2	33%	101	99	98%	2	2%
	Engineering Technology	26	1	1	100%	0	0%	34	34	100%	0	0%
	Fire Science Technology	1	1	1	100%	0	0%	3	3	100%	0	0%
	Health Services Management	9	1	1	100%	0	0%	9	9	100%	0	0%
	Industrial Management Technology	0	0	0	0%	0	0%	0	0	0%	0	0%
	Landscape and Horticulture Technology	20	3	0	0%	3	100%	78	0	0%	78	100%
	Network Systems Technology	27	2	1	50%	1	50%	33	3	10%	30	90%
	Nursing (Generic - RN)	97	7	6	86%	1	14%	93	81	87%	12	13%
	Nursing (Transition - LPN to RN)	17	5	4	80%	1	20%	37	35	95%	2	5%
	Office Administration	5	3	3	100%	0	0%	21	21	100%	0	0%
	Radiography	24	2	2	100%	0	0%	49	49	100%	0	0%
	Supply Chain Management	0	0	0	0%	0	0%	0	0	0%	0	0%
	<b>College Credit Certificates (CCC)</b>	Accounting Applications	5	2	1	50%	1	50%	18	15	83%	3
Automation		0	0	0	0%	0	0%	0	0	0%	0	0%
Business Management		10	5	2	40%	3	60%	42	21	50%	21	50%
CNC Machinist/Fabricator		0	0	0	0%	0	0%	0	0	0%	0	0%
Computer Programming		0	0	0	0%	0	0%	0	0	0%	0	0%
Emergency Medical Technician		10	3	3	100%	0	0%	49	49	100%	0	0%
Engineering Technology Support Specialist		26	1	1	100%	0	0%	28	28	100%	0	0%
Graphic Design Support		1	1	1	100%	0	0%	3	3	100%	0	0%
Health Care Services		2	1	1	100%	0	0%	5	5	100%	0	0%
Landscape and Horticultural Professional		0	0	0	0%	0	0%	0	0	0%	0	0%
Landscape and Horticultural Technician		0	0	0	0%	0	0%	0	0	0%	0	0%
Lean Manufacturing		0	0	0	0%	0	0%	0	0	0%	0	0%
Logistics and Transportation Specialist		0	0	0	0%	0	0%	0	0	0%	0	0%
Mechatronics		5	1	1	100%	0	0%	25	25	100%	0	0%
Medical Office Management		14	1	1	100%	0	0%	29	29	100%	0	0%
Network Security		9	2	1	50%	1	50%	39	9	23%	30	77%
Office Management		4	2	2	100%	0	0%	21	21	100%	0	0%
Paramedic	31	6	4	67%	2	33%	66	64	97%	2	3%	
Pneumatics, Hydraulics, and Motors for Manufacturers	0	0	0	%	0	0%	0	0	0%	0	0%	
<b>Career Certificates (CC)</b>	Administrative Office Specialist	0	0	0	0%	0	0%	0	0	0%	0	0%
	Advanced Manufacturing and Production Technology	2	1	1	100%	0	0%	16	16	100%	0	0%
	Auxiliary Law Enforcement Officer	0	0	0	0%	0	0%	0	0	0%	0	0%
	Applied Cybersecurity	12	2	1	50%	1	50%	19	13	67%	6	33%
	Automotive Collision Technology	22	1	1	100%	0	0%	160	160	100%	0	0%
	Automotive Services Technology	61	2	2	100%	0	0%	233	233	100%	0	0%
	Business Management and Analysis	1	2	2	100%	0	0%	16	16	100%	0	0%
	Computer Systems and Information Technology	0	0	0	0%	0	0%	0	0	0%	0	0%
	Correctional Officer	17	1	1	100%	0	0%	18	18	100%	0	0%
	Correctional to Law Enforcement (Crossover)	7	1	1	100%	0	0%	53	53	100%	0	0%
	Cosmetology	18	1	1	100%	0	0%	40	40	100%	0	0%
	Dental Assistant	12	4	3	75%	1	25%	43	36	85%	6	15%
	Electrical Lineworker	61	4	1	25%	3	75%	220	102	46%	118	54%
	Electronics Technology	29	3	1	33%	2	67%	288	267	93%	21	7%
	Firefighter I/II	30	2	0	0%	2	100%	27	0	0%	27	100%
	Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R)	29	2	1	50%	1	50%	288	267	93%	21	7%
	Home Health Aide	0	0	0	0%	0	0%	0	0	0%	0	0%
	Law Enforcement Officer (Basic)	34	1	1	100%	0	0%	53	53	100%	0	0%
	Law Enforcement to Correctional (Crossover)	0	0	0	0%	0	0%	0	0	0%	0	0%
	Medical Administrative Specialist	22	1	1	100%	0	0%	22	22	100%	0	0%
	Medical Assisting	32	1	1	100%	0	0%	42	42	100%	0	0%
	Network Support Services	0	0	0	0%	0	0%	0	0	0%	0	0%
Nursing (Practical)	32	6	6	100%	0	0%	117	117	100%	0	0%	
Phlebotomy	7	1	0	0%	1	100%	6	0	0%	6	100%	
Professional Culinary Arts and Hospitality	16	1	1	100%	0	0%	84	84	100%	0	0%	
Public Safety Telecommunication	5	1	1	100%	0	0%	8	8	100%	0	0%	

South Florida State College Administrative Procedure 3030 "Academic Program Review Procedures" verifies that academic programs of the College are effective in achieving student learning outcomes, maintaining integrity, serving community needs, and using College resources efficiently as well as provides guidance for the Academic Quality Committee (AQC). The AQC is a standing subcommittee of the Learning and Student Success Committee (LASS) that provides a mechanism for program review of academic programs and oversees these components of accreditation. This committee is responsible for academic strategic planning, monitoring achievement of academic outcomes, and promotion of continuous improvement processes that promote student learning. Representation is broad-based and includes: faculty representation from all academic divisions; program managers and directors from arts and sciences, health sciences, applied sciences and technologies; academic support; institutional effectiveness; advising and counseling; tutoring and learning center; and a student representative. The chair and co-chair must be full-time faculty members and are chosen by the committee on an annual basis. To further ensure faculty engagement in program oversight, all academic programs employ full-time faculty to serve as department chairs, program managers, and faculty leads. In addition to faculty oversight responsibilities, instructional leaders participate in College governance, assessment, institutional effectiveness, strategic planning, curriculum design and development, receive release time as well as up to a year-round contract to support these leadership expectations.

Full-time faculty deliver programs at various locations as shown in Table 6.2.b-4 "Faculty Participation by Campus Location." This table not only disaggregates the faculty distribution by off-campus instructional site with a comparison of full-time versus part-time participation but shows that the College employed a total of 219 (duplicated) faculty across all instructional sites, of which 73 were full-time. As such, the primary role of full-time faculty, who teach at multiple campuses, is to ensure the integrity and consistency of program delivery. This is accomplished through the use of the same syllabus, the same textbook and teaching materials, as well as routine classroom observations at all locations. Each term, faculty workloads are calculated based on the number of credit or contact hours taught, inclusive of all campus locations and distance education. Accordingly, the total number of full-time faculty in Tables 6.2.b-3 and 6.2.b-4 take into consideration the sharing of faculty across locations. As fluctuations in course demand arise, part-time faculty are employed to complement full-time faculty. The number of part-time faculty is notably higher at the Highlands campus due to the large (12,605) number of credit hours taught at this location. Additionally, the criminal justice, correctional officer, fire science, emergency medical services, and paramedic programs are taught at the Highlands campus. These programs rely heavily on practitioners in the field who bring current, real-world experiences into the classroom.

**Table 6.2.b-4**  
**Faculty Participation by Campus Location**  
(Fall 2019 - Spring 2020)

Location	FT vs PT Faculty					% Credit Hours Taught		
	# Faculty	FT	% FT	PT	% PT	# Credit Hours Taught	% FT	% PT
<b>Primary</b>								
Highlands Campus	179	66	37%	113	63%	12,605	42%	58%
<b>Offsite</b>								
Desoto Campus	21	3	14%	18	86%	632	30%	70%
Hardee Campus	10	2	2%	8	98%	669	58%	42%
Lake Placid Center	4	1	25%	3	75%	274	59%	41%
The Hotel Jacaranda	1	1	100%	0	0%	84	100%	0%
Crews Center	0	0	0%	0	0%	0	0%	0%
<b>Dual Enrollment Sites</b>								
Avon Park High School	2	0	0%	2	100%	108	0%	100%
Desoto High School	0	0	0%	0	0%	0	0%	0%
Hardee High School	0	0	0%	0	0%	0	0%	0%
Lake Placid High School	0	0	0%	0	0%	0	0%	0%
Sebring High School	2	0	0%	2	100%	551	0%	100%
<b>TOTAL:</b>	<b>219</b>	<b>73</b>		<b>146</b>		<b>14,923</b>		

Full-time faculty are responsible for online course development and maintaining the quality of the courses within their respective areas. Prior to being approved to teach online courses, faculty must complete a comprehensive online training program which includes the essential elements of quality online program development and delivery. Typically, full-time faculty develop online courses with multiple sections. However, there are cases where adjunct faculty develop and teach online courses due to the unique nature of the content. Table 6.2.b-5 "Faculty Distribution by Mode of Delivery" shows the distribution of courses taught by full-time faculty members across all modalities.

**Table 6.2.b-5**  
**Faculty Distribution by Mode of Delivery**  
(Fall 2019 - Spring 2020)

Modality	#Faculty	FT	%FT	PT	%PT
<b>Traditional</b>	161	58	36%	103	64%
<b>Hybrid</b>	47	32	68%	15	32%
<b>Online</b>	97	39	40%	58	60%

NOTE: Faculty count may be duplicated across modalities

Faculty research and public service are not required by the College mission statement and therefore do not affect the use, or need, for full-time faculty. However, full-time faculty engage in scholarly activities in a variety of ways including: applied research, community service through organizations such as Phi Theta Kappa, service learning, serving on discipline-specific organizations (e.g., the Florida Center for Nursing), and United Way. Each of these promotes enhanced student learning beyond the classroom and allows students the opportunity to obtain advanced academic preparation for university transfer.

[South Florida State College DBOT Policy 5.22 "Work Schedules"](#) defines the 40-hour work week of full-time instructional faculty as teaching credit hours courses to include a minimum of 25 hours per week of classroom and laboratory hours as well as scheduled office hours when they are available to students. Full-time instructors teaching in clock-hour programs exceeding 25 hours per week shall schedule office hours by appointment as needed in addition to their assigned clock-hour instructional program. The definition of full-time faculty workload is described in [SFSC Administrative Procedure 5220](#) which specifies the expected teaching load, office hours, and professional activities of the faculty. Professional activities include advising, tutoring, mentoring, and other activities beyond the scheduled teaching of assigned classes. Full-time faculty also participate in College committees and task forces, professional development activities, curriculum development, classroom and program assessment, collegewide governance ([Learning and Student Success Committee Minutes](#), [Curriculum Committee Minutes](#)), recruiting activities, and grant writing and implementation. Faculty are expected to remain current in their discipline, contribute to scholarly activities, and assist in achieving the goals and mission of the College. Additional details related to full-time faculty contractual obligations can be found in the [SFSC Faculty Handbook](#) and the general duties of faculty are set forth in the [faculty position description](#).

[South Florida State College Administrative Procedure 5221 "Course Overloads and Enrollment Minimums"](#) establishes guidelines for course overloads and class enrollment minimums. Overloads are optional and the maximum number of course/contact-hour overloads per semester varies depending on the type of instructional faculty. Department chairs are limited to one (1) college credit course (for credit programs)/90 contact hours (for clock-hour programs) of overload per semester. Full-time faculty are limited to two (2) college credit courses/180 contact hours of overload per semester. While course overloads do not apply to adjunct faculty, the maximum teaching load of adjunct faculty is three (3) college credit courses/270 contact hours per semester. The target minimum student enrollment for any class in the fall or spring semester is 15 and the minimum in the summer is 12. Academic deans monitor and make every effort to ensure these guidelines are followed. The vice president for academic affairs and student services (VPAA/SS) has final approval and can authorize exceptions on a case-by-case basis.

To strengthen part-time (adjunct) faculty involvement in pedagogy, the College has implemented a multi-faceted professional development program for full-time and adjunct faculty. This program, [PantherTEACH](#) includes a combination of face-to-face and online professional development training opportunities as well as an online teaching certification. Additionally, adjunct faculty are invited to participate in the convocation activities, professional development day, any other scheduled professional development during the year and are eligible for professional development funding to attend offsite training seminars/conferences. Adjunct faculty are expected to participate in the [Faculty and Adjunct Educator Academy \(FAEA\)](#) professional development program offered by the College which strengthens and enhances faculty members' ability to teach in an online format. To strengthen their pedagogy, adjunct faculty receive one-on-one discussions with their department chair during their regularly scheduled [classroom observation periods](#).



## Sources

-  2020-2021 Committee Handbook with Membership\_LASS (Page 17)
-  AQC Mission\_Purpose
-  Adjunct Online Courses QM
-  Curriculum Committee Minutes
-  FAEA & QM Agenda
-  Faculty Handbook 2020\_Faculty Contractual Obligations (Page 18)
-  Faculty Observations Combined
-  Faculty Position Description
-  Florida Statute 1001.64 Florida College System Institution Boards of Trustees; Powers and Duties - Personnel Highlights
-  Formal Position Request\_Health Sciences (Page 2)
-  Graduation Rate Survey 200 Report
-  LASS Committee Minutes
-  NCCBP - Percent Credit Hours Taught by Full-Time Faculty
-  NCCBP - Percent Credit Hours Taught by Full-Time Faculty (Page 4)
-  PantherTEACH flyer
-  SFSC Administrative Procedure 3030 Academic Program Review Procedures
-  SFSC Administrative Procedure 5040 Evaluation of Full-Time and Adjunct Faculty\_Section II\_A\_1
-  SFSC Administrative Procedure 5040 Evaluation of Full-Time and Adjunct Faculty\_Section II\_E\_1 (Page 5)
-  SFSC Administrative Procedure 5220 Workload for Full-Time Instructional Faculty
-  SFSC Administrative Procedure 5220 Workload for Full-Time Instructional Faculty\_Duties (Page 6)
-  SFSC Administrative Procedure 5221 Course Overloads and Enrollment Minimums
-  SFSC DBOT Policy 5.04 Performance Review
-  SFSC DBOT Policy 5.22 Work Schedules

6.2.c

**Program Coordination**

For each of its educational programs, the institution:

- c. assigns appropriate responsibility for program coordination.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) assigns appropriate responsibility for program coordination for each of its educational programs.

The importance of ensuring the quality of educational programs at SFSC is the primary factor driving the assignment of full-time faculty and professional staff to provide oversight and coordination of SFSC’s educational programs. Both full-time faculty and professional staff are responsible for assessing the quality and delivery of their respective programs by participating in College governance, program assessment, institutional effectiveness, strategic planning, curriculum design/development, and ensuring that that discipline currency and rigor is maintained.

The [organizational structure](#) of each division is determined [annually](#) by the division deans and vice president for academic affairs and student services (VPAA/SS) per [SFSC Administrative Procedure 5242 "Instructional Leadership: Department Chair, Program Director, and Program Manager Selection."](#) Reappointments are then submitted to the [president for final approval](#). As new programs are added/deleted, faculty positions are added/deleted, or student enrollments shift, allocation of division leadership positions may be modified. Instructional supervisors are designated as department chairperson, program director, program manager, lead instructor, or faculty lead as shown in Table 6.2.c-1 "Instructional Leadership Positions."

**Table 6.2.c-1  
Instructional Leadership Positions**

Title	Division	Classification	Responsibilities
<b>Department Chairperson</b>	Arts & Sciences	Faculty	Development, teaching (at least a 50% teaching load), and administrative duties. Oversees programs in all modalities (e.g., face-to-face, hybrid, and online) as well at all campus locations within their area of oversight.
	Applied Sciences & Technologies		
	Health Sciences		
<b>Program Director</b>	Applied Sciences & Technologies	Professional staff (non-faculty status)	Development, some teaching may be required, and administrative duties. Oversees programs in all modalities (e.g., face-to-face, hybrid, and online) as well at all campus locations within their area of oversight.
	Health Sciences		
<b>Program Manager</b>	Applied Sciences & Technologies	Faculty	Development, teaching, and administrative duties. Oversees programs in all modalities (e.g., face-to-face, hybrid, and online) as well at all campus locations within their area of oversight.
	Health Sciences		
<b>Lead Instructor</b>	Arts and Sciences	Faculty	Development, teaching, curriculum coordination, and program recruitment
	Applied Sciences		
<b>Faculty Lead</b>	Arts & Sciences	Faculty	Teaching, advisement on curriculum matters
	Applied Sciences & Technologies		
	Health Sciences		

Faculty and staff in instructional leadership positions provide a level of continuity by remaining in these roles long term. Whenever a replacement is needed, members of that academic unit are encouraged to express interest in assuming a leadership role. The respective dean, in consultation with the vice president for academic affairs and student services (VPAA/SS), make the final determination and assignment.

The College demonstrates a strong commitment to employing/assigning academically qualified instructional leaders to support its mission. All faculty and academic administrators are subject to the minimum educational and experiential requirements provided within the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\) guidelines](#) and the [SFSC Professional Standards for Faculty and Academic Administrators](#) for initial employment and/or appointment to instructional leadership positions. Well-prepared faculty provide the basis for ensuring program quality; the [SFSC Credentialing Request form](#), which has the [SACSCOC Faculty Roster form](#) embedded, provides a method to thoroughly review an individual's academic and experiential credentials.

As shown in Table 6.2.c-2 "Program Coordinator Roster," all program coordinators possess qualifications that are appropriate for the degree/certificate level of their program and the areas their program affects. The supplemental position description, as well as educational and experiential qualifications, for each department chairperson, program director, program manager, and faculty lead can be accessed by embedded hyperlinks in the table. Instructional leaders and faculty work collaboratively to ensure the effectiveness of each curricular area of concentration. Department chairs, particularly those in the Applied Sciences and Technologies Division, oversee multiple programs beyond those for which they are qualified to teach. When a department chairperson oversees multiple programs, the programs outside of their teaching discipline have an assigned faculty lead. The faculty members who function as lead faculty are fully responsible for developing and updating the curriculum as well as maintaining on-going and direct communication with the chair regarding all curriculum matters. The chair provides administrative oversight, participates in recruitment and retention initiatives, facilitates program review and strategic planning, assesses faculty credentials, and coordinates activities with program-specific community advisory boards. Department chairs also maintain regular communication with their respective academic deans, as well as with the faculty they supervise, to ensure that each program contains essential curricular components, appropriate content and pedagogy, rigor, and currency. Collaboration between the College's instructional leaders and program-specific community advisory committee members ensures that industry standards are accurately and adequately represented in both classroom and laboratory settings to maximize student success in the workforce and to support the mission of the College.

**Table 6.2.c-2  
Program Coordinator Roster**

Program Coordinator	Title	Qualifications	Areas of Responsibility	Program Levels Affected
<b>Arts &amp; Science Division</b>				
Dr. Teresa James	Chair	X	Humanities; Fine Arts; Developmental Reading and Writing	BS Degree AA Degree AS Degree College Credit Certificate
Dr. Daniel Sanches	Chair	X	Natural Sciences; Biological Sciences; Environmental Sciences; Physical Sciences	BS Degree AA Degree AS Degree College Credit Certificate
David Austin	Chair	X	Mathematics; Developmental Mathematics	BS Degree AA Degree AS Degree College Credit Certificate

Michelle Devane	Chair	X	Social and Behavioral Sciences; Education; Bachelor of Science Degree in Elementary Education	BS Elementary Education AA Degree AS Degree College Credit Certificate
<b>Applied Sciences &amp; Technologies Division</b>				
Michelle Leidel	Chair	X	Supervision and Management*	BAS Degree
			Accounting Technology Business Administration* Computer Programming and Analysis* Network Systems Technology* Office Administration*	AS Degree
			Accounting Applications Business Management* Computer Programming* Graphic Design Support* Medical Office Management* Network Security* Office Management*	College Credit Certificate
			Administrative Office Specialist* Applied Cybersecurity* Business Management and Analysis* Medical Administrative Specialist* Medical Assisting* Network Support Services* Professional Culinary Arts and Hospitality*	Career Certificate
Dr. Tina Adams	Lead Instructor	X	Supervision and Management	BAS Degree
Adam Martin	Faculty Lead	X	Business Administration	AS Degree
			Business Management	College Credit Certificate
Susan Taecker	Faculty Lead	X	Computer Programming and Analysis	AS Degree
			Computer Programming	College Credit Certificate

Michele Hall	Interim Faculty Lead	X	Network Systems Technology	AS Degree
			Network Security	College Credit Certificate
			Applied Cybersecurity Network Support Services	Career Certificate
Jennifer Groves	Faculty Lead	X	Office Administration	AS Degree
			Administrative Office Specialist Business Management and Analysis	Career Certificate
			Office Management	College Credit Certificate
Lorrie Jacques	Faculty Lead	X	Graphic Design Support	College Credit Certificate
Cindy Kinser	Faculty Lead	X	Medical Office Management	College Credit Certificate
			Medical Administrative Specialist Medical Assisting	Career Certificate
Axel Diaz	Faculty Lead	X	Professional Culinary Arts and Hospitality	Career Certificate
Steve Ashworth	Director	X	Emergency Medical Services Fire Science Technology	AS Degree
			Emergency Medical Technician Paramedic	College Credit Certificate
			Firefighter I/II	Career Certificate
Larry Taylor	Faculty Lead	X	Emergency Medical Technician	College Credit Certificate

Jennifer Serrano	Faculty Lead	X		
Richard Shepard	Faculty Lead	X	Paramedic	College Credit Certificate
Paul Shannon	Faculty Lead	X	Firefighter I/II	Career Certificate
Tom Bush	Chair	X	Biomedical Equipment Technician* Computer Engineering Technology* Engineering Technology*  Industrial Management Technology Landscape and Horticulture Technology*	AS Degree
			Automation* CNC Machinist/Fabricator* Engineering Technology Support Specialist*  Landscape and Horticultural Professional* Landscape and Horticultural Technician* Lean Manufacturing* Mechatronics* Pneumatics, Hydraulics, and Motors for Manufacturers*	College Credit Certificate
			Advanced Manufacturing and Production Technology* Automotive Collision Technology* Automotive Services Technology* Computer Systems and Information Technology* Electrical Lineworker*  Electronics Technology* Heating, Ventilation, Air Conditioning/ Refrigeration (HVAC/R)	Career Certificate
John Byrd	Lead Instructor	X	Biomedical Equipment Technician Computer Engineering Technology Engineering Technology	AS Degree
			Automation CNC Machinist/Fabricator Engineering Technology Support Specialist  Lean Manufacturing Mechatronics Pneumatics, Hydraulics, and Motors for Manufacturers	College Credit Certificate
			Advanced Manufacturing and Production Technology Computer Systems and Information Technology Electronics Technology	Career Certificate
Kendall Carson	Faculty Lead	X	Landscape and Horticulture Technology	AS Degree

			Landscape and Horticultural Professional Landscape and Horticultural Technician	College Credit Certificate
Dan Longenecker	Faculty Lead	X	Automotive Collision Technology	Career Certificate
Dan Keller	Faculty Lead	X	Automotive Services Technology	Career Certificate
Christopher Yeomans	Faculty Lead	X	Electrical Lineworker	Career Certificate
Tim Johnson	Director	X	Cosmetology	Career Certificate
Dr. John McLaughlin	Director	X <sup>+</sup>	Criminal Justice Technology	AS Degree
			Auxiliary Law Enforcement Officer Correctional Officer Correctional to Law Enforcement (Crossover) Law Enforcement Office (Basic) Law Enforcement to Correctional (Crossover) Public Safety Telecommunication	Career Certificate
Michael Huften	Faculty Lead	X	Auxiliary Law Enforcement Officer Correctional to Law Enforcement (Crossover) Law Enforcement Office (Basic)	Career Certificate
Michael Austin	Faculty Lead	X	Correctional Officer Law Enforcement to Correctional (Crossover) Public Safety Telecommunication	Career Certificate
<b>Health Sciences Division</b>				
Dr. Michele Heston	Director	X <sup>+</sup>	Bachelor of Science Nursing	BSN Degree
Mary von Merveldt	Director	X <sup>+</sup>	Associate Degree Nursing Practical Nursing	AS Degree Career Certificate
Junior Gray	Director	X	Radiography	AS Degree

Dr. Deborah Milliken	Faculty Chair	X	Dental Assisting Dental Hygiene	Career Certificate AS Degree
Isaac Durrance	Faculty Lead	X	Health Services Management Health Services Specialist	AS Degree College Credit Certificate

\*Program Oversight Only

+Not a teaching faculty, therefore not on faculty roster. Vitae used as evidence.



## Sources

-  A. Diaz (Page 2)
-  A. Martin (Page 10)
-  Academic Organizational Chart - Highlighted
-  C. Kinser (Page 9)
-  C. Yeomans (Page 27)
-  Credentialing Request
-  Curriculum Vita Master - 2020\_vonMerveldt
-  D. Austin (Page 58)
-  D. Keller (Page 23)
-  D. Longenecker (Page 23)
-  D. Milliken (Page 76)
-  D. Sanchez (Page 69)
-  FACULTY-ROSTER-FORM (1)
-  Faculty Credentials Guidelines
-  I. Durrance (Page 81)
-  J. Byrd (Page 16)
-  J. Gray (Page 88)
-  J. Groves (Page 5)
-  J. McGlaughlin
-  J. Serrano (Page 42)
-  K. Cappo (Page 79)
-  K. Carson (Page 21)
-  L. Jacques (Page 8)
-  L. Taylor (Page 44)
-  M. Austin (Page 28)
-  M. Devane (Page 72)
-  M. Hall (Page 7)
-  M. Heston
-  M. Huften (Page 32)
-  M. Leidel (Page 10)
-  P. Shannon (Page 42)
-  Professional Standards for Faculty and Academic Administrators
-  Program Chair Reappointment Form
-  Program Chair Reappointment Form - President Signature
-  R. Shepard (Page 43)
-  S. Ashworth (Page 35)
-  S. Taecker (Page 14)
-  SFSC Administrative Procedure 5242 Instructional Leadership Department Chair, Program Director, and Program Manager Selection
-  T. Adams (Page 1)
-  T. Bush (Page 15)
-  T. James (Page 50)
-  T. Johnson (Page 22)

### 6.3

#### Faculty Appointment and Evaluation

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

#### Judgment

Compliant  Non-Compliant  Not Applicable

#### Narrative

South Florida State College (SFSC) publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members regardless of contract or tenure status. Legal authority for the College's employment policies and procedures is established in two Florida statutes: [Section 1001.64, Florida Statutes "Florida College System Institution Boards of Trustees, Powers and Duties,"](#) authorizes the SFSC District Board of Trustees (DBOT) to adopt rules, procedures, and policies, consistent with law and rules of the Florida State Board of Education. Similarly, [Section 1001.65, Florida Statutes "Florida College System Institution President; Powers and Duties"](#) authorizes the president to develop and implement policies and procedures to recruit, appoint, transfer, promote, compensate, evaluate, reward, demote, discipline, and remove personnel. To ensure compliance with these statutes, [SFSC DBOT Policy 2.04 "Adoption of SFSC Policies and Procedures"](#) states that "South Florida State College policies shall be approved by the District Board of Trustees" and that "South Florida State College procedures shall be approved by the president." Policies related to personnel, regardless of classification (e.g., staff, professional, administrative, or faculty), are developed collaboratively with the human resources department, reviewed by the [SFSC President's Council](#), and presented to the SFSC DBOT for a [first and second reading](#) before final approval and implementation. Policies related to employment are implemented through specific College administrative procedures, as described below. South Florida State College policies and procedures are disseminated and available to all current and prospective employees on the [SFSC Website \(Policies Page, Procedures Page\)](#), online at [Panther Central](#), and are summarized in the [SFSC Employee Handbook](#).

#### Appointment

South Florida State College [DBOT Policy 5.06 "Credentials"](#) authorizes the president to develop and implement standards and procedures for the minimum educational and experiential requirements of College positions. As stipulated in Sections [1012.05 "Teacher Recruitment and Retention,"](#) and [1012.06 "Temporary Assignment of Professional Staff Among K-20 System,"](#) Florida Statutes, as well as Rules [6A-14.041 "Personnel Contracts"](#) and [6A-14.0411, "Employment Contracts for Full-Time Faculty"](#) Florida State Board of Education, faculty shall possess credentials as described in [SFSC Professional Standards for Academic Administrators and Faculty](#). The College believes that all instructional personnel should possess the competencies necessary to teach from a sound frame of educational reference. In the majority of cases, this frame of educational reference will be founded on formal academic training and instructional experience. However, in certain areas of instruction (e.g., Automotive Collision, Repair, and Refinishing), competencies may not be based solely on formal, academic training (as noted in column three [Academic Degrees & Coursework] of the SACSCOC Faculty Roster Form). Considerable weight may be given to such factors as directly related experience, professional certifications, scholarly works, and professional publications (as shown in column four [Other Qualifications and Comments] of the SACSCOC Faculty Roster Form) as specified in [South Florida State College Administrative Procedure 5060 "Professional Standards for Faculty: Exceptions."](#)

South Florida State College District Board of Trustees (DBOT) [Policy 5.24 "College Employees Employment, Promotion, Transfer, Demotion, Suspension, and Dismissal"](#) requires that the SFSC DBOT approve instructional personnel for full-time and part-time employment and empowers the president to establish procedures for recommending faculty for appointment. To support this policy, [SFSC Administrative Procedure 5240 "Employee Recruitment and Selection"](#) outlines the employee recruitment process for various classifications, describes the screening and selection processes, and establishes authority for offering employment. This procedure also speaks to the College's non-discrimination practices, stating: "No person shall, on the basis of race, color, religion, sex, national origin, age, disability, marital status, political affiliation, and sexual orientation, be subject to discrimination in any employment conditions and practices including any and all recruiting and hiring practices." [Position vacancy announcements](#) and [employment applications](#) are available on the College website.

#### Employment

[South Florida State College DBOT Policy 5.07 "Employment Agreements"](#) grants authority to the president to establish procedures for hiring individuals and issuing employment contracts. [South Florida State College Administrative Procedure 5070 "Re-Appointment and Termination Procedures for Annual Contract Employees"](#) defines the process for recommending reappointment and termination of annual contract employees. [South Florida State College DBOT Policy 5.22 "Work Schedules"](#) authorizes the president to establish work schedules for College faculty. This is operationalized by [SFSC Administrative Procedure 5220 "Workload"](#) which establishes processes for determining the workload for full-time instructional faculty and provides a basis for equitable work assignments consistent with [Section 1001.64\(18\) "Florida College System Institution Boards of Trustees; Powers and Duties,"](#) Florida Statutes, and [Rule 6A-14.0491 "Instructional Personnel - Availability to Students,"](#) Florida State Board of Education, as well as College expectations. Additionally, [SFSC Administrative Procedure 5221 "Course Overloads and Enrollment Minimums"](#) establishes guidelines for faculty overloads and minimum class enrollment.

Faculty rights and responsibilities are outlined in [SFSC DBOT Policy 2.20 "Role of the Faculty in Governance of the College"](#) and are operationalized through [SFSC Administrative Procedure 2200 "Role of Faculty in Governance of the College."](#) Responsibilities include: developing, revising, and recommending of academic policies, procedures, programs, and courses; implementing and monitoring the curriculum and keeping it current; serving on the standing and ad hoc/special committees of the College; establishing a faculty council to make recommendations to the president as appropriate; and serving as a majority on the committees that recommend the selection of new faculty. As stipulated in Sections [1001.64, 1012.05, 1012.06, 1012.82, and 1012.855,](#) Florida Statutes, as well as Rules [6A-14.041, and 6A-14.0411,](#) Florida State Board of Education, [SFSC DBOT Policy 5.06 "Credentials"](#) requires faculty to possess credentials as described in [SFSC Professional Standards for Academic Administrators and Faculty](#). [South Florida State College Administrative Procedure 5061 "Advancement in Rank of Faculty"](#) operationalizes the process for faculty advancement in rank.

[South Florida State College DBOT Policy 1.09 "Grievance Procedures"](#) authorizes the president to establish procedures for due process to ensure that a sincere and determined effort is made to resolve grievances, and directs that all parties in a grievance share the responsibility to seek, actively and conscientiously, a means for satisfactory resolution of all grievances. [South Florida State College Administrative Procedure 1090 "Faculty and Administrative Grievance Procedure"](#) ensures that a sincere and determined effort is made to satisfactorily resolve the complaints and grievances of the faculty.

#### Evaluation

[South Florida State College DBOT Policy 5.04 "Performance Review"](#) authorizes the president to develop procedures for performance review of all faculty. [South Florida State College \(SFSC\) Administrative Procedure 5040 "Evaluation of Full-Time and Adjunct Faculty"](#) requires each faculty member to be evaluated annually by both students and direct supervisors. A description of the faculty expectations and the evaluation procedures is published in the [SFSC Faculty Handbook](#). The evaluation process is designed to improve both the quality of teaching and student learning outcomes. Performance of administrative, supervisory, and general duties as well as student evaluations, are also considered and may be used for decisions related to the [faculty member's contract](#).

All full-time faculty are evaluated prior to the completion of their initial 90 days of appointment, reinstatement, promotion, demotion or reassignment. Following the 90-day evaluation process, instructional supervisors annually evaluate faculty members in their departments using the [Instructional Faculty Performance Evaluation](#) form. The evaluations include assessment of performance in planning for instructional activities, delivering course content, managing the learning environment, evaluating student progress, maintaining professional standards, and demonstrating professionalism. Faculty evaluation involves regular classroom observation ([2017, 2018, 2019](#)) of the faculty member by the instructional supervisor or designee regardless of contract or tenure status. Regardless of the mode of delivery (distance learning and/or face-to-face), faculty are evaluated using the same process. Adjunct faculty members are evaluated by the instructional supervisor, or their designee, once per term using the same evaluation instrument and the feedback procedures as those for full-time faculty. Completed evaluation instruments for [full-time faculty](#) are maintained by the human resources department and those for [adjunct faculty](#) are maintained by the instructional supervisor.

As outlined in SFSC Administrative Procedure 5040, faculty must identify their accomplishments and professional activities from the previous year on the [Annual Service Report \(ASR\)](#) form which is reviewed by their supervisor during the evaluation process. The ASR supplements the faculty performance evaluation. The ASR includes noteworthy activities completed during the year such as professional development, scholarly work, College contributions, community and other service, as well as an individual professional development plan. The ASR also provides an opportunity for the faculty to demonstrate professional growth and leadership as well as sustain enthusiasm for promoting student learning.

Each faculty member is also evaluated by students in all classes, each term using the [Student Evaluation of Instruction \(SEI\)](#) ([Face to Face](#), [Dual Enrollment](#), [Independent Study/Online](#)) form. Student evaluations may be conducted through an online survey administered without the faculty present at the time of the administration. All student responses are kept anonymous. The responses from the student evaluation forms are reviewed by the faculty member and supervisor following the semester. At the beginning of each calendar year, the faculty member and the instructional supervisor schedule a conference to discuss the performance evaluation for the previous calendar year. Full-time faculty consult with the supervisor and offer comments about the evaluation during the conference. Adjunct faculty are provided the same opportunity to consult with their instructional supervisor regarding feedback or concerns.









































Following the evaluation of all faculty (full-time and adjunct), a recommendation for re-appointment is made to the SFSC DBOT during its regularly scheduled March meeting as an agenda item ([March 2020 Personnel Recommendations](#)). Evidence of SFSC DBOT action may be found in the corresponding SFSC DBOT meeting minutes ([March 2020 DBOT Meeting Minutes](#)). Through consistent, regular, and systematic evaluation of faculty, the College ensures the quality and effectiveness of the performance of each faculty member, regardless of contract or tenure status.




























Artifacts in Table 6.3-1 "Policy Implementation Examples," demonstrate adherence with SFSC's policies and procedures pertaining to appointment, employment, and evaluation.

**Table 6.3-1**  
**Policy Implementation Examples**

Category	Topic	SFSC DBOT Policy	SFSC Administrative Procedure	Artifact
Appointment	New Hire	5.06 Credentials	5060 Professional Standards for Faculty: Exceptions	X
		5.24 College Employees Employment, Promotion, Transfer, Demotion, Suspension, and Dismissal	5240 Employee Recruitment and Selection	X
		2.20 The Role of Faculty in Governance of the College	2200 Role of Faculty in Governance of the College	X X
Employment	Re-Appointment	5.07 Employment Agreements	5070 Re-Appointment and Termination Procedures for Annual Contract Employees	DBOT Agenda DBOT Minutes
	Advancement in Rank	5.06 Credentials	5061 Advancement in Rank of Faculty	X X X
	Workload	5.22 Work Schedules	5220 Workload	X
Evaluation	Performance Review	5.04 Performance Review	5040 Evaluation of Full-Time and Adjunct Faculty	X X
	Termination of Annual Contract	1.09 Grievance Procedure	1093 Correcting the Actions of Faculty Personnel	X

## Sources

-  2017 Evaluations
-  2018 Evaluations
-  2019 Evaluations
-  202020 SEI DE Results\_VPAASS
-  202030 SEI COS Independent Study Results\_VPAASS
-  202030 SEI F2F Results\_VPAASS
-  A.M. - Advancement\_Redacted
-  ALL SFSC Policies and Procedures - Listed on Panther Central
-  Adunct Evaluation
-  Annual Service Report
-  Application Button
-  Classroom Observation
-  D.S. - Recruitment\_Redacted
-  D.S. - Recruitment\_Redacted Highlighted (Page 4)
-  Employee Handbook (Page 26)
-  FLDOE Rule 6A-14.041 Personnel Contracts
-  FLDOE Rule 6A-14.0411 Employment Contracts for Full-Time Faculty
-  FLDOE Rule 6A-14.0491 Instructional Personnel - Availability to Students
-  Faculty Handbook 2020\_Evaluation (Page 20)
-  Florida Statute 1001.64 (18) Florida College System Institution Boards of Trustees - Powers and Duties (Page 3)
-  Florida Statute 1001.64 Florida College System Institution Boards of Trustees - Powers and Duties
-  Florida Statute 1001.65 Florida College System Institution Presidents - Powers and Duties
-  Florida Statute 1012.05 Teacher Recruitment and Retention
-  Florida Statute 1012.06 Temporary Assignment of Professional Staff Among K-20 System
-  Full-Time Faculty Evaluation
-  H.S. - Advancement\_Redacted
-  I.D. - Recruitment\_Redacted
-  I.D. - Recruitment\_Redacted\_Committee Highlight (Page 4)
-  Instructional Faculty Performance Evaluation
-  L.S. - Advancement\_Redacted
-  Load Sheets
-  M.E. - Evaluation\_Redacted
-  March 2020 DBOT Meeting Agenda (Page 25)
-  March 2020 DBOT Meeting Minutes (Page 7)
-  Nusing Instructor Job Posting
-  Position Vacancies
-  Professional Standards Exception Letter
-  Professional Standards for Faculty and Academic Administrators (Page 7)
-  Return\_to\_Annual\_Contract\_Redacted (1)
-  SFSC Administrative Procedure 1090 Faculty and Administrative Grievance Procedure

-  SFSC Administrative Procedure 1093 Correcting the Actions of Faculty Personnel
-  SFSC Administrative Procedure 2220 Role of Faculty in Governance of the College
-  SFSC Administrative Procedure 2220 Role of Faculty in Governance of the College\_Faculty Selection and Hiring (Page 2)
-  SFSC Administrative Procedure 5040 Evaluation of Full-Time and Adjunct Faculty (Page 2)
-  SFSC Administrative Procedure 5060 Professional Standards for \_Exceptions
-  SFSC Administrative Procedure 5061 Advancement in Rank of Faculty
-  SFSC Administrative Procedure 5070 Reappointment and Termination Procedures for Annual Contract Employees
-  SFSC Administrative Procedure 5220 Workload for Full-Time Instructional Faculty
-  SFSC Administrative Procedure 5221 Course Overloads and Enrollment Minimums
-  SFSC Administrative Procedure 5240 Employee Recruitment and Selection
-  SFSC DBOT February 2018 Minutes\_Regarding Policy 5.22\_Second Reading (Page 3)
-  SFSC DBOT January 2018 Minutes\_Regarding Policy 5.22\_First Reading (Page 8)
-  SFSC DBOT Policy 1.09 Grievance Procedures
-  SFSC DBOT Policy 2.04 Adoption of South Florida State College Policies and Procedures
-  SFSC DBOT Policy 2.20 The Role of Faculty in Governance of the College
-  SFSC DBOT Policy 5.04 Performance Review
-  SFSC DBOT Policy 5.06 Credentials\_Faculty Credentials
-  SFSC DBOT Policy 5.06 Credentials\_President
-  SFSC DBOT Policy 5.07 Employment Agreements
-  SFSC DBOT Policy 5.22 Work Schedules
-  SFSC DBOT Policy 5.24 College Employees\_Employment, Promotion, Transfer,
-  SFSC Policies Webpage
-  SFSC Procedures Webpage
-  SFSC SEI Survey form with lab
-  SFSC Webpage - Highlighted Policies and Procedures Links (Page 3)
-  SFSC\_Leader Team Meeting\_Regarding Policy5\_22 Work\_Schedules
-  T.J. - Evaluation\_Redacted

## 6.4

### Academic Freedom

The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

South Florida State College (SFSC) publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.

South Florida State College District Board of Trustees (DBOT) Policy 3.01 "Academic Freedom and Freedom of Expression" defines academic freedom as:

At South Florida State College (SFSC), the faculty members are free to pursue and convey knowledge in their area of special training and expertise, subject to College, state of Florida, and federal policies, procedures, laws, and the code of ethics for professional educators. As a private citizen, the faculty member is entitled to express personal views free from institutional constraints. However, the instructor must be conscious of the special status the teaching position represents in the community and be aware that the public may judge the profession and SFSC according to individual practices. Therefore, the faculty member should make every effort to be tolerant of others and accurate in expressing views in order to protect the image of the profession and SFSC, and to abide by applicable laws.

### Published Policies and Procedures

South Florida State College Policy 3.01 also directs the president to "establish procedures to assure that entertainment, theatrical, artistic, intellectual, and other cultural activities and pursuits are in keeping with community standards of acceptability." As such, the president has authorized the creation of two administrative procedures to fulfill the intent of this policy: [SFSC Administrative Procedure 3010 "Cultural Programming Guidelines on Freedom of Expression"](#) and [SFSC Administrative Procedure 3011 "Academic Freedom."](#)

- South Florida State College Administrative Procedure 3010 ensures that:

College personnel will use the Cultural Programming Freedom of Expression Guidelines in making decisions regarding the appropriateness of presentations, performances, artwork, exhibits, films, and forums held on any SFSC facility. When there is a question as to whether the planned presentation, performance, exhibit, film, or forum meets the Guidelines listed below, the person in charge of the proposed activity will discuss the activity with the director, cultural programs.

- South Florida State College Administrative Procedure 3011 defines the parameters of academic freedom and:

Encourages freedom of expression on campus for faculty and students so long as they do not attempt by word or deed to intimidate or restrain others who express a differing point of view. The College believes that academic freedom can survive as long as there is mutual respect among faculty and students for those who disagree.

This procedure further states that all members of the teaching faculty are entitled to academic freedom as generally defined in the [1940 Statement of Principles on Academic Freedom and Tenure](#) formulated by the Association of American Colleges and the American Association of University Professors. Relevant provisions of this statement are accepted by the College as follows:

1. Teachers are entitled to full freedom of expression in research and in the publication of the results subject to the adequate performance of their other academic studies; but, research for pecuniary return should be based upon an understanding with the authorities of the College.
2. Teachers are entitled to freedom in the classroom in discussing their subject; but, they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

### Implementation

All policies and procedures, including those related to academic freedom, are developed through a systematic process which may be initiated either by faculty, administration, and potentially staff or students. The process begins when an [initial draft](#), based on an actual/perceived need or programmatic/state/regional compliance requirement, is presented to the [SFSC Leader Team \(President's Council\)](#), which includes the [SFSC Faculty Council Chair](#). To ensure that academic freedom is protected, all proposed academic policy or procedure approvals or modifications are presented to [faculty council for review](#) and [endorsement](#). The SFSC Leader Team will either [endorse](#), reject, modify, or table the proposal based on their analysis and review. The final step in the process involves one of two paths. For policy changes, following a [recommendation from Leader Team \(President's Council\)](#), the policy is submitted to the [SFSC DBOT for final approval](#) which requires two separate readings ([Reading One](#), [Reading Two](#)) to allow time for public comment, followed by a vote of the full board. For procedural changes, the [SFSC Leader Team](#) is the final decision-making body. The revision process mirrors the approval process with the additional requirement that policies and procedures are reviewed and, if required, revised at least every five years. In all cases, the date the policy or procedure was developed, reviewed, or revised is listed in the [footer](#) of the revised document. Once the creation or revision of a policy or procedure has been approved, it is effective on that date. No formal issues involving academic freedom have emerged since the last SACSCOC reaffirmation of accreditation.

An example of faculty council review and endorse a proposed change during the regular review of SFSC Administrative Procedure 3011 is shown in [Table 6.4-1 "SFSC Administrative Procedure 3011 Academic Freedom Modification."](#) In this case, the faculty council chair represented the faculty as a voting member of the President's Council.

























Table 6.4-1

### SFSC Administrative Procedure 3011 Academic Freedom Modification

Step	Description
Review of draft prior to discussion	An email was sent to all members of the President's Council requesting that the attached edited procedures (including SFSC Administrative Procedure 3011 "Academic Freedom") be reviewed prior to the meeting.
Discussion of proposed changes/edits made	The members of the President's Council, which included the faculty council chair (Mr. Tom Bush), discussed the proposed revisions, made further recommendations (which preserved the 1940 statement on academic freedom) and approved the final document.
Publication of modified procedure	The final version of SFSC Administrative Procedure 3011 "Academic Freedom" was published on the SFSC website and SFSC Panther Central, as well as in the SFSC Faculty Handbook.

South Florida State College publicizes its policies and procedures on academic freedom for faculty in a variety of locations including: the SFSC website, SFSC Panther Central, and the SFSC Faculty Handbook.

#### Sources

-  1940 Statement on Academic Freedom and Tenure
-  3011 Academic Freedom
-  ALL SFSC Policies and Procedures - Listed on Panther Central
-  Email from Faculty Council Chair Regarding 5221
-  Email regarding review of procedures in Presidents Council including 3011
-  Faculty Handbook 2020\_Academic Freedom (Page 53)
-  Presidents Council Faculty Council Chair Highlight
-  Presidents Council Membership Highlight
-  Presidents Council Notes 012120 Showing Review of Procedure 3011 (Page 2)
-  Presidents Council Notes 100620 Approving Various Procedures
-  Presidents Council Notes\_100620 5221 Highlight (Page 2)
-  Procedure 5221 Faculty Council Changes (Page 2)
-  SFSC Administrative Procedure 3010 Cultural Programming Guidelines on Freedom of Expression
-  SFSC Administrative Procedure 3011 Academic Freedom
-  SFSC Administrative Procedure 3011 Academic Freedom - Listed on Panther Central
-  SFSC Administrative Procedure 3011 Academic Freedom - Listed on Webpage (Page 3)
-  SFSC Administrative Procedure 3011 Academic Freedom - Showing Revision Date
-  SFSC DBOT Meeting Regarding Policy 1.07 Alcohol and Drug Free Campus and Workplace
-  SFSC DBOT Meeting Regarding Policy 5.22 Work Schedules
-  SFSC DBOT Meeting Regarding Policy 5.22 Work Schedules First Reading (Page 5)
-  SFSC DBOT Meeting Regarding Policy 5.22 Work Schedules Leader Team
-  SFSC DBOT Meeting Regarding Policy 5.22 Work Schedules Second Reading (Page 6)
-  SFSC DBOT Policy 3.01 Academic Freedom and Freedom of Expression
-  SFSC Webpage - Highlighted Policies and Procedures Links (Page 3)



**6.5**

**Faculty Development**

The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the College's mission. Per SFSC District Board of Trustees Policy (DBOT) [Policy 5.01 "Staff and Program Development,"](#) the president is authorized to develop, establish, and implement procedures for staff development and program development consistent with State Board of Education Rules.

[South Florida State College Administrative Procedure 5011 "Professional Development Funding for Workshops/Conferences"](#) defines professional development as those activities that contribute to the professional development of the individual and benefits the College. Activities classified as professional development include: conferences, seminars, meetings, workshops, training opportunities, and supporting staff members who wish to return to college to further their education.

The College annually budgets [professional development funds](#) for all full-time and adjunct (including [dual-enrollment](#)) faculty. The vice president, academic affairs and student services (VPAA/SS) is responsible for administering and tracking funds specifically allocated for seminars, workshops, training opportunities and faculty development. Faculty are asked to identify, in advance, their [individual professional development plan](#) for the upcoming calendar year during their evaluation process. Faculty who wish to further their education are currently eligible for [educational grants up to \\$2,500 per fiscal year](#) through the staff development procedure. The director, human resources is responsible for administering and tracking funding specifically allocated for faculty educational opportunities. The College supports professional development through direct funding, [travel reimbursement](#), and release time. The SFSC Foundation, Inc. also supports professional development through innovation grants and endowed teaching chairs.

Full-time and adjunct faculty members are informed of professional development opportunities through a variety of means including, but not limited to: the [SFSC Daily Connection](#), [Florida College System communications](#), the [Association of Florida Colleges \(AFC\)](#), accrediting bodies ([SACSCOC](#)), [national organizations](#) and they are also encouraged to seek out professional development opportunities of their own interest.

A holistic, multi-faceted faculty development training program, [PantherTEACH \(Teaching Excellence And Collaboration Holistically\)](#) was recently introduced in fall, 2020. This program is designed for all faculty (full-time and adjunct) with a major emphasis on online teaching strategies and includes: synchronous monthly in-house training sessions, a variety of asynchronous online teaching resources from Magna Publications, Inc., and an Online Teaching Certification offered through Helix Education, Inc.

Faculty are regularly engaged in a variety of professional development activities as shown, and evidenced by the links, in Table 6.5-1 "Professional Development Activities."

**Table 6.5-1  
Professional Development Activities**













Type	Activity Title
SFSC Professional Development Day	<a href="#">2018 Professional Development Day</a> <a href="#">2019 Professional Development Day</a> <a href="#">2020 Professional Development Day</a>
Seminar	<a href="#">Safe Schools: LGBTQ Support, Mental Health, and Resiliency</a>
Conferences	<a href="#">Experimental Biology 2019 Conference</a> <a href="#">The Florida Master Teacher Seminar 2019</a>  <a href="#">FAAE Conference</a> <a href="#">National Career Pathways Network Conference</a> <a href="#">Farmworker Conference and Trainings</a>  <a href="#">Association of Practical Nurse Educators of Florida</a> <a href="#">National Career Pathway Networks Conference</a>

Workshops	<p><b><i>In house (PD)</i></b></p> <p>Panther TEACH  Panther TEACH - Magna Publications  Undergraduate Research Forum  5G Training Workshop</p>
	<p><b><i>Off campus/Webinars</i></b></p> <p>Florida Pathway Institute</p>
Meetings	<p>Clinical Education Facilitator Academy  Florida Association of Colleges for Teacher Education</p>
	<p>Forum on Engineering Technology</p>
	<p>FCNEA Professional Association</p>
	<p>Florida Academy of Sciences</p>
Educational Grants	<p>Educational Leadership  Fine Arts - Graduate Level</p>
	<p>Associate in Arts Degree  Higher Education Administration  Master of Agriculture in Soil, Water, &amp; Environmental Sciences  Spirituality, Culture, &amp; Health</p>
	<p>Doctoral Degree in Nursing Ph.D - Doctor of Philosophy  Education: Curriculum and Assessment</p>
SFSC Foundation Grants	<p>The Mobile Video-Streaming Classroom</p>
	<p>Dental OWL for Video Conferencing</p>
Endowed Teaching Chair	<p>Norm and Laurie Stephens Endowed Teaching Chair</p>

In addition to these professional development opportunities, faculty share their professional development experiences with other members of the faculty and external groups through presentations at professional development day, conference presentations (SACSOC 5G), and in providing enhanced educational experiences for students.

## Sources

-  2018 Professional Development Day
-  2019 Conference on Caring
-  2019 Professional Development Day
-  2020 Professional Development Day
-  5G Training Workshop
-  AFC Training Artifacts
-  Associate in Arts Degree
-  Association of Practical Nurse Educators of Florida
-  Clinical Education Facilitator Academy
-  DE Instructor - SPD Ed Grant\_Redacted
-  Doctoral Degree in Nursing Ph.D - Doctor of Philosophy
-  Education - Curriculum and Assessment
-  Educational Leadership
-  Experimental Biology 2019 Conference
-  FAAE Conference
-  FCNEA Professional Association\_Meeting Minutes
-  FCS Training Artifacts
-  Farmworker Conference and Trainings
-  Fine Arts - Graduate Level
-  Florida Academy of Sciences
-  Florida Association of Colleges for Teacher Education
-  Florida Pathways Institute
-  Forum on Engineering Technology\_Redacted
-  Higher Education Administration
-  Highlands County Health Facilities Authority Endowed Chair for Dental Education
-  Innovation Grant\_Dental OWL for Video Conferencing
-  Innovation Grant\_The Mobile Video-Streaming Classroom
-  M.E. - Evaluation Redacted\_IPPD Highlight (Page 10)
-  Master of Agriculture in Soil Water & Environmental Sciences
-  NISOD October Liaison News
-  National Career Pathway Network Conference
-  National Career Pathways Network Conference
-  Norm and Laurie Stephens Endowed Teaching Chair
-  PDD-2020 Session Descriptions -Final\_Roger Smith Highlight
-  Panther TEACH
-  Panther TEACH - Magna Publications
-  PantherTEACH flyer

-  S, Sharp - EDD Redacted\_EPP Highlight
-  SACSCOC Workshop (Page 2)
-  SFSC Administrative Procedure 5011 Professional Development Funding for Workshops Conferences
-  SFSC DBOT Policy 5.01 Staff and Program Development
-  SFSC Daily Connection - 5G Leadership Training
-  SPD Budgets\_Highlight
-  SPD Travel Reimbursement\_Redacted
-  Safe Schools\_LGBTQ Training
-  Soft skills - The missing component that prevents many students from blasting off into their careers
-  Spirituality, Culture & Health
-  The Florida Master Teacher Seminar 2019 1
-  Undergraduate Research Forum

7.1

**Institutional Planning**

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

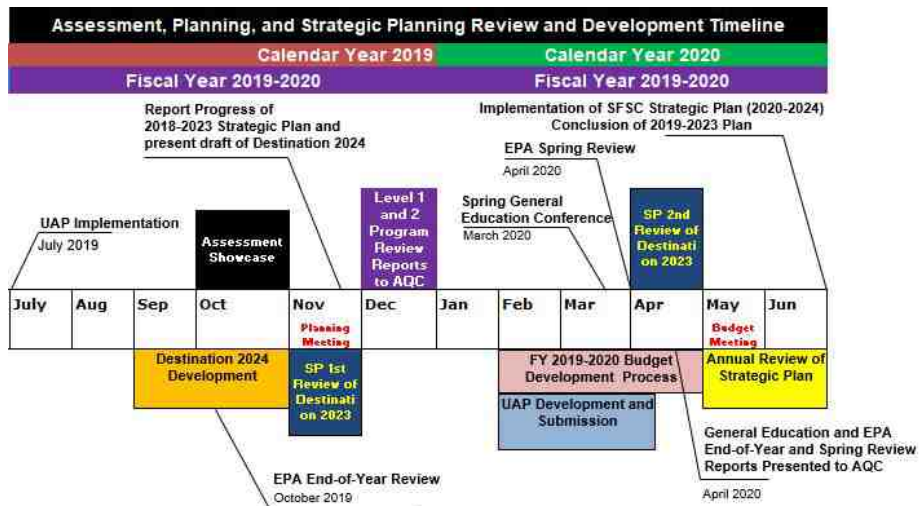
South Florida State College (SFSC) engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that focus on institutional quality and effectiveness as well as incorporate a systematic review of institutional goals and outcomes consistent with the mission.

**Ongoing**

The College's ongoing planning and evaluation processes occur at both the institutional and unit level. As detailed in the College's comprehensive [Institutional Effectiveness Plan](#), the strategic plan focuses on the long-term direction of the institution. The strategic plan is comprised of broad, strategic initiatives and measurable goals that provide a clear framework for ongoing evaluation of progress from an institutional perspective. In contrast, unit action planning translates elements of the strategic plan into tangible actions for various units of the College. By aligning initiatives to the College's [mission](#), [vision](#), [values](#), and [strategic goals](#), these interrelated planning processes assist faculty, staff, and administration in improving student success. In an effort to provide a culture of evidence, these processes provide an ongoing evaluation process that supports the College mission by:

- Making planning expectations explicit and public
- Setting appropriate criteria and high standards for institutional effectiveness and quality
- Systematically gathering, analyzing, and interpreting of evidence

Figure 7-1.1 "2019-2020 Assessment, Planning, and Strategic Planning Review and Development Timeline" demonstrates that SFSC has a regular, ongoing planning and evaluation process with specific, interrelated steps throughout the annual cycle. This cycle begins in July of each year, in alignment with the College's fiscal year, and concludes in June of the following year with the publication of the updated strategic plan. This figure is a snapshot of the comprehensive, [multi-year process](#).



**Figure 7.1-1**  
**2019-2020 Assessment, Planning, and Strategic Planning Review and Development Timeline**

**Comprehensive**

The comprehensive nature of the planning and evaluation processes encompasses a wide variety of institutional and unit-level goals that include academic, enrollment, financial, facilities, student services, technology, and community needs. Table 7.1-1 "Planning and Evaluation Processes" provides an overview of these integrated planning and evaluation processes and shows the stakeholders (both internal and external), evaluation activities, artifacts, and a cross reference to the standard where the process is fully described. The artifacts provided illustrate how unit level assessment results are integrated into the strategic plan.

**Table 7.1-1**  
**Planning and Evaluation Processes**

Processes	Description	Stakeholders	Evaluation Activities	Artifact	Cross Reference
<b>Strategic Planning</b>	Describes SFSC's core institutional values, vision, and mission as well as provides direction for future actions and priorities that will enhance the College's programs and services.	<ul style="list-style-type: none"> <li>District Board of Trustees</li> <li>President</li> <li>Administration</li> <li>Faculty</li> <li>Staff</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>Triannual review (February 2019, November 2020)</li> <li>Accountability Matrix (ongoing by assigned responsible person) (Destination 2023, Destination 2024)</li> <li>Annual Leader team "advance" (Photos 2019, 2020), (Presentations 2020)</li> <li>Annual DBOT Planning Meeting</li> </ul>	Destination 2024	Standard 7.1 as described below
<b>Unit Action Plan (UAP)</b>	Plans developed by individual College units that are specific to each unit's needs (e.g., financial, facilities, and technology) and continuous quality improvement efforts that are used to identify efforts that support and facilitate achievement of the College's mission.	<ul style="list-style-type: none"> <li>Administration</li> <li>Faculty</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Annual review, approval, and reporting</li> </ul>	UAP's (Table 7.1-3 Below)	Standard 7.1 as described below
<b>Educational Program Assessment (EPA)</b>	In support of the College mission, all educational programs annually engage in a systematic, faculty-led process that evaluates each unit or program's mission, learning outcomes, performance measures, performance standards, and program needs (e.g., academic, enrollment, student services, and technology). This process is based on Nichols (2005), review of literature, and best practices.	<ul style="list-style-type: none"> <li>Faculty</li> <li>Academic Deans</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Academic Quality Committee meeting</li> <li>Mid-year peer review</li> <li>End-of-year peer review</li> </ul>	EPA's	Standard 8.2.a
<b>Administrative Program Assessment (APA)</b>	An on-going outcomes assessment process that evaluates the effectiveness of administrative units, including administrative support and student support, and unit needs (e.g., financial, facilities, student services, and technology).	<ul style="list-style-type: none"> <li>Staff</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Annual reporting</li> </ul>	APA's	Standard 7.3
<b>General Education Outcome Assessment</b>	A term-based, faculty-led general education assessment process that provides a method to demonstrate the level of student success in five general education competencies.	<ul style="list-style-type: none"> <li>Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Term-based reporting</li> <li>Annual review</li> </ul>	<ul style="list-style-type: none"> <li>General Education Subject Report</li> <li>Annual review</li> </ul>	Standard 8.2b
<b>Program Review</b>	A faculty-driven, collegewide, multi-level program review of all SFSC programs that assess whether there is sufficient demand, sufficient number of graduates, satisfactory performance, adequate enrollment, and a reasonable ratio of financial allocations to program costs.	<ul style="list-style-type: none"> <li>Administration</li> <li>Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Annually and as needed</li> </ul>	<ul style="list-style-type: none"> <li>Level I Review (AA and BSEE)</li> <li>Level I Review (Selected AS)</li> <li>Level II Review</li> </ul>	Standard 8.2a

### **Strategic Planning**

As one of the most comprehensive state colleges in the Florida College System (FCS), the SFSC mission states:

South Florida State College is an open-access, higher education institution dedicated to providing a learning-centered environment through quality programs, training, and services. Working in partnerships with organizations and communities, the College provides leadership and a comprehensive range of opportunities for the educational, cultural, and economic development of the service district.

The College administration and faculty collaboratively set goals to achieve expected outcomes of all aspects of the College’s mission. This process starts with strategic planning during the leadership team’s annual retreat (Leader Team "Advance") where areas of focus are identified, discussed, and evaluated to become strategic initiatives. Table 7.1-2 "Evolution of Mission-Focused Strategic Initiatives" provides recent examples of how this process was used to address issues related to the growth and development of off-campus sites and distance education. This table provides the linkage between identified areas of focus, the strategies being employed to mitigate these issues, and the subsequent strategic initiatives.

**Table 7.1-2  
Evolution of Mission-Focused Strategic Initiatives**

Area of Focus	Strategy	Resulting Strategic Plan Initiative
<p>The rapid growth in the number of English Language Learner (ELL) students, predominantly Hispanic, has created an increased demand for both face-to-face and online tutoring services.</p>	<ul style="list-style-type: none"> <li>• The recent SFSC Graduate Student Survey (GSS) revealed a need for increased tutoring support The College expanded Tutoring and Learning Center operations with faculty assigned part of their office hours</li> <li>• The College augmented its current online tutoring service by piloting a second service that includes Spanish-speaking tutors</li> </ul>	<p>1.a.1 Expanding student tutoring services to include enhanced online and face-to-face tutoring at all College locations</p>
<p>COVID-19 pandemic spurred the College to procure and implement an institutional license for Zoom conferencing technology. This has widely been adopted and is being used throughout the institution for meetings and communication. This, coupled with the fact that many instructors are integrating both synchronous and asynchronous online components to their curriculum, has sharply increased demand for broadband internet coverage throughout the institution.</p>	<ul style="list-style-type: none"> <li>• Numerous faculty expressed concern over ability of College’s internet bandwidth to support Zoom and online instructional components</li> <li>• The College entered into a multi-year agreement with Comcast which included replacing older coaxial cable with fiber optic cables which has doubled the bandwidth at offsite instructional sites and tripled performance at the Highlands Campus</li> </ul>	<p>3.d Improve internet/network connectivity at the campuses/centers</p>
<p>The combination of a prolonged economic downturn that depressed the local construction industry and the massive destruction caused by Hurricane Irma (2017) created a dire need for skilled construction trades workers in our service district.</p>	<ul style="list-style-type: none"> <li>• Local business leaders approached the College asking for help in training construction trades workers</li> <li>• The College developed and instituted a construction trades program as a Continuing Workforce Education (CWE) program that is being evaluated as a possibility for a new career and technical education (CTE) program</li> </ul>	<p>4.a.1 Create center of excellence: Construction Institute aimed at providing skill-based training in the construction trades</p>

South Florida State College’s strategic plan provides direction for future actions and priorities that will enhance the College’s programs and services. The strategic plan describes the College’s core institutional values, vision, and mission. Six pillars of excellence support the vision statement: leadership, relevance, destination, partnership, technology, and quality. Pillars of excellence serve as broad, overarching themes and provide context to the plan’s strategic initiatives, which symbolize major thrusts that the College will pursue to achieve its collective vision. Strategic initiatives are long-term (i.e., three to five years) and serve to provide a focus for more specific goals. Goals, in contrast to initiatives, are short-term (i.e., two to three years); they represent specific steps or building blocks needed to accomplish a strategic initiative. Planning assumptions operationally define the College’s present and future environment and ensure the relevancy of the plan’s strategic initiatives and goals.

A triannual (three times per year) review of the strategic plan is conducted by the president’s leadership team, which is comprised of College administration and a faculty council representative. A detailed accountability matrix ([Destination 2023](#), [Destination 2024](#)) monitors and documents the progress toward achieving a strategic goal. The matrix identifies the administrator responsible for overseeing the strategic goal, the status of the strategic goal (complete, discontinued, in progress, and not started), the target completion date, and the last update. This key tracking document permits regular monitoring of all strategic plan activities, facilitates accountability and oversight, and strengthens the strategic planning review process. Both the strategic plan and accountability matrix are presented to the College’s District Board of Trustees (DBOT) as part of the College’s annual planning meeting.

South Florida State College’s strategic plan is a rolling plan, which ensures that the College will, each year, have an up-to-date plan for the coming five years based on current analysis of the College’s service area and state/federal level trends and developments that may impact College operations (e.g., funding). The College president facilitates an annual [leadership retreat \(aka "advance"\)](#) that includes the College’s leadership team and faculty representation. A comprehensive review of the plan is conducted which includes reviewing/updating the plan’s planning assumptions, documenting achievement toward meeting strategic goals via the accountability matrix, and ensuring all strategic initiatives and goals are current and relevant. An additional review of the plan is conducted by College’s faculty council (e.g., [2019](#), [2020](#)).

## Unit Planning

The Unit Action Plan (UAP) is the College planning blueprint at the division, department, and program level. The UAP is a one-year plan developed by an individual College unit that is specific to the unit's needs and continuous quality improvement efforts. The UAP is used to identify unit efforts that support and facilitate accomplishment of the College's strategic plan imperatives. Unit action plans include projects, initiatives, or needed resources that will improve, promote, or further unit success, continuing quality improvement, and institutional effectiveness. Strategic Planning Online (SPOL), the College's assessment and planning database, provides a mechanism for documenting all aspects of the UAP process to include seeking approval via a hierarchical review/approval process. Additionally, SPOL documents UAP alignment with the College's mission and strategic plan.

Every year, UAPs are refined by each unit manager in discussion with the appropriate vice president. These discussions provide a forum for planning, modification, and resource requests. An annual review and summary of progress is required as part of the College's accountability efforts used in determining goal achievement. The vice presidents, administrators, and unit managers are responsible for ensuring faculty and staff members participate in the collegewide unit planning process. Participation is vital to institutional success as engagement and institutional improvements require the involvement of all College employees.

The UAP process is outlined and detailed in the College's [Institutional Effectiveness](#) and [UAP](#) handbooks. The latter provides unit managers with instructions for inputting and reporting their UAPs. Individual UAPs are submitted during the budget development cycle. All UAPs follow a hierarchical approval process from unit manager (e.g., faculty member coordinator/director) to their respective vice president. Required UAP components include:

- Description and source of the objective
- Stakeholders impacted
- Objective's alignment with SFSC's core values and strategic imperatives/goals
- Activities to accomplish and/or fulfill the objective
- Measures and data sources used to evaluate the objective's success
- Resources (financial, physical, personnel, etc.) needed to accomplish the objective

At the close of the assessment and planning cycle (June), unit managers must describe the objective's measurable results or provide a detailed narrative describing why the objective was not met, was discontinued, or remains in progress. As noted in the strategic planning section above, a [collegewide UAP report](#) is used during the institution's annual strategic plan update to gauge what activities are being implemented at the unit level to support each strategic initiative and goal.

To demonstrate that each administrative support, student support, and community/public relations unit identifies expected outcomes and to provide evidence of each unit's goal-setting and assessment activities, Table 7.1-3 "Unit Action Plans" is provided. This table shows all administrative support service units categorized by primary function (administrative support, student support, community/public relations), provides links to all UAPs (which include performance measures and outcome statements), and identifies the unit head of each unit. For ease of review, exemplars of artifacts are provided based on a cross-section of units from each category and provide appropriate assessment findings that demonstrate administrative effectiveness for all key administrative activities.

**Table 7.1-3  
Unit Action Plans**

Categories	Administrative Unit	Unit Head	Artifact Exemplars
<b>Administrative Support</b>	Curriculum Support	Elisavet Rios	
	Grants Development	Christopher van der Kaay	
	Human Resources	Donald Kesterson	
	Information Technology	Christopher van der Kaay	X
	Institutional Effectiveness	Christopher van der Kaay	
	Remodeling, Renovation, and Maintenance	Robert Flores	
	Resource Development/Foundation	Jamie Bateman	X
<b>Student Support</b>	Safety and Security	Keith Loweke	
	Admission, Registration, and Records	Jonathan Stern	X
	Adult Education	Courtney Green	
	Advising and Counseling	Charla Ellerker	
	Athletics	Richard Hitt	
	Career Development Center	Robert Hampton	X
	DeSoto Campus	Asena Mott	X
	Financial Aid	Timothy Wise	X
	Hardee Campus	Teresa Crawford	
	Library Services	Lena Phelps	X
	Lake Placid Center	Randall Paeplow	
	Student Life	Andy Polk	X
	Testing and Assessment	Adela Bello	
Tutoring and Learning Center	Keith Cavado		
<b>Community/ Public Relations</b>	Community Relations	Melissa Kuehnle	X
	Corporate and Community Education	Tina Gottus	
	Cultural Programming	Cynthia Garren	X
	Museum of Florida Arts and Culture (MOFAC)	Cynthia Garren	

### Integrated

Integrated planning at the institutional level encompasses both long-term ("macro") and short-term ("micro") components. Long-term planning is reflected in the collegewide strategic plan, which provides broad input and determination of the efforts that will guide the long-term activities of the College. In contrast, individual College units provide short-term annual planning activities in their respective Unit Action Plans (UAP). The UAP supports the long-term strategic planning and is integrated to support the College in the achievement of its mission and continuous quality improvements. As part of UAP development, unit managers are required to determine how their planning goal supports the College's strategic plan. These planning efforts provide a framework for decision making, priority setting, and resource allocation. Figure 7.1-2 "SFSC Strategic Planning and Institutional Effectiveness Model" provides a visual representation of the integrated planning, evaluation, and assessment processes.



## SFSC Strategic Planning and Institutional Effectiveness Model



**Figure 7.1-2  
SFSC Strategic Planning and Institutional Effectiveness Model**

### Research-Based

The College's ongoing, comprehensive, and integrated research-based planning and evaluation processes are based on a modified version of the work of Nichols & Nichols (2005). These processes provide the foundation for all planning, assessment, and continuous quality improvement activities at SFSC. Data collected and analyzed during the planning processes include the [Survey of Entering Student Engagement \(SENSE\)](#), [SFSC's Core Indicators of Effectiveness](#), [SFSC's Graduate Satisfaction Survey \(GSS\)](#), summary of UAP activities, industry regional demand occupation lists, and qualitative data from a strengths, weaknesses, opportunities, and threats (SWOT) analysis workshop with the leadership team. The College's [Data Analysis Group \(DAG\)](#) provides a mechanism to review and summarize selected data reports that have broad implications for a variety of collegewide constituents. The DAG fosters data-informed decision making by disseminating information that assists administrative and academic units in improving institutional quality through research, analysis, and evaluation.

### Systematic

The combination of the College's strategic plan, Unit Action Plans (UAPs), Educational Program Assessments (EPAs), Administrative Program Assessments (APAs), General Educational Outcomes Assessments, and the multi-level, and formal program reviews demonstrate that SFSC incorporates a systematic review of institutional goals and outcomes consistent with its mission. Figures 7.1-1 and 7.1-2 further illustrate the systematic nature of these processes. The artifacts in Table 7.1-1 provide evidence of the synergistic nature of the results obtained. This commitment to quality and effectiveness through an ongoing, integrated, and systematic review of performance data led to defining the topic of the College's Quality Enhancement Plan (QEP) which is presented in Standard 7.2.

## Sources

-  2019 Graduate Satisfaction Survey Report.Adm-REVISED
-  2019-2020 Regional Demand Occupations List
-  2020 Graduate Satisfaction Survey Report.Adm[35864]
-  Accountability Matrix for Destination 2023\_071620
-  Accountability Matrix for Destination 2024\_110320
-  Collegewide UAP Report
-  DAG Analysis and Referral Process\_091619\_revised
-  DAG Members and Purpose\_090919
-  Data Presentation\_030520
-  Destination 2024 Strategic Plan
-  FCMinutes\_102219 (Page 2)
-  Faculty Council Email
-  General Education Annual Report Outcomes\_Highlight
-  Institutional Effectiveness By Planning Unit
-  Leadership Advance 2020
-  Level I Program Review - February 2020 AS
-  Level I Program Review - March 2020 AA and BSEE
-  Level II Program Review Business and Info Technology - Chair
-  Mission and Vision Strategic Plan (Page 5)
-  NOV20 EPA Handbook 2020
-  PC Notes 022520
-  PC Notes 110320 (Page 2)
-  Planning Advance 2020

-  Planning Advance Photos 2019
-  Planning Meeting\_2019\_111419
-  Report Descriptions\_090919
-  SENSE Presentation to LT
-  SFSC 2019 Core Indicators of Effectiveness\_Complete
-  SFSC IE Handbook\_1062020
-  SFSC Institutional Effectiveness Handbook 2020\_UAP Process (Page 10)
-  SFSC Planning and IE Model
-  SFSC Strategic Planning Timeline\_090420\_rev2
-  Strategic Initiatives and Goals (Page 13)
-  Unit Action Plan (UAP) Handbook

## 7.2

### Quality Enhancement Plan

The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

The SFSC Quality Enhancement Plan (QEP) can be accessed [here](#) and has also been provided in a bound, hard copy format with the materials received by each evaluator.

### Sources

 Panther PATHways - SFSC QEP

7.3

**Administrative Effectiveness**

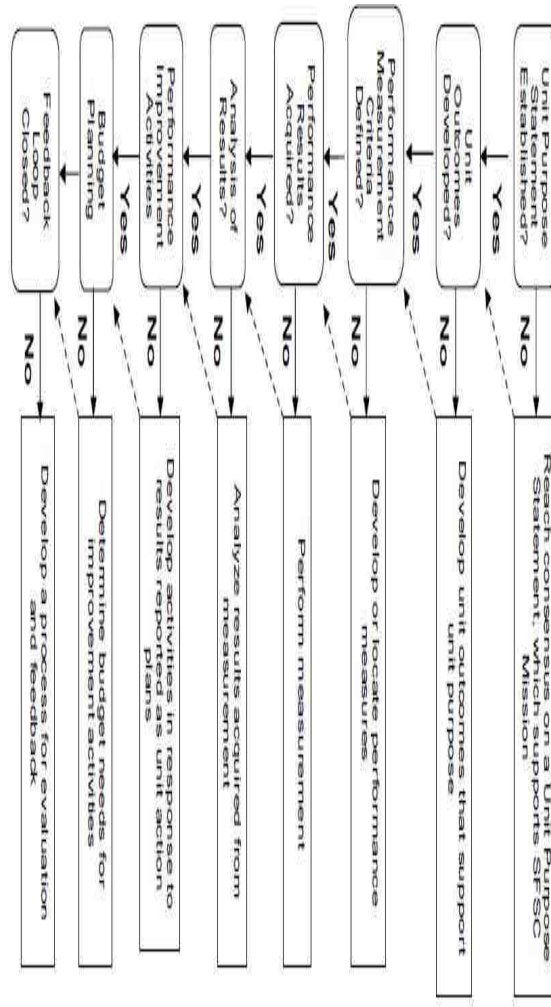
The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) uses the Administrative Program Assessment (APA) process to identify expected outcomes of all units providing administrative support services and demonstrate the extent to which these outcomes are achieved. Figure 7.3-1 "Assessment Process Map" provides an overview of the systematic and sequential steps of the APA process.



**Figure 7.3-1**  
**Assessment Process Map**

**Identification of Expected Outcomes**

Administrative support service unit managers are responsible for reporting APA outcomes for the annual cycle from July 1 to June 30. Expected outcomes are identified for each administrative support service unit based on the unit's description (function) and mission statement (purpose statement) as documented in Strategic Planning Online (SPOL), the College's planning and assessment database. APA outcome statements represent the desired end product or target resulting from the individual unit's efforts, functions, or activities. Outcome statements are further defined by a recommended minimum of two performance measures and accompanying standards for performance. Performance measures are concise and clearly defined statements that indicate the data or activities that will be used to demonstrate that unit outcomes have been achieved. Standards, or levels of performance, are established for each performance measure to help measure performance levels and confirm if outcomes have been met. Standards are frequently generated by benchmarking the performance standard to national, regional, state, or previous College levels of success. Unit managers are encouraged to set standards that address a high level of achievement but are realistic.

To ensure that expected outcomes are defined in ways that allow meaningful measurement of actual performance, the [SFSC APA Handbook](#) details a step-by-step guide to effectively writing outcome statements. Expected outcomes focus on the quality of services, operational efficiency, and contribute to fulfilling the College mission. For example, the APA for the Business Office encompasses the functional areas of accounting, payroll, purchasing, risk management, cashiering, cafeteria and mailroom services. The unit's mission or purpose is to provide effective, efficient, and ethical financial, logistical, and auxiliary services to support the learning environment for faculty, staff, and students. This unit has a measurable outcome statement of "The College will receive unmodified audit reports without findings," which supports the unit's mission (purpose) statement. In turn, this supports the College's strategic initiative #1 which is to "develop exemplary student support services programs that support student success."

To demonstrate that each administrative support service unit identifies expected outcomes and to provide evidence of each unit's goal-setting and assessment activities, Table 7.3-1 "Administrative Support Units" is provided. This table shows all administrative support service units categorized by primary function (administrative support, student support, community/public relations), provides links to all APAs for 2019-2020 (which include performance measures and outcome statements), and identifies the unit head of each unit. Additionally, this table shows the separation of administrative and student support functions (see SFSC organizational chart), however, units that have combined functions follow the same APA process. Since sampling was not used, exemplars of artifacts are provided for ease of review based on a cross-section of units from each category and provide appropriate assessment findings that demonstrate administrative effectiveness for all key administrative activities.

**Table 7.3-1  
Administrative Assessment Units**

Categories	Administrative Unit	Unit Head	Artifact Exemplars
<b>Administrative Support</b>	Business Office	Melissa Lee	X
	Curriculum Support	Elisavet Rios	
	Grants Development	Christopher van der Kaay	
	Human Resources	Donald Kesterson	
	Information Technology	Christopher van der Kaay	X
	Institutional Effectiveness	Christopher van der Kaay	
	Remodeling, Renovation, and Maintenance	Robert Flores	
	Resource Development/Foundation	Jamie Bateman	X
<b>Student Support</b>	Safety and Security	Keith Loweke	
	Admission, Registration, and Records	Jonathan Stern	X
	Advising and Counseling	Charla Ellerker	
	Athletics	Richard Hitt	
	Career Development Center	Robert Hampton	X
	DeSoto Campus	Asena Mott	X
	Financial Aid	Timothy Wise	X
	Hardee Campus	Teresa Crawford	
	Library Services	Lena Phelps	X
	Lake Placid Center	Randall Paepflow	
	Student Life	Andy Polk	X
	Testing and Assessment	Adela Bello	
<b>Community/ Public Relations</b>	Tutoring and Learning Center	Keith Cavedo	
	Community Relations	Melissa Kuehnle	X
	Corporate and Community Education	Tina Gottus	
	Cultural Programming	Cynthia Garren	X
	Museum of Florida Arts and Culture (MOFAC)	Cynthia Garren	

**Demonstration of Outcome Achievement**

To meaningfully determine that expected outcomes have been met, administrative support service unit managers evaluate their progress toward meeting their assessed outcomes at the close of the annual assessment cycle. Data are reported, analyzed, and actual performance results for each measure are compared with established performance standards. To ensure continuous quality enhancement, improvement activities must be developed, even if a standard has been met.

For example, the [cultural programming administrative unit](#) had an expected APA outcome statement in the 2019-2020 academic year to "present a wide variety of performing arts programs, both in-school and out of school, to reach 10,000 SFSC and non-SFSC students, ages 5 and up." This outcome supports the SFSC Mission to promote "personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society." Additionally, it is aligned with SFSC Strategic Plan's "Destination 2024" [2020 - 2024 academic years] strategic imperative #2 "formulate responsive programs that meet community needs" as well as goals 2A "develop initiatives to include ancillary organizations for high school students interested in enrolling at SFSC" and 2B "present performances, workshops, lecture/ demonstrations, classes, in-school residencies and other performing arts programs to reach 10,000 SFSC and non-SFSC students, ages 5 and over per year." The actual performance results during the 2019-2020 season, documented that the SFSC Cultural Programming administrative unit engaged 7894 students which fell short of the performance standard of 10,000. As a result, the unit came up with improvement activities that include using an outside marketing company to increase local social and digital media promotions to reach family audiences and implementing in-school tours to reach into local schools and the faculty who make the decisions to attend the field trips.

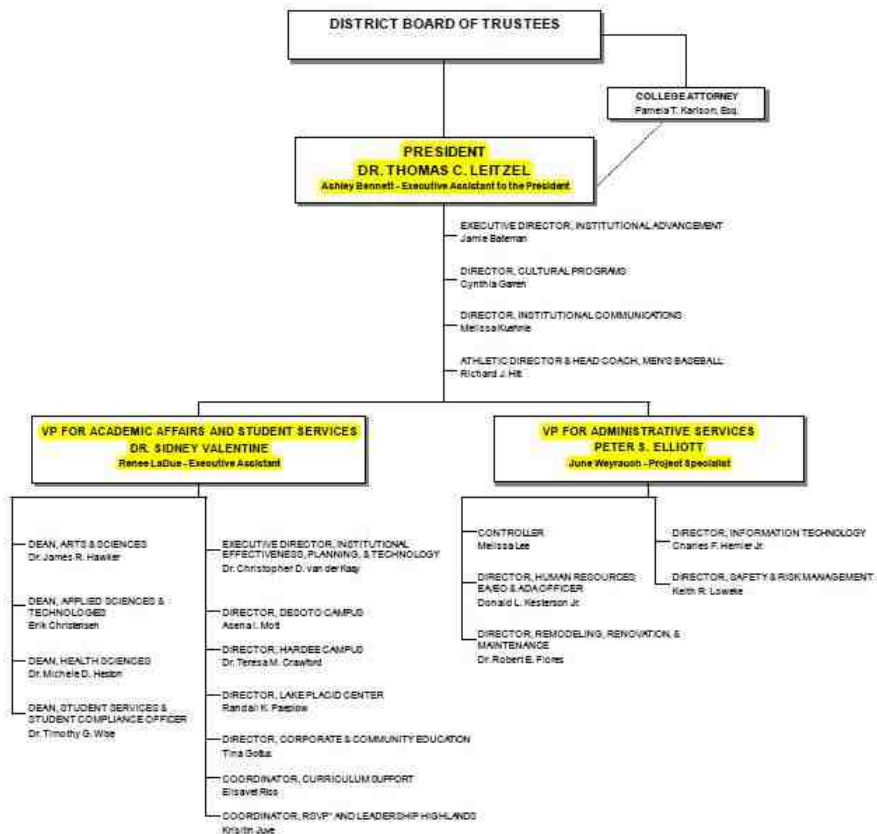
As shown in Figure 7.3-2 "SFSC Strategic Planning and Institutional Effectiveness Model," administrative assessment is a component of the comprehensive planning and assessment process of the institution that directly contributes to the achievement of the College's strategic goals and operational efficiency. The Administrative Program Assessment (APA) process provides a mechanism to bridge the actions of the unit to the goals of the institution. For example, the [tutoring and learning center administrative unit](#) had an expected APA outcome statement in the 2019-2020 academic year to "Provide a variety of faculty, lab specialist, Work Study student, and student/peer tutoring support services both face-to-face and online in a welcoming and accessible Math and Writing Lab learning environment." This outcome supports the SFSC Strategic Plan's "Destination 2024" [2020-2024] strategic imperative #1b "Construct guided educational pathways." Analysis of the performance results demonstrated that 600-800 students utilized SFSC's tutoring services prior to the pandemic. The administrative unit subsequently shifted its delivery of tutoring services to an online modality using the Smarthinking platform in response to student demand. As noted in the APA improvement activities section, efforts are currently underway to promote services to students via social media (e.g., [Instagram](#), [Facebook](#), [Twitter](#)).

## SFSC Strategic Planning and Institutional Effectiveness Model



**Figure 7.3-2**  
**SFSC Strategic Planning and Institutional Effectiveness Model**

The synergistic relationship between the administrative and academic functions of the institution, as shown in Figure 7.3-3 "SFSC Organizational Chart," advances administrative effectiveness by the balance of authority between the two vice presidents under the leadership of the president. A recent example occurred at the onset of the COVID-19 pandemic when an emergent need for online course delivery and test proctoring necessitated the unbudgeted purchase of equipment and software. Noting the impact of such a request on the current budget, the two vice presidents collaborated with the president to reprioritize resources to fund this emergent need. This example demonstrates how the organizational structure advances the effectiveness of the administrative units.



**Figure 7.3-3**  
**SFSC Organizational Chart**

Data derived from the measurement and analysis of APA outcomes inform budgetary decision making. Requests to fund improvement activities from the APA originate at the unit level and are documented in the unit action plans (UAP). These requests feed directly into the annual capital outlay budgeting process. For example, the testing and assessment administrative unit identified the need for an online scheduling program in order to improve scheduling and analytics, strengthen security and compliance, and provide text notifications to students. This need was folded into their UAP with a budget request, that was subsequently approved, to purchase the online test scheduling software's monthly subscription.

-  Administrative Program Assessment (APA) Handbook
-  Admissions Registration Records 2019-20
-  Advising Counseling 2019-20
-  Athletics 2019-20
-  Business Office 2019-20
-  Career Development Center 2019-20
-  Community Relations Marketing 2019-20
-  Corporate Community Education 2019-20
-  Cultural Programming 2019-20
-  Cultural Programming 2019-20 (Page 7)
-  Curriculum Support 2019-20
-  Desoto Campus 2019-20
-  Destination 2024 Strategic Plan\_Advising and Counseling (Page 13)
-  Destination 2024 Strategic Plan\_Cultural Programming (Page 13)
-  Destination 2024 Strategic Plan\_TLC (Page 13)
-  Financial Aid 2019-20
-  Grants Development 2019-20
-  Hardee Campus 2019-20
-  Human Resources 2019-20
-  Information Technology 2019-20
-  Institutional Effectiveness 2019-20
-  Lake Placid Center 2019-20
-  Library Services 2019-20
-  MOFAC APA 2019-2020
-  Remodeling Renovation Maintenance
-  Resource Development Foundation 2019-20
-  Safety Security 2019-20
-  Student Life 2019-20
-  TLC FB
-  TLC IG
-  TLC TW
-  Testing Assessment 2019-20
-  Tutoring Learning Center 2019-20



**8.1**

**Student Achievement**

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the College's mission, the nature of the students it serves, and the kinds of programs offered. The College uses multiple, evidence-based measures to track, evaluate, and document student success to support its planning and institutional effectiveness process.

**Student Achievement Goals**

The College's assessment of student success outcomes is comprehensive and enables data-informed decision making at all levels of the institution. The SFSC Core Indicators of Effectiveness serve as the institution's primary mechanism for monitoring measurable goals and outcomes for student achievement. These indicators are based on the Core Indicators for Effectiveness for Community Colleges, 3rd edition by Alfred, Shults, and Seybert (2007) and the American Association of Community College's (AACCC) Voluntary Framework of Accountability (VFA). As described in Table 8.1-1 "2019-2020 Core Indicators of Effectiveness", there are a total of 17 core indicators that undergo a comprehensive, regular, and sustainable review process. As outlined in the College's Institutional Effectiveness plan, these indicators are analyzed annually (e.g., November 2019, January 2020) by the Data Analysis Group (DAG), a standing College committee of faculty and staff, as well as the president's Leader Team to evaluate the College's effectiveness and need for potential student success interventions.

At the institutional level, the SFSC Core Indicators of Effectiveness serve as the primary mechanism for monitoring measurable goals and outcomes for student achievement. For the purposes of assessing student achievement the College looks holistically at all modes of instruction at all campus sites through the College's core indicators of effectiveness. Table 8.1-1 identifies the 17 primary indicators of student success measured and shows the related criteria, data source, annual stretch goal, outcome data, and the threshold of acceptability for each.

**Table 8.1-1  
2019-2020 Core Indicators of Effectiveness**

Indicator	Criteria Data Source	Annual Stretch Goal		Outcome	Threshold of Acceptability (Accountability)*
		Qualifier	Value		
#1 Student goal attainment	The proportion of graduates whose goals for attaining a college education upon enrolling or during attendance in a college were met upon exit from the college.  Data Source: National Community College Benchmark Project (NCCBP)	-	99.5%	98.8%	90.0%
#2 Persistence rates	The proportion of students who enrolled at the beginning of one academic term and who were still enrolled at SFSC for at least one credit at the beginning of a subsequent academic term and had not yet completed a degree or certificate.  Data Source: NCCBP	Fall - Spring	78.5%	76.0%	70.5%
		Fall - Fall	59.5%	58.3%	47.4%
#3 Graduation rates	The proportion of first-time, full-time students who enrolled in and subsequently completed a degree or certificate program.  Data Source: Florida College System (FCS) Integrated Postsecondary Education Data System (IPEDS) Graduation Rates 200 Survey	100%	43.0%	41.5%	17.3%
		150%	59.0%	58.5%	38.1%
		200%	61.0%	59.2%	38.9%
		Pell Recipients	45.0%	36.0%	33.0%
		150% (Hispanic)	70.0%	69.1%	36.0%
		150% (Black)	65.0%	63.6%	29.8%
		150% (White)	65.0%	63.6%	44.2%
#4 Student satisfaction	The proportion of graduates whose college experience met or exceeded the expectations they held upon initial enrollment.	-	98.5%	97.2%	95.0%

#5 Credit developmental success	The proportion of students who earned a grade of "C" or better in math, writing, and reading credit developmental/remedial courses at the end of the fall term  Data Source: NCCBP Form 8	Math	87.0%	61.5%	71.8%
		Writing	96.0%	81.5%	77.6%
		Reading	97.5%	91.1%	80.9%
#6 Credit college-level and credit developmental success, First College Level	The proportion of students who earned a grade of "C" or better in credit, college-level courses at the end of the fall term  The proportion of students who earned a grade of "C" or better in the next highest-level, college level courses at the end of the fall term.  Data Source: NCCBP Forms 7 and 9	Credit	91.3%	89.3%	85.4%
		Math	96.0%	87.1%	80.3%
#6 Credit college-level and credit developmental success, First College Level	The proportion of students who earned a grade of "C" or better in the next highest-level, college level courses at the end of the fall term.  Data Source: NCCBP Forms 7 and 9	Writing	94.0%	100.0%	82.7%
#7 Success online/distance learning	The proportion of students who earned a grade of "C" or better in an online/distance learning course  Data Source: NCCBP Form 7	-	87.0%	85.0%	80.4%
#8 Success core academic skills	The proportion of students who earned a grade of "C" or better at the end of the fall term  Data Source: NCCBP Form 11	Freshman English I	90.0%	86.3%	82.1%
		Freshman English II	90.0%	87.8%	82.6%
		Algebra	92.3%	87.7%	77.9%
		Speech	93.0%	87.4%	87.4%
		Liberal Arts Math I	98.5%	85.0%	75.0%
		Intermediate Algebra	69.0%	56.1%	76.5%
#9 Regional market penetration rates	The proportion of the total population in the college's service area that has participated in at least one organized activity (course, program, service, event, etc.) sponsored by the College.  Data Source: NCCBP Forms 14A and 14B	Credit Student Participation Rate	5.0%	2.3%	2.6%
		Non-Credit Student Participation Rate	3.0%	2.2%	0.8%
		Cultural Activities	37.8%	32.4%	2.9%
		Sporting Events	5.0%	4.1%	2.7%
#10 Responsiveness to community needs	The proportion of community constituents whose needs are met by the college.  Data Source: NCCBP Forms 1, 13, and 19	% Minority Credit Students	52.0%	51.1%	27.7%
		% Minority Employees	26.7%	25.9%	12.5%
		High School Graduates - % Enrolling Total	43.0%	33.3%	20.7%
#11 Placement rates	The proportion of entering students acquiring a marketable skill who obtain employment in a field directly related to that skill within one year of last attendance.  Data Source: Florida Education and Training Placement Information Program (FETPIP)	Associate in Science (AS)	100.0%	86.0%	88.0%
		Post Secondary Adult Vocational (PSAV)	85.0%	73.0%	79.0%
		Post Secondary Vocational Credit (PSVC)	87.0%	74.0%	88.0%
		Advanced Technical Diploma (ATD)	54.0%	47.0%	70.0%
		Bachelor's Degree	82.0%	81.0%	80.0%
#12 Licensure/certification/ GED pass rates	The proportion of students completing a career or technical program who seek licensure or certification for the first time within a given year, and actually obtain licensure or certification.  Data Source: Florida state board pass rates	Nursing (Associate Degree)	100.0%	95.0%	86.9%
		Practical Nursing	100.0%	97.0%	86.7%
		Cosmetology	100.0%	100.0%	80.0%
		Dental Hygiene	100.0%	100.0%	80.0%
		Emergency Medical Technician (EMT)	100.0%	PENDING	69.0%
		Paramedic	100.0%	PENDING	73.0%
		Law Enforcement	100.0%	78.0%	81.0%
		Corrections	100.0%	100.0%	72.0%
		Radiography	100.0%	83.0%	89.4%
		General Education Development (GED)	65.0%	44.0%	85.3%
#13 Employer satisfaction with graduates	The proportion of a sample of regional employers in a given field who indicate that their employees who are community college graduates exhibit skills and job performance that are equivalent or superior to those exhibited by other employees.	Allied Health and Technical Programs	100.0%	99.0%	90.0%

#14 Client satisfaction with programs and services	The proportion of community college clients who are satisfied with programs and services offered by a college.	Career Development Center	100.0%	98.0%	90.0%
		Allied Health and Technical Programs Client Services	100.0%	99.0%	90.0%
		Testing Center	100.0%	99.0%	90.0%
#15 Value added to the community	The number and types of identified outcomes and benefits received by a community from programs, services, and activities offered by a community college. (The proportion of the respondents to a community survey who respond "satisfactory" to such a question).	Community Education	100.0%	95.0%	90.0%
		English for Speakers of Other Languages (ESOL)	100.0%	100.0%	90.0%
		Adult Basic Education (ABE) / GED	100.0%	96.0%	90.0%
		Cultural Activities	99.0%	94.9%	90.0%
		Continuing Workforce Education (CWE)	99.0%	98.0%	90.0%
		College-For-A-Day	94.0%	86.0%	90.0%
#16 Transfer rates	The proportion of Associate of Arts graduates continuing their education at a Florida university, institution within the Florida college system, or Florida post-secondary institution.  Data Source: FETPIP	-	76.0%	58.0%	69.0%
#17 Performance after transfer	The proportion of SFSC AA graduates presently enrolled in the Florida State University System (SUS) with a GPA of 2.5 or higher  Data Source: FCS State Accountability Report	Non-College Prep	81.0%	77.0%	80.0%
		College Prep	83.0%	56.3%	75.5%

\* Calculated based on national/state comparison data (Average or Median)

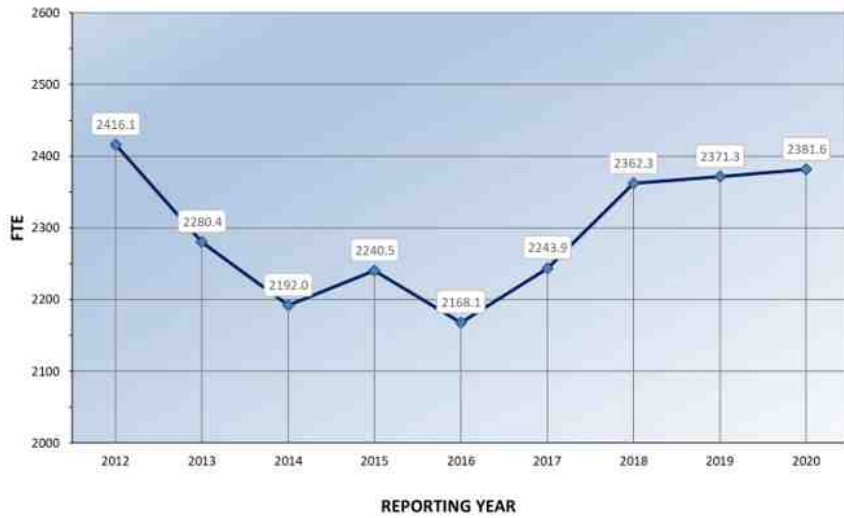
Threshold of Acceptability (Accountability)
Met
Less than 10% Below
More than 10% Below

In addition to 17 indicators described in Table 8.1-1, the College also assesses student enrollment as an indicator of student achievement. This is accomplished through weekly review and analysis of enrollment trends (e.g., [FTE Comparison One](#), [FTE Comparison Two](#)) by the SFSC [Enrollment Management Team](#).

Working collaboratively to eliminate divisional silos using a data-driven, evidenced-based methodology, the Enrollment Management Team formulated an institutional team approach to reducing enrollment hurdles so students can enter, be retained, and ultimately earn a degree or post-secondary credential leading to employment or further education beyond SFSC. Developing an understanding of how the various components of the enrollment process intersected, the group collaboratively formulated strategies to overcome bottlenecks. Each of these strategies has contributed to the overall success of the institution in helping students attain their education goals. Examples include:

- Introduced a **13-week "Flex C"** term to allow students who missed enrollment in the regular 16-week term to be able to enroll in a shortened, 13-week semester just three weeks later rather than having to wait until the next semester helped to enroll more students.
- Building on and institutionalizing on the College's [2012 SACSCOC Quality Enhancement Plan \(QEP\)](#), new student orientation for first-year students, the team modified [orientation times and content](#) to better match student needs. Ensuring that students left these sessions with tangible items (e.g., T-shirts, college identification card, and college parking pass) greatly enhanced the College's efforts to help make incoming students feel part of the college community as early as possible.
- In an effort to better serve students with existing resources, the Enrollment Management Team shifted drop for non-payment of fees later ([2019-2020 calendar](#), [2020-2021 calendar](#)) than previously done. This not only helped to level workload with existing staff but provided students with extended opportunities to pay for classes before being dropped and requiring them to re-register.
- The Enrollment Management Team facilitated the development of a daily [non-returning student database](#) that disaggregates retention data to a multitude of variables (e.g., campus, program, and demographics). This tool is now regularly used by the college recruiter and advisors to reach out and personally contact non-returning students. The College's next-term retention rate (75.4%) exceeds the 75th percentile nationwide per the National Community College Benchmark Program.
- In an effort to reach out and assist students in the enrollment process with a personal touch, a formal nudging ([Non-Returner One](#), [Non-Returner Two](#), [Financial Aid Approved Has Not Registered](#)) system was developed and instituted. This included a specific timeline to send out emails reminding students of next steps in the enrollment process and upcoming deadlines. This process has now been institutionalized.

Figure 8.1-1 "2012-2020 Enrollment Trend Data" shows that since the establishment of the Enrollment Management Team in 2016, enrollment at the institution has consistently increased.



**Figure 8.1-1  
2012-2020 Enrollment Trend Data**

The College ensures the appropriateness of student achievement goals and criteria of all indicators of effectiveness through comparative benchmarking with both national and state data, as identified in Table 8.1-1, as well as from direction and guidance provided by various accrediting bodies. Table 8.1-2 "State Board and Specialized Accreditor Expectations" identifies the student achievement rate expectations and data sources mandated by state boards and USDOE-recognized programs as listed in standard 14.4.

**Table 8.1-2  
State Board and Specialized Accreditor Expectations**

Credential	Program	Accreditor	Indicator
<b>State Board</b>			
BSEE	Elementary Education	Florida Department of Education	1, 2, 3, 16, 17
CCC	Paramedic		1, 2, 3, 12, 13
CC	Emergency Medical Technical		1, 3, 12, 13
	Law Enforcement	Florida Department of Law Enforcement	1, 3, 12, 13
	Corrections	Florida Department of Law Enforcement	1, 3, 12, 13
	Licensed Practical Nursing	State Board of Nursing	1, 2, 3, 12, 13,
	Cosmetology		1, 2, 3, 12, 13, 14
<b>USDOE-Recognized</b>			
Baccalaureate Degree (BSN)	Nursing	Accreditation Commission for Nursing Education (ACEN)	1, 2, 3, 13, 16, 17
Associate Degree RN (AS)	Nursing	Accreditation Commission for Nursing Education (ACEN)	1, 2, 3, 11, 12, 13
Associate Degree (AS)	Radiographic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	1, 2, 3, 11, 16, 17
Associate Degree (AS)	Dental Hygiene	Commission of Dental Accreditation (CODA)	1, 2, 3, 11, 12, 13, 14
Career Certificate (CC)	Dental Assisting	Commission of Dental Accreditation (CODA)	1, 2, 3, 11, 12, 13, 14

In addition to providing an institutional view of student achievement, the core indicators of effectiveness are used to gauge the College's effectiveness in meeting its mission of being an "open-access, higher education institution dedicated to providing a learning-centered environment through quality programs, training, and services." Table 8.1-3 "Alignment of Student Achievement Outcomes with the College Mission" provides a crosswalk between elements of the college mission and the student achievement indicators identified in Table 8.1-1.

**Table 8.1-3  
Alignment of Student Achievement Outcomes with the College Mission**

Mission Element	Indicator(s)
Completing an associate degree in preparation for pursuing a baccalaureate or other professional degree or credential	1, 2, 3
Completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances	1, 2, 3, 16, 17
Completing college preparatory programs of study including those leading to the high school diploma	1, 3, 12
Obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society	15
Gaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society	9
Pursuing advanced academic preparation and credentials available through partnerships with colleges and universities	16, 17
Participating in social, cultural, environmental, and economic development of the communities served by the college	10, 11, 13, 15

**Criteria and Thresholds of Accountability**

For each of the 17 core indicators of effectiveness, the College has identified both a stretch goal and a threshold of accountability, or a minimum standard of performance. In an effort to push the organization forward to continually strive for excellence, stretch goals are set by individual program managers with consultation with their academic deans. Stretch goals are aspirational in nature and typically cannot be achieved through incremental or small improvements but require going beyond current capabilities and performance in order to be actualized. Thresholds of accountability, on the other

hand, represent the minimum acceptable performance level for each indicator and are based on a five-year average of national comparisons and benchmarks of peer institutions. However, when comparative data are unavailable (no state or national data) the Data Analysis Group recommends threshold of [accountability values](#). The following external data sources have provided the College with the appropriate student achievement criteria and have assisted in the identification of setting thresholds of accountability:

- [National Community College Benchmark Project \(NCCBP\)](#)
- [Integrated Postsecondary Education Data System \(IPEDS\)](#)
- [Florida College System IPEDS Graduation Rate 200 Survey](#)
- [Florida State Accountability Reports](#)
- [Florida Education Training Placement Information Program \(FETPIP\)](#)

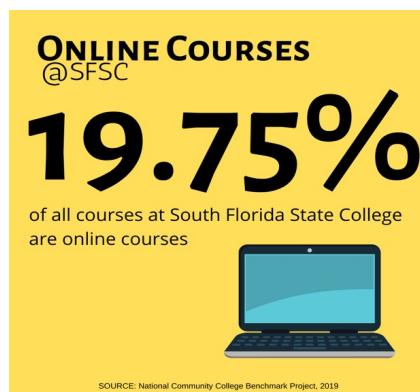
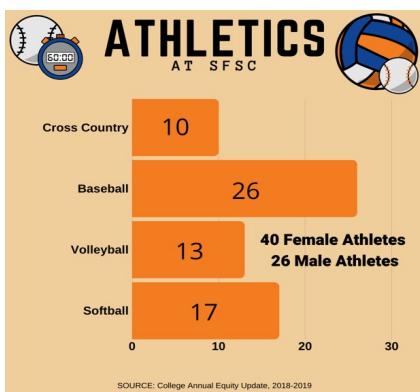
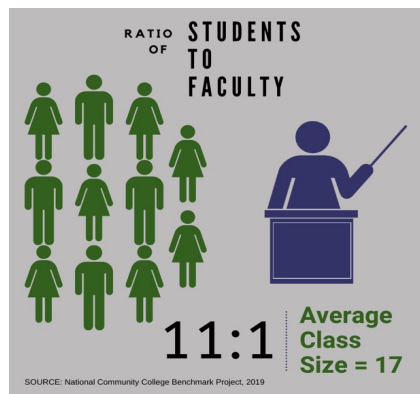
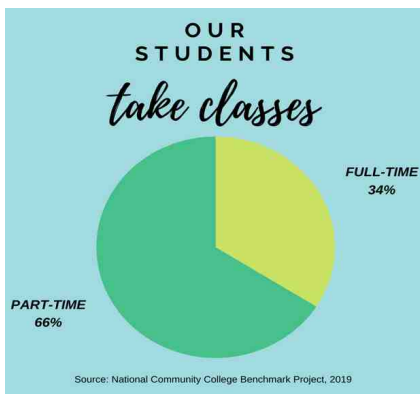
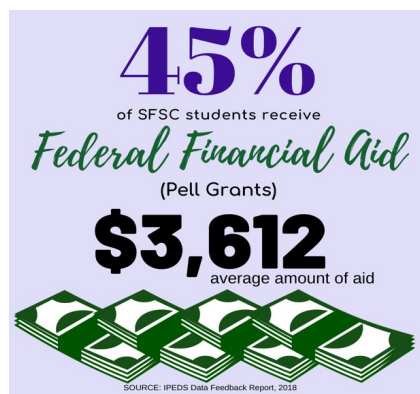
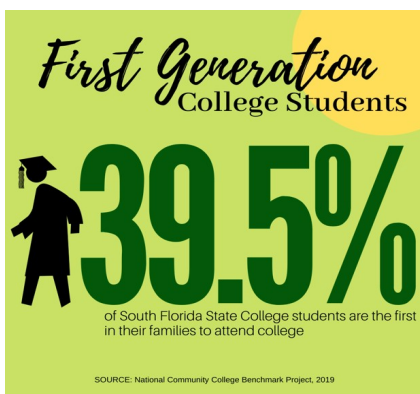
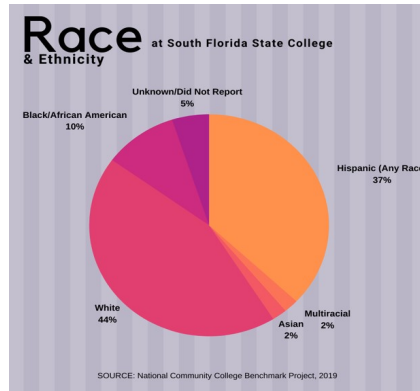
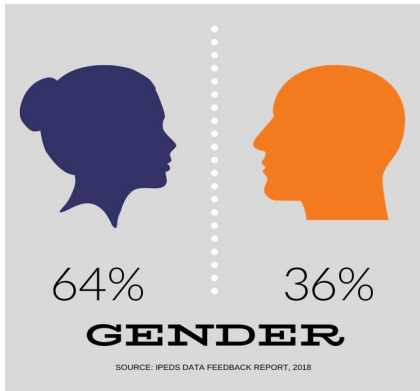
When student achievement, as measured by the core indicators of effectiveness, does not exceed the College-determined thresholds of accountability as shown in Table 8.1-1, action is required by the requisite program manager or department chair. In these cases, the College uses the Florida Department of Education standard operating procedure; any outcome falling more than 10% below the threshold of accountability requires remediation action. The actions taken for those outcomes falling greater than 10% below the threshold of accountability (shown in red in Table 8.1-1) are described below in Table 8.1-4 "2019-2020 Outcomes Below Expectations." Similarly, those outcomes that are less than 10% below the threshold of accountability (shown in yellow in Table 8.1-1) are monitored closely in the following year.

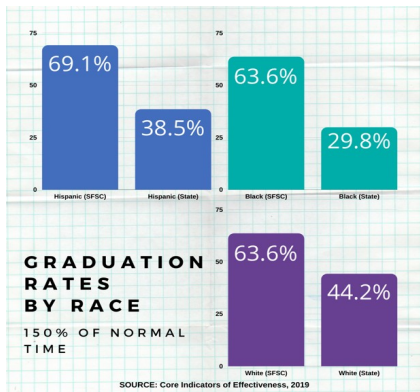
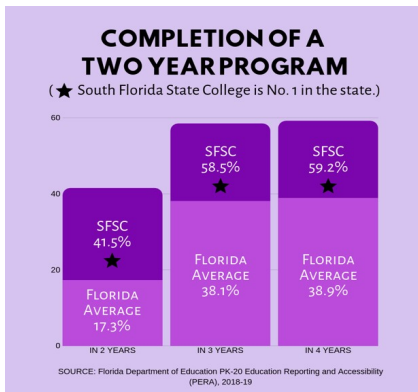
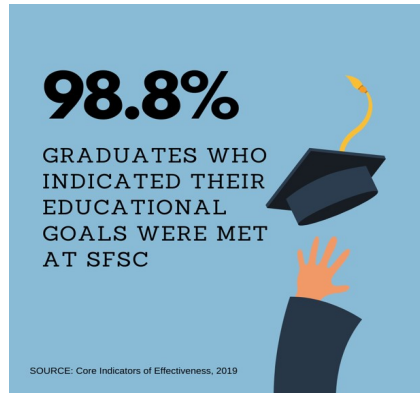
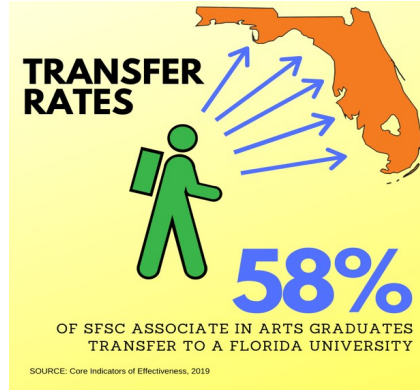
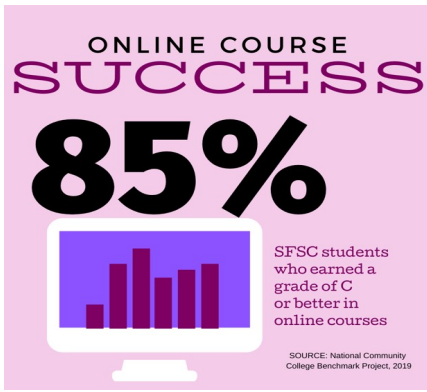
**Table 8.1-4  
2019-2020 Outcomes Below Expectations**

Indicator	Actions Taken to Improve
<p>#5</p> <p>Credit – Developmental success in Math</p>	<p>The Mathematic Department will continue to collect data to determine identifiers that can be used to predict student performance. This collection of data will span multiple terms to provide a strong coordination of efforts to gather and compare relevant data.</p> <p>Adopt and implement a learning tool integration program across all sections of a developmental math course in which success rates fall below average for consecutive terms. We will take advantage of in-program tools such as diagnostics and integrated reviews.</p> <p>Use a standard or uniform approach to the course. Consider whether the content of the course can be delivered using a standard approach, in entirety or in part, by developing it with the learning management system and Pearson MyLab and Mastering/MyMathLab.</p> <p>Instructors will utilize the early alert system as a means to notify staff who can help the student obtain the services, support, or other resources that will improve the student’s chance of success.</p> <p>Examine whether services (web resources, remote assistance, tutoring, enrichment activities, or skills review) from the Math Lab can be integrated in developmental math courses, specifically MAT 1033 Intermediate Algebra.</p>
<p>#8</p> <p>Success core academic skills in Intermediate Algebra</p>	<p>A notable decline in the intermediate math (MAT 1033) student success rate (67.2% to 56.1%) was identified.</p> <p>The Mathematics Department will continue to collect data to determine identifiers that can be used to predict student performance. This collection of data will span multiple terms to provide a strong coordination of efforts to gather and compare relevant data.</p> <p>Adopt and implement a learning tool integration program across all sections of a developmental math course in which success rates fall below average for consecutive terms. We will take advantage of in-program tools such as diagnostics and integrated reviews.</p> <p>Use a standard or uniform approach to the course. Consider whether the content of the course can be delivered using a standard approach, in entirety or in part, by developing it with the learning management system and Pearson MyLab and Mastering/MyMathLab.</p> <p>Instructors will utilize the early alert system as a means to notify staff who can help the student obtain the services, support, or other resources that will improve the student’s chance of success.</p> <p>Examine whether services (web resources, remote assistance, tutoring, enrichment activities, or skills review) from the Math Lab can be integrated in developmental math courses, specifically MAT 1033 Intermediate Algebra.</p>
<p>#9</p> <p>Regional Market – Credit Student participation Rate</p>	<p>The College is creating digital marketing campaigns that target the College's specific tri-county region and focus on the population of individuals that would benefit from it's services.</p> <p>Using specific keywords to target certain demographics, the director of institutional communications through digital advertising and social media advertising promotes directly within a 25-mile radius of each campus location.</p>
<p>#11</p> <p>Placement Rates – Post Secondary Vocational Credit (PSVC)</p>	<p>Through the industry advisory boards, the use of internships is continuously promoted. Internships allow industry partners to become familiar with students' work while they are still at the institution which will minimize hiring risks.</p>
<p>#11</p> <p>Placement Rates – Advanced Technical Diploma (ATD)</p>	<p>Through the industry advisory boards, the use of internships is continuously promoted. Internships allow industry partners to become familiar with the students' work while they are still at the institution which will minimize hiring risks. Currently, the ATD is no longer offered as a stand-alone credential and has been converted into a career certificate (CC).</p>
<p>#12</p> <p>GED Pass Rate</p>	<p>The College is now offering GED Prep using online modalities which offers greater flexibility to these participants.</p>
<p>#16</p> <p>Transfer Rate</p>	<p>Although the College has achieved one of the highest completion rates in the Florida College System (FCS), SFSC Associate of Arts transfer rates were identified as falling below the FCS average. SFSC has consequently established multiple transfer agreements and partnerships with several institutions to include the University of South Florida (USF), Florida A&amp;M University (FAMU), and Florida Polytechnic University. Transfer agreements are additionally being secured with the USF Honors College and UCF Burnett Honors College. SFSC has also strengthened its undergraduate applied research initiatives, which includes developing special topic courses related to the student's discipline and holding regular student forums that discuss undergraduate research opportunities. SFSC has also established guided educational pathways to improve student success and transfer outcomes.</p>
<p>#17</p> <p>Performance After Transfer – College Prep</p>	<p>The College has developed STEM and health science guided pathways to assist students in the selection of appropriate courses for their chosen major leading to their desired career. By providing clear pathways and related support, the intent is to promote successful performance prior to, and after, transfer. The College has increased interactions with primary transfer institutions by inviting <a href="#">guest speakers</a> to interact with potential students, <a href="#">promoting undergraduate research activities</a>, and <a href="#">hosting transfer fairs</a>.</p>

**Publication of Student Achievement Goals**

To provide full transparency, the College publishes student achievement outcome data for the all stakeholders and the general public. Information is summarized and presented on the College website in a user-friendly format as shown in Figure 8.1-2 "SFSC Student Achievement Outcome Data." Prospective students and other stakeholders can easily access this information on the College's data-rich webpage and follow the links to full-source document. Additionally, student achievement data are published on program webpages.

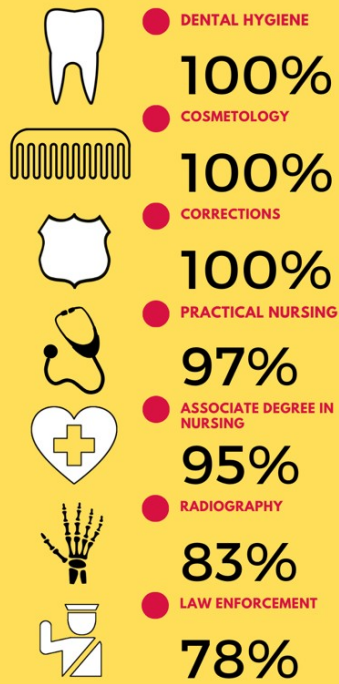






# FIRST-TIME PASS RATES

Program Licensure Exams



SOURCE: SFSC CORE INDICATORS OF EFFECTIVENESS, 2019

Figure 8.1-2  
SFSC Student Achievement Outcome Data

## Sources

-  2019-2020 Academic Calendar
-  2020-2021 Academic Calendar\_Fee Payment Deadliine Highlilght
-  2020-2021 Academic Calendar\_Flex C Highlight
-  AQC Minutes 020720 (Page 2)
-  AQC Minutes 101119 (Page 3)
-  CIE Book Cover
-  Chancellors Best Practice SFSC\_2017
-  Core Indicators of Effectiveness For Community Colleges
-  DAG Committee Purpose
-  DAG Minutes 011520 (Page 2)
-  DAG Minutes 021920
-  DAG Minutes 111319
-  DAG Report Descriptions
-  Data Webpage (Page 2)
-  Destination 2024 Strategic Plan (Page 5)
-  FTE Comparison 1
-  FTE Comparison 2
-  Florida Education & Training Placement Information Program (FETPIP)
-  GPS Orientation
-  Graduation Rate Survey 200 Report
-  Homepage - Undergraduate Research Forum
-  IPEDS Feedback Report 2019
-  Invited Speaker
-  NCCBP
-  Non-Returning Database
-  Nudge - Financial Aid NR
-  Nudge - Non-Returning Email 1
-  Nudge - Non-Returning Email 2
-  Planning Meeting Presentation 2019
-  President's Council Notes 012120 (Page 4)
-  President's Council Notes 100119 (Page 2)
-  President's Council Notes 100119 (Page 3)
-  QEP Report 090511 FINAL
-  SFSC 2019 Core Indicators of Effectiveness\_Complete
-  SFSC Completion Rates and State Averages
-  SFSC Core Indicator Comparison Figures
-  SFSC Core Indicator Goals
-  SFSC Core Indicator Methodology Description
-  SFSC Core Indicator Status
-  SFSC Planning and IE Model
-  State Accountability Reports
-  Transfer Fair
-  Voluntary Framework of Accountability Metrics Manual Version 8
-  eLearning Minutes 02-26-20 (Page 2)

8.2.a

**Student Outcomes: Educational Programs**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. student learning outcomes for each of its educational programs.

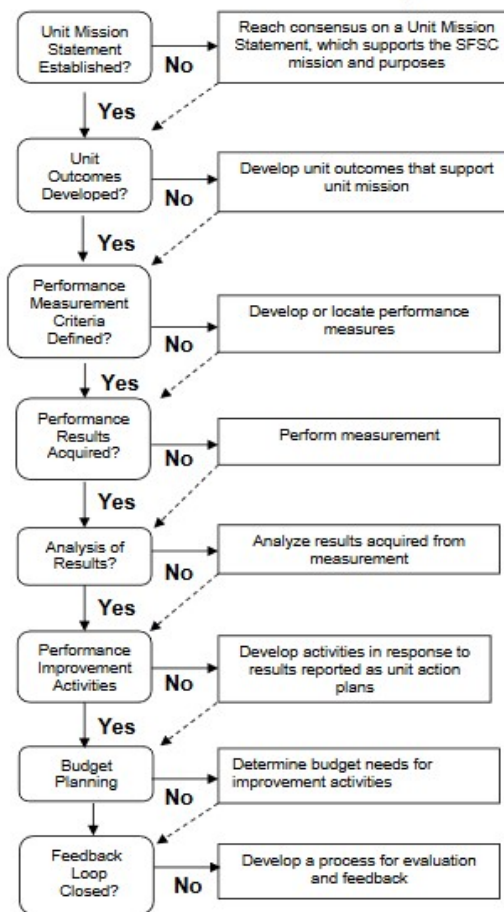
**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) identifies expected educational program outcomes, assesses the extent to which those outcomes are achieved, and provides evidence of program improvement based on analysis of the results of student learning outcomes (SLOs) for each of its educational programs. The College provides a comprehensive range of educational programs that are compatible with its mission and purpose. In support of the College mission, all educational programs regularly engage in a common, systematic, faculty-led educational program assessment (EPA) process that evaluates each unit or program's mission, learning outcomes, performance measures, and performance standards. Based on Nichols (2001), review of literature, and best practices, the EPA represents the College's student learning assessment process at the educational program level.

Academic programs engage in an annual, systematic assessment process as outlined in the EPA Handbook. The College's assessment instruments and methods are the tools used for data collection and are based on quantitative, qualitative, or mixed methods of data acquisition and documentation. The SFSC assessment cycle is a periodic review comprised of four steps; act on the results of the prior year's assessment, measure the results for the current year, plan measurements for the upcoming year, and compare results to the previous year. This is conceptually illustrated in Figure 8.2a-1 EPA Process.



**Figure 8.2.a-1**  
**EPA Process**

The College's Educational Program Assessment (EPA) is focused on assessing the effectiveness of each program in achieving student learning outcomes. Faculty are responsible for the ongoing assessment and determination of the quality of educational programs, courses, and student learning by identifying the mission of the designated program or discipline, the student learning outcomes to be achieved, and the performance measures used to evaluate student outcomes. Program leadership (e.g., department chairs, program managers, and program directors) is responsible for approving and monitoring each educational program assessment plan. Subsequently, each division dean provides further oversight and additional review to ensure that each program under their purview is gathering meaningful data in support of student achievement of SLOs. The Academic Quality Committee (AQC) provides oversight of the College's EPA process. A subcommittee of the AQC conducts peer reviews of all EPAs in the spring and at the close of the assessment cycle. Peer reviews ensure collegewide compliance with the EPA process by providing program faculty with helpful feedback on developing their program outcomes and performance measures, analyzing data, and documenting improvement activities.

**Identification of Expected Outcomes**

The annual EPA process is defined by [SFSC Administrative Procedure 3030 "Academic Program Review Procedures."](#) The EPA was selected because it embodies a foundation of continuous quality improvement. This process verifies that academic programs of the College are effective in achieving student learning outcomes, maintaining integrity, serving community needs, and using College resources efficiently. To ensure uniformity across all educational programs, the EPA handbook provides program faculty with detailed instructions on developing EPAs. Table 8.2.a-1 "2018-2019 Educational Program Assessments (EPA) by Program," lists all educational programs and, via the hyperlinks, the expected student learning outcomes for those programs in academic year 2018-2019 which are clearly defined in measurable terms for each as housed in the College's online assessment and planning database, Strategic Planning Online (SPOL). For ease of review, use the "Legend for Components of Linked EPA Reports" to identify each component.

**Table 8.2.a-1  
2018-2019 Educational Program Assessments (EPA) by Program**

Bachelors Degrees		
Elementary Education (BSEE)	Nursing (BSN)	Supervision and Management (BAS-SM)
Associate Degrees		
Liberal Arts and Sciences (AA)	Accounting Technology (AS)	
Business Administration	Computer Engineering Technology	Computer Programming and Analysis
Criminal Justice Technology	Dental Hygiene	Emergency Medical Services
Engineering Technology	Fire Science Technology	Health Services Management
Network Systems Technology	Nursing (Generic - RN)	Nursing (Transition - LPN to RN)
Office Administration	Radiography	
College Credit Certificates		
Accounting Applications	Automation	Business Management
CNC Machinist/Fabricator	Computer Programming	Emergency Medical Technician
Engineering Technology Support Specialist	Graphic Design Support	Health Care Services
Lean Manufacturing	Mechatronics	Medical Office Management
Network Security	Office Management	Paramedic
Pneumatics, Hydraulics, and Motors for Manufacturers		
Career Certificates		
Administrative Office Specialist	Advanced Manufacturing and Production Technology	Auxiliary Law Enforcement Officer
Applied Cybersecurity	Automotive Collision Technology	Automotive Services Technology
Business Management and Analysis	Computer Systems and Information Technology	Correctional Officer
Correctional to Law Enforcement (Crossover)	Cosmetology	Dental Assistant
Electrical Lineworker	Electronics Technology	Firefighter I/II
Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R)	Law Enforcement Officer (Basic)	Law Enforcement to Correctional (Crossover)
Medical Administrative Specialist	Medical Assisting	Network Support Services
Nursing (Practical)	Phlebotomy	Professional Culinary Arts and Hospitality
Public Safety Telecommunication		

Legend for Components of Linked EPA Reports
Expected Outcomes
Performance Measures
Outcome Performance Results
Outcome Analysis of Results
Outcome Activities for Improvement

Per the [SFSC EPA Handbook](#), program-Level Outcomes should reflect what students are learning by the time that they complete a program. Ideally, they reflect the "higher-order" knowledge, skills, values, and performance expected by students who have mastered an undergraduate education in their discipline. Outcomes are developed by faculty in all educational programs, including baccalaureate and associate degrees as well as certificates, offered by the College. Intended program-level outcomes are:

- Skills, competencies, knowledge, and values that students should have acquired as a result of having completed the program of study
- Stated in terms of expected program results
- Precise, specific, observable, and measurable
- Aggregate, focusing on the program, and not on individual students or courses

**Assessment of Outcomes Achievement**

The first step in assessing the extent to which outcomes are achieved is to define the performance measures. To help evaluate progress toward achievement of student learning outcomes, performance measures provide objective feedback on discrete, predefined, measurable, indicators. Each program-level outcome has a minimum of two performance measures. Components of a performance measure include:

- Performance description identifying the actual performance being measured
- Performance standard identifying a standard or numeric percentage which will be used to evaluate how well the outcome is being met
- Data source describing exactly where the data used in the performance measure exists and will be stored
- Data collection period describing how often the achieved performance is going to be compared to the performance standard.

Performance measures are further classified into data sources, acceptable standards of performance, and defined data collection periods. The SPOL database documents all components of the EPA and facilitates the alignment of the EPA to the College's strategic planning.

Performance measures can be direct or indirect. Direct measures are learning assessment tools that provide direct examination, observation, demonstration of skill, attitudes, or behaviors to provide evidence of outcome achievement. Direct measures include embedded exam questions, course projects, oral presentations, assignment rubrics, group projects, laboratory reports, standardized tests, skill performance observation, simulations, locally-developed tests, direct examination, observation, demonstration of skills, attitudes, or behaviors to provide evidence of outcome achievement. In contrast, indirect measures are learning assessment tools that provide useful assessment data from student perceptions, perceived extent, or value of an experience. Indirect measures include written surveys, questionnaires, interviews, focus groups, graduation rates, transfer studies, length of time to degree, and job placement. These outcomes, performance measures, and assessment activities are selected by program faculty to answer the primary question "when students leave a program of study, what should they be able to do and how do we know they can do it?"

At the faculty/program level, faculty describe the results for each performance measure upon completion of their yearly reporting cycle. Results are analyzed collaboratively between the faculty and program leadership to establish continuous quality improvement activities. Identification of resources (financial, physical, personnel etc.) needed to support these activities is an important part of these analyses and links to the budgetary process. Additionally, even though assessment findings may consistently note "no improvements needed" strategies must be developed to continue to strengthen the outcomes or replacement outcomes should be developed including appropriate measures, standards, and data sources.

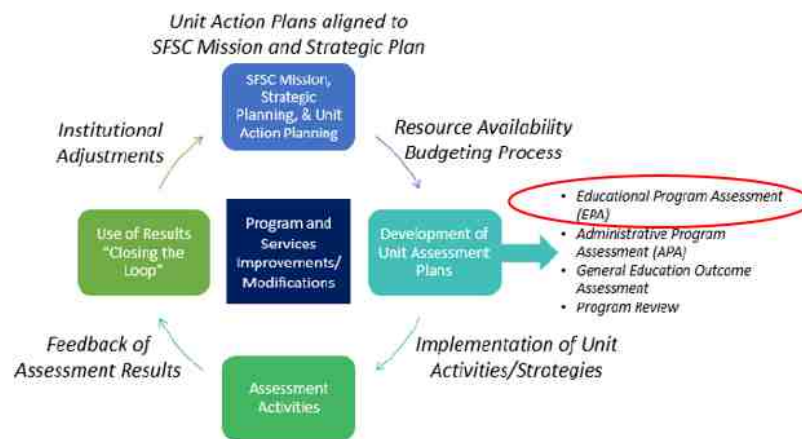
### Improvement Based on Analysis of Results

Educational assessment's most important purpose is not to prove, but to improve student learning. Use of assessment results to improve educational programs is the central focus of this faculty-driven process at SFSC. The College's online assessment and planning database, Strategic Planning Online (SPOL), aligns the unit planning and assessment process. This database is comprised of two primary components: a planning component for the College's unit action plans (UAP) and an assessment component for documenting all EPA activities. The assessment module of SPOL maintains program student learning outcome information. Objective and outcome data are presented from a broad viewpoint with the ability to easily access supporting data. Following completed annual cycles of assessment, student learning can be directly linked to plans for departmental improvements.

At the institutional level, the AQC annually reviews EPA findings and makes recommendations as appropriate. An AQC EPA review subcommittee, comprised of and led solely by faculty, audits all EPAs for completion and constructive critique. The subcommittee uses the College's EPA audit criteria as a formal guide for its review process. The AQC EPA Review subcommittee provides meaningful feedback to unit managers and presents findings to AQC each year with recommendations for improvement to the EPA process. Following the annual EPA review cycle, the EPA review subcommittee conducts a [formal presentation](#) to the AQC that summarizes the year's EPA review process and makes recommendations for improvement to the EPA process. The Executive Director, Institutional Effectiveness, Planning, and Technology additionally presents a [comprehensive summary of EPA findings and improvement activities](#), which are documented in SPOL. Lastly, the AQC hosts an [annual Assessment Showcase event](#) that facilitates the sharing of best practices resulting from the EPA assessment process and methods to improve faculty use of data to improve student learning. The annual EPA review process is further augmented by mid-year review, which is also conducted by the AQC EPA Review subcommittee. This review is intended to provide formative feedback to EPA managers in regard to their unit's outcomes and performance measures.

### Closing the Loop

The EPA process fulfills a component of SFSC's Strategic Planning and Institutional Effectiveness model which is illustrated in Figure 8.2.a-2 "EPA's Role in the College's Institutional Effectiveness Model."



**Figure 8.2.a-2**  
**EPA's Role in the College's Institutional Effectiveness Model**

South Florida State College's (SFSC) ongoing, cyclical process identifies expected educational program outcomes, assesses the extent to which those outcomes are achieved, and provides evidence of program improvement based on analysis of the results. As documented in this standard, the EPA process drives the institution to relentlessly seek improvement based on an analysis of student learning outcome results in every educational program.



## Sources

-  Accounting & Business 2018-19
-  Advanced Manufacturing 2018-19
-  Applied Cybersecurity 2018-19
-  Assessment Showcase
-  Associate Nursing 2018-19
-  Automation 2018-19
-  BAS 2018-19
-  BSEE 2018-19
-  BSN 2018-19
-  Business Management & Analysis 2018-19
-  CNC Machinist/Fabricator 2018-19
-  Computer Information Technology 2018-19
-  Cosmetology 2018-19
-  Criminal Justice Technology 2018-19
-  Dental 2018-19
-  EMT 2018-19
-  EPA Mid-Year Review Form\_031016
-  EPA Presentation AQC May 2020
-  EPA Presentation AQC May 2020\_Comprehensive Summary of Findings (Page 20)
-  EPA Review Instrument
-  Engineering Technology 2018-19
-  Engineering Technology Support Specialist 2018-19
-  Fire Science 2018-19
-  Food Hospitality 2018-19
-  Health Care Services 2018-19
-  Health Services Management 2018-19
-  Lean Manufacturing 2018-19
-  Liberal Arts 2018-19
-  Mechatronics 2018-19
-  Medical Assisting 2018-19
-  NOV20 EPA Handbook 2020
-  NOV20 EPA Handbook 2020\_Program Level Outcomes (Page 9)
-  Network Security & Network Systems Technology 2018-19
-  Nichols\_2001
-  Office Administration & Medical Office 2018-19
-  Paramedic 2018-19
-  Phlebotomy 2018-19
-  Pneumatics Hydraulics & Motors for Manufacturing 2018-19
-  Practical Nursing 2018-19
-  Public Safety Communication 2018-19
-  Radiography Technology 2018-19
-  SFSC Administrative Procedure 3030\_Academic Program Review Procedures
-  Technical & Industrial 2018-19

8.2.b

Student Outcomes: General Education

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

Judgment

Compliant  Non-Compliant  Not Applicable

Narrative

South Florida State College (SFSC) identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides evidence of seeking improvement based on analysis of the results of student learning outcomes for collegiate-level general education competencies in all undergraduate degree programs. The expectations for general education outcome performance are the same for students in transfer and technical degree programs. General education assessment is an integral component of the College's overall planning, evaluation, and assessment processes as illustrated in Figure 8.2.b-1 "SFSC Strategic Planning and Institutional Effectiveness Model."



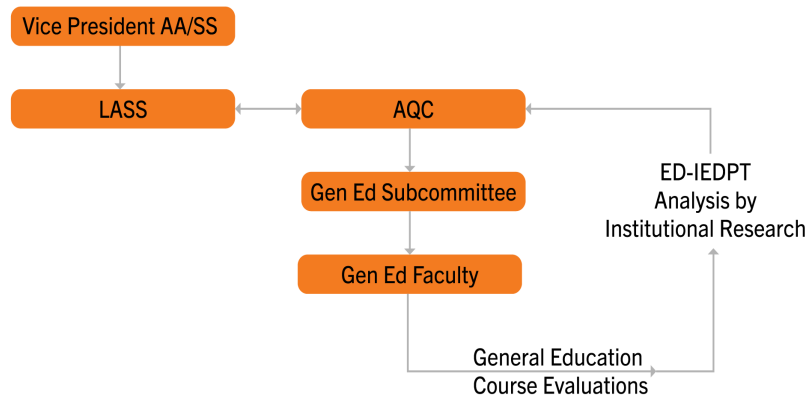
Figure 8.2.b-1 SFSC Strategic Planning and Institutional Effectiveness Model

Identification of Expected Outcomes

South Florida State College District Board of Trustees Policy 3.03 "Evaluation of Instructional Programs" authorizes the president to evaluate the need, efficiency, and effectiveness of instructional programs as operationalized through SFSC Administrative Procedure 3030 "Academic Program Review Procedures." This procedure authorizes the establishment of the faculty-driven Academic Quality Committee (AQC). The AQC provides a mechanism for review of academic programs and is responsible for academic strategic planning, monitoring achievement of academic outcomes, and promotion of continuous improvement processes that promote student learning. Representation is broad-based and includes: faculty representation from all academic divisions; program managers and directors from arts and sciences, health sciences, applied sciences and technologies; academic support; institutional effectiveness; advising and counseling; tutoring and learning center; and a student representative.

To ensure consistency and collegewide compliance in assessing general education outcomes, the College established a specific organizational structure as shown in Figure 8.2.b-2 "General Education Assessment Organizational Structure." As overseen by the Vice President for Academic Affairs and Student Services, the Learning and Student Success Committee (LASS), a College standing committee, serves as the coordinating committee for promoting learning and student success. It is responsible for directing and coordinating activities related to curriculum, academic quality assurance efforts, eLearning, and student services. Standing subcommittees of this committee include Academic Quality, Curriculum, eLearning, and Honors Council. As an institutional standing subcommittee of the LASS, the AQC provides a mechanism for program review of academic programs and oversees the academic components of accreditation. The AQC is also responsible for academic strategic planning, monitoring achievement of academic outcomes, and promotion of continuous improvement processes that promote student learning. The committee meets regularly and is comprised of faculty representing all academic divisions. General education assessment is a standing item on the committee's agenda. In keeping with its commitment to shared governance, the faculty-led AQC, identifies, assesses, and seeks improvement in general education student learning outcomes (SLOs). In accordance with SACSCOC Policy "Distance and Correspondence Education," all general education courses, regardless of modality, location, and student type (e.g., transfer), are included in SFSC's general education assessment process. All faculty teaching general education courses are required to participate in this process.





**Figure 8.2.b-2  
General Education Assessment Process & Organizational Structure**

The College's expected general education outcomes were initially developed in response to a statewide initiative to standardize general education learning outcomes assessment at all state (community) colleges. As directed by [Section 1007.25 "General education courses; common prerequisites; other degree requirements," Florida Statutes](#) the chair of the State Board of Education and the chair of the Board of Governors jointly appointed a faculty committee to identify statewide general education core course options. The [committee established](#) the core courses for each of five general education competencies. The implementation process at SFSC has evolved since its inception in 2005 and resulted in the five general education competencies listed in Table 8.2.b-1 "General Education Assessment." The College's Arts and Sciences division consists of English/humanities, natural sciences, mathematics, and social and behavioral sciences; each of these departments participate in the general education process. This table shows, by department, each of the five college-level general education competencies expected of all undergraduate students, a linked course artifact, the associated student learning outcome (SLO) rubric, a rubric scoring, and improvement activity examples.

**Table 8.2.b-1  
General Education Assessment**

General Education Student Learning Outcomes	General Education Competency	Artifact	SLO Rubric	Rubric Score	Improvement Activities
Communication	Students will demonstrate the ability to communicate (WRITING) (read, write, speak, and listen effectively)(SLO #1a)	X	X	X	X
	Students will demonstrate the ability to communicate (SPEECH) (read, write, speak, and listen effectively)(SLO #1b)	X	X	X	X
Apply and Synthesize Knowledge	Students will demonstrate the ability to reflect, analyze, synthesize, and apply knowledge (SLO #2)	X	X	X	X

Knowledge and Application of Mathematical and Scientific Principles and Methods	Students will demonstrate knowledge and application of mathematical and scientific principles (SLO #3a)	X	X	X	X
	a. Students will be able to identify relevant numerical information in mathematical or other concepts; apply mathematical and/or basic statistical reasoning to analyze data and graphs; represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically; propose and evaluate solutions; and apply mathematical concepts to the solution of real-life problems.				
	Students will demonstrate knowledge and application of mathematical and scientific principles (SLO #3b)	X	X	X	X
	b. Students will be able to explain a scientific or biological idea by providing accurate facts; gather and critically evaluate data using the scientific method; analyze and apply scientific data, concepts, and models; evaluate and test a scientific hypothesis; and apply selected natural science concepts and theories to contemporary issues.				
Ability to Find, Evaluate, Organize, and Use Information	Students will demonstrate the ability to find, evaluate, organize, and use information (SLO #4)	X	X	X	X
Prepared to Participate Actively as an Informed and Responsible Citizen	Students will be prepared to participate actively as informed and responsible citizens in social, culture, global, and environmental matters (SLO #5)	X	X	X	X

To differentiate between program and general education outcomes assessment, the AQC established a [General Education Assessment Subcommittee](#). This committee, comprised [entirely of faculty](#), uses a standardized process to identify, assess, and seek improvement of general education assessment process as summarized in Table 8.2.b-2 "General Education Subcommittee Process Summary."

**Table 8.2.b-2**  
**General Education Subcommittee Process Summary**

Timeline	Activity
Prior to the start of the Fall and Spring Semesters (August & January)	Co-chairs of the General Education Subcommittee communicate with Institutional Research on any needed changes to the general education assessment process according to faculty input, both formally and informally.
	Faculty select the learning outcomes assigned to the General Education course they are teaching. If there is more than one to choose from, they may choose any one of the outcomes.
	Faculty select the appropriate rubric (SLO 1a, SLO 1b, SLO 2, SLO 3a, SLO 3b, SLO 4, SLO 5) that aligns with the selected outcome and assignment to be assessed.

Upon completion of the assignment	Faculty members tabulate rubric scores and enter data into Brightspace.
January	The Institutional Research office collects and analyzes data on student performance for each General Education Outcome, for all general education courses, to gain a comprehensive picture of general education performance across the institution.
February	The Executive Director of Institutional Effectiveness, Planning, and Technology reports data to each faculty member, by course number, and disseminates a <a href="#">summary</a> to all faculty during spring professional development activities.
	Each faculty member submits a <a href="#">redacted artifact</a> to the General Education Brightspace webpage.
	Faculty review and analyze the data in order to identify any gaps or trends noted to use the results for making improvements in instruction or developing new assessment measure
March	The <a href="#">General Education Outcomes Map</a> is reviewed and updated to include any proposed changes by the General Education Subcommittee.
	The Academic Quality Committee hosts a <a href="#">General Education Conference</a> to provide an overview of student performance improvement and share improvement strategies with Arts & Sciences faculty. A conference summary is included in the <a href="#">General Education Annual Report</a> .
	The General Education Subcommittee makes required revisions to the assessment timelines or process.
	Faculty submit summaries ( <a href="#">Question #1</a> , <a href="#">Question #2</a> , <a href="#">Question #3</a> ) of their student performance improvement strategies in the appropriate Brightspace Discussion Board for those that were unable to attend and for future reference.
April	The General Education Subcommittee presents its <a href="#">annual report</a> to the Academic Quality Committee.
September	Co-Chairs of the General Education Subcommittee contact the Coordinator, Curriculum Support for information to determine if any changes have been made to courses designated by the State of Florida as "General Education."
October	Faculty participate in the AQC-sponsored <a href="#">Fall Assessment Showcase</a> .

### Assessment of Outcome Achievement

South Florida State College takes a holistic approach to analyzing and acting upon general education assessment findings. Assessment of general education expected learning outcomes is done in both the course in which foundational concepts are taught as well as courses that apply them. Prior to the start of the fall and spring terms, the general education course outcome map, which is updated annually by the general education subcommittee, is made available to faculty through the College's learning management system, Brightspace. Table 8.2.b-1 "General Education Expected Competencies of Graduates" shows the five general education student learning outcomes that are assessed annually and the method by which they are assessed.

Using the General Education Assessment Instructions outlined in the [2020 Faculty Guide](#), the faculty select one learning outcome for all sections of the same general education course that they are currently teaching. Several methods are used by faculty to determine the level of student general education outcome competence including: student portfolios, patient case studies/simulations, scientific laboratory exercises/experiments, course exam questions, group presentations, and comparisons of student scores on selected test items on nationally benchmarked exams. At the end of the fall and spring term, faculty collect and analyze student learning outcome data based on the five general education competencies. Faculty review the data against established performance measures and make recommendations for improvements which are reported to the AQC General Education Subcommittee.

The AQC General Education Subcommittee then identifies trends and gaps in findings and makes recommendations to the AQC. As a part of this process, the subcommittee reviews the evaluation tools used to determine if the performance measures are appropriate and if data sources provide accurate and appropriate information upon which to base its actions regarding any findings. In addition, general education faculty participate in discussion boards with their peers to post best practices, discuss what they learned, and share improvement activities based on these summative outcome data.

Upon submission of general education outcome assessment data by faculty, the Office of Institutional Research gathers and aggregates the data from all course sections, by competency. The performance data for Fall 2019 are summarized in Table 8.2.b-3 "Fall 2019 General Education Assessment Data". This table shows each general education student learning outcome, the number of rubric scores submitted, the average, the ordinal median, and the standard deviation. The number of rubrics submitted was sufficient to derive meaningful data relative to student achievement of the five general education outcomes.

**Table 8.2.b-4**  
**Fall 2019 General Education Assessment Data**

General Education Student Learning Outcomes	#Rubric Scores Submitted	Average %	Ordinal Median	Standard Deviation %
Communication	356	83	3.63	24
Apply and Synthesize Knowledge	84	82	4.50	21
Knowledge and Application of Mathematical and Scientific Principles and Methods	180	83	2.80	20
Ability to Find, Evaluate, Organize, and Use Information	86	99	5.00	5
Prepared to Participate Actively as an Informed and Responsible Citizen	197	81	4.10	19

These data are then [presented](#) to the AQC during their Spring general education conference and Fall assessment showcase, which is open to all faculty, to determine the extent to which the general education outcomes were achieved. The data presentation includes the following:

- Number of course sections and student count
- Modality of instruction
- Modality by discipline
- Assessed general education SLO (#1-#5)
- General education SLO by discipline (%)
- General education SLO by discipline (count)
- Median rubric score by SLO

### **Improvements Based on Results**

The goal of the assessment process at SFSC is to improve student learning and as such the general education assessment results allow the faculty to review the data to determine gaps and trends in order to seek improvements. Faculty review the data against established performance measures and make recommendations for improvements which are linked in Table 8.2.b-1 and reported to the AQC General Education Subcommittee. Whether or not weaknesses are found, faculty are required to describe activities they plan to implement in order to improve the outcome in the coming academic year. Program leaders are responsible for addressing two types of improvement activities:

- When the standard for an outcome has not been met, improvement activities must be developed which will address result findings
- Even though an outcome has been met, strategies regarding continuous quality improvements must be developed to continue to improve each outcome. If outcome results have been maximized to their greatest extent, then replacement outcomes should be developed including appropriate measures, standards, and data sources

Faculty participate in a general education discussion group via the College's learning management system (LMS), which facilitates sharing of ideas related to data collection, analysis, student success strategies, and the overall general education process. The discussion board is moderated by the general education subcommittee faculty chairs. The three questions posed to faculty include:

1. Please reflect on the assessment data and your observations of student performance in your courses as related to the General Education outcome you measured. What continuous improvement strategies did you employ over the last year and what were your observations about how these strategies impacted your students?
2. Please summarize your thoughts about the data. Did any of the results surprise you? Were there areas of improvement or areas where students had unexpected difficulties? Do you have any hypotheses about what might explain the results? What did you learn, if anything, that might help you understand the outcomes?
3. Based upon what you have experienced this year, what changes or new continuous improvement strategies or assignments will you consider for the following year? Explain your responses.

Examples of faculty observations about the results that led to planned improvement activities for each general education SLO are shown in Table 8.2.b-5 "Fall 2019 General Education Assessment Improvement Activities."

**Table 8.2.b-5**  
**Fall 2019 General Education Assessment Improvement Activities**

General Education Student Learning Outcomes	Faculty Observations	Improvement Activity
Communication	"I can't say that I was surprised by how difficult it was to get students to do their work, but it was certainly hard work to get them through last spring."	"They seemed to think that a reading journal once a week and two very short papers was too much for a college level class. I do not think so. I am not going to change the amount of work, but I am going to increase the penalty for late work and try to make sure all instructions are clear. I always try to improve my class every time I offer it, but this term I am going to pay special attention to essay instructions. I will have to post some examples. The students are starting to seem more and more as if they have never written an essay and never seen the inside of a library. A three-page paper is so overwhelming to them that some of them want to quit the class."
Apply and Synthesize Knowledge	"I was not surprised by the data. Most of the students, both online and face to face, are able to access the information necessary and analyze it accurately. I did see a marked improvement by the third assignment and that might be explained by the cases in that unit. The Supreme Court cases for this assignment were already familiar to many students (Brown v. Board of Education, Loving v. Virginia, Miranda v. Arizona, etc.) and dealt with topics that were more easily understood."	"One reoccurring issue was the difference between a legal citation and a works cited. It did not impact the ability to understand the Supreme Court case, but it did cause unnecessary confusion. I will be sure to include a better explanation in the instructions."
Knowledge and Application of Mathematical and Scientific Principles and Methods	"I was not surprised by this data, as students were able to submit the quiz once, look back over areas where they struggled, and then resubmit after some more studying, ending in improved grades."	"I will edit the online quizzes to include more questions on the content that is most commonly missed, based upon the results of this year's quizzes. Other than that, I feel strongly that the online quizzes work very well."
Ability to Find, Evaluate, Organize, and Use Information	"Because of the amount of class time and assistance provided to students, 77% of students demonstrated mastery (75% or higher) on this learning outcome. My hypothesis is that learning to understand, locate, and effectively use scholarly research is a skill that needs to be practiced and reinforced throughout the semester. I did notice an association between attendance and mastery of this outcome. Students who missed classes tended to score lower. Because this skill needs to be reinforced throughout the semester, student attendance is critical."	"To increase students' understanding of scholarly, academic research, I plan to continue to conduct direct teaches, but I will also include some APK (activating prior knowledge) activities before we begin this lesson. One activity that I plan to create and use is a web quest that contrasts information from commercial websites with information from .gov or .edu websites."
Prepared to Participate Actively as an Informed and Responsible Citizen	"I was very disappointed in the number of students who actually completed the assignment. I believe this may be due to our current situation with the virus. I was surprised that many students missed the mark on a particular question about their observations from the documentary about self-fulfilling prophecies. I even indicated that the answer involved standardized test score. Some students completely missed the mark and went way off context. For those questions that required deeper reflection, only a few tied chapter concepts into their responses. For some of the questions that began with "Why do you think....", the answers were very superficial. I think many students just wanted to get "something" turned in for credit. It was a mistake to not require a word count on the questions, so in some cases, I got what I asked for."	"My plan is to provide more of a preview for the assignment in explaining its importance and tie-in to the chapter material. I plan to eliminate some questions from the assignment, and require a word-count in hopes of obtaining more meaningful responses."

South Florida State College's (SFSC) ongoing, cyclical process identifies expected general education outcomes, assesses the extent to which those outcomes are achieved, and provides evidence of course improvement based on analysis of the results. All general education courses participate in assessment activities designed to drive continuous improvement of student attainment of general education competencies.

## Sources

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-  Assessment\_Rubric-3a MATH
-  Assessment\_Rubric-3b SCIENCE
-  Assessment\_Rubric-4 INFORMATION
-  Assessment\_Rubric-5 CITIZENSHIP
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-  Faculty Rubric Guide 2020
-  Florida Statute 1007.25 General Education Courses, Common Prerequisites, Other Degree Requirements
-  Gen Ed SLO #1a ENC 1101 CRN 20018 Artifact\_Andrews
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-  Gen Ed SLO #2 Artifact Little
-  Gen Ed SLO #3a STA 2023 Artifact Shumard
-  Gen Ed SLO #4 2020 Fall student uses information effectively to accomplish goal assigned Artifact Manning
-  Gen Ed SLO #5 AMH 1020 Landmark Supreme Court Case #1(17-20) directions
-  Gen SLO #3b BSC 1085 Exam 2 Artifact Sanches
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-  Q3 Gen Ed SLO #1a ENC 1101 CRN 20018 Artifact\_Andrews
-  Q3 Gen Ed SLO #1b SFSC Persuasive Speech Rubric
-  Q3 Gen Ed SLO #2 Artifact Little (Page 6)
-  Q3 Gen Ed SLO #3a STA 2023 Artifact Shumard (Page 7)
-  Q3 Gen Ed SLO #3b BSC 1085 Exam 2 Artifact Sanches (Page 7)
-  Q3 Gen Ed SLO #4 SYG 2000 2020 Fall student uses information effectively to accomplish goal assigned Artifact Manning (Page 6)
-  Q3 Gen Ed SLO #5 AMH 1020 Landmark Supreme Court Case #1(17-20) directions (Page 2)
-  Question One - General Education Outcome Assessment and Rubrics
-  Question Three - General Education Outcome Assessment and Rubrics
-  Question Two - General Education Outcome Assessment and Rubrics
-  SFSC Administrative Procedure 3030 Academic Program Review Procedures
-  SFSC DBOT Policy 3.03 Evaluation of Instructional Programs
-  SFSC Planning and IE Model
-  SLO 1 - Speech\_Redacted
-  SLO 1 - Writing\_Redacted

 SLO 2 - Redacted

 SLO 3a - Redacted

 SLO 3b - Redacted

 SLO 4 - Redacted

 SLO 5 - Redacted



**8.2.c**

**Student outcomes: Academic and Student Services**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- c. academic and student services that support student success.

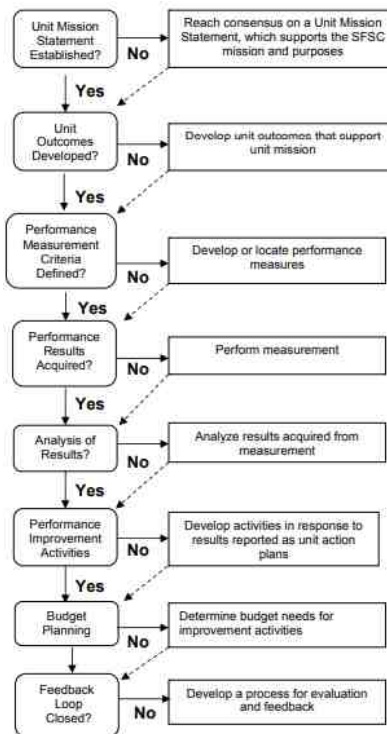
**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of academic and student services that support student success. The College provides a comprehensive range of academic and student services that is compatible with its mission and purpose. In support of the College mission, all academic and student services (i.e., all areas outside of the classroom) regularly engage in a common, systematic, assessment process that evaluates each unit's mission, unit outcomes, performance measures, and performance standards.

Based on Nichols (2001), review of literature, and best practices, the Administrative Program Assessment (APA) represents the College's unit assessment process at the administrative level which mirrors the educational program assessment (EPA) process at the program level as discussed in Standard 8.2.a. The same process is applied for all students in all programs regardless of student type (e.g., dual enrollment, adult education, undergraduate, online, face-to-face). Administrative programs engage in an annual, systematic assessment process as outlined in the [APA Handbook](#). The College's assessment instruments and methods are the tools used for data collection and are based on quantitative, qualitative, or mixed methods of data acquisition and documentation. The SFSC assessment cycle is a periodic review comprised of four steps; act on the results of the prior year's assessment, measure the results for the current year, plan measurements for the upcoming year, and compare results to the previous year. This is conceptually illustrated in Figure 8.2.c-1 "APA Process."



**Figure 8.2.c-1**  
**APA Process**

The College's APA is focused on assessing the effectiveness of achieving each unit's outcomes. Unit managers are responsible for identifying the unit mission, unit outcomes, and other related assessment activities. Administrative unit leadership (e.g., library chair, registrar, financial aid director, disabilities support specialist, advising chair) is responsible for approving and monitoring each APA plan.

The APAs are completed in the spring and at the close of the annual assessment cycle. Unit leadership ensures collegewide compliance with the APA process by providing unit managers and staff with helpful feedback on developing their unit's outcomes and performance measures, analyzing data, and documenting improvement activities. Oversight of the APA process is provided by the requisite dean and vice-president. Additionally, the Executive Director of Institutional Effectiveness, Planning, and Technology verifies that all APAs are complete, demonstrate achievement of outcomes, and identify continuous quality improvement activities.

**Identification of Expected Outcomes**

Academic and student support services, as defined by SFSC, are units that have a predominantly student-oriented purpose or function. Regardless of whether these units have singular or dual administrative and student support functions (e.g., financial aid), they engage in the same administrative program assessment (APA) process. All units are part of the College's institutional effectiveness process and document achievement of outcomes for their respective functions through administrative program assessment. Guided by the [SFSC APA Handbook](#), each unit has developed expected outcomes in clearly defined and measurable terms. Units with direct instructional responsibilities, or provide co-curricular activities, have measurable outcomes that impact student learning. Table 8.2.c-1 "Administrative Program Assessment (APA) by Unit," lists all administrative academic and student services units and, via the hyperlinks, the expected outcomes for 2019-2020 which are clearly defined in measurable terms for each as housed in the College's online assessment and planning database, Strategic Planning Online (SPOL). For ease of review, use the "Legend for Components of Linked APA Reports" to identify each component.

**Table 8.2.c-1  
Administrative Program Assessments (APA) by Unit**

Unit
Admission, Registration, and Records
Advising and Counseling
Athletics
Career Development Center
Corporate and Community Education
DeSoto Campus
Financial Aid
Hardee Campus
Library Services
Lake Placid Center
Resource Development/Foundation
Safety and Security
Student Life
Testing and Assessment
Tutoring and Learning Center

Legend for Components of Linked APA Reports
Expected Outcomes
Performance Measures
Outcome Performance Results
Outcome Analysis of Results
Outcome Activities for Improvement

Outcomes are measured qualitatively (e.g., student satisfaction, increased awareness of scholarships, graduate satisfaction), or quantitatively (e.g., increased number of enrichment opportunities, increased number of historical exhibits, increased number of tutoring sessions). As previously shown in Standard 7.3 "Administrative Effectiveness", Table 7.3-1 "Administrative Assessment Units" lists the administrative units separated by administrative and student support functions (see SFSC organizational chart). In contrast, Table 8.2.c-1 "Administrative Program Assessments by Unit" shows the units that provide both direct and indirect services to students, develop programs or experiences for prospective or current students, and support students at various points during their academic career at the College.

**Assessment of Outcomes Achievement**

The first step in assessing the extent to which outcomes are achieved is to define the performance measures. To help evaluate progress toward achievement of unit outcomes, performance measures provide objective feedback on discrete, pre-defined, measurable, indicators. Similar to the EPA, each program-level outcome has a minimum of two performance measures. Components of a performance measure include:

- Performance description identifying the actual performance being measured
- Performance standard identifying a standard or numeric percentage which will be used to evaluate how well the outcome is being met
- Data source describing exactly where the data used in the performance measure exists and will be stored
- Data collection period describing how often the achieved performance is going to be compared to the performance standard.

Performance measures can be direct or indirect. Direct measures are assessment tools that provide direct observation, demonstration of skill, attitudes, or behaviors to provide evidence of outcome achievement. Direct measures include standardized tests, skill performance observation, target goals, and resource allocation to provide evidence of outcome achievement. In contrast, indirect measures are assessment tools that provide useful assessment data from stakeholder perceptions, perceived extent, or value of a service or student experience. Indirect measures include written surveys, questionnaires, interviews, and focus groups.

Performance measures are further classified into data sources, acceptable standards of performance, and defined data collection periods. The SPOL database documents all components of the APA and facilitates the alignment of the APA to the College's strategic planning.

At the unit level, administrative managers and staff describe the results for each performance measure upon completion of their yearly reporting cycle. Results are analyzed collaboratively to establish continuous quality improvement activities. Identification of resources (financial, physical, personnel, etc.) needed to support these activities is an important part of these analyses and links to the budgetary process. Additionally, even though assessment findings may consistently note "no improvements needed" strategies must be developed to continue to strengthen the outcomes or replacement outcomes should be developed including appropriate measures, standards, and data sources.

### Improvement Based on Analysis of Results

In contrast to the EPA which has a highly structured process focused on program quality, the APA has a less structured, internal focus on unit efficiency. Consequently, the Executive Director of Institutional Effectiveness, Planning, and Technology, in conjunction with the SFSC Data Analysis Group (DAG), actively engages and collaborates with unit managers to analyze the results of data collected.

Table 8.2.c-1 "Administrative Program Assessments by Unit," lists all administrative academic and student services and, via the hyperlinks, outcome analysis of results for each as housed in the College's online assessment and planning database, Strategic Planning Online (SPOL).

The [SFSC APA Handbook](#) outlines the process for seeking improvements in the delivery of academic and student support services. When the performance measure for an outcome has not been met, improvement activities must be developed to address result findings. Additionally, even though an outcome has been met, strategies regarding continuous quality improvements must be developed to continue to improve each outcome. If the results of an outcome have been maximized to their greatest extent, a replacement outcome, which includes appropriate measures, standards, and data sources, should be developed. Table 8.2.c-1 "Administrative Program Assessments by Unit," lists all administrative academic and student services and, via the hyperlinks, outcome activities for improvement, as housed in the College's online assessment and planning database, Strategic Planning Online (SPOL).

### Closing the Loop

The APA process fulfills a component of SFSC's Strategic Planning and Institutional Effectiveness model which is illustrated in Figure 8.2.c-1 "APA's Role in the College's Institutional Effectiveness Model."



**Figure 8.2.c-1**  
**APA's Role in the College's Institutional Effectiveness Model**

South Florida State College's (SFSC) ongoing, cyclical process identifies expected administrative unit outcomes, assesses the extent to which those outcomes are achieved, and provides evidence of program improvement based on analysis of the results. All administrative units participate in assessment activities designed to drive continuous improvement of college functions and services to further student success in accordance with SFSC's mission and strategic planning initiatives. As documented in this standard, the APA process drives the institution to relentlessly seek improvement based on an analysis of outcome results in all academic and student services units.

## Sources

-  APA Handbook October 2020
-  APA Handbook October 2020\_pg 22 (Page 22)
-  APAHandbook October 2020\_Assessment Purpose (Page 3)
-  Admissions Registration Records 2019-20
-  Advising Counseling 2019-20
-  Athletics 2019-20
-  Career Development Center 2019-20
-  Corporate Community Education 2019-20
-  Desoto Campus 2019-20
-  Financial Aid 2019-20
-  Hardee Campus 2019-20
-  Lake Placid Center 2019-20
-  Library Services 2019-20
-  Nichols 2001
-  Resource Development Foundation 2019-20
-  Safety Security 2019-20
-  Student Life 2019-20
-  Testing Assessment 2019-20
-  Tutoring Learning Center 2019-20

**9.1**

**Program Content**

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

All educational programs at South Florida State College (SFSC) embody a coherent course of study, are compatible with the College’s mission and goals, and are based upon fields of study appropriate to higher education. The College has no highly unusual or unique programs as all programs are offered by at least one other Florida College System (FCS) institution.

**Coherence**

The College’s [Academic Quality Committee \(AQC\)](#), [Curriculum Committee](#), academic deans, department chairs, and faculty are actively involved and regularly review (Level I review (AA, BSEE), Level I review (selected AS) programs to ensure program appropriateness and coherence. For all instructional areas, appropriateness and curriculum coherence are ensured through strict adherence to the [Statewide Course Numbering System \(SCNS\)](#) and the [Articulation Agreement](#) between the Florida State University System (SUS) institutions and FCS institutions as described in [Section 1007.23 "Statewide Articulation Agreement", Florida Statutes](#). Compliance with the SCNS and the SUS-FCS Articulation Agreement guarantees the transferability of coursework to any public institution of higher education in the State. Similarly, appropriateness and coherence in all occupational programs are validated with strict adherence to the [Florida Department of Education Statewide Curriculum Framework](#) (e.g., [Dental Assisting](#), [Administrative Office Specialist](#), and [Industrial Management Technology](#)) for each career/technical program which provides the standards and intended outcomes required for each program of study that include progressive advancement of knowledge and skills from theory to application to integration.

[South Florida State College District Board of Trustees \(DBOT\) Policy 3.02 "Establishment of Instructional Programs"](#) authorizes the president to recommend to the District Board of Trustees the establishment, alteration, or elimination of all College instructional programs as well as college credit and career courses. All SFSC programs, academic and career technical education (CTE), regardless of mode of delivery, are structured with a focus on coherence. Program development and revisions must be approved by the [SFSC Curriculum Committee](#) per [SFSC Administrative Procedure 3020 "Curriculum Development"](#). This approval process is conducted holistically and includes program faculty, instructional supervisors, subject-matter experts, administrators, and other key College stakeholders. In an effort to ensure program coherence, prerequisites are identified and sequentially mapped to ensure that the content of the program demands increasing complexity and not simply a bundling of credits. Program maps are displayed in the [College Catalog](#). Prerequisites and co-requisites are identified in program maps and provide linkages between and among program components. Additionally, coherence maps for each program have been developed and are based on instructor knowledge and experience in the discipline to verify that all educational programs embody a coherent course of study with increasing levels of knowledge integration. Examples from each College division are provided in Table 9.1-1 "Program and Coherence Maps."

**Table 9.1-1  
Program and Coherence Maps**

Academic Division	Degree Awarded	Program Name	Program Map	Coherence Map
Arts & Science	Bachelor of Science	Elementary Education	X	X
	Associate of Arts	Liberal Arts	X	X
Applied Sciences & Technologies	Bachelors of Applied Science	Supervision and Management	X	X
	Associate of Science	Emergency Medical Services	X	X
	College Credit Certificate	Landscape Horticulture Professional	X	X
	Career Certificate	Correctional Officer	X	X
Health Science	Bachelor of Science	Nursing	X	X
	Associate of Science	Dental Hygiene	X	X
	Career Certificate	Practical Nursing	X	X

### Compatibility

South Florida State College (SFSC) is a comprehensive state college offering a wide range of postsecondary educational and technical programs that fulfill its mission and purposes. SFSC adheres to Florida Statutes (FS) and the [State Board of Education \(SBE\) Rule 6A-14.030 "Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions"](#) which define the length, content, title of degrees, diplomas, and certificates offered.

In realizing its mission, the College offers: two Bachelor of Science (BS) degrees (the Bachelor of Science Nursing and the Bachelor of Science Elementary Education); one Bachelor of Applied Science (BAS) degree (the Bachelor of Applied Science, Supervision and Management); and two associate degrees (the Associate of Arts [AA] and the Associate of Science [AS]). SFSC also offers Career Certificates (CC), College Credit Certificates (CCC), and State of Florida High School Diplomas (GED). Table 9.1-2 "Mission and Curriculum Capability" provides examples of how the College curriculum aligns with the College mission and goals.

**Table 9.1-2**  
**Mission and Curriculum Compatibility**

Mission Statement	Related Curriculum
Completing an associate degree or baccalaureate degree in preparation for pursuing a baccalaureate or other professional degree or credential	The College provides AA, AS, BAS, and BS degrees designed to facilitate transfer both internally to a four-year program or externally to a four-year institution of the student's choice
Completing career and technical training to enter the workforce or to improve career circumstances	The College provides apprenticeships, CCC, and CC programs that allow students to enter a career or the workforce upon completion. Corporate and Continuing Education (CCE) provides additional customized training opportunities for those who are already employed and wish to take classes
Completing college preparatory programs of study including those leading to the high school diploma	Academic foundations (developmental education) opportunities are available for pre-college students in reading, English, and mathematics. High school students can complete their high school diploma through the State of Florida High School Diploma (GED)
Obtaining basic skills in literacy, numeracy, and citizenship skills to prosper as a contributing member of society	Programs in Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL) assist students in the acquisition of basic literacy, numeracy, language, and citizenship skills
Gaining personal, cultural, and global awareness; appreciation; and understanding needed in a complex contemporary society	General education curriculum integrated into associate and baccalaureate degree programs facilitates the development of personal, cultural, and global awareness and understanding
Pursuing advanced academic preparation and credentials available through partnerships with colleges and universities	Partnerships with other colleges and universities, in a 2+2 format, assist students who have completed their associate degree to continue their educational efforts

Curriculum approvals are based on the appropriateness of courses or programs as they relate to the mission of the institution, the level of the student, the community needs, and current best practices in higher education. Consistent with its mission, the College has a [curriculum committee](#) based on [SFSC District Board of Trustee \(DBOT\) Policy 3.02 "Establishment of Instructional Programs"](#) and [SFSC Administrative Procedure 3020 "Curriculum Development"](#) by which faculty and instructional supervisors develop and communicate the implementation, revision, and deletion of programs/courses. This policy and procedure is consistently applied to all courses regardless of delivery method or face-to-face/virtual location. Following approval by the Curriculum Committee, proposals are submitted to the Learning and Student Success Committee (LASS) for approval before submission to the president and DBOT.

In an effort to further accomplish the College's mission, the SFSC Strategic Plan ([Destination 2024](#)) addresses student achievement. As shown in [Table 9.1-3 "Strategic Initiatives and Educational Programming,"](#) three of the plan's six institutional initiatives (goals) focus on educational programming.

**Table 9.1-3  
Strategic Initiatives and Educational Programming**

Strategic Initiatives	Programming Exemplars
#2 - Formulate Responsive Programs that Meet Community Needs- Establishment of New Programs	Online programming Alternative hours program scheduling Shift-friendly scheduling Flexible term lengths
#3 - Provide Students with an Engaging Learning Experience Within and Beyond the Classroom	Applied labs  Clinical Rotations Internships Undergraduate research Technology enhancements Service learning opportunities Career and technical student organizations (CTSOs) Student government associations
#4 - Create Innovative Joint Ventures and Partnerships that Drive Regional Economic Growth - 2 + 2 Articulation Agreements with Regional Universities	Apprenticeships Clinical sites Advisory board engagement  FUSE (USF)  IGNITE (FAMU)  Engineering Transfer (FPU)  Agriculture Transfer (WU)

### Appropriateness

South Florida State College educational programs are based on fields of study appropriate to higher education. This is demonstrated by the fact that all educational programs at SFSC comply with articulation policies as set forth by the Florida Department of Education (FDOE) in the [Florida Statewide Articulation Manual](#) which guarantees the award and seamless transfer of credit between State institutions. Additionally, all post-secondary occupational programs are based on the FDOE's [Curriculum Frameworks](#) that include program standards which are both academically integrated and responsive to business and industry. To further demonstrate that the College's educational programs are appropriate to higher education, the College has established articulation agreements with specific universities: [University of South Florida \(USF\) fuse program](#) (for 35 majors), [Florida Agricultural and Mechanical University \(FAMU\) Ignite program](#) (for 59 majors), [Florida Polytechnic University \(FPU\)](#) (for one major), and [Warner University \(WU\)](#) (for one major). Through these agreements, completion of specific coursework guarantees admission directly into a student's program of choice and strengthens higher education attainment for SFSC's students.



## Sources

-  2020-2021 Committee Handbook with Membership\_Curriculum Committee (Page 20)
-  2020-2021-College-Catalog\_Program Maps (Page 80)
-  AQC Mission, purpose
-  Coherence Map - CCC Landscape Horticulture Professional
-  Coherence Map - AA General
-  Coherence Map - AS Emergency Medical Services
-  Coherence Map - BAS-SM
-  Coherence Map - Bachelor of Science Degree in Elementary Education
-  Coherence Map - Bachelor of Science Degree in Nursing
-  Coherence Map - CC Basic Corrections Officer
-  Coherence Map - Dental Hygiene
-  Coherence Map - Practical Nursing
-  Coherence Map - Radiography
-  Curriculum Framework - Administrative Office Specialist
-  Curriculum Framework - Dental Assisting
-  Curriculum Framework - Industrial Management Technology
-  Curriculum Frameworks\_Webpage (Page 2)
-  Destination 2024 - SFSC Strategic Plan
-  FAMU-South Florida State College
-  Final Polytech-SFSC Agreement
-  Florida SBE Rule 6A-14.030 Postsecondary Unit Definitions and Awards in Florida College System Institutions
-  Florida Statute 1007.23 Statewide Articulation Agreement
-  Level I Program Review - February 2020 AS
-  Level I Program Review - March 2020 AA and BSEE
-  Program Guide - Dental Hygiene.AS#1640
-  Program Guide - Nursing BSN#7610
-  Program Guide - Radiography AS#1650
-  Program Map - AA General Degree
-  Program Map - AS Emergency Medical Services
-  Program Map - BAS-SM
-  Program Map - Bachelor of Science in Elementary Education
-  Program Map - CC Basic Correctional Officer
-  Program Map - CCC Landscape and Horticulture Professional
-  Program Map - Practical Nursing
-  SCNS 2020 Handbook
-  SFSC Administrative Procedure 3020 Curriculum Development
-  SFSC DBOT Policy 3.02 Establishment of Instructional Programs
-  Statewide Postsecondary Articulation Manual\_2+2 Highlighted
-  USF MOU 102320
-  Warner Articulation Agreement 2020 SIGNED

**9.2**

**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; 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. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) offers 19 degree programs based on at least 60 semester credit hours, or the equivalent, at the associate level; three degree programs based on at least 120 semester credit hours, or the equivalent, at the baccalaureate level; and no programs at the post-baccalaureate, graduate, or professional level. The College provides an explanation of equivalencies when using units other than semester credit hours and has no degree programs or combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

**Required Hours**

The length of each SFSC educational program is appropriate for the designated program type. Program length for all educational programs is determined by a faculty-driven curriculum development and review process and complies with State requirements and accrediting bodies. The College has a curriculum committee based on the [SFSC District Board of Trustees \(DBOT\) Policy 3.02 "Establishment of Instructional Programs"](#) and [SFSC Administrative Procedure 3020 "Curriculum Development"](#) through which faculty and instructional supervisors develop and communicate the implementation, revision, and deletion of programs/courses. This policy and procedure are consistently applied to all programs/courses regardless of delivery method or location. Following approval by the [Curriculum Committee](#), proposals are submitted to the [Learning and Student Success Committee \(LASS\)](#) for approval before submission to the president and DBOT. Evidence of the implementation of Procedure 3020 is shown in Table 9.2-1 "Program/Course Development."

**Table 9.2-1**  
**Program/Course Development**

Course/Program	Curriculum Proposal Abstract	Curriculum Committee	LASS	DBOT
BSC 1XXX (New Course)	X	X	X	X (Agenda) X (Minutes)
SLS 1XXX (New Course)	X	X	X	X (Agenda) X (Minutes)
ACG 2170 (Single Course Deletion)	N/A	X	X	X (Agenda) X (Minutes)
Nursing-Generic (ADN) (Program/Course Revision)	X	X	X	X (Agenda) X (Minutes)
Nursing Transition (LPN - RN) (Program/Course Revision)	X	X	X	X (Agenda) X (Minutes)

The College complies with [Florida's Statewide Articulation Manual](#) and [State Board of Education \(SBE\) Rule 6A-14.030 "Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions"](#) which establish the required length for baccalaureate and associate degree programs. The standard credit-hour length of AS programs is defined according to the Florida Department of Education's annual publication [Community College Programs with Standard Program Length \(2018-2019, 2019-2020\)](#).

The SFSC [Bachelor of Applied Science \(BAS\)](#) and [Bachelor of Science \(BS\)](#) degrees both require 120 credit hours. The SFSC [Associate in Arts \(AA\) degree](#), a two-year course of study designed for college transfer, requires completion of 60 credit hours. The SFSC [Associate in Science \(AS\) degree](#) is a two-year course of study requiring 60 – 88 credit hours. Some AS degree programs require more than 60 credit hours for completion due to state licensure or certification standards such as [Dental Hygiene \(88 hours\)](#), [Nursing- Generic RN \(72 hours\)](#), and [Radiography \(77 hours\)](#). In no cases is institutional credit awarded for non-collegiate level courses (i.e., developmental courses). Examples of degree programs and their respective lengths are presented in Table 9.2-2 "Academic Program Length."

**Table 9.2-2**  
**Academic Program Length**

Degree Program	Credit Requirement
Bachelor of Applied Science (BAS) Degree	120 Credit Hours
Bachelor of Science (BS) Degree	120 Credit Hours
Associate in Arts (AA) Degree	60 Credit Hours
Associate in Science (AS) Degree	60 - 88 Credit Hours

Program length is monitored by the College's [Curriculum Committee](#), comprised of faculty and instructional supervisors, which evaluates proposals for the implementation, revision, and deletion of programs/courses. Following approval by the Curriculum Committee, proposals are submitted to the [Learning and Student Success Committee \(LASS\)](#) for approval before submission to the president and DBOT.

#### Equivalent Hours




All SFSC degree programs meet the minimum number of required semester hours as shown in Table 9.2-1. Several programs provide the opportunity for students to earn equivalent credits based on completion of specific requirements as exemplified below.

- **AS Nursing:** Per the Florida [Statewide Articulation Manual Agreement](#), a student who is currently a Licensed Practical Nurse (LPN) will articulate ten college credits.
- **AS Criminal Justice Technology:** In accordance with [SFSC Administrative Procedure 3112 "Awarding Accelerated/Experiential Learning Credit\(s\)"](#), and as shown in the [SFSC Catalog](#), a student who has completed 15 college credits at SFSC and passed both the Basic Law Enforcement Academy and the State of Florida Criminal Justice Standard and Training Commission (CJSTC) State Officer Certification Exam (SOCE) is awarded 27 college credits. Alternatively, a student who has completed 15 college credits at SFSC and passed both the Corrections Academy and the State of Florida CJSTC SOCE is awarded 12 college credits.
- **AS Industrial Management Technology:** In accordance with [SFSC Administrative Procedure 3112 "Awarding Accelerated/Experiential Learning Credit\(s\)"](#), and as shown in the [SFSC Catalog](#), a student who has successfully completed one of the following career certificate programs; Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R); Automotive Collision Technology Technician; Automotive Service Technology; Electrical Lineworker; or Electronic Technology offered at SFSC is awarded 20 college credits.

#### Justification of Exceptions

South Florida State College has no combined degree programs. Additionally, the College has no degree programs that include fewer than required number of semester hours or its equivalent unit.

## Sources

-  2018-2019 Community College Standard Program Length Document
-  2019-2020 Community College Standard Program Length Document
-  2020-2021 College Catalog\_AA Degree Page (Page 77)
-  2020-2021 College Catalog\_AS Degree Page (Page 84)
-  2020-2021 College Catalog\_Bachelor of Applied Science Degree Hours (Page 141)
-  2020-2021 College Catalog\_Criminal Justice Technology\_AS (Page 88)
-  2020-2021 College Catalog\_Dental Hygiene (Page 89)
-  2020-2021 College Catalog\_Industrial Management Technology\_AS (Page 94)
-  2020-2021 College Catalog\_Nursing Generic (Page 96)
-  2020-2021 College Catalog\_Radiography (Page 102)
-  2020-2021 Committee Handbook with Membership\_Curriculum Committee (Page 20)
-  2020-2021 Committee Handbook with Membership\_LASS (Page 17)
-  2020-2021 SFSC College Catalog\_Bachelor of Science Degree Hours (Page 139)
-  FDOE Nursing RN Agreement
-  FLDOE Rule 6A-14.030 Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions
-  SFSC Administrative Procedure 3020 Curriculum Development
-  SFSC Administrative Procedure 3112 Awarding Accelerated\_Experiential Learning Credit(s)
-  SFSC DBOT Policy 3.02 Establishment of Instructional Programs
-  Statewide Postsecondary Articulation Manual\_2+2 Highlighted

### 9.3

#### General Education Requirements

The institution requires the successful completion of a general education component at the undergraduate level that:

- a. is based on a coherent rationale.
- b. is a substantial component of each undergraduate degree program. 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.
- c. ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

#### Judgment

Compliant  Non-Compliant  Not Applicable

#### Narrative

South Florida State College (SFSC) requires the successful completion of a general education component at the undergraduate level that is based on a coherent rationale, is a substantial component of each undergraduate degree program, and ensures breadth of knowledge. General education is an integral component of an undergraduate degree program through which students encounter the basic content and methodology of the principal areas of knowledge. The institution offers college-level general education coursework in communications, humanities, mathematics, natural sciences, and social sciences which are required as part of all degree programs.

#### Coherent Rationale

The identification of general education course requirements at SFSC is based on a systematic, coherent rationale that begins at the state level. [Section 1007.25, Florida Statutes "General Education Courses: Common Prerequisites, Other Degree Requirements"](#) requires general education core course options within each of five subject areas: communication, mathematics, social sciences, humanities, natural sciences. This legislation was subsequently operationalized through a [collaborative steering committee](#) composed of members from the State University System (SUS) and the Florida College System (FCS). In alignment with the [goals of the Florida Department of Education \(FDOE\)](#), all public post-secondary educational institutions must accept these courses as meeting the general education core course requirements according to the [Florida Statewide Course Numbering System \(SCNS\)](#).

[South Florida State College DBOT Policy 1.02 "Mission, Vision, and Institutional Core Values"](#) provides the rationale for general education and explicitly states that "the College assists the people of its service district (DeSoto, Hardee, and Highlands counties) regardless of economic, social, or educational background to achieve success in: ...obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society and gaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society." [South Florida State College \(SFSC\) District Board of Trustees \(DBOT\) Policy 3.17 "Student Performance Standards For the Award of the Associate Degree and Baccalaureate Degree"](#) authorizes the president to adopt rules establishing student performance standards for the award of degrees and certificates.

While the state provides required core courses in each of the general education competencies, program leadership and faculty decide which specific course(s) best support student achievement of individual program outcomes. These course selections are based on a variety of factors including: outcome data (e.g., [Table 8.2.a-1 "2018-2019 Educational Program Assessments \(EPA\) by Program"](#)), current best practices, program-specific accreditation requirements, a review of peer institutions and the literature. A key factor in the decision of which general education courses are required for each program is the skills and knowledge required in that specific profession. For example, students who select engineering transfer are advised to take higher level math courses (including MAC 2311 "Calculus" and MAP 2302 "Differential Equations"), while students in elementary education take math appropriate to K-5 education (including MGF 1106 "Liberal Arts Math I" and MGF 1107 "Liberal Arts Math II"). In contrast, all degree-seeking students, regardless of academic program, must take ENC 1101 "English Composition I" in order to meet the communications competency.

#### Substantial Component

South Florida State College employs multiple measures to ensure that general education represents a substantial component of the undergraduate degree program. The College strictly adheres to [Florida State Board of Education Rule 6A-10.024, Florida Administrative Code \(FAC\) "Articulation Between and Among Universities, Florida Colleges, and School Districts"](#) which mandates the minimum requirements for general education in communication, mathematics, social sciences, humanities, and natural sciences as thirty-six (36) semester hours for students working toward an associate in arts or baccalaureate degree and fifteen (15) semester hours in the associate of science degree.

An additional measure to ensure that general education represents a substantial component includes oversight by the SFSC Curriculum Committee. This committee is charged with regularly reviewing proposed changes to the curriculum to make certain all programs adhere to state-mandated general education requirements. Upon recommendation of the Curriculum Committee, proposed changes are forwarded to the [Learning and Student Success Committee \(LASS\)](#) for approval. This committee is charged with directing and coordinating activities related to curriculum and academic quality assurance efforts. The Vice President of Academic Affairs and Student Services (VPAA/SS) serves as the committee chair. If approved by LASS, the VPAA/SS will present the recommendation to the president and DBOT.

As a final measure to ensure completion of the substantial general education component required by the College, academic advisors use program maps, degree audit tools (Degree Works™), and the SFSC College Catalog to verify that all student course selections adhere to established requirements and are tracked to completion. This online degree auditing tool updates in real time and validates all courses required toward a student's respective major/program. The synergy of these multiple measures helps ensure that general education represents a substantial component of all undergraduate programs at the College, as shown in [Table 9.3-1 "General Education Credit Hours Requirements per Degree Type."](#)

**Table 9.3-1**

#### **General Education Credit Hour Requirements per Degree Type**

Degree	Total Credit Hours	Minimum General Education Credit Hours	Percent General Education
Bachelor of Science (BS, BAS)	120	36	30%
Associate of Arts (AA)	60	36	60%
Associate of Science (AS)	60	15	25%

### Breadth of Knowledge

The students' breadth of knowledge acquired through SFSC's general education component of each degree program is sufficient and appropriate for fulfilling the College's *mission*, which is to assist the people of its service district (DeSoto, Hardee, and Highlands counties) regardless of economic, social, or educational background to achieve success in:

- completing an associate degree in preparation for pursuing a baccalaureate or other professional degree or credential;
- completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances;
- completing college preparatory programs of study including those leading to the high school diploma;
- obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society;
- gaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society;
- pursuing advanced academic preparation and credentials available through partnerships with colleges and universities.

To ensure adequate breadth of knowledge in the general education component of the undergraduate level degree at the College, all baccalaureate and associate in arts degree-seeking students are required to take 36 credit hours of General Education requirements in three areas of knowledge as shown in Table 9.3-2 "Breadth of Knowledge of General Education Requirement (BS, BAS, and AA)." These three areas are subdivided into six components, five of which are mandated by the FDOE Rule. The College uses an additional component, "Introduction to Microcomputers." As shown in this table, each program has at least one general education course in each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

**Table 9.3-2**  
**Breadth of Knowledge of General Education Requirement (BS, BAS, and AA)**

Area	Components	# courses	# credit hours	Required Courses
1	Communication	3	9	ENC 1101 - Freshman English I <b>or</b> Honors Freshman English I* ENC 1102 - Freshman English II <b>or</b> Honors Freshman English II* SPC 2608 - Fundamentals of Speech Communication <b>or</b> Honors Fundamentals of Speech Communication
	Humanities	2	6	<b>One course from core and one additional for either the core or elective list</b>  <b>Core Humanity courses:</b> ARH 2000 - Art Appreciation HUM 2020 - Introduction to Humanities <b>or</b> Honors Introduction to Humanities LIT 2000 - Introduction to Literature MUL 2010 - Music Appreciation PHI 2010 - Introduction to Philosophy <b>or</b> Honors Introduction to Philosophy THE 2000 - Theatre Appreciation

				<p><b>Elective Humanity courses:</b>          AML 2010 - American Literature I <b>or</b> Honors American Literature I          AML 2020 - American Literature II <b>or</b> Honors American Literature II          ARH 2050 - Art History I          ARH 2051 - Art History II          ENL 2012 - British Literature I <b>or</b> Honors British Literature I          ENL 2022 - British Literature II <b>or</b> Honors British Literature II          HUM 2210 - Humanities Survey I <b>or</b> Honors Humanities Survey I          HUM 2230 - Humanities Survey II <b>or</b> Honors Humanities Survey II          IDH 2001-06 - Honors Seminar I-V          ILIT 2110 - World Literature I <b>or</b> Honors World Literature I          LIT 2120 - World Literature II <b>or</b> Honors World Literature II          REL 2300 - Comparative Religion</p>
2	Social and Behavioral Science	2	6	<p><b>One of the following:</b></p> <p>AMH 1020 - Introductory Survey Since 1877          POS 1041 - American Government <b>or</b> Honors American Government</p> <p><b>One additional course from either the core or elective list:</b></p> <p><b>Core Social and Behavioral Science courses:</b></p> <p>ECO 2013 - Macroeconomics <b>or</b> Honors Macroeconomics          PSY 2012 - Introduction to Psychology          SYG 2000 - General Sociology <b>or</b> Honors General Sociology</p> <p><b>Elective Social and Behavioral Science courses:</b></p> <p>AMH 1010 - Introductory Survey to 1877          AMH 2091 - Survey of African-American History          CPO 2001 - Comparative Politics <b>or</b> Honors Comparative Politics          DEP 1004 - Human Development          ECO 1000 - Survey of Economics          ECO 2023 - Microeconomics          EUH 1000 - Western Civilization I          INR 2002 - International Relations          WOH 2040 - World History in the 20th Century</p>
				<p><b>One course from the core and one additional course from either the core or elective list.</b></p> <p><b>Core Mathematics courses:</b></p> <p><b>(4 credit hrs. each):</b></p> <p>MAC 2311 - Calculus I w/Analytic Geometry <b>or</b> Honors Calculus I w/Analytic Geometry</p> <p><b>(3 credit hrs. each):</b></p> <p>MAC 1105 - College Algebra          MGF 1106 - Liberal Arts Mathematics I          MGF 1107 - Liberal Arts Mathematics II          STA 2023 - Elementary Statistics <b>or</b> Honors Elementary Statistics</p>
	Mathematics	2	6-8	



				<p><b>Elective Mathematics courses:</b></p> <p><b>(5 credit hrs. each):</b> MAC 1147 - Precalculus Algebra/Trigonometry</p> <p><b>(4 credit hrs. each):</b> MAC 2312 - Calculus II MAC 2313 - Calculus III</p> <p><b>(3 credit hrs. each):</b> MAC 1114 - Plane Trigonometry MAC 1140 - Precalculus Algebra MAC 2233 - Calculus for Business and Social Sciences MAP 2302 - Differential Equations</p>
3	Science	2	7-8	<p><b>One course from the core and one additional course from either the core or elective list (one course must be a laboratory science course)</b></p>
				<p><b>Core Science courses:</b></p> <p><b>Laboratory Sciences(5 credit hrs.)</b> PHY 2048C/L- General Physics w/Calculus I <b>or</b> Honors General Physics w/Calculus I</p> <p><b>Laboratory Sciences (4 credit hrs.)</b> BSC 1010C/L- General Biology I <b>or</b> Honors General Biology I BSC 1085C/L- Human Anatomy and Physiology I CHM 2045C/L- General Chemistry I PHY 2053C/L- General Physics I <b>or</b> Honors General Physics I</p> <p><b>Non-Laboratory Sciences (3 credit hrs.)</b> AST 1002 - Descriptive Astronomy BSC 1005 - Introducing Biology CHM 1020 - Introducing General Chemistry EVR 2001 - Introduction to Environmental Science</p> <p><b>Laboratory Sciences (1 credit hr.)</b> AST 1002L - Descriptive Astronomy Lab CHM 1020L - Introducing General Chemistry Lab</p>

			<p><b>Elective Science Courses:</b></p> <p><b>Laboratory Sciences (5 credit hrs.)</b></p> <p>CHM 2210C/L - Organic Chemistry I <b>or</b> Honors Organic Chemistry I          CHM 2211C/L - Organic Chemistry II <b>or</b> Honors Organic Chemistry II          PHY 2049C/L - General Physics w/Calculus II <b>or</b> Honors General Physics w/Calculus II</p> <p><b>Laboratory Sciences (4 credit hrs.)</b></p> <p>BOT 1010C/L - Botany          BSC 1009C/L - Introduction to Biology          BSC 1011C/L - General Biology II <b>or</b> Honors General Biology II          BSC 1086C/L - Human Anatomy and Physiology II          BSC 1420C/L - Introduction to Biotechnology          CHM 2046C/L - General Chemistry II          MCB 2010C/L - Microbiology          PHY 2054C/L - General Physics II <b>or</b> Honors General Physics II</p> <p><b>Non-Laboratory Sciences (3 credit hrs.)</b></p> <p>PCB 2033 - Introduction to Ecology: Environment          PSC 1121 - Physical Science</p>
Introduction to Microcomputers	1	3	CGS 1100C - Introduction to Microcomputers Using Window

General Education Area	
1	Humanities/Fine Arts
2	Social/Behavioral Sciences
3	Natural Science/Mathematics

In contrast to the B.S., B.A.S., and A.A. degrees, the general education requirements of the associate in science (A.S.) degree vary by program as noted in Table 9.3-3 "Breadth of Knowledge of General Education Requirements (A.S.)." Each program has at least one general education course in each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics, as shown in this table. Included in the general education credit hour calculations are the general education prerequisites, as indicated, for specific programs. A complete description for each program is available via the hyperlinks provided.

**Table 9.3-3  
Breadth of Knowledge of General Education Requirement (A.S.)**

A.S. Degree Program	# of Courses in each Area			# of Gen Ed Credit Hours
	1	2	3	
Accounting Technology	3	2	2	21
Biomedical Equipment Technician	3	1	2	19
Business Administration	3	3	3	27
Computer Engineering Technology	3	1	3	22
Computer Programming and Analysis	3	1	2	18
Criminal Justice Technology	4	1	5	31
Dental Hygiene	3	2	5	34
Emergency Medical Services	3	1	2	18
Engineering Technology	2	1	2	16
Fire Science Technology	3	1	2	18
Health Services Management	3	1	5	30
Industrial Management Technology	3	1	2	18
Landscape and Horticulture Technology	3	2	2	21
Network Systems Technology	2	1	2	15
Nursing Generic - RN	2	1	4	27
Nursing (Transition - LPN to RN)	2	1	4	24
Office Administration	3	1	2	18
Radiography	2	1	5	27

General Education Area	
1	Humanities/Fine Arts
2	Social/Behavioral Sciences
3	Natural Science/Mathematics

To assess the breadth of knowledge students have gained through the general education component of their program of study, and ensure the general education outcomes meet college-level standards, the College uses a series of collegewide rubrics that apply to each outcome. These are listed in Table 9.3-4 "Collegewide General Education Rubrics" and include a hyperlink to each SLO rubric, results and analysis of the data gathered, and related improvement activities. The general education subcommittee of the Academic Quality Committee (AQC) is responsible for ensuring the goals of the general education outcomes meet college-level standards as described in their [annual report](#). Criteria used by this committee is based on the [Florida Statewide Postsecondary Articulation Agreement](#) between state-supported universities and colleges. According to this agreement, faculty develop collegewide rubrics designed by instructors of General Education courses in consultation with the faculty-led AQC.

**Table 9.3-4  
Collegewide General Education Rubrics**

General Education Competency	SLO Rubric	Rubric Score	Results and Analysis	Improvement Activities
Students will demonstrate the ability to communicate (WRITING) (read, write, speak, and listen effectively)(SLO #1a)	X	X	X	X
Students will demonstrate the ability to communicate (SPEECH) (read, write, speak, and listen effectively)(SLO #1b)	X	X	X	X
Students will demonstrate the ability to reflect, analyze, synthesize, and apply knowledge (SLO #2)	X	X	X	X
Students will demonstrate knowledge and application of mathematical and scientific principles (SLO #3a)  a. Students will be able to identify relevant numerical information in mathematical or other concepts; apply mathematical and/or basic statistical reasoning to analyze data and graphs; represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically; propose and evaluate solutions; and apply mathematical concepts to the solution of real-life problems.	X	X	X	X
Students will demonstrate knowledge and application of mathematical and scientific principles (SLO #3b)  b. Students will be able to explain a scientific or biological idea by providing accurate facts; gather and critically evaluate data using the scientific method; analyze and apply scientific data, concepts, and models; evaluate and test a scientific hypothesis; and apply selected natural science concepts and theories to contemporary issues.	X	X	X	X
Students will demonstrate the ability to find, evaluate, organize, and use information (SLO #4)	X	X	X	X
Students will be prepared to participate actively as informed and responsible citizens in social, culture, global, and environmental matters (SLO #5)	X	X	X	X





The College's humanities/fine arts general education courses that are considered "pure" humanities are clearly designated in the [SFSC College Catalog](#). These courses do not focus on skills, techniques, and procedures specific to an occupation or profession, but instead are general in nature. Additionally, the sole humanities requirement cannot include courses in: 1) basic composition that do not contain a literature component, 2) oral communication only, and 3) introductory foreign language. As shown in Table 9.3-2, these courses can be broken into two categories (Core Humanities and Elective Humanities courses). The Humanities department, led by the Chair, validates that all SFSC humanities are in accord with the standard through textbook selection and a review of the [master course descriptions](#).















The [SFSC College Catalog](#) identifies which courses will fulfill the requirements for each of the five subject areas. To clearly show how the students can meet the general education requirements, each program-specific degree map identifies general education courses with the "G.E." designation. Table 9.3-2 "Breadth of Knowledge of General Education Requirement (BS, BAS, and AA)" mirrors the content in the college catalog by identifying the number of courses and credit required to meet the core general education components for the BS, BAS, and AA degrees. All associate of science (AS) degrees at SFSC include a basic core of general education as shown in the degree maps linked in Table 9.3-3 "Breadth of Knowledge of General Education Requirements (AS)."

The general education core requirements apply to all students regardless of modality (e.g., face-to-face, asynchronous online, synchronous online) or student type (e.g., traditional, dual enrollment). For all transfer students for whom the statewide postsecondary articulation agreement does not apply (out-of-state students, private/for-profit in-state students), all courses are evaluated to ensure that they meet the same academic standards for general education as required by SFSC and noted in [SACSCOC Standard 9.4](#) "Institutional Credits for an Undergraduate Degree." Currently, SFSC does not have competency-based, direct assessment programs.

To ensure that all students follow the pathway for selecting general education courses, faculty, advisors, the registrar, and students use Degree Works™ which lists all the classes, including the required general education courses, needed for every major. This online degree auditing tool updates in real time, allowing the institution, as well as students, to track and verify courses required toward their respective major.

## Sources

-  [2020-2021 College Catalog Five Subject Areas Highlighted \(Page 76\)](#)
-  [2020-2021 College Catalog Humanities Outlined \(Page 77\)](#)
-  [2020-2021 College Catalog Master Course Schedule Humanities Highlighted](#)
-  [2020-2021 Committee Handbook with Membership\\_LASS \(Page 17\)](#)
-  [2020-2021-College-Catalog-Accounting-Technology \(Page 85\)](#)
-  [2020-2021-College-Catalog-Biomedical-Equipment-Technician \(Page 85\)](#)
-  [2020-2021-College-Catalog-Business-Administration \(Page 86\)](#)
-  [2020-2021-College-Catalog-Computer-Engineering-Technology \(Page 87\)](#)
-  [2020-2021-College-Catalog-Computer-Programming-And-Analysis \(Page 87\)](#)
-  [2020-2021-College-Catalog-Criminal-Justice-Technology \(Page 88\)](#)
-  [2020-2021-College-Catalog-Dental-Hygiene \(Page 89\)](#)
-  [2020-2021-College-Catalog-Emergency-Medical-Services \(Page 92\)](#)
-  [2020-2021-College-Catalog-Engineering-Technology \(Page 92\)](#)
-  [2020-2021-College-Catalog-Fire-Science-Technology \(Page 93\)](#)
-  [2020-2021-College-Catalog-Health-Services-Management \(Page 94\)](#)
-  [2020-2021-College-Catalog-Industrial-Management-Technology \(Page 94\)](#)
-  [2020-2021-College-Catalog-Landscape-And-Horticulture-Technology \(Page 95\)](#)
-  [2020-2021-College-Catalog-Network-Systems-Technology \(Page 96\)](#)
-  [2020-2021-College-Catalog-Nursing-Generic-RN \(Page 96\)](#)
-  [2020-2021-College-Catalog-Nursing-Transition-LPN-To-RN \(Page 99\)](#)
-  [2020-2021-College-Catalog-Office-Administration \(Page 102\)](#)
-  [2020-2021-College-Catalog-Radiography \(Page 102\)](#)
-  [Florida DOE Rule 6A-10.024 Articulation Between and Among Universities, Florida Colleges, and School Districts](#)
-  [Florida Department of Education- Goals](#)
-  [Florida SCNS Website](#)
-  [Florida Statute 1007.25 General Education Courses Common Prerequisites Other Degree Requirements](#)
-  [Gen Ed Annual Report\\_Outcomes Highlight \(Page 5\)](#)
-  [Gen Ed Steering Faculty Committee Final Recommendations\\_Dec\\_2013 \(Page 2\)](#)
-  [Master Course Descriptions\\_Combined](#)
-  [Q2 Gen Ed SLO #1a ENC 1101 CRN 20018 Artifact\\_Andrews](#)
-  [Q2 Gen Ed SLO #1b Persuasive Speech \(Page 6\)](#)
-  [Q2 Gen Ed SLO #2 Artifact Little \(Page 7\)](#)
-  [Q2 Gen Ed SLO #3a STA 2023 Artifact Shumard \(Page 10\)](#)

-  Q2 Gen Ed SLO #3b BSC 1085 Exam 2 Artifact Sanches (Page 10)
-  Q2 Gen Ed SLO #4 SYG 2000 2020 Fall student uses information effectively to accomplish goal assigned Artifact Manning (Page 8)
-  Q2 Gen Ed SLO #5 AMH 1020 Landmark Supreme Court Case #1(17-20) directions (Page 2)
-  SFSC DBOT Policy 1.02 Mission, Vision, and Institutional Core Values
-  SFSC District Board of Trustees Policy 3.17 Student Performance Standards for the Award of the Associate Degree and Baccalaureate Degree
-  SLO 1 - Speech\_Redacted
-  SLO 1 - Writing\_Redacted
-  SLO 2 - Redacted
-  SLO 3a - Redacted
-  SLO 3b - Redacted
-  SLO 4 - Redacted
-  SLO 5 - Redacted
-  Statewide Course Numbering System 2020 Handbook - Transfer Highlight (Page 12)
-  Statewide Postsecondary Articulation Manual - 2+2 Highlighted

## 9.4

### Institutional Credits for an Undergraduate Degree

At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree.

#### Judgment

Compliant  Non-Compliant  Not Applicable

#### Narrative

At South Florida State College (SFSC) at least 25% of the credit hours required for an undergraduate degree are earned through instruction offered by the College. This is based on SFSC District Board of Trustees (DBOT) Policy 3.11 "Evaluation of Transfer and Accelerated Learning Credit" as implemented through SFSC Administrative Procedures: 3110 "Evaluating Regionally Accredited Institutional Credit", 3111 "Evaluating Non-Regionally Accredited Institutional Credit", 3112 "Awarding Accelerated/Experiential Learning Credit(s)", and 3113 "Awarding Credit for Non-Credit Courses." These policies and procedures are available to faculty, advisors, and students on the SFSC website (Policies, Procedures) and on SFSC Panther Central.

Upon acceptance to the College, the student's transcript is evaluated against the prescribed degree requirements (Sample Redacted Transcript and Program Check Sheet). In calculating the 25% threshold, the College ensures that credits earned through coursework transferred from other institutions, prior learning assessments (PLA), Advanced Placement (AP), and College Level Examination Program (CLEP) are not included. Subsequently, the College's advisors monitor the amount of credit earned using degree audit tools (DegreeWorks™) and program maps to ensure that the 25% threshold is met. Finally, as part of graduation application process, the registrar reviews each candidate's transcript using the College's enterprise resource planning (ERP) and student information system (SIS) (Ellucian® Banner) system.

SFSC identifies on its transcripts the name of each institution or source from which a course was taken or credit was earned. The Registrar's Office prints in chronological order every institution and source wherein credit was earned and awarded (Redacted Transcript and Program Check Sheet). The College does not have competency-based programs or collaborative arrangements with other institutions.

Additionally, this 25% threshold also applies when accepting reverse transfer students from the State University System (SUS) of Florida. Per Section 1007.23, Florida Statutes "Statewide Articulation Agreement" reverse transfer only occurs if the student earned more than 30 credit hours toward the Associate in Arts degree (AA) from SFSC. As this constitutes 50% of the typical AA, the College is assured of remaining in compliance with this standard.

#### Sources

-  [All SFSC Policies and Procedures\\_Listed on Panther Central](#)
-  [Banner\\_homepage](#)
-  [Completer 1\\_Degreeworks Completer Sample\\_Redacted](#)
-  [Completer 1\\_Redacted](#)
-  [Completer 2\\_Degreeworks Transfer Sample\\_Redacted](#)
-  [Completer 2\\_Redacted](#)
-  [Degreeworks\\_homepage](#)
-  [Florida Statute 1007.23 Statewide Articulation Agreement \(Page 3\)](#)
-  [SFSC Administrative Procedure 3110 Evaluating Regionally Accredited Institutional Credit](#)
-  [SFSC Administrative Procedure 3111 Evaluating Non-Regionally Accredited Institutional Credit \(Page 2\)](#)
-  [SFSC Administrative Procedure 3112 Awarding Accelerated Experiential Learning Credits](#)
-  [SFSC Administrative Procedure 3113 Awarding Credit for Non-Credit Courses](#)
-  [SFSC DBOT Policy 3.11 Evaluation of Transfer and Accelerated Learning Credit](#)
-  [SFSC Policies Webpage \(Page 3\)](#)
-  [SFSC Procedures Webpage \(Page 4\)](#)
-  [SFSC Webpage - Highlighted Policies and Procedures Links \(Page 3\)](#)

**9.5**

**Institutional Credits for a Graduate/Professional Degree**

At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College does not offer any graduate or post-baccalaureate professional degrees.

**9.6**

**Post-Baccalaureate Rigor and Curriculum**

Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

SFSC does not offer post-baccalaureate professional degree or graduate degree programs.



9.7

**Program Requirements**

The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) has clearly defined program requirements for each program that conform to commonly accepted standards and practices for degree programs.

**Program Requirements**

Program requirements for all degrees and certificates offered by the College are published as hyperlinked in Table 9.7-1 "Program Requirements." These requirements are clearly, completely, and consistently published digitally and in print format in a variety of different publications, as noted. Additional publications are available for select programs to promote community awareness, enhance marketing based on the job market, and for general recruiting purposes. Student majors are defined in terms of a specific program. Programmatic requirements beyond the prescribed curriculum (e.g., performance on external examinations, background checks, health requirements, and adherence to technical standards) are published in conjunction with the prescribed curriculum. These additional requirements are typically determined based on program-level accreditation standards and local affiliation agreements.

**Table 9.7-1  
Program Requirements**

Credential	Program	Where Published		
		Catalog	Webpage	Brochure
<b>Baccalaureate Degrees</b>	Elementary Education (BSEE)	X	X	X
	Nursing (BSN)	X	X	X
	Supervision and Management (BAS-SM)	X	X	X
<b>Associate in Arts Degree (AA)</b>	Liberal Arts and Sciences	X		
<b>Associate in Science Degrees (AS)</b>	Accounting Technology	X	X	X
	Biomedical Equipment Technician	X	X	
	Business Administration	X	X	X
	Computer Engineering Technology	X	X	
	Computer Programming and Analysis	X	X	
	Criminal Justice Technology	X	X	X
	Dental Hygiene	X	X	
	Emergency Medical Services	X	X	
	Engineering Technology	X	X	
	Fire Science Technology	X	X	
	Health Services Management	X	X	
	Industrial Management Technology	X	X	
	Landscape and Horticulture Technology	X	X	
	Network Systems Technology	X	X	X
	Nursing (Generic - RN)	X	X	

	Nursing (Transition - LPN to RN)	X	X	
	Office Administration	X	X	
	Radiography	X	X	
<b>College Credit Certificates (CCC)</b>	Accounting Applications	X	X	
	Automation	X	X	
	Business Management	X	X	
	CNC Machinist/Fabricator	X	X	
	Computer Programming	X	X	
	Emergency Medical Technician	X	X	
	Engineering Technology Support Specialist	X	X	
	Graphic Design Support	X	X	
	Health Care Services	X	X	
	Landscape and Horticultural Professional	X	X	
	Landscape and Horticultural Technician	X	X	
	Lean Manufacturing	X	X	
	Mechatronics	X	X	
	Medical Office Management	X	X	X
	Network Security	X	X	X
	Office Management	X	X	X
	Paramedic	X	X	
Pneumatics, Hydraulics, and Motors for Manufacturers	X	X		
<b>Career Certificates (CC)</b>	Administrative Office Specialist	X	X	
	Advanced Manufacturing and Production Technology	X		
	Auxiliary Law Enforcement Officer	X	X	
	Applied Cybersecurity	X		
	Automotive Collision Technology	X	X	X
	Automotive Services Technology	X	X	X
	Business Management and Analysis	X		
	Computer Systems and Information Technology	X		
	Correctional Officer	X	X	
	Correctional to Law Enforcement (Crossover)	X	X	
	Cosmetology	X	X	X
	Dental Assistant	X	X	
	Electrical Lineworker	X	X	
	Electronics Technology	X		
	Firefighter I/II	X	X	
	Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R)	X	X	X
	Home Health Aide	X	X	
	Law Enforcement Officer (Basic)	X	X	
	Law Enforcement to Correctional (Crossover)	X	X	
	Medical Administrative Specialist	X	X	
	Medical Assisting	X	X	
	Network Support Services	X		
	Nursing (Practical)	X	X	
Phlebotomy	X	X		

Professional Culinary Arts and Hospitality	X	X	
Public Safety Telecommunication	X	X	

Prior to making an enrollment decision, prospective students have a variety of ways to gain an understanding of specific program requirements. As shown in Table 9.7-1 program requirements are available in the College Catalog on the SFSC website. The career services office and the career guidance and job placement staff assist students in selecting a program based on career interests and educational goals. The College recruiter, academic advisors, and faculty, provide prospective students with answers to questions regarding successful completion of their program of interest. In addition, all new students are required to attend orientation, [Guide to Personal Success \(GPS\)](#), and meet with advisors to ensure that they understand all the program requirements for successful completion prior to enrolling.

**Conformity to Commonly Accepted Standards and Practices**

All program curriculum and degree requirements at SFSC adhere to commonly accepted higher education standards and practices that are consistently followed at the institution as illustrated in Table 9.7-1 "Program Requirements." All programs identify an appropriate number of semester hours (either college credit or clock hour), provide coherent courses of study appropriate to each level of higher education, identify all program requirements, and list any prerequisite courses (as applicable). All program-specific requirements are clearly articulated, including any required general education courses, which are identified by the designation "(G.E.)." All programs require students to complete the minimum number of hours and courses, earn a cumulative grade point average (GPA) of 2.0, or above, in the program, and complete a minimum of 25% of the required credit hours at SFSC (SFSC Administrative Procedure 3110 Evaluating Regionally Accredited Institutional Credit, SFSC Administrative Procedure 3111 Evaluating Non-Regionally Accredited Institutional Credit, SFSC Administrative Procedure 3112 Awarding Accelerated Experiential Learning Credits, and SFSC Administrative Procedure 3113 Awarding Credit for Non-Credit Courses).

The College's Academic Quality Committee (AQC), Curriculum Committee, academic deans, department chairs, and faculty are actively involved and regularly review programs to ensure the program conforms to commonly accepted standards and practices. For all instructional areas, conformance to commonly accepted standards and practices is ensured through strict adherence to the uniform [Statewide Course Numbering System \(SCNS\)](#) and the [Statewide Postsecondary Articulation Agreement](#) between the Florida State University System (SUS) institutions and FCS institutions. This has been further validated through individual articulation agreements with local universities ([University of South Florida](#), [Florida Polytechnic University](#), [Florida Agriculture and Mechanical University](#), and [Warner University](#)). Common prerequisites and corequisites are identified in the College Catalog and provide linkages between and among program components. Similarly, conformance in all occupational programs is validated with strict adherence to the [Florida Department of Education statewide curriculum frameworks](#) for each career/technical program.

To further ensure conformance to commonly accepted standards and practices, program development and revisions must be approved by the faculty-led [Curriculum Committee](#) per [SFSC Administrative Procedure 3020 "Curriculum Development."](#) Following approval by the Curriculum Committee, proposals are submitted to the [Learning and Student Success Committee \(LASS\)](#) for approval before submission to the president and DBOT. This approval process is conducted holistically by including program faculty, instructional supervisors, subject matter experts, administrators, and other key College stakeholders.

When program requirements change, notification is placed on the specific program page of the SFSC College Catalog, and students are directed to a bookmarked addendum which outlines the new requirements as shown in Figure 9.7-1 "Program Requirement Change."

**ACCOUNTING TECHNOLOGY**  
**ASSOCIATE IN SCIENCE**  
 Program Code: 1580

Description of Program: This program prepares you for employment as an accounting payable and receivable clerk and an accounts receivable clerk.

**PROGRAM REVISED**  
 Effective Fall 2020  
 (See Addendum Bookmark - "Programs")  
 \*\*Contact a counselor/advisor.\*\*




































and interpret financial information for strategic and operational planning and controlling; and related business issues.















































**Length: 60 credit hours**

Prefix Number	Course Title	Credit Hrs.
<b>Fall Term</b>		
CGS 1100C	Introduction to Microcomputers: using Windows	(G.E.) 3
*A ENC 1101	Freshman English I	(G.E.) 3

**Figure 9.7-1**  
**Program Requirement Change**

## Sources

-  2020-2021 College Catalog\_AA (Page 77)
-  2020-2021 College Catalog\_Accounting Applications CCC (Page 109)
-  2020-2021 College Catalog\_Accounting Technology AS (Page 85)
-  2020-2021 College Catalog\_Administrative Office Specialist CC (Page 117)
-  2020-2021 College Catalog\_Advanced Manufacturing and Production Technology CC (Page 117)
-  2020-2021 College Catalog\_Applied Cybersecurity CC (Page 118)
-  2020-2021 College Catalog\_Automation CCC (Page 109)
-  2020-2021 College Catalog\_Automotive Collision Technology CC (Page 118)
-  2020-2021 College Catalog\_Automotive Services Technology CC (Page 119)
-  2020-2021 College Catalog\_Auxiliary Law Enforcement Officer CC (Page 119)
-  2020-2021 College Catalog\_BAS-SM (Page 141)
-  2020-2021 College Catalog\_BSEE (Page 139)
-  2020-2021 College Catalog\_BSN (Page 140)
-  2020-2021 College Catalog\_Biomedical Equipment Technician AS (Page 85)
-  2020-2021 College Catalog\_Business Administration AS (Page 86)
-  2020-2021 College Catalog\_Business Management CCC (Page 109)
-  2020-2021 College Catalog\_Business Management and Analytics CC (Page 119)
-  2020-2021 College Catalog\_CNC Machinist\_Fabricator CCC (Page 110)
-  2020-2021 College Catalog\_Computer Engineering Technology AS (Page 87)
-  2020-2021 College Catalog\_Computer Programming CCC (Page 110)
-  2020-2021 College Catalog\_Computer Programming and Analysis AS (Page 87)
-  2020-2021 College Catalog\_Computer Systems and Information Technology CC (Page 120)
-  2020-2021 College Catalog\_Correctional Officer (Page 120)
-  2020-2021 College Catalog\_Correctional to Law Enforcement Crossover CC (Page 121)
-  2020-2021 College Catalog\_Cosmetology CC (Page 121)
-  2020-2021 College Catalog\_Criminal Justice Technology AS (Page 88)
-  2020-2021 College Catalog\_Dental Assisting CC (Page 122)
-  2020-2021 College Catalog\_Dental Hygiene AS (Page 89)
-  2020-2021 College Catalog\_Electrical Lineworker CC (Page 124)
-  2020-2021 College Catalog\_Electronic Technology CC (Page 125)
-  2020-2021 College Catalog\_Emergency Medical Services AS (Page 92)
-  2020-2021 College Catalog\_Emergency Medical Technician CCC (Page 111)
-  2020-2021 College Catalog\_Engineering Technology AS (Page 92)
-  2020-2021 College Catalog\_Engineering Technology Support Specialist CCC (Page 112)
-  2020-2021 College Catalog\_Fire Science Technology AS (Page 93)

-  2020-2021 College Catalog\_FireFighter I\_II CC (Page 125)
-  2020-2021 College Catalog\_GE (Page 88)
-  2020-2021 College Catalog\_Graphic Design Support CCC (Page 112)
-  2020-2021 College Catalog\_HVAC\_R CC (Page 126)
-  2020-2021 College Catalog\_Health Care Services CCC (Page 112)
-  2020-2021 College Catalog\_Health Services Management AS (Page 94)
-  2020-2021 College Catalog\_Home Health Aide CC (Page 126)
-  2020-2021 College Catalog\_Industrial Management Technology AS (Page 94)
-  2020-2021 College Catalog\_Landscape and Horticultural Professional CCC (Page 113)
-  2020-2021 College Catalog\_Landscape and Horticultural Technician CCC (Page 113)
-  2020-2021 College Catalog\_Landscape and Horticulture Technology AS (Page 95)
-  2020-2021 College Catalog\_Law Enforcement Correctional Crossover CC (Page 127)
-  2020-2021 College Catalog\_Law Enforcement Officer Basic CC (Page 126)
-  2020-2021 College Catalog\_Lean Manufacturing CCC (Page 113)
-  2020-2021 College Catalog\_Mechatronics CCC (Page 114)
-  2020-2021 College Catalog\_Medical Administrative Specialist CC (Page 128)
-  2020-2021 College Catalog\_Medical Assisting CC (Page 128)
-  2020-2021 College Catalog\_Medical Office Management CCC (Page 114)
-  2020-2021 College Catalog\_Network Security CCC (Page 114)
-  2020-2021 College Catalog\_Network Support Services CC (Page 129)
-  2020-2021 College Catalog\_Network Systems Technology AS (Page 96)
-  2020-2021 College Catalog\_Nursing Generic RN ADN (Page 96)
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-  2020-2021 College Catalog\_Nursing Transition LPN to RN AS (Page 99)
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-  2020-2021 College Catalog\_Office Management CCC (Page 115)
-  2020-2021 College Catalog\_Paramedic CCC (Page 115)
-  2020-2021 College Catalog\_Phlebotomy CC (Page 132)
-  2020-2021 College Catalog\_Pneumatics, Hydraulics, and Motors for Manufacturing CCC (Page 116)
-  2020-2021 College Catalog\_Professional Culinary Arts and Hospitality CC (Page 132)
-  2020-2021 College Catalog\_Public Safety Telecommunication CC (Page 133)
-  2020-2021 College Catalog\_Radography AS (Page 102)
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-  Air Conditioning Rack Card
-  Automotive Collision Technology Technician
-  Automotive Services Technology 2018
-  BAS-SM Rack Card 2019
-  BSEE Brochure 2019
-  BSN Brochure 2019
-  Business Administration
-  Cosmetology Rack Card 2019
-  Criminal Justice Academy 2019
-  Curriculum Frameworks\_Webpage
-  Electric Line Worker Rack Card 2019

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-  Final Polytech-SFSC Agreement
-  GPS\_Orientation
-  Health Sciences Brochure 2019
-  Medical Office Management rack card 2017
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-  Network Systems Technology AS 2017
-  Office Management 2017
-  SCNS 2020 Handbook
-  SFSC Administrative Procedure 3020 Curriculum Development (Page 2)
-  SFSC Administrative Procedure 3110 Evaluating Regionally Accredited Institutional Credit
-  SFSC Administrative Procedure 3111 Evaluating Non-Regionally Accredited Institutional Credit (Page 2)
-  SFSC Administrative Procedure 3112 Awarding Accelerated Experiential Learning Credits
-  SFSC Administrative Procedure 3113 Awarding Credit for Non-Credit Courses
-  Statewide Postsecondary Articulation Manual\_2+2 Highlighted (Page 5)
-  USF MOU 102320
-  Warner Articulation Agreement 2020 SIGNED
-  Webpage Accounting Applications – CCC
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-  Webpage Administrative Office Specialist – CC
-  Webpage Air Conditioning, Heating & Refrigeration Technology – CC
-  Webpage Auto Collision Technology Technician – CC
-  Webpage Auto Service Technology – CC
-  Webpage Automation - CCC
-  Webpage Bachelor of Applied Science in Supervision and Management - (BAS-SM)
-  Webpage Biomedical Engineering Technology – AS
-  Webpage Business Administration – AS
-  Webpage Business Management – CCC
-  Webpage CNC Machinist\_Fabricator - CCC
-  Webpage Computer Engineering Technology – AS
-  Webpage Computer Programming and Analysis – AS
-  Webpage Computer Programming – CC
-  Webpage Correctional Officer – CC
-  Webpage Correctional to Law Enforcement
-  Webpage Cosmetology – CC
-  Webpage Criminal Justice Technology – AS
-  Webpage Dental Assistant – CC
-  Webpage Dental Hygiene – AS
-  Webpage Electrical Lineworker – CC
-  Webpage Elementary Education – BS
-  Webpage Emergency Medical Services – AS
-  Webpage Emergency Medical Technician (Basic) - CCC
-  Webpage Engineering Technology Support Specialist - CCC
-  Webpage Engineering Technology – AS
-  Webpage Fire Science Technology – AS
-  Webpage Graphic Design Support – CCC

-  Webpage Health Services Management - AS
-  Webpage Healthcare Services – CCC
-  Webpage Home Health Aide - CC
-  Webpage Industrial Management Technology – AS
-  Webpage Landscape Horticulture Professional – CCC
-  Webpage Landscape Horticulture Technician – CCC
-  Webpage Landscape Horticulture Technology – AS
-  Webpage Law Enforcement Auxiliary Officer – CC
-  Webpage Law Enforcement to Correctional – CC
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-  Webpage Minimum Standards Application Process - CC
-  Webpage Network Security – CCC
-  Webpage Network Systems Technology – AS
-  Webpage Nursing (Generic RN) – AS
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-  Webpage Office Administration – AS
-  Webpage Office Management – CCC
-  Webpage Paramedic – CCC
-  Webpage Phlebotomy – CC
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-  Webpage Practical Nursing (PN) – CC
-  Webpage Professional Culinary Arts and Hospitality – CC
-  Webpage Public Safety Communication – CC
-  Webpage Radiography – AS

**10.1**

**Academic Policies**

The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

**Principles of Good Educational Practice**

In an effort to enhance the achievement of student outcomes and success, the College's academic policies are informed by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Florida Statutes, Florida Administrative Code, Florida Department of Education, programmatic accrediting bodies, and professional organizations (e.g., American Association of Community Colleges [AACC], Council for Higher Education Accreditation [CHEA], Higher Education Research and Development Institute [HERDI]).

Driven by the comprehensive nature of the [College's mission](#), its academic practices can be categorized as academic transfer, occupational, and developmental. The breadth of each of these areas, as driven by student demand and local community need, dictates the appropriateness of academic policies and practices to ensure quality, continuity, and adherence to regulatory requirements. [Section 1001.64, Florida Statutes \(FS\) "Florida College System Institution Boards of Trustees; Powers and Duties"](#) authorizes the SFSC District Board of Trustees (DBOT) to adopt rules, procedures, and policies consistent with law and rules of the State Board of Education (SBE), related to its mission. [Section 1001.65, Florida Statutes \(FS\) "Florida College System Institution Presidents; Powers and Duties"](#) authorizes the president to recommend the adoption of rules to the DBOT. [South Florida State College DBOT Policy 1.01 "Introduction"](#) states that the policies contained in the SFSC Policy Manual are those legally adopted by the College's DBOT for the operation and administration of the College. Based on these authorities, the College has developed policies to foster the teaching and learning environment, which is at the core of the College's mission. These policies are implemented through a number of SFSC Administrative Procedures which accurately represent the College's programs and services. The policies that are academic in nature, and their corresponding procedures, are outlined in Table 10.1-1 "Academic Policies and Procedures" and are subdivided into the four categories of curriculum and instruction, academic standards, student enrollment, and student rights and responsibilities as well as implementation and enforcement examples.

**Table 10.1-1  
Academic Policies and Procedures**

Policy	Procedure	Implementation Examples
<b>Curriculum and Instruction</b>		
3.01 "Academic Freedom and Freedom of Expression"	3010 "Cultural Programming Guidelines on Freedom of Expression"	X  X
	3011 "Academic Freedom"	Refer to SACSCOC Standard 6.4 able 6.4-1 SFSC Administrative Procedure 3011 "Academic Freedom Modification"



<p>3.02 "Establishment of Instructional Programs"</p>	<p>3020 "Curriculum Development"</p>	<p>X (Program Proposal)</p> <p>X (Curriculum Committee)</p> <p>X (Learning and Student Success Committee)</p> <p>X (SFSC DBOT Meeting Agenda)</p> <p>X (SFSC DBOT Meeting Minutes)</p>
<p>3.03 "Evaluation of Instructional Programs"</p>	<p>3030 "Academic Program Review Procedures"</p>	<p>X (Level I Program Review, AA and BSEE)</p> <p>X (Level I Program Review, Selected AS)</p> <p>X (Level II Program Review)</p>
<p>3.04 "Length of Courses"</p>	<p>3040 "Credit Hour Assignment"</p>	<p>X (Bachelor of Applied Science Syllabus)</p> <p>X (English 1102 Syllabus - Hardee Campus Instructor)</p> <p>X (Intro. to Chemistry Syllabus - Online)</p> <p>X (Radiography Syllabus - Main (Avon Park) Campus)</p>
<p><b>Academic Standards</b></p>		

3.09 "Course Policy Statement (Syllabus)"	N/A	<p style="text-align: center;">X (Applied Sciences and Technologies Faculty Use a Common Addendum)</p> <p style="text-align: center;">X (Health Sciences)</p> <p style="text-align: center;">X (Arts and Sciences Faculty Use a Common Addendum)</p>
3.10 "Academic Progress"	3100 "Instructor Withdrawal of Students from Classes"	X
	3101 "Academic Standards of Progress"	X (Probation One)
		X (Probation Two)
	3102 "Standards of Progress for Students on Financial Aid"	X
		X
3103 "Academic Appeals"	X	
	3110 "Evaluating Regionally Accredited Institutional Credit"	X
	3111 "Evaluating Non-Regionally Accredited Institutional Credit"	X

3.11 "Evaluation of Transfer and Accelerated Learning Credit"	3112 "Awarding Accelerated/Experiential Learning Credit(s)"	<p style="text-align: center;">X (Advanced Placement [AP])</p> <p style="text-align: center;">X (Accelerated Learning)</p> <p style="text-align: center;">X (College-Level Examination Program [CLEP])</p> <p style="text-align: center;">X (Experiential)</p> <p style="text-align: center;">X (Experiential)</p>
	3113 "Awarding Credit for Non-Credit Courses"	X
<b>Student Enrollment</b>		
3.13 "Dual Enrollment"	N/A	X
3.14 "Employee and Student Exchange Programs"	N/A	N/A (No international employee or student exchange programs have occurred since the last reaffirmation)
3.15 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses/Programs"	3150 "Admission to Baccalaureate, Associate, Certificate, Diploma, Adult Education, and Other Programs"	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>
	3151 "Admission to Dual Enrollment Programs and Collegiate High School"	X
3.16 "Admissions of Students"	3160 "Student Admission Process"	X
	3161 "Admission of International Students"	X

3.17 "Student Performance Standards for the Award of the Associate Degree and Baccalaureate Degree"	N/A	X
3.18 "Placement Exam Requirements"	N/A	X
<b>Student Rights and Responsibilities</b>		
3.33 "Control and Discipline of Students"	3330 "Student Process for Recommending Institutional Changes"	N/A (Students have not used this procedure since the last reaffirmation)
	3331 "Student Discipline"	X
		X
		X
	3332 "Admission/Readmission of a Registered Sex Offender"	X
3.34 "Solicitations by Students"	3340 "Solicitation on College-Owned or Operated Facilities by Students"	X
3.35 "Students Borrowing Equipment"	N/A	N/A (Students have not requested to borrow equipment, other than that which was expressly purchased for the purpose (e.g., laptops for checkout during COVID-19) since the last reaffirmation)
3.36 "Prohibition of Hazing"	3360 "Prohibition of Hazing"	N/A (There have been no acts of hazing reported since the last reaffirmation)
3.37 "Religious Observances - Students"	3370 "Religious Observances - Students"	X

**Publication and Dissemination**

All academic policies and procedures are available to stakeholders on the [College website \(policies page, procedures page\)](#) as well as [SFSC Panther Central](#) (the College intranet). Additionally, select policies and procedures, which apply specifically to faculty, have been integrated into the [SFSC Faculty Handbook](#). Similarly, those that apply specifically to students are referenced in the [SFSC Student Handbook](#) (e.g., [Control and Discipline of Students](#)) as well as the [SFSC College Catalog](#) (e.g., [Admissions Policy](#)). Adoption or changes of these policies and procedures are disseminated in a variety of ways: [new student orientation \(GPS\)](#), [leader team \(President's Council\)](#), [division meetings](#), and the [Academic Leadership Forum \(ALF\)](#) which is a quarterly meeting of all program chairs and directors.

## Implementation

Academic policies and procedures are developed through a systematic process which may be initiated by faculty, administration, and potentially staff or students in accordance with [SFSC Administrative Procedures 2040 "Development and Adoption of Policies"](#) and [2041 "Development and Adoption of an Administrative Procedure."](#) Faculty have a substantial role in this process which begins when an initial draft, based on an actual/perceived need or programmatic/state/regional compliance requirement, is presented to the [SFSC Leader Team](#) (President's Council) that includes the [SFSC Faculty Council Chair](#). The SFSC Leader Team will [endorse](#), reject, modify, or [table](#) the proposal based on their analysis and review. For academic procedures, the [SFSC Faculty Council](#) has a primary role in reviewing and providing input, as facilitated through the faculty council chair. The final step in the process involves one of two paths. For policy changes, the proposal is submitted to the SFSC DBOT for final approval which requires two separate readings to allow time for public comment, followed by a vote of the full board. However, the SFSC DBOT regularly reviews all policies and if no substantive revisions of a specific policy are recommended which would change the intent of that policy a [vote of reaffirmation](#) can occur without the requirement of two separate readings. For [procedural changes](#), the SFSC Leader Team is the final decision-making body. The revision process mirrors the approval process with the additional requirement that policies and procedures are reviewed and, if required, revised at least every five years. In all cases, the date the policy or procedure was developed, reviewed, or revised is listed in the [footer](#) of the revised document. Once the creation or revision of a policy or procedure has been approved, it becomes effective on that date.















































## Accurate Representation

The College's policies and procedures accurately represent and apply to all educational programs and services, regardless of location, delivery method, or type of student (e.g., transfer, part-time, full-time), with the exception of [SFSC DBOT Policy 3.13 "Dual Enrollment."](#) This policy requires that students must be enrolled in a public or private senior high school in Highlands, Hardee, or DeSoto counties (SFSC's service area) or be home-schooled in one of these counties and meet the requirements for admission to the College, the course, and the Dual Enrollment program.

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-  [2020-2021 College Catalog\\_Placement Exam Requirements \(Page 32\)](#)
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-  [ALF and Adjuncts 5221](#)
-  [AP Student\\_Transcript 3112](#)
-  [AS Nursing\\_Generic\\_Redacted](#)
-  [AS&T Syllabus Part 2\\_SFSC Student Policies Sheet](#)
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-  [Academic Probation 2\\_Redacted](#)
-  [Academic Suspension\\_Redacted](#)
-  [Accelerated Experiential Learn Credit Student Transcript\\_3112](#)
-  [All SFSC Policies and Procedures - Listed on Panther Central](#)
-  [Applied Sciences and Technologies Syllabus](#)
-  [Arts and Sciences Addendum](#)
-  [BAS-SM Syllabus](#)
-  [BS Elementary Education\\_Redacted](#)
-  [CC Auto Collision Technology\\_Redacted](#)
-  [CCC Mechatronics\\_Redacted](#)
-  [CLEP Student Transcript\\_3112](#)
-  [Chapter 1001 Section 64 - Florida Statutes - Florida College System Institution Boards of Trustees; Powers and Duties](#)

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-  Level I Program Review - February 2020 AS
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-  [SFSC Administrative Procedure 3370 Religious Observances - Students](#)
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-  [SFSC DBOT Meeting\\_March 2020 Minutes to Accompany BSC New Course Proposal \(Page 8\)](#)
-  [SFSC DBOT\\_November 2019 Minutes \(Page 11\)](#)
-  [SFSC DBOT\\_OCTOBER 2018 Agenda](#)
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-  [SFSC District Board of Trustees Policy 1.02 Mission, Vision, and Institutional Core Values](#)
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-  [SFSC District Board of Trustees Policy 3.02 Establishment of Instructional Programs](#)
-  [SFSC District Board of Trustees Policy 3.03 Evaluation of Instructional Programs](#)
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-  [SFSC District Board of Trustees Policy 3.11 Evaluation of Transfer and Accelerated Learning Credit](#)
-  [SFSC District Board of Trustees Policy 3.13 Dual Enrollment](#)
-  [SFSC District Board of Trustees Policy 3.14 Employee and Student Exchange Programs](#)
-  [SFSC District Board of Trustees Policy 3.15 Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses\\_Programs](#)
-  [SFSC District Board of Trustees Policy 3.16 Admissions of Students](#)
-  [SFSC District Board of Trustees Policy 3.17 Student Performance Standards for the Award of the Associate Degree and Baccalaureate Degree](#)
-  [SFSC District Board of Trustees Policy 3.18 Placement Exam Requirements](#)
-  [SFSC District Board of Trustees Policy 3.33 Control and Discipline of Students](#)
-  [SFSC District Board of Trustees Policy 3.34 Solicitations by Students](#)
-  [SFSC District Board of Trustees Policy 3.35 Students Borrowing Equipment](#)
-  [SFSC District Board of Trustees Policy 3.36 Prohibition of Hazing](#)
-  [SFSC District Board of Trustees Policy 3.37 Religious Observances - Students](#)
-  [SFSC Webpage - Highlighted Policies and Procedures Links \(Page 3\)](#)
-  [SFSC\\_Policies\\_Webpage](#)
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-  [Shows Archive - SFSC Performing Arts](#)
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-  [South Florida State College Museum of Art and Culture](#)
-  [Student Code of Conduct 2017 Redacted](#)
-  [Student Code of Conduct 2019\\_Redacted](#)
-  [Student Code of Conduct 2020\\_Redacted](#)
-  [Student Code of Conduct Student Judiciary Committee 2018\\_Redacted](#)
-  [Student Waiver Appeal\\_Redacted](#)
-  [Transfer Credit Regionally Accredited\\_3110](#)





10.2

**Public Information**

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College (SFSC) makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. This information is accessible to all students regardless of delivery location or mode of instruction (e.g., face-to-face, hybrid, and synchronous/asynchronous online) through the [SFSC Catalog](#) and the College's website. The current College Catalog and the [previous year's Catalog](#) can be found on the website under "Current Students."

**Academic Calendar**

The academic calendar, as shown in Figure 10.2-1 "Academic Calendar" is available on the College [website](#), in the [College Catalog](#), and in the [Student Handbook](#). It is separated by academic term: fall, spring, and summer.

**2020-2021 COLLEGE CALENDAR**

Classes for community education, workforce training, and selected certificate programs are ongoing. Adult Education classes are open-entry and are offered year-round. Please check our website at [southflorida.edu](http://southflorida.edu) or with a counselor/advisor for the most current offerings. Dual enrollment students check with a high school counselor for beginning and ending dates.

South Florida State College	Academic Dates and Deadlines		
	Fall 2020	Spring 2021	Summer 2021
Priority Date for SFSC Foundation Scholarships	Jun 15	-	-
Priority Date to Apply for Graduation	Oct 16	Mar 1	Jun 1
Commencement / Graduation	Dec 17	May 11	-
Faculty Return	Aug 17	Jan 7	-
<b>Regular Term (16 weeks)</b>	<b>Aug 21 - Dec 16</b>	<b>Jan 11 - May 10</b>	<b>May 12 - Aug 4</b>
Begin Open Registration	Mar 30	Oct 12	Oct 12
Fee Payment Deadline	Aug 17*	Dec 16*	May 5*
<b>CLASSES BEGIN</b>	<b>Aug 21</b>	<b>Jan 11</b>	<b>May 12</b>
Registration Ends (Last Day to Add a Class)	Aug 25**	Jan 13**	May 14**
Deadline to Drop Classes with Refund or Change Audit Status	Aug 28	Jan 15	May 19
Deadline to Withdraw with a Grade of W	Oct 27	Mar 26	Jul 5
Exam Week	Dec 15-16	May 7-10	Aug 4
Last Day of Classes	Dec 16	May 10	Aug 4
Faculty - Grades Due to Registrar's Office	Dec 17 (by Noon)	May 11 (by Noon)	Aug 4 (by 5pm)
<b>First Flex Session (8 weeks)</b>	<b>Aug 21 - Oct 16</b>	<b>Jan 11 - Mar 5</b>	<b>May 12 - Jun 23</b>
Begin Open Registration	Mar 30	Oct 12	Oct 12
Fee Payment Deadline	Aug 17*	Dec 16*	May 5*
<b>CLASSES BEGIN</b>	<b>Aug 21</b>	<b>Jan 11</b>	<b>May 12</b>
Registration Ends (Last Day to Add a Class)	Aug 25**	Jan 13**	May 14**
Deadline to Drop Classes with Refund or Change Audit Status	Aug 28	Jan 15	May 19
Deadline to Withdraw with a Grade of W	Sept 24	Feb 5	Jun 7
Last Day of Classes	Oct 16	Mar 5	Jun 23
Faculty - Grades Due to Registrar's Office	Oct 19 (by Noon)	Mar 8 (by Noon)	Jun 24 (by Noon)
<b>Second Flex Session (8 weeks)</b>	<b>Oct 19 - Dec 16</b>	<b>Mar 8 - May 10</b>	<b>Jun 24 - Aug 4</b>
Begin Open Registration	Mar 30	Oct 12	Oct 12
Fee Payment Deadline	Aug 17*	Dec 16*	May 5*
<b>CLASSES BEGIN</b>	<b>Oct 19</b>	<b>Mar 8</b>	<b>Jun 24</b>
Registration Ends (Last Day to Add a Class)	Oct 20**	Mar 9**	Jun 28**
Deadline to Drop Classes with Refund or Change Audit Status	Oct 23	Mar 10	Jun 30
Deadline to Withdraw with a Grade of W	Nov 20	Apr 19	Jul 16
Last Day of Classes	Dec 16	May 10	Aug 4
Faculty - Grades Due to Registrar's Office	Dec 17 (by Noon)	May 11 (by Noon)	Aug 4 (by 5pm)
<b>Third Flex Session (13 weeks)</b>	<b>Sep 15 - Dec 16</b>	<b>Feb 1 - May 10</b>	-
Begin Open Registration	Aug 19	Jan 7	-
Fee Payment Deadline	Sept 9*	Jan 26*	-
<b>CLASSES BEGIN</b>	<b>Sep 15</b>	<b>Feb 1</b>	-
Registration Ends (Last Day to Add a Class)	Sep 16**	Feb 2**	-
Deadline to Drop Classes with Refund or Change Audit Status	Sep 18	Feb 5	-
Deadline to Withdraw with a Grade of W	Nov 6	Apr 5	-
Last Day of Classes	Dec 16	May 10	-
Faculty - Grades Due to Registrar's Office	Dec 17 (by Noon)	May 11 (by Noon)	-
<b>Limited Services Available</b>			
Convocation	Aug 17	-	-
Professional Development Day	-	Feb 12	-
<b>Holidays - Students and Faculty</b>	<b>No Classes - College Closed</b>		
No Classes on Fridays in Summer B (June 18, 25, and July 2, 9, 16, 23, 30). Exceptions: Community Education, Workforce Training, and Adult Education.	Labor Day - Sep 7	Martin Luther King - Jan 18	Memorial Day - May 31
	Thanksgiving - Nov 25-27	Spring Break - Mar 15-19	Independence Day - Jul 5
	Winter Break - Dec 15-Jan 1		
<b>Holidays - Staff</b>	<b>College Closed</b>		
College Closed on Fridays in Summer B (June 18, 25, and July 2, 9, 16, 23, 30). Exceptions: Community Education, Workforce Training, and Adult Education.	Labor Day - Sep 7	Martin Luther King - Jan 18	Memorial Day - May 31
	Thanksgiving - Nov 25-27	Spring Break - Mar 15-19	Independence Day - Jul 5
	Winter Break - Dec 21-Jan 1		

\*Fees due on day of registration after deadline date  
\*\*Add a class ends at midnight

**Figure 10.2-1  
Academic Calendar**

**Grading Policies**

The College's [general grading policies](#) are available in the College Catalog and are applicable to all courses and programs. Additionally, per [SFSC District Board of Trustees \(DBOT\) Policy 3.09 "Course Policy Statement \(Syllabus\)"](#), faculty members publish individual course syllabi that define assignments and course grading criteria unique to each course or program. General guidelines for information to be included in the course syllabi are available in both the DBOT Policy 3.09 and the [SFSC Faculty Handbook](#). Once a student enrolls, the online version of the course syllabi and instructor's requirements can be found in the College's learning management system (Brightspace). These may also be provided to students in paper format during the first week of class.



























**Cost of Attendance**


The [cost of attendance](#) is described on the College website. The tuition differences between resident and non-resident credit are displayed as well as each individual fee for advanced and professional, baccalaureate, and postsecondary adult vocational students. Additionally, other incidental fees are listed and special fees, insurance, and laboratory fees are described to ensure full disclosure. The \$15 non-refundable application fee is also shown, but the [College Catalog](#) states that students applying as dual enrollment, adult education, or transient are exempt.

## Refund Policies

Refund policies are governed by [State Board of Education \(SBE\) Rule 6A-14.0541 "Student Fee Refunds"](#), [SFSC DBOT Policy 4.13 "Refunds"](#), [SFSC Administrative Procedure 4130 "SFSC Refund Procedure"](#), and [Sections 1009.22 "Workforce Education Postsecondary Fees and 1009.23 "Florida College System Institution Student Fees," Florida Statutes \(FS\)](#). The refund policies are available in the [College Catalog](#) and the [SFSC Student Handbook](#). Informed by [SFSC DBOT Policy 3.10 "Academic Progress," SFSC Administrative Procedure 3103 "Academic Appeals,"](#) states that students have a maximum of six months following completion of the class to file an appeal for a tuition refund. [SFSC DBOT Policy 3.23 "Student Financial Aid and Fee Waivers"](#) authorizes the president to establish financial aid administration procedures for student refunds/repayments among Federal Title IV Programs within federal guidelines. This policy is operationalized through [SFSC Administrative Procedure 3231 "Return of Title IV Funds"](#) which provides for the return of Title IV funds when funds are not earned. All refund policies are available in the [SFSC College Catalog](#) under [Refund and Return of Title IV \(R2T4\) Policy; Refund Policy; Refunds for College Credit and Career Certificate Courses; Special Refunds; and Academic Suspension, Refund, Withdrawal](#). The deadline for refunds is included on the [Academic Calendar](#) for each term, and the contact information to request a refund is also included in the [College Catalog](#). As the College does not offer graduate courses, all policies are for undergraduate students.

## Sources

-  [2019-2020 College Catalog](#)
-  [2020-2021 SFSC College Catalog](#)
-  [2020-2021 SFSC College Catalog\\_Academic Calendar \(Page 12\)](#)
-  [2020-2021 SFSC College Catalog\\_Academic Suspension, Refund, and Withdrawal \(Page 57\)](#)
-  [2020-2021 SFSC College Catalog\\_Application\\_Fee \(Page 21\)](#)
-  [2020-2021 SFSC College Catalog\\_Grading Policies \(Page 59\)](#)
-  [2020-2021 SFSC College Catalog\\_R2T4 \(Page 54\)](#)
-  [2020-2021 SFSC College Catalog\\_Refund\\_Policies \(Page 54\)](#)
-  [2020-2021 SFSC College Catalog\\_Refund\\_Policy \(Page 54\)](#)
-  [2020-2021 SFSC College Catalog\\_Refunds for College Credit and Career Certificate Courses \(Page 54\)](#)
-  [2020-2021 SFSC College Catalog\\_Request a Refund \(Page 15\)](#)
-  [2020-2021 SFSC College Catalog\\_Special Refunds \(Page 54\)](#)
-  [2020-2021-Student-Handbook\\_Academic Calendar \(Page 7\)](#)
-  [2020-2021-Student-Handbook\\_Refund Policies \(Page 18\)](#)
-  [3230 Student Financial Aid Information](#)
-  [Academic Calendar on Webpage](#)
-  [Current Students Drop Down with Catalog](#)
-  [Faculty Handbook 2020\\_Syllabus \(Page 47\)](#)
-  [Florida Statute 1009.22 Workforce Education Postsecondary Student Fees](#)
-  [Florida Statute 1009.23 Florida College System Institution Student Fees](#)
-  [SBE Rule 6A-14.0541](#)
-  [SFSC Administrative Procedure 3103 Academic Appeals](#)
-  [SFSC Administrative Procedure 3231 Return of Title IV Funds](#)
-  [SFSC Administrative Procedure 4130 SFSC Refund Procedure](#)
-  [SFSC DBOT Policy 3.09 Course Policy Statement \(Syllabus\)](#)
-  [SFSC DBOT Policy 3.10 Academic Progress](#)

 [SFSC DBOT Policy 3.23 Student Financial Aid and Fee Waivers](#)

 [SFSC DBOT Policy 4.13 Refunds](#)

 [SFSC Webpage\\_Cost of Attendance](#)

 [South Florida State College Website](#)

10.3

Archived Information

The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

Judgment

Compliant  Non-Compliant  Not Applicable

Narrative

South Florida State College (SFSC) ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

Recognizing that the College Catalog is a critical publication that sets forth the obligations and responsibilities of both students and the institution, SFSC Administrative Procedure 2158 "Maintenance of Archived Catalogs" directs the registrar, or the president's designee, to ensure the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. While digital copies of the current and most recent academic year's SFSC catalogs are maintained online, print copies of all past versions are available within the Registrar's Office as shown in Figure 10.3-1. Former students may contact the Registrar's Office in person, via e-mail, or via regular mail, and request a copy of a past catalog of record. Information on how to obtain access to a former catalog is easily available to former students and the general public as described on the the College's website.



Figure 10.3-1 Archived Physical Copies of College Catalogs















South Florida State College District Board of Trustees (DBOT) Policy 2.09 "College Publications" authorizes the president to promulgate procedures to update all publications, including the SFSC College Catalog. This policy is operationalized through SFSC Administrative Procedure 2091 "SFSC Catalog Changes" which states that recommendations to change the contents of the College Catalog may originate at any level within the institution, with the approval of the area administrator. Such recommendations are submitted for consideration to the Office of Curriculum Support. Annually, the Coordinator of Curriculum Support convenes a meeting of the College Catalog Committee, which consists of the vice president for academic affairs and student services; the academic deans; the dean of student services; the registrar; the chair of advising; the director of institutional communications and marketing; the executive director of institutional effectiveness, grants, and information technology; the director of human resources; and the director of financial aid. This committee ensures the completeness, accuracy, clarity, and sufficiency of the SFSC College Catalog and/or any proposed revisions. For all changes that do not require approval by the DBOT, the proposed revision, clarification, or insertion is agreed upon by a consensus of the Catalog Committee members. The President's Office will submit the recommended change(s) requiring Board approval (e.g., curriculum changes to the catalog) to the SFSC DBOT. Once approved, through either method, the revision is promulgated and becomes effective on that date.

Changes to course offerings, or the requirements needed to earn a specific credential, are disseminated to all program stakeholders (e.g., students, faculty, advisors, the College recruiter, advisory boards, program specific and institutional accrediting bodies) through a variety of methods as shown in Table 10.3-1 "Notification of Changes."

Table 10.3-1 Notification of Changes

Program Stakeholder	Method of Notification
Returning Students	Catalog
Former Students	Catalog
Faculty	Email
	Catalog
Advisors	Email
	Catalog
Registrar	Email
General Public	Catalog
Program-Level Accrediting Body	Notification Letter
Institutional Accrediting Body (SACSCOC)	Notification Letter

## Sources

-  2020-2021 College Catalog
-  2020-2021 College Catalog\_Deleted Courses (Page 242)
-  Advisors\_Notification
-  Catalog Changes Meeting Assignments
-  College Catalog\_Available on Webpage
-  College Catalog\_Previous Versions
-  Faculty\_Notification
-  Notification Letter to SACSCOC
-  Registrar\_Notification
-  Returning Student\_Notification
-  SFSC Administrative Procedure 2091 SFSC Catalog Changes
-  SFSC Administrative Procedure 2158 Maintenance of Archived College Catalogs
-  SFSC BSN ACEN Program Change Request\_2017
-  SFSC DBOT Policy 2.09 College Publications

**10.4**

**Academic Governance**

The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) publishes and implements policies on the authority of faculty in academic and governance matters, demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

**Faculty Authority**

South Florida State College has established policies and procedures that explicitly delineate the responsibilities and authority of faculty in academic and governance matters. These policies and procedures are published on the [College website \(Policy Page, Procedure Page\)](#), on [SFSC Panther Central](#), and integrated in the [SFSC Faculty Handbook](#) and as such are widely accessible to all who are affected by them. Table 10.4-1 "Policies and Procedures: Governance and Academics" lists all policies and procedures regarding the role of faculty in academic and governance matters and related artifacts which provide evidence that these policies are consistently followed.

**Table 10.4-1  
Policies and Procedures: Governance and Academics**

Policy	Procedure	Artifacts
<b>Governance</b>		
2.04 "Adoption of South Florida State College Policies and Procedures"	2040 "Development of Adoption of Policies"	X (First Reading)  X (Second Reading)
	2041 "Development and Adoption of an Administrative Procedure"	X
2.18 "College Committees"	2180 "College Committees"	X (LASS MINUTES)  X (CURRICULUM MINUTES)

2.20 "The Role of Faculty in Governance of the College"	2200 "Role of Faculty in Governance of the College"	<p style="text-align: center;">X (Email from Faculty Council Chair - re: Administrative Procedure 5221 Edits)</p> <p style="text-align: center;">X (Suggested edits by Faculty Council)</p> <p style="text-align: center;">X (Approval of Administrative Procedure 5221 with edits)</p> <p style="text-align: center;">X (Administrative Procedure 5221 - Final)</p>
<b>Academic</b>		
3.01 "Academic Freedom and Freedom of Expression"	3010 "Cultural Programming Guidelines on Freedom of Expression"	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p>
	3011 "Academic Freedom"	Refer to SACSCOC Standard 6.4 Table 6.4-1 SFSC Administrative Procedure 3011 "Academic Freedom Modification"
3.02 "Establishment of Instructional Programs"	3020 "Curriculum Development"	<p style="text-align: center;">X (Revise Program Proposal)</p> <p style="text-align: center;">X (Curriculum Committee)</p> <p style="text-align: center;">X (Learning and Student Success Committee)</p> <p style="text-align: center;">X (SFSC DBOT Agenda)</p> <p style="text-align: center;">X (SFSC DBOT Minutes)</p>



3.03 "Evaluation of Instructional Programs"	3030 "Academic Program Review Procedures"	<p style="text-align: center;">X (Level I Program Review, AA and BSEE)</p> <p style="text-align: center;">X (Level I Program Review, Select AS)</p> <p style="text-align: center;">X (Level II Program Review)</p>
3.04 "Length of Courses"	3040 "Credit Hour Assignment"	<p style="text-align: center;">X (BAS-SM Syllabus - Bachelor's Degree)</p> <p style="text-align: center;">X (English Syllabus - Hardee Campus Instructor)</p> <p style="text-align: center;">X (Intro. to Chemistry Syllabus - Online)</p> <p style="text-align: center;">X (Radiography Syllabus - Main (Avon Park) Campus)</p>
3.09 "Course Policy Statement (Syllabus)"	N/A	<p style="text-align: center;">X (Applied Sciences and Technologies Syllabi Addendum)</p> <p style="text-align: center;">X (Health Sciences Syllabus)</p> <p style="text-align: center;">X (Arts and Sciences Syllabi Addendum)</p>
3.10 "Academic Progress"	3100 "Instructor Withdrawal of Students from Classes"	<p style="text-align: center;">X</p>
	3101 "Academic Standards of Progress"	<p style="text-align: center;">X (Academic Probation One)</p> <p style="text-align: center;">X (Academic Probation Two)</p> <p style="text-align: center;">X (Suspension)</p>

	3102 "Standards of Progress for Students on Financial Aid"	X (Approved)  X (Denied)
	3103 "Academic Appeals"	X
3.11 "Evaluation of Transfer and Accelerated Learning Credit"	3110 "Evaluating Regionally Accredited Institutional Credit"	X
	3111 "Evaluating Non-Regionally Accredited Institutional Credit"	X
	3112 "Awarding Accelerated/Experiential Learning Credit(s)"	X (Accelerated Learning)
		X (Advanced Placement [AP])
		X (College-Level Placement Exam [CLEP])
3113 "Awarding Credit for Non-Credit Courses"	X (Experiential Learning)	
	X (Experiential Learning)	

### Educational Program Approval

Academic policies and procedures are developed, approved, and updated through a systematic process that is initiated either by faculty or administration. The process begins when an initial draft, based on an actual/perceived need or programmatic/state/regional compliance requirement, is presented to the SFSC Leader Team (President's Council), which includes the SFSC Faculty Council Chair. The SFSC Leader Team will either endorse, reject, modify, or table the proposal based on their analysis and review. For academic procedures, the SFSC Faculty Council has a primary role in reviewing and providing input, as facilitated through the Faculty Council Chair. The final step in the process involves one of two paths. For policy changes, the proposal is submitted to the SFSC DBOT for final approval which requires two separate readings to allow time for public comment, followed by a vote of the full board. For procedural changes, the SFSC Leader Team is the final decision-making body. The revision process mirrors the approval process with the additional requirement that policies and procedures are reviewed and, if required, revised at least every five years. In all cases, the date the policy or procedure was developed, reviewed, or revised is listed in the footer of the revised document. Once the creation or revision of a policy or procedure has been approved, it is effective on that date.

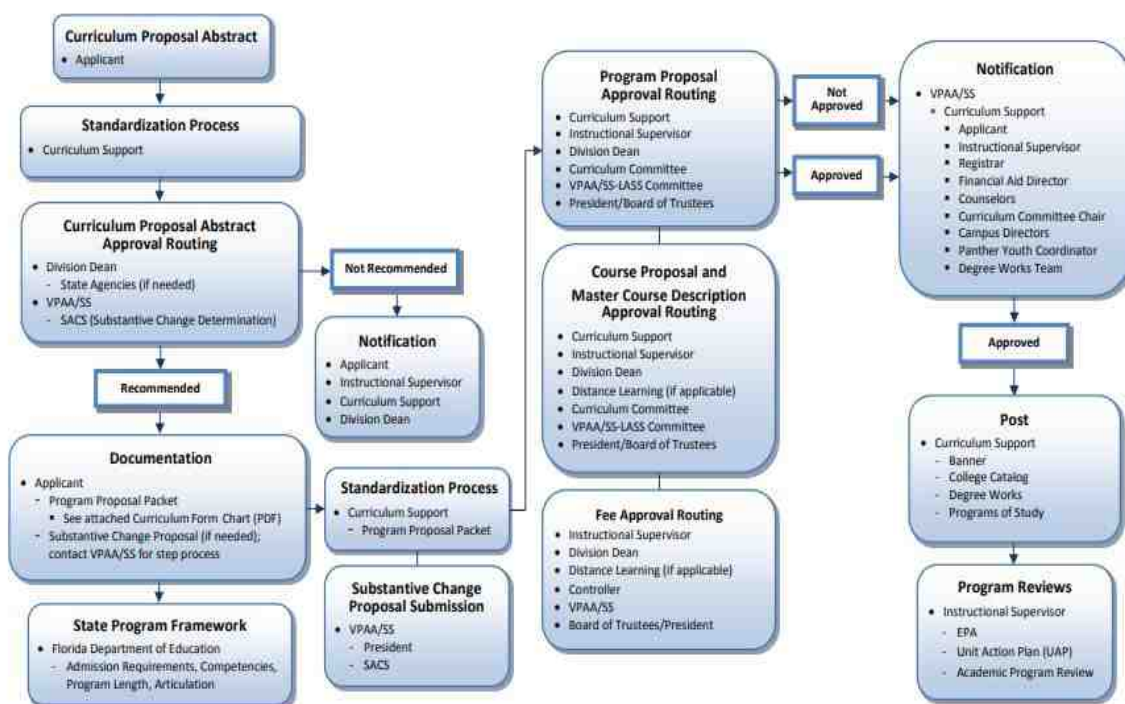
The SFSC Curriculum Committee is guided based on [District Board of Trustee \(DBOT\) Policy 3.02 "Establishment of Instructional Programs"](#) and [SFSC Administrative Procedure 3020 "Curriculum Development"](#) by which faculty and instructional supervisors develop and communicate the implementation, revision, and deletion of educational programs for which academic credit is awarded. Curriculum development at SFSC is accomplished through a faculty-driven systematic process that begins when the applicant (faculty member) submits a curriculum proposal abstract to the curriculum support coordinator. This abstract will fall into one of eight categories as shown in Table 10.4-2 "Curriculum Development Categories." To demonstrate a broad breadth of application of SFSC Administrative Procedure 2020, this table includes a link to an artifact for each category listed, and where multiple artifacts are given, includes the degree/certificate type.

**Table 10.4-2  
Curriculum Development Categories**

Category	Artifact
Establishment of a new program	(AS, CCC)
	X
	X
Deletion of an existing program	X
Program change(s)	(BAS, BS, BSN)
	X
	X
	X
	(AS)
	X
Development of a new course	X
Discontinuation of an existing course	X
Replacement of a course	X

Reinstatement of a discontinued course	X
Alteration of master course description	X

Although requests (curriculum proposal abstracts) in all of the categories follow the same approval process, the following is an illustration of how new educational programs (degrees, certificates, and diplomas) are established. As previously discussed, the process begins when the applicant (faculty member) submits a curriculum proposal abstract to the Curriculum Support Coordinator, who is responsible for following the process through to completion. The Vice President for Academic Affairs and Student Services (VPAA/SS), serving in the role of the institutional accreditation liaison, determines if the proposal is considered a SACSCOC substantive change (*Non-Substantive Change* and *Substantive Change*) and should be reported to the Commission before further implementation. After this determination is made, the proposal is forwarded to the appropriate division dean and the VPAA/SS for recommendation of further development. Following this recommendation, the applicant develops a program proposal that includes a needs assessment, a copy of the advisory board minutes (if applicable), a master course description for each course, and other supporting documentation. The new program proposal is then routed to the department chair/program manager, division dean, curriculum committee, Learning and Student Success (LASS) Committee, college president/district board of trustees, and SACSCOC (if required) for final approval. This faculty-driven process is detailed in Figure 10.4-1 "New Program Establishment Flow Chart."



**Figure 10.4-1**  
**New Program Establishment Flow Chart**

### Responsibilities of Faculty

South Florida State College has policies and procedures in place that empower the faculty to expand or limit the curriculum to ensure currency of content, quality, and effectiveness. South Florida State College DBOT Policy 3.02 and SFSC Administrative Procedure 3020 provide a process by which faculty and instructional supervisors develop and communicate the implementation, revision, and deletion of instructional programs and courses. These are operationalized through the [SFSC Curriculum Committee](#). This faculty-led committee provides a mechanism for development and review of College curriculum and educational resources guided by SFSC Administrative Procedure 3020 and is responsible for review and recommendation related to curriculum, proposals for new programs, and curriculum resources. Representation is broad based and includes faculty members and program leadership from all academic divisions. This committee plays a primary role in the approval process for curriculum changes in all categories shown in Table 10.4-2 "Curriculum Development Categories." As previously stated, an example of this process for the establishment of a new program is shown in Figure 10.4-1. Every curriculum proposal is presented to the Curriculum Committee at its [monthly meetings](#) for approval before being routed to the next level.

Similarly, [SFSC DBOT Policy 3.03 "Evaluation of Instructional Programs"](#) and [SFSC Administrative Procedure 3030 "Academic Program Review Procedures"](#) provide a process by which faculty verify that academic programs of the College are effective in achieving student learning outcomes, maintaining integrity, serving community needs, and using College resources efficiently. As described in Standard 8.2.a "Student Outcomes: Educational Programs," this procedure outlines the program review process and is operationalized through the [Academic Quality Committee \(AQC\)](#). This [faculty-led committee](#) provides a mechanism for program review of academic programs, academic strategic planning, monitoring achievement of academic outcomes, and promotion of continuous improvement processes that promote student learning. Similar to the Curriculum Committee, membership of the Academic Quality Committee is broad based and includes faculty members and program leadership from all academic divisions thus ensuring curriculum quality and effectiveness.

In summary, faculty have a primary role in academic and governance matters, regardless of mode of delivery or campus location, that include:

- Recommending and providing input in establishing/updating policies and procedures
- Participating in senior leadership team meetings/functions (via the Faculty Council Chair)
- Developing and approving educational programs
- Initiating curricular changes
- Leading the Curriculum and Academic Quality Committees
- Implementing, assessing, and evaluating program improvements

#### Sources

-  2020-2021 Committee Handbook with Membership\_Curriculum Committe (Page 20)
-  5 Year Inventory - Deleted Courses
-  AP\_Student\_Transcript\_3112
-  AQC Mission, purpose
-  AQC\_Faculty Lead Committee (Page 2)
-  AS&T Syllabus Part 2\_SFSC Student Policies Sheet
-  Academic Probation 1\_Redacted
-  Academic Probation 2\_Redacted
-  Academic Suspension\_Redacted
-  Accelerated\_Experiential\_Learn\_Credit\_Student\_Transcript\_3112
-  Accounting Technology -AS - Revised
-  All SFSC Policies and Procedures - Listed on Panther Central
-  Applied Sciences and Technologies Syllabus
-  Arts and Sciences Addendum
-  BAS-SM Syllabus
-  Biomass Cultivation - AS - Program Deletion (Page 2)
-  CLEP\_Student\_Transcript\_3112
-  Credit\_for\_Non\_credit\_award\_3113
-  Curriculum Committee Minutes 021020\_to Accompany BSC New Program Proposal
-  Curriculum\_Committee\_2018\_10\_22\_Minutes\_to\_Accompany\_NUR\_AS\_Generic\_Changes
-  Dental Hygiene -AS - Revised
-  Elementary Education - BS - Revised
-  Email from Faculty Council Chair Regarding 5221
-  Engineering Technology - AS - New
-  English Syllabus - Hardee Campus
-  Facutly Handbook 2020\_Procedure Example (Page 24)
-  Financial Aid Appeal Approved\_Redacted

-  Financial Aid Appeal Denied\_Redacted
-  Five Generations at Work - New Course
-  Health Care Services - CCC - New
-  Health Sciences Syllabus
-  Health Services Management - AS - New
-  IT Project Management - Master Course Description Revision (Page 3)
-  IT Project Management - Revised
-  Instructor Withdrawal\_Redacted
-  Introduction to Chemistry Syllabus - Online
-  Introduction to Healthcare CCC - Deleted Course
-  Learning\_and\_Student\_Success\_Committee\_Minutes\_\_\_2\_17\_2020\_to\_Accompany\_BSC\_New\_Program\_Proposal (Page 4)
-  Learning\_and\_Student\_Success\_Committee\_Minutes\_\_\_11\_12\_18\_to\_Accompany\_NUR\_AS\_Generic\_Changes (Page 2)
-  Level\_II\_Program\_Review\_Business\_and\_Info\_Technology\_\_\_Chair
-  Level\_I\_Program\_Review\_\_\_February\_2020\_AS
-  Level\_I\_Program\_Review\_\_\_March\_2020\_AA\_and\_BSEE
-  Medical Office Management - CCC - Replacement
-  Medical Office Management - CCC - Revised
-  Non\_Regional\_Accreditation\_Evaluation\_3111
-  Nursing - BSN - Revised
-  Personal Finance - Reinstated
-  Presidents\_Council\_Notes\_100620\_5221 Highlight
-  Presidents\_Council\_Notes\_100620\_Approving\_Various\_Procedures
-  Prior\_Learning\_Assessment\_3112
-  Procedure 5221 Faculty Council Changes
-  Professional\_Certifications\_3112
-  Radiography Syllabus
-  Revise\_Program\_Proposal\_Nursing\_\_\_Generic\_RN\_\_\_AS\_to\_Accompany\_NUR\_AS\_Changes
-  SFSC Administrative Procedure 2040 Development and Adoption of Policies
-  SFSC Administrative Procedure 2041 Development and Adoption of an Administrative Procedure
-  SFSC Administrative Procedure 2180 College Committees
-  SFSC Administrative Procedure 2200 Role of Faculty in Governance of the College
-  SFSC Administrative Procedure 3010 Cultural Programming Guidelines on Freedom of Expression
-  SFSC Administrative Procedure 3011 Academic Freedom
-  SFSC Administrative Procedure 3020 Curriculum Development
-  SFSC Administrative Procedure 3030 Academic Program Review Procedures
-  SFSC Administrative Procedure 3040 Credit Hour Assignment
-  SFSC Administrative Procedure 3100 Instructor Withdrawal of Students from Classes
-  SFSC Administrative Procedure 3101 Academic Standards of Progress
-  SFSC Administrative Procedure 3102 Standards of Progress for Students on Financial Aid
-  SFSC Administrative Procedure 3103 Academic Appeals
-  SFSC Administrative Procedure 3110 Evaluating Regionally Accredited Institutional Credit
-  SFSC Administrative Procedure 3111 Evaluating Non-Regionally Accredited Institutional Credit
-  SFSC Administrative Procedure 3112 Awarding Accelerated\_Experiential Learning Credit(s)
-  SFSC Administrative Procedure 3113 Awarding Credit for Non-Credit Courses
-  SFSC Administrative Procedure 5221 Course Overloads and Enrollment Minimums
-  SFSC DBOT Policy 2.04 Adoption of South Florida State College Policies and Procedures

-  [SFSC DBOT Policy 2.18 College Committees](#)
-  [SFSC DBOT Policy 2.20 The Role of Faculty in the Governance of the College](#)
-  [SFSC DBOT Policy 3.01 Academic Freedom and Freedom of Expression](#)
-  [SFSC DBOT Policy 3.02 Establishment of Instructional Programs](#)
-  [SFSC DBOT Policy 3.03 Evaluation of Instructional Programs](#)
-  [SFSC DBOT Policy 3.04 Length of Courses](#)
-  [SFSC DBOT Policy 3.09 Course Policy Statement \(Syllabus\)](#)
-  [SFSC DBOT Policy 3.10 Academic Progress](#)
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-  [SFSC Policies Webpage](#)
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-  [SFSC\\_DBOT\\_Meeting\\_Agenda\\_December\\_2018\\_to\\_Accompany\\_NUR\\_Changes \(Page 38\)](#)
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-  [Shows Archive - SFSC Performing Arts](#)
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-  [Student Waiver Appeal\\_Redacted](#)
-  [Supervision and Management - BAS - Revised](#)
-  [Transfer\\_Credit\\_Regionally\\_Accredited\\_3110](#)

**10.5**

**Admissions Policies and Practices**

The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The College also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

**Admissions Policies**

All SFSC admissions policies are clear, uniformly implemented, and consistent with the [College's mission](#) of being an open-access, higher education institution dedicated to providing a learning-centered environment through quality programs, training, and services. The College assists the people of its service district to achieve academic success through a wide variety of programs that include: basic literacy, numeracy, and citizenship; high school dual enrollment; professional certificates; industry-recognized certifications; associate degrees; and baccalaureate degrees. [Section 1007.263, Florida Statutes, "Florida College System Institutions; Admissions of Students,"](#) authorizes the SFSC District Board of Trustees (DBOT) to adopt rules governing admissions of students. [South Florida State College DBOT Policy 3.16 "Admissions of Students"](#) authorizes the president to establish rules governing the admissions of students to SFSC in accordance with all state of Florida statutes, laws, and rules. [South Florida State College Administrative Procedure 3160 "Student Admission Process"](#) establishes procedures for admission to SFSC. Regardless of enrollment status, all new students seeking admission to college credit and certificate programs must file an Application for Admission, determine testing exemption status, provide relevant test scores or complete the appropriate testing if needed, complete an orientation, and meet with an advisor prior to scheduling of classes. To ensure alignment with the College mission, admission requirements are uniformly applied to all students regardless of economic, social, or educational background. Table 10.5-1 "Basic Admissions Requirements," demonstrates that admissions requirements are clearly stated and the linked artifacts provided evidence that SFSC follows its admissions policies.

**Table 10.5-1**

**Basic Admission Requirements**



Requirement	Explanation	Artifact
Application	Applicants must complete and sign the Application for Admission form verifying that all information is correct and accurate. Baccalaureate degree applicants must complete and sign a separate Application for Admissions to Baccalaureate Programs.	X
Residency	If the applicant is a dependent, the residency section must be completed by the applicant's parent or guardian. To be eligible for in-state fees, the applicants or claimants must provide information that shows they qualify as a bona fide resident of Florida according to Florida statute. They may be required to bring additional supporting documentation such as a driver license, voter ID, vehicle registration, or tax forms.	X
Right-to-Know	Applicants will be provided right-to-know information upon return of the completed admissions form if not already requested. Right-to-know information is available on the SFSC website.	X
Transcripts	All applicants, except for dual enrollment and home schooled students, must have either an official copy of their high school transcript sent directly to the College or provide a copy of their GED diploma (and GED scores if from out of state) or high school equivalency scores that meet Florida standards. Transfer students who have successfully completed at least 15 hours of college credit may provide official college transcripts in lieu of high school transcripts. Applicants seeking a bachelor's or associate degree who have attended a postsecondary institution must have an official copy of their transcript from each institution attended sent directly to the College.	X
Record Unavailability	Applicants who can provide written proof of unusual reasons why any required record is unavailable (e.g., records destroyed by fire, home country in turmoil), may be admitted with the permission of the dean, student services.	X
Limited Enrollment / Selective Programs	Applicants for limited enrollment/selective programs may be required to provide additional documentation. Selective program applicants are referred to the Registrar's Office and/or the department chairperson.	X
Returning Students	Returning SFSC students must update their previous application if the last date of enrollment is over one year old or if they have attended another college/university since attending SFSC. If there has been a name change or change of program or study, the student will be required to complete a <a href="#">Change of Information</a> form or Change of Program form.	X

The policies and procedures which govern admissions requirements for specific programs, such as those which have limited/selective enrollment, are based on widely accepted standards for undergraduate education. As per [Section 1001.64 \(8\)\(a\), Florida Statutes, "Florida College System Board of Trustees; Powers and Duties"](#) each board of trustees is authorized to govern admission of students pursuant to [Section 1007.263, Florida Statutes, "Florida College System Institutions; Admissions of Students."](#) This statute authorizes the SFSC DBOT to adopt rules governing admissions of students. [Section 1001.65 \(4\), Florida Statutes, "Florida College System Presidents; Powers and Duties"](#) governs admissions, subject to law and rules or policies of the College's board of trustees and the State Board of Education. [South Florida State College DBOT Policy 3.16 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses/Programs"](#) authorizes the president to develop admission criteria for instructional courses and/or programs, including limited access programs. Table 10.5-2 "Limited / Selective Enrollment Program Admissions Policies" provides links to the additional admission criteria and supporting rationale for specific undergraduate programs.

**Table 10.5-2  
Limited / Selective Enrollment Program Admission Policies**

Program	Additional Criteria SFSC College Catalog #	Rationale
BS Elementary Education	134	Demonstration of Mastery of the General Knowledge Test
BS Nursing	135	Accreditation Commission for Education in Nursing (ACEN)
		Clinical Compliance
AS Dental Hygiene	84-85	Commission on Dental Accreditation (CODA)
		Clinic Observation
AS Radiography	97-98	Joint Review Commission Committee on Education in Radiologic Technology (JRCERT)
CC Dental Assisting	117-119	Commission on Dental Accreditation (CODA)
		Clinic Observation
CC Practical Nursing	124-126	Florida Board of Nursing (FBON)
		Clinical Compliance
CCC Emergency Medical Technician	106	Clinical Compliance
CCC Paramedic	110-111	Clinical Compliance

CC Law Enforcement to Correctional Officer	122	Section 943.13, Florida Statutes, "Officers' minimum qualifications for employment or appointment"
		Rule 11B-35.002, Florida Administrative Code, "Basic Recruit Training Programs for Law Enforcement, Correctional, and Correctional Probation"
CC Correctional to Law Enforcement Officer	116	Section 943.13, Florida Statutes, "Officers' minimum qualifications for employment or appointment"
		Rule 11B-35.002, Florida Administrative Code, "Basic Recruit Training Programs for Law Enforcement, Correctional, and Correctional Probation"
CC Law Enforcement (Basic)	121-122	Section 943.13, Florida Statutes, "Officers' minimum qualifications for employment or appointment"
		Rule 11B-35.002, Florida Administrative Code, "Basic Recruit Training Programs for Law Enforcement, Correctional, and Correctional Probation"
CC Correctional Officer	115-116	Section 943.13, Florida Statutes, "Officers' minimum qualifications for employment or appointment"
		Rule 11B-35.002, Florida Administrative Code, "Basic Recruit Training Programs for Law Enforcement, Correctional, and Correctional Probation"
CC Public Safety Telecommunications	128	Rule 64J-3.001, Florida Administrative Code, "Certification of 911 Public Safety Telecommunicators"
CC Fire Fighter I/II	120	Section 633.412, Florida Statutes, "Firefighters; qualifications for certification"

Any exceptions to admissions policies can only be made through the Registrar's Office and are made on a case-by-case individual basis and documented as such in the student's record and noted within the Student Information System (Ellucian® Banner). For example, while SFSC admissions policies require a completed high school diploma or General Education Development (GED) Exam, an applicant without either of these credentials can enroll in an occupational program if they co-enroll in the SFSC adult education program to earn a GED. Other admission examples include professional licensure, national incidents or disasters (e.g., students displaced by Hurricane Maria that recently struck Puerto Rico).

South Florida State College's admissions policies are uniformly disseminated in all publications. The College has a number of policies addressing admissions requirements: SFSC Policy 3.13 "Dual Enrollment," SFSC Policy 3.15 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses / Programs," and SFSC Policy 3.16 "Admissions of Students." These policies are operationalized by the following administrative procedures: SFSC Administrative Procedure 3150 "Admission to Baccalaureate, Associate, Certificate, Diploma, Adult Education, and Other Programs," SFSC Administrative Procedure 3151 "Admission to Dual Enrollment Programs and Collegiate High School," SFSC Administrative Procedure 3160 "Student Admission Process," and SFSC Administrative Procedure 3161 "Admission of International Students," all of which are available on the College website (Policies Page, Procedures Page) and on SFSC Panther Central. Additionally, the essential components of all admissions policies are disseminated across the institution and published in the SFSC College Catalog. Admissions policies are uniform in all publications for each type of student as shown in Table 10.5-3 "Published Admissions Policies."

**Table 10.5-3  
Published Admissions Policies**

Type of Student	SFSC DBOT Policy	SFSC Administrative Procedure	SFSC College Catalog Page #
Baccalaureate	3.15 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses / Programs"	3150 "Admission to Baccalaureate, Associate, Certificate, Diploma, Adult Education, and Other Programs"	15
	3.16 "Admissions of Students"	3160 "Student Admission Process"	
Associate	3.15 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses / Programs"	3150 "Admission to Baccalaureate, Associate, Certificate, Diploma, Adult Education, and Other Programs"	15
	3.16 "Admissions of Students"	3160 "Student Admission Process"	
Certificate	3.15 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses / Programs"	3150 "Admission to Baccalaureate, Associate, Certificate, Diploma, Adult Education, and Other Programs"	15
	3.16 "Admissions of Students"	3160 "Student Admission Process"	
Adult Education (GED)	3.15 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses / Programs"	3150 "Admission to Baccalaureate, Associate, Certificate, Diploma, Adult Education, and Other Programs"	16
	3.16 "Admissions of Students"	3160 "Student Admission Process"	
ESOL	3.15 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses / Programs"	3150 "Admission to Baccalaureate, Associate, Certificate, Diploma, Adult Education, and Other Programs"	16

	3.16 "Admissions of Students"	3160 "Student Admission Process"	
Controlled Access Programs	3.15 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses / Programs"	3150 "Admission to Baccalaureate, Associate, Certificate, Diploma, Adult Education, and Other Programs"	16
	3.16 "Admissions of Students"	3160 "Student Admission Process"	
Dual Enrollment	3.13 "Dual Enrollment"	N/A	17
	3.15 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses / Programs"	3151 "Admission to Dual Enrollment Programs and Collegiate High School"	
	3.16 "Admissions of Students"	3160 "Student Admission Process"	
Technical Dual Enrollment	3.13 "Dual Enrollment"	N/A	18
	3.15 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses / Programs"	3151 "Admission to Dual Enrollment Programs and Collegiate High School"	
	3.16 "Admissions of Students"	3160 "Student Admission Process"	
Collegiate High School	3.13 "Dual Enrollment"	N/A	17
	3.15 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses / Programs"	3151 "Admission to Dual Enrollment Programs and Collegiate High School"	
	3.16 "Admissions of Students"	3160 "Student Admission Process"	

Private School	3.13 "Dual Enrollment"	N/A	19
	3.15 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses / Programs"	3151 "Admission to Dual Enrollment Programs and Collegiate High School"	
	3.16 "Admissions of Students"	3160 "Student Admission Process"	
Home School	3.13 "Dual Enrollment"	N/A	19
	3.15 "Admission to Baccalaureate, Associate, Certificate, Diploma, or Special Courses / Programs"	3151 "Admission to Dual Enrollment Programs and Collegiate High School"	
	3.16 "Admissions of Students"	3160 "Student Admission Process"	
International Students	3.16 "Admissions of Students"	3160 "Student Admission Process"	22
		3161 "Admission of International Students"	
Transfer Students	3.16 "Admissions of Students"	3160 "Student Admission Process"	26
Transient	3.16 "Admissions of Students"	3160 "Student Admission Process"	26
Audit	3.16 "Admissions of Students"	3160 "Student Admission Process"	53
Honors	3.16 "Admissions of Students"	3160 "Student Admission Process"	76
Probation	3.16 "Admissions of Students"	3160 "Student Admission Process"	57-58

Non-Degree Seeking	3.16 "Admissions of Students"	3160 "Student Admission Process"	24
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All programs, with the exception of dual enrollment, are held to the same admissions requirements regardless of delivery method or campus location. While all other students are required to have completed a high school diploma or GED, or be currently co-enrolled in both adult education and a SFSC certificate program, prior to admission, Section 1007.271, Florida Statutes, "Dual Enrollment Programs" allows secondary students to enroll in a postsecondary program. As defined in 1007.271, dual enrollment is "the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree." The student may apply to the College if the student meets the College's admissions requirements. Student eligibility requirements for initial enrollment in college credit dual enrollment courses include a 3.0 unweighted high school grade point average and the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework. Student eligibility requirements for enrollment in career certificate (technical) dual enrollment courses include a 2.0 unweighted high school grade point average. Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement (DeSoto County, Hardee County, Highlands County).

### Recruitment Materials

South Florida State College's recruitment materials and presentations accurately represent the College's practices, policies, and academic programs. South Florida State College DBOT Policy 2.09 "College Publications" authorizes the president to approve official publications of the College, including, but not limited to, brochures, handbooks, programs, and rack cards. The College exercises appropriate institutional control over such materials and presentations in accordance with SFSC Administrative Procedure 2090 "Development of Non-Classroom College Publications." To ensure that recruitment materials and presentations accurately represent practices, policies, and academic programs, the directors/deans of instructional, student development, learning resources, and special programs are responsible for providing information to be included in all brochures, pamphlets, flyers, programs, and informational publications within their areas of responsibility. Community Relations and Marketing Department staff work closely with division and department leadership to keep information and images fresh, current, and accurate and follow an approval process before publications are available to students, prospective students, and the public. The Director, Community Relations and Marketing, as the president's designee, has the responsibility and authority to approve all print and electronic College publications (including brochures, handbooks, programs for entertainment events, promotional videos, and the College website) designed for public viewing prior to their printing and/or dissemination. The Director, Community Relations and Marketing monitors all College programs and activities to ensure that the deans/directors comply with their publication responsibilities.

The information and data contained in all recruiting materials is factually accurate and based on information contained in the College Catalog, the SFSC Student Handbook, and the SFSC website, as well as gathered from the College's Core Indicators of Effectiveness, Graduate Satisfaction Survey, SFSC Financial Aid Office data, College grants data, and other relevant data sources. An example of the College's recruitment material publication process, which ensures that the institution is accurately represented, is illustrated through the publication of a brochure as shown in Figure 10.5-1 "College Pocket Brochure."

The figure displays a collage of various college brochures and informational graphics. The top row includes sections for Bachelor's Degrees, Associate Degrees, Health Sciences, Public Safety, Business/Technology, and a 'GET CONNECTED' section. The bottom row includes statistics on enrollment (5,842), tuition and fees, SFSC Foundation information, Corporate and Community Education, SFSC Arts, District Board of Trustees, and South Florida State College contact information.

Figure 10.5-1  
College Pocket Brochure

This brochure contains figures about 2018-2019 financial aid awarded and other facts about the College gathered from the College's Core Indicators of Effectiveness, the National Community College Benchmark Project (NCCBP), and the Florida Education and Training Placement Information Program (FETPIP). This information was compiled by the appropriate leadership and delivered to the Community Relations and Marketing Department, which designed the mini-brochure. The finished resource was returned to leadership to review for accuracy before printing. The result was a pocket-sized guide that contains relevant, meaningful facts and statistics about the College's operations and noteworthy measures of its success. It has been presented to Florida legislators, business partners, and other College stakeholders.

As stated in SFSC Administrative Procedure 2090, the official approval process for all College publications is:

- The director/dean responsible for the development of a publication will submit the publication to the director, institutional communications, in such detail and format as may be required
- The director, institutional communications, will either approve the publication as it is presented or confer with the appropriate director/dean about revisions or for more information
- Final changes as considered necessary will be made once the director, institutional communications, is satisfied with the appropriate dean/director's development of a publication
- The director, institutional communications, will make the final decision about where to have College publications printed and has the authority to use the College's bidding procedure to ensure the fulfillment of the responsibilities under this procedure, if necessary
- A proof of the publication shall be produced and returned to the director, institutional communications, for final approval and the department of origin prior to printing. Only after the director, institutional communications, gives final approval of the proof shall the publication be printed

An example of how this procedure is consistently followed is illustrated in the recent upgrading of a program brochure as shown in Figure 10.5-2 "Bachelor of Science Nursing (BSN) Program Brochure." The initial request was made, a proposed draft was created and presented to the faculty and the dean of health sciences, final revisions were made, and then the completed document was published. This email process is outlined in the following link. Other examples include the Bachelor of Science in Elementary Education, Bachelor of Applied Science - Supervision and Management, and the AS/CCC in Health Services.

















































Figure 10.5-2

Bachelor of Science Nursing (BSN) Program Brochure


Recruitment Personnel

South Florida State College employs local staff and does not employ independent contractors or agents for the purpose of recruiting students. The College recruiter and the dean, student services coordinate all recruiting efforts and activities. The College provides ongoing training and support for all staff who engage in new student recruiting. Individual and group meetings occur regularly and are specifically tied to weekly enrollment management committee meetings. Examples include attending professional development day, 5G power skill workshops, and the Florida Pathways Institute. As the College has no branch campuses or international sites, all recruiting efforts are facilitated from the main (Highlands) campus location.



-  2020 Graduate Satisfaction Survey Report.Adm[35864]
-  2020-2021 SFSC College Catalog
-  2020-2021 SFSC College Catalog\_AS\_Radiography (Page 102)
-  2020-2021 SFSC College Catalog\_Associate\_Degree\_Admissions (Page 20)
-  2020-2021 SFSC College Catalog\_Audit (Page 58)
-  2020-2021 SFSC College Catalog\_BS\_Elementary Education (Page 139)
-  2020-2021 SFSC College Catalog\_BS\_Nursing (Page 140)
-  2020-2021 SFSC College Catalog\_Baccalaureate\_Degree\_Admissions (Page 20)
-  2020-2021 SFSC College Catalog\_CCC\_Emergency\_Medical\_Technician (Page 111)
-  2020-2021 SFSC College Catalog\_CCC\_Paramedic (Page 115)
-  2020-2021 SFSC College Catalog\_CC\_Correctional\_Officer (Page 120)
-  2020-2021 SFSC College Catalog\_CC\_Correctional\_to\_Law\_Enforcement\_Officer (Page 121)
-  2020-2021 SFSC College Catalog\_CC\_Dental\_Assisting (Page 122)
-  2020-2021 SFSC College Catalog\_CC\_Firefighter\_I\_II (Page 125)
-  2020-2021 SFSC College Catalog\_CC\_Law\_Enforcement\_to\_Correctional\_Officer (Page 127)
-  2020-2021 SFSC College Catalog\_CC\_Law\_Enforcement (Basic) (Page 126)
-  2020-2021 SFSC College Catalog\_CC\_Practical\_Nursing (Page 129)
-  2020-2021 SFSC College Catalog\_CC\_Public\_Safety\_Telecommunications (Page 133)
-  2020-2021 SFSC College Catalog\_Certificate\_Program\_Admissions (Page 20)
-  2020-2021 SFSC College Catalog\_Collegiate\_High\_School\_Admissions (Page 22)
-  2020-2021 SFSC College Catalog\_Controlled\_Access\_Programs\_Admissions (Page 21)
-  2020-2021 SFSC College Catalog\_Dual\_Enrollment\_Admissions (Page 22)
-  2020-2021 SFSC College Catalog\_ESOL\_Admissions (Page 21)
-  2020-2021 SFSC College Catalog\_GED\_Admissions (Page 21)
-  2020-2021 SFSC College Catalog\_Home\_School\_Students\_Admissions (Page 24)
-  2020-2021 SFSC College Catalog\_Honors (Page 81)
-  2020-2021 SFSC College Catalog\_International\_Students\_Admissions (Page 27)
-  2020-2021 SFSC College Catalog\_Non-Degree\_Seeking\_Students\_Admissions (Page 29)
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-  2020-2021 SFSC College Catalog\_Probation (Page 62)
-  2020-2021 SFSC College Catalog\_Technical\_Dual\_Enrollment\_Admissions (Page 23)
-  2020-2021 SFSC College Catalog\_Transfer\_Students\_Admissions (Page 31)
-  2020-2021 SFSC College Catalog\_Transient\_Students\_Admissions (Page 31)
-  2020-2021 SFSC College Catalog\_\_AS\_Dental\_Hygiene (Page 89)
-  2020-2021 Student Handbook
-  2020-2021-Student-Handbook
-  2020\_2021\_SFSC\_College\_Catalog\_Nursing (Page 140)
-  2020\_dental\_assisting\_standards
-  2020\_dental\_hygiene\_standards
-  5G\_Training\_Workshop
-  AACRO\_Best\_Practices\_Handbook (Page 13)
-  ACEN\_Standards
-  ALL SFSC Policies and Procedures - Listed on Panther Central
-  AdventHealth Sebring Lake Placid Wauchula 2020
-  Application\_Redacted
-  BAS\_SM\_Degree\_Rack\_Card

-  BSEE Brochure
-  BSN Brochure
-  BSN Brochure\_Emails\_Final Revisions (Page 3)
-  BSN Brochure\_Emails\_Initial (Page 5)
-  BSN Brochure\_Emails\_Proposed Draft (Page 4)
-  Change of Information Form
-  Commencement Program
-  DE Agreement - Hardee 2019-2022
-  DE Agreement - Highlands 2019-2022
-  DeSoto Dual Enrollment Signed 080519
-  Demonstration of Mastery of General Knowledge
-  Dual Enrollment Appeals\_Redacted
-  Enrollment Management Minutes
-  FL-Residency-Declaration-Form-FRD-1-02-03-16
-  Florida Board of Nursing (Page 20)
-  Florida Pathways Institute (FPI)
-  Florida Statute 1001.64 Florida College System Board of Trustees; Powers and Duties (Page 2)
-  Florida Statute 1001.65 Florida College System Presidents; Powers and Duties
-  Florida Statute 1007.263 Florida College System Institutions; Admissions of Students
-  Florida Statute 1007.271 Dual Enrollment Programs
-  Florida Statute 633.412 Firefighters; Qualifications for Certification
-  Florida Statute 943.13 Officers Minimum Qualifications for Employment or Appointment
-  General Knowledge Test
-  HRMC - 2020 - EMT
-  Health\_Services\_Rack\_Card
-  Heartland Periodontics 2017
-  Initial BSN Brochure with Markups
-  PDD-2020 Session Descriptions -Final
-  Program Code Change Form\_Redacted
-  Program Map Nursing-BSN
-  Record Unavailability
-  Residency\_Redacted
-  Returning Student Letter
-  Right to know
-  Rule 11B-35.002, Florida Admin Code Basic Recruit Training Programs for Law Enforcement, Correctional, and Correctional Probation
-  Rule 64J-3.001, Florida Administrative Code Certification of 911 Public Safety Telecommunicators
-  SFSC 2019 Core Indicators of Effectiveness\_Complete
-  SFSC Administrative Procedure 2090 Development of All Non-Classroom College Publications
-  SFSC Administrative Procedure 3150 Admission to Baccalaureate, Associate, Certificate, Diploma, Adult Education, and Other Programs
-  SFSC Administrative Procedure 3151 Admission to Dual Enrollment Programs and Collegiate High School
-  SFSC Administrative Procedure 3160 Student Admissions Process
-  SFSC Administrative Procedure 3161 Admission of International Students
-  SFSC DBOT Policy 2.09 College Publications
-  SFSC DBOT Policy 3.13 Dual Enrollment
-  SFSC DBOT Policy 3.15 Admission to Baccalaureate,, Associate, Certificate, DIploma, or Special Courses\_Programs
-  SFSC DBOT Policy 3.16 Admissions of Students

-  [SFSC Mission Statement](#)
-  [SFSC Nursing affiliation HRMC 2020](#)
-  [SFSC Policies Webpage](#)
-  [SFSC Procedures Webpage](#)
-  [SFSC Webpage](#)
-  [SFSC Webpage - Highlighted Policies and Procedures Links \(Page 3\)](#)
-  [SFSC\\_Administrative\\_Procedure\\_3150\\_ABE \(Page 2\)](#)
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-  [SFSC\\_Administrative\\_Procedure\\_3150\\_BS](#)
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-  [SFSC\\_Administrative\\_Procedure\\_3150\\_\\_ESOL \(Page 3\)](#)
-  [SFSC\\_Administrative\\_Procedure\\_3151\\_Admission\\_to\\_Dual\\_Enrollment\\_Programs\\_and\\_Collegiate\\_High\\_School\\_Private\\_Homeschooled \(Page 3\)](#)
-  [SFSC\\_Administrative\\_Procedure\\_3151\\_Admission\\_to\\_Dual\\_Enrollment\\_Programs\\_and\\_Collegiate\\_High\\_School\\_Public\\_DE](#)
-  [SFSC\\_Administrative\\_Procedure\\_3151\\_Admission\\_to\\_Dual\\_Enrollment\\_Programs\\_and\\_Collegiate\\_High\\_School\\_Technical\\_DE \(Page 3\)](#)
-  [SFSC\\_Administrative\\_Procedure\\_3160\\_Student\\_Admissions\\_Process\\_BS](#)
-  [SFSC\\_Administrative\\_Procedure\\_3160\\_Student\\_Admissions\\_Process\\_DE\\_Home\\_School\\_Technical\\_DE](#)
-  [SFSC\\_Administrative\\_Procedure\\_3160\\_Student\\_Admissions\\_Process\\_Limited\\_Access \(Page 2\)](#)
-  [SFSC\\_Administrative\\_Procedure\\_3160\\_Student\\_Admissions\\_Process\\_Transfer \(Page 2\)](#)
-  [SFSC\\_Administrative\\_Procedure\\_3161\\_Admission\\_of\\_International\\_Students\\_International](#)
-  [Selective\\_Program\\_Redacted](#)
-  [Standards\\_2014\\_Radiography \(Page 15\)](#)
-  [Transcripts\\_example\\_Redacted](#)

## 10.6

### Distance and Correspondence Education

An institution that offers distance or correspondence education:

- a. ensures 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.
- b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
- c. ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

South Florida State College (SFSC) offers distance education and ensures that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit. The College has a [written procedure](#) for protecting the privacy of students enrolled in distance education courses or programs. The College ensures that at no point in the registration and enrollment process are students charged for verification of identity.

### Identity Verification

The first step in ensuring that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit is initial identity verification through residency status. All students, regardless of residency status or ability to come to campus, must electronically sign an affidavit of Electronic Signature to authenticate their identity and provide their social security number, which complies with [Section 119.071, Florida Statutes, "General Exemptions from Inspection or Copying of Public Records"](#) and [State Board of Education Rule 6A-1.0955 "Education Records"](#) regarding the purpose of the collection and use of a student's social security number. If a student is a Florida resident, identity is additionally verified, for tuition calculation, by two methods (e.g., state driver's license, voter registration, or auto registration).

In addition to initial verification of student identity, when the instructor of a distance education or face-to-face course decides to use a proctored online exam, there are two options available (the SFSC Testing Center or Honorlock) to ensure that the student who registered for the course or program is the one participating in online examinations and other assessments. The process used by the SFSC Testing Center starts with verification of the identity of each student using their College identification card or a state-issued identification card. Once the student's identity is verified, the student is directed to a locker to store all outside items and then to a proctored location to complete their exam. This ensures that no outside items are taken into the room which would give the student an unfair advantage during testing. To further ensure that the student makes no attempt to compromise the integrity of the exam, a certified proctor monitors the room during the entirety of the examination. Additionally, the College makes available an on-demand, online proctoring service (Honorlock) to ensure that the student who registered for the course or program is the one participating in online examinations and other assessments. Honorlock provides artificial intelligence (AI) technology to monitor and record the examination in real time. Similar to the Testing Center process, students must show an identification card when the examination commences (e.g., College identification card or a state-issued identification card). Honorlock provides several layers of protection to prevent students from accessing unauthorized testing information. Proctors virtually scan the testing room/work area to determine if additional devices or distractions are present. All other programs and/or windows on the testing computer must be closed prior to logging in to the proctored testing environment. No communication with a third party is allowed during the exam. Honorlock test proctors review the examination recording and send reports of any irregularities to the faculty member. Both processes ensure that username and password information is not shared by the student when taking an online examination.

### Privacy Protection

South Florida State College (SFSC) has written policies and procedures for protecting the privacy of students enrolled in distance education courses and programs. These policies and procedures are the same for all students regardless of course modality. [South Florida State College District Board of Trustees \(DBOT\) Policy 2.15 "Safekeeping, Reproduction and Destruction of Records"](#) describes the College protocol to protect the privacy and confidentiality of all student education records. This policy is operationalized by [SFSC Administrative Procedure 2154 "Student Records-Security, Confidentiality, Integrity, and Destruction"](#) which protects the security, privacy, and confidentiality, and integrity of all student education records. In addition, the College Catalog defines personally identifiable information as including the following, but not limited to, "student name, name of the student's parents or other family members, address of the student or student's family, and a personal identifier such as social security number or generated identification number, as well as a list of personal characteristics, a photograph, or other information that would make the student's identity easily traceable." [South Florida State College Administrative Procedure 2154](#), the [SFSC Student Handbook](#), and the [College Catalog](#) also detail the components of directory information which the College may release without written student consent. Information regarding the [Federal Educational Rights and Privacy Act \(FERPA\)](#) and how it relates to the protection of student record privacy are found on the [SFSC webpage](#) in the [College Catalog](#) and the [SFSC Student Handbook](#). Students may waive their FERPA rights and allow their parents or other individuals to review their educational records by completing the [Student Release of Information Form](#) and submitting it to the SFSC registrar. Students may choose to keep all personally identifiable information and directory information private by submitting a written request to the College registrar. Information regarding privacy of student records, FERPA, and directory information is also shared with students, both in-person and online, during initial onboarding via [SFSC's Guide to Personal Success \(GPS\) Orientation](#).

The SFSC Student Handbook states that the registrar "is the college official responsible for student records which include transcript requests and evaluations, change of personal information, and other record inquiries." The SFSC Student Handbook also informs students that the office of the registrar "maintains permanent educational records for all students" as well as affirms FERPA and student privacy information. The registrar has the responsibility of working with all College employees and students to ensure that SFSC educational records information is only released in accordance with College, state, and federal guidelines. Training related to the maintenance of student records is a component of the [Faculty and Adjunct Educator Academy \(MODULE 3\)](#).

Since the student's Social Security Number (SSN) is one of the mechanisms used to verify identity when password changes are requested, [South Florida State College Administrative Procedure 2156 "Information Security"](#) details how the College shall "protect private information and data" to include SSN. The College collects and uses the SSN but never knowingly releases private information or data to an unauthorized party. This information may be found in the [SFSC Student Handbook](#). Upon admission, the College assigns students a randomly-generated identification number (GID), to be used in lieu of the SSN. The student GID is stored in the College's Banner Student Information System (SIS) database along with an associated and unique College email address for each user.

[South Florida State College Administrative Procedure 2157 "Identity Theft Prevention Program"](#) reduces the risk of identity theft related to the collection and storage of personal information needed for the College to conduct business. This procedure also points to safeguarding the data stored with College technology and identifies that all student and employee users will acknowledge they understand the College technology usage guidelines which also seeks to safeguard student information prior to receiving a College user identification number. The SFSC Technology Usage Guidelines are found in the [SFSC Student Handbook](#) and [SFSC Administrative Procedure 6010 "Student Access to Technology Resources"](#).

Through required training, the College regularly ensures that faculty and staff understand the commitment to confidentiality, integrity, and security of student academic records and adhere to its policies and procedures. This is accomplished through:

- [Technology user agreement](#), signed during the employee intake process
- [New hire orientation](#) (includes separate staff and faculty training)
- Monthly security updates ([Example One \(1\)](#), [Example Two \(2\)](#)) shown on the SFSC Daily Connection (the College's internal daily newsletter)
- Annual [Banner team leader training](#)
- Annual [Banner training for designated staff](#)
- Regular Leader Team security updates ([Example One](#), [Example Two](#))
- Annual FERPA Training for all Banner Users

The College's information technology security awareness efforts are reinforced through the administrative program assessment process as shown in the [2019-2020 Information Technology APA outcome 818 "Promote activities that foster information security awareness among College employees."](#)

Distance education students obtain access to their online courses in Brightspace via the College portal (Panther Central) which ensures privacy through a secure, password-protected login. The password must be between eight and 20 characters, including at least one capital letter, one lowercase letter, and one number. Students are prompted to create security questions and provide an alternate email or phone number in order to reset a forgotten password online at any time. The password change is instantly stored in the secure active directory system. Students will find information about username and password questions on the portal login webpage as well as the [SFSC College Catalog](#). Students who seek password assistance via the telephone must answer a series of security questions before an admissions, records, and registration department team member will reset their password in the system. Additionally, as outlined in the [SFSC Student Handbook](#), "any student found to have committed the following misconduct is subject to the disciplinary sanctions.... All students, including students with disabilities, have the responsibility to meet the code of conduct by adapting behavior to the educational environment." This includes unauthorized use of another individual's identification, password, or access privileges.

The College employs industry-standard technology ([Active Directory Federation Service](#) and [Central Authentication Service](#)) to ensure that all students have a unique username and password which are initially provided as part of the onboarding process, but can be subsequently changed. In an effort to protect the privacy of usernames and passwords, the College has established a number of safeguards which are shown in Table 10.6-1 "Safeguards to Protecting Username and Password Privacy."

**Table 10.6-1  
Safeguards to Protecting Username and Password Privacy**

Safeguard	Description
Banner Security Team	This team is charged with safeguarding access to personally identifiable information (PII). The team holds biannual meetings for all Banner team leaders to regularly review access to the College's enterprise resource planning (ERP) system (Banner) and monitor who has access to Social Security Numbers (SSN) and other forms of PII. Just because access has been granted in the past, it is not guaranteed in the future.
Special software is required	Prior to being able to manage password resets, network management software (BCX Change) must be installed on the approved user's college-issued computer. Access to this software is limited and safeguarded by the Banner Security Team.
Extremely limited access to password reset functions	Only personnel assigned to the Student Services department who have been granted SSN access can perform a password reset. In order to have SSN access, the Banner Security Team must first grant approval of a request via a Banner Social Security Number View Access Request Form which requires a full description of what essential job functions require access to SSNs.
Identify verification	When a student requests to reset their password, a series of personal identification questions are asked including the student's ID number, social security number, date of birth, and emergency contact.
Disabling of non-active accounts	If a student does not re-enroll within one year, their account is disabled to prevent unauthorized access to that student's account. For that student to regain access to the system, they must restart the whole process from the beginning.

The offices responsible for ensuring that the provisions of Standard 10.6 related to student identity verification and privacy protection for online students are enforced can be found in Table 10.6-2 "Office Responsibilities."

**Table 10.6-2**  
**Office Responsibilities**

Office	Responsibilities
Admissions, Records, and Registration Department	Creates student ID cards when presented valid government-issued ID cards.
Campus directors at DeSoto, Hardee, and Lake Placid	Creates student ID cards when presented valid government-issued ID cards.
Career Center	Oversees orientation and the initial distribution of login and portal access information.

**Verification Charges**

Students at SFSC incur no additional charges associated with student identity verification, therefore no written notification is necessary.

**Sources**

-  2020-2021 College Catalog\_Directory Information (Page 65)
-  2020-2021 College Catalog\_FERPA (Page 66)
-  2020-2021 College Catalog\_Username and Password (Page 35)
-  2020-2021 Student Handbook\_Directory Information (Page 37)
-  2020-2021 Student Handbook\_FERPA (Page 36)
-  2020-2021 Student Handbook\_Misconduct (Page 47)
-  2020-2021 Student Handbook\_Technology Use Guidelines (Page 41)
-  2020-2021 Student Handbook\_Use of SSN (Page 39)
-  APA\_Information Technology 2019-2020
-  Active Directory Federation Service
-  Agenda\_New Employee Orientation November 2019
-  Annual\_FERPA\_Training\_for\_All\_Banner\_Users
-  Banner\_Security\_Review
-  Banner\_Training\_for\_Designated\_Staff
-  CAS - Architecture (Page 2)
-  Daily\_Connection\_Security\_Awareness
-  Daily\_Connection\_Security\_Awareness\_2
-  FAEA & QM Agenda
-  FERPA\_Webpage (Page 3)
-  Family Educational Rights and Privacy Act (FERPA)
-  Florida Statute 119.07\_General Exemptions from Inspection or Copying of Public Records
-  GPS\_Orientation\_Waypoints 2-4 (Page 3)
-  Presidents\_Council\_Notes\_012120 (Page 3)
-  Presidents\_Council\_Notes\_080719 (Page 2)
-  SBE Rule 6A-1.0955 Education Records
-  SFSC Administrative Procedure 3152 Verification of Student Identity in Distance Education and Electronic Courses
-  SFSC Administrative Procedure 6010 StudentAccess to Technology Resources
-  SFSC DBOT Policy 2.15 Safekeeping, Reproduction, and Destruction of Records
-  SFSC\_Administrative\_Procedure\_2154\_Student\_Records\_Security\_Confidentiality\_Integrity\_and\_Destruction
-  SFSC\_Administrative\_Procedure\_2156\_Information\_Security
-  SFSC\_Administrative\_Procedure\_2157\_Identify\_Theft\_Prevention\_Program
-  Student Release of Information Form
-  Technology Usage Acknowledgement

## 10.7

### Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

South Florida State College (SFSC) publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. All policies and procedures related to the awarding of credit are published and accessible on the [SFSC webpage \(Policies Page, Procedures Page\)](#), [SFSC Panther Central](#) and in the [SFSC College Catalog](#), which are available to all students and the public, and are overseen by academically qualified personnel to make the necessary judgments. In educational programs not based on credit hours, the College has a sound means for determining credit equivalencies.

### Credit Policies

One college credit hour is based upon the learning expected from fifteen 50-minute periods of classroom instruction. The standard credit hour length of all degree programs is listed in the [2019-2020 Community College Program Length document](#). South Florida State College has no programs that differ from the commonly accepted practices in higher education as recommended by the [Florida State Board of Education \(SBE\) Rule 6A-14.030 "Post-Secondary Instructional Unit Definitions and Awards in Florida College System Institutions."](#) In contrast to degree programs, occupational certificate programs are measured in contact hours, which can be calculated as occupational/technical credit hours. One occupational/technical credit (clock hour) is based on the learning expected from the equivalent of 30 hours of instruction, which is consistent with commonly accepted practices in higher education. Furthermore, occupational degrees and certificates are aligned with, and are detailed in, the [Florida Department of Education \(FDOE\) Career and Technical Education Curriculum Frameworks](#). Additionally, academic degree programs are aligned with, and are detailed in, the [FDOE Statewide Course Numbering System \(SCNC\)](#) which, through common course numbering statewide, ensures a seamless system of articulation between Florida public institutions. Both of these FDOE guidelines use a comparable credit/clock hour definition.

[South Florida State College District Board of Trustees \(DBOT\) Policy 3.02 "Establishment of Instructional Programs"](#) provides the process and criteria used to align the documented student learning with the amount of academically engaged time for a typical student. This policy is operationalized through [SFSC Administrative Procedure 3020 "Curriculum Development"](#) which outlines the process faculty and instructional supervisors use to develop and communicate the implementation, revision, and deletion of instructional programs and courses as shown below:

1. The applicant must complete a [curriculum proposal abstract](#) and forward the abstract to the coordinator, curriculum support.
2. The curriculum proposal abstract will be reviewed by the coordinator, curriculum support for standardization before forwarding the proposal for administrative approval.
3. The coordinator, curriculum support will forward a copy of the abstract to the instructional supervisor and academic dean for recommendation. The dean shall forward the abstract to the vice president, academic affairs and student services (VPAA/SS) for review/approval.
4. Upon VPAA/SS approval, the coordinator, curriculum support will forward a copy of the approved abstract to the applicant and maintain the signed original.
5. If the abstract is not recommended by the dean or the VPAA/SS, either will return the abstract to the coordinator, curriculum support, applicant supervisor, and dean indicating the reason for non-approval.
6. The applicant shall complete necessary forms for proposed developments, revisions, and/or deletions.
7. Upon completion, the division dean will return the proposal to the coordinator, curriculum support for review and submission. The coordinator will forward the proposal to the Curriculum Committee for review and recommendation no later than the last Friday of each month. If the proposal is not recommended by the Curriculum Committee, the curriculum chair will return the proposal to the coordinator, curriculum support indicating the reason for the Curriculum Committee's decision and the coordinator will inform the applicant indicating the reason for non-approval.
8. Upon recommendation, the coordinator, curriculum support, will forward the program proposal to the Learning and Student Success Committee (LASS) for approval. If approved by LASS, the VPAA/SS will present the recommendation to the president and DBOT. After DBOT approval, the VPAA/SS, acting in the capacity of the institution's accreditation liaison, will prepare SACSCOC notification if a substantive change is required. The VPAA/SS will then forward the signed documentation to the coordinator, curriculum support who shall maintain the College's official record of the approval/disapproval of the new/revised/deleted program and notify the applicant, instructional supervisor, Curriculum Committee chair, campus directors, advising and counseling chair, registrar, financial aid director, and eLearning director, if distance learning.
9. If at any point in the process the abstract or program/course proposal is not recommended by the instructional supervisor, dean, VPAA/SS, Curriculum Committee, LASS Committee, President's Council, or DBOT, a reason for disapproval shall be given in writing by the individual or committee denying the request and the documents will be returned to the applicant by the coordinator, curriculum support who will notify the applicant.

[South Florida State College DBOT Policy 3.04 "Length of Courses"](#) authorizes the president to determine the length of college courses offered at South Florida State College. This is operationalized through [SFSC Administrative Procedure 3040 "Credit Assignment,"](#) which ensures that all credit hours meet the minimum federal requirements and comply with the [credit-hour guidelines](#) of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This is consistent with [State Board of Education \(SBE\) Rules 6A-14.030](#) which specifies credit as a unit of measure assigned to courses or course equivalent learning. Credit is awarded if the learning activity it represents is part of, or a prerequisite for, an organized and specified program leading to a postsecondary certificate or degree. Credit is a device which indicates to the learner, to educational institutions, to employers, and to others how much of the program the learner has completed. The credit awarded may be independent of where the learning occurs. If a learning activity does not meet these requirements, credit is not awarded.



Credits for activities such as laboratory instruction, internships, and clinical experiences that go beyond the typical expectation of courses taught in the "seat time" fashion are determined by the College based on the proportion of direct instruction to the laboratory exercise, internship hours, or clinical practice hours, as appropriate for specific programs. Table 10.7-1 "Type of Credit Assigned" delineates and defines the types of postsecondary credit offered at SFSC.

**Table 10.7-1**  
**Type of Credit Assigned**

Type of Credit	Definitions	
College Credit	Credit assigned by Florida College System institutions to courses or course equivalent learning that is part of an organized and specified program leading to a baccalaureate, associate degree, certificate, or Applied Technology Diploma. College credit is based on the learning expected from the equivalent of fifteen 50-minute periods of classroom instruction; with credits for such activities as laboratory instruction, internships, and clinical experience determined by the institution based on the proportion of direct instruction to the laboratory exercise, internship hours, or clinical practice hours.	
	<b>Lower Division</b>	College credit assigned to courses offered to freshmen and sophomores (1,000 and 2,000 level courses).
	<b>Upper Division</b>	College credit assigned to offered to juniors and seniors (3,000 and 4,000 level courses).
Clock Hour	The unit assigned to courses or course equivalent learning that is part of an organized and specified program leading to a Career and Technical Certificate. Clock hour is based on the learning expected from the equivalent of thirty hours of instruction.	
Developmental	The type of credit assigned by Florida College System institutions to courses that provide degree seeking students who wish to enroll in college credit courses with additional academic preparation determined to be needed. Developmental credit is based on the learning expected from the equivalent of fifteen 50-minute periods of classroom instruction.	

The College offers programs at levels ranging from career certificates to bachelor's degrees, with each level the academic rigor and workload required progressively increases. The [Florida Statewide Articulation Manual](#) specifies that baccalaureate (BS and BAS) degrees are four-year degrees, of typically 120 credit hours. [SBE Rule 6A-14.030](#) specifies the associate (AA and AS) degrees may be awarded to students upon satisfactory completion of a planned program of 60 or more college credits. Associate in Science (AS) degrees are awarded upon satisfactory completion of a planned program of study comprised of the standard credit-hour length per discipline. Occupational/technical credit hours do not count toward an associate degree. Table 10.7-2 "Program Level and Credit Assigned" outlines the appropriate assignment of instructional units for each program level.

**Table 10.7-2**  
**Program Level and Credit Assigned**

Program Level	Definition	Standard Program Length	Required General Education (Credit Hours)
Bachelor's degree	Programs of instruction (BS and BAS) consisting of upper division college credit courses to prepare for entry into employment.	120 Credit Hours	36
Associate in Arts degree	The program of arts or general instruction consists of lower division college credit courses. The associate in arts degree is a transfer degree and a basis for admission to a bachelor's degree.	60 Credit Hours	36
Associate in Science degree	Programs of career and technical instruction consisting of lower division college credit courses that prepare students for entry into employment. The associate in science degree is a transfer degree and a basis for admission to a related bachelor's degree. The standard credit hour length of all associate in science degree programs is defined in the Florida Department of Education's <a href="#">2019-2020 Community College Program Length Document</a> .	60 - 88 Credit Hours	15
College Credit Certificate	Programs of career and technical instruction that are part of an associate in science degree or an associate in applied science degree program and prepare students for entry into employment. The standard credit hour length of all college credit certificates is defined in the Florida Department of Education's <a href="#">2020 Community College Program Length Document</a> .	<60 credit hours	Varies
Career Certificate	Programs of career and technical instruction consisting of clock hour courses that prepare for entry into employment. The standard credit hour length of all career certificates is defined in the Florida Department of Education's <a href="#">2020 Community College Program Length Document</a> .	40-1500 Clock Hours	N/A

As mandated by [Section 1007.24, Florida Statutes, "Statewide Course Numbering System \(SCNS\)"](#) SFSC participates in the SCNS. The purpose of the SCNS database is to accomplish the following:

- Provides a framework for each discipline to categorize courses. The same framework is used by all Florida public postsecondary institutions;
- Places responsibility for determining course equivalencies with faculty at universities and colleges who would make decisions based on detailed course descriptions or course syllabi;
- Establishes course inventories listing all courses offered at Florida's universities and colleges and identify equivalent courses; and
- Develops statewide course descriptions, or course equivalency profiles, to be used in determining equivalencies.

As shown in the [SFSC College Catalog](#), this numbering system is used by all public postsecondary institutions in Florida and by participating nonpublic institutions. The major purpose of this system is to facilitate the transfer of courses between participating institutions. Students and administrators can use the online SCNS to obtain course descriptions and specific information about course transfer between participating Florida institutions. Each participating institution controls the title, credit, and content of its own courses and recommends the first digit of the course number to indicate the level at which students normally take the course. Course prefixes and the last three digits of the course numbers are assigned by the FDOE. The course prefix and each digit in the course number have a meaning in the SCNS. The listing of prefixes and associated courses is referred to as the "SCNS taxonomy" (Figure 10.7-1). Descriptions of the content of courses are referred to as "statewide course profiles." Equivalent courses at different institutions are identified by the same prefixes and same last three digits of the course number and are guaranteed to be transferable between participating institutions that offer the course.

Prefix	Level Code (First Digit)	Century Digit (Second Digit)	Decade Digit (Third Digit)	Unit Digit (Fourth Digit)	Lab Code
ENC	1	1	0	1	NA
English Composition	Lower (Freshman Level)	Freshman Composition	Freshman Composition Skills I	Freshman Composition Skills I	No Laboratory Component in this Course
PHY	2	0	4	9	L
University Physics II Laboratory	Lower (Sophomore Level)	General Physics II Lab	Sophomore Physics Skills I	Sophomore Physics Skills I	Laboratory Component

**Figure 10.7-1**  
**SCNS Taxonomy**

South Florida State College uses the credit and clock hour formats as the College's standard means of determining credit for courses delivered. The College uses the semester system, as opposed to the quarter system and currently does not offer any competency based programs. As shown in the [SFSC Administrative Procedure 3040 "Credit Hour Assignment"](#), an occupational credit hour must include at least 30 clock hours of instruction.

### Oversight

The oversight structure for course approval at SFSC is a faculty-driven process. This process begins when an individual faculty member submits a [curriculum proposal abstract](#) to develop, revise, or delete a course or program. The curriculum proposal abstract is developed in collaboration with the departmental chairperson based upon a needs assessment. This process continues when the curriculum proposal abstract is presented to the [SFSC Curriculum Committee](#). This committee is comprised of a broad representation of [academically qualified individuals](#), including faculty, department chairs, advisors, academic deans, and the VPAA/SS. Actively led by faculty, this committee is charged with providing the oversight structure for approving all course proposals, changes, or deletions. The Curriculum Committee also ensures that the appropriate level and amount of credit is assigned to each course. This determination is based on a variety of factors including the guidelines in the [Florida Curriculum Frameworks](#), Florida SCNS, the student learning outcomes, the level of rigor, and the anticipated student workload. Once assigned, each course is offered with the same amount of credit regardless of the modality of instruction, as outlined in [SFSC Administrative Procedure 3040](#).

Upon recommendation of the Curriculum Committee, the proposal is forwarded to the [Learning and Student Success Committee \(LASS\)](#) for approval. The LASS Committee is the College's standing committee which has a primary purpose to promote learning and student success. This committee is responsible for directing and coordinating activities related to curriculum. The LASS Committee is comprised of a broad representation of academically qualified individuals including faculty members, administrators, representatives of academic student support services, and students. If approved by LASS, the VPAA/SS will present the recommendation to the president and DBOT. After DBOT approval, the VPASS/SS, acting in the capacity of the institution's Accreditation Liaison, will prepare a SACSCOC substantive change notification, if required. This process is illustrated in Table 10.7-3 "Oversight Structure for Course Approval."

**Table 10.7-3**  
**Oversight Structure for Course Approval**

Course/Program	Curriculum Proposal Abstract/New Course Proposal Form	Curriculum Committee	LASS	DBOT
BSC 1XXX (New Course)	X	X	X	X (Agenda) X (Minutes)
SLS 1XXX (New Course)	X	X	X	X (Agenda) X (Minutes)
ACG 2170 (Single Course Deletion)	N/A	X	X	X (Agenda) X (Minutes)
DELETED COURSES (State-Mandated Course Deletions)	N/A	X	X	X (Agenda) X (Minutes)
Nursing - Generic (ADN) (Program/Course Revision)	X	X	X	X (Agenda) X (Minutes)
LPN - RN Transition (Program/Course Revision)	X	X	X	X (Agenda) X (Minutes)

The College seeks to maintain equal academic rigor in its traditional, distance education (online and hybrid), and dual-enrollment courses. Periodic course, program, and instructional modality evaluations are conducted to ensure that the academic success rate, retention rate, and student satisfaction rates are comparable in distance education and traditional courses. SFSC evaluates distance education courses prior to the course offering using the eLearning course evaluation process (described in the [Distance Learning Handbook](#) in detail), which includes the [SFSC Quality Matters Rubric](#) as well as reviews by subject matter experts, instructional design specialists, and Director, eLearning. Additional course reviews are provided by the College instructional technology (IT) team, department chair, and division dean. The definition of credit hour for distance education courses that meet the quality and accreditation standards is the same as for a traditional face-to-face course ([SBE Rule 6A-14.0304](#)).

### Credit Equivalencies

As stated in the [SACSCOC Policy Statement on Credit Hours](#),

Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another.























South Florida State College Administrative Procedure 3040 "Credit Hours" adheres to this policy by ensuring that all credit hours meet the minimum federal requirements. A credit hour is defined as the amount of work necessary to achieve intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

- Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time
- At least an equivalent amount of work as required outlined above for other academic activities as established by the institution including laboratory work, internships, practicums, clinicals, cooperative on-the-job training, capstone experiences, and other academic work leading to the award of credit hours.
- A credit hour is expected to be a reasonable approximation of a minimum amount of student work in a Carnegie Unit in accordance with commonly accepted practice in higher education.
- As defined in 34 CFR 668.8 (I) "Eligible Program (Formula):"
  - A college credit hour must include at least 37.5 clock hours of instruction
  - An occupational credit hour must include at least 30 clock hours of instruction

In developing procedures related to the amount and level of credit awarded, the College employs a variety of ways to network with peer institutions and capitalize on existing standards of professional organizations. The College's deans and vice president of academic affairs and student services actively participate in the Florida Council on Instructional Affairs (CIA), Council of Student Affairs (CSA), and the Council of Workforce Education (CWE). Meeting three times a year, each of these three councils convene together to address issues of statewide significance and advise the Florida Council of Presidents (COP), comprised of the presidents from each Florida College System institution. At these meetings, senior administrators from each of the 28 public Florida colleges work alongside representatives from the Florida College System to develop solutions to statewide problems; coordinate statewide activities and initiatives; facilitate communication and exchange information among council members and other appropriate councils, agencies, organizations, and individuals; and openly exchange information and exemplary practices, including the amount and level of credit awarded for specific programs.

The College follows the American Association of Collegiate Registrars and Admissions Officers (AACRAO) best practices handbook when developing policies and procedures related to the amount and level of credit awarded. This handbook, which is informed by the American Council on Education (ACE) and the Council on Higher Education Accreditation (CHEA), examines issues related to the ways in which students earn and transfer credit. For credit by exam equivalencies, the College uses credit equivalency standards as determined by the Florida Department of Education (FDOE). Similarly, SFSC follows standard practices and aligns such practices with peer institutions in awarding credit based on a statewide system of articulation. This system helps to facilitate the seamless transition of students across and among Florida's educational entities in an effort to expand opportunities for postsecondary degrees and certificates. Additionally, several academic and training programs at the College comply with national and/or state program accreditation standards to ensure that the appropriate amount and level of credit is awarded within specific programs.

## Sources

-  2019-2020 Community College Standard Program Length Document
-  2020-2021 College Catalog\_Awarding of Credit (Page 59)
-  2020-2021 College Catalog\_SCNS Overview (Page 144)
-  34\_CFR\_668.8(I) Formula (Page 19)
-  AACRO Best Practices Handbook
-  All SFSC Policies and Procedures - Listed on Panther Central
-  American Council on Education (ACE)
-  Articulation Coordinating Committee Credit By Exam Equivalencies
-  BSC 1080 Overview of Anatomy and Physiology Abstract
-  Council for Higher Education Accreditation (CHEA)
-  Council on Instructional Affairs (CIA)
-  Council on Student Affairs (CSA)
-  Curriculum Committee 2018.10.22\_Minutes to Accompany NUR AS Transition Changes (Page 2)
-  Curriculum Committee 2018.10.22\_Minutes to Accompany NUR AS Generic Changes
-  Curriculum Committee 2019.04.29\_Minutes\_Deleted Courses
-  Curriculum Committee Minutes\_2020.02.10\_to Accompany ACG 2170 Deletion
-  Curriculum Committee Minutes\_2020.02.10\_to Accompany BSC\_New Program Proposal
-  Curriculum Committee Minutes\_2020.04.23\_Five Generations at Work
-  Curriculum\_Frameworks\_Webpage
-  Distance Learning Handbook\_Course Evaluation (Page 17)
-  Distance Learning Handbook\_QM Rubric (Page 33)
-  Engineering\_Technology\_AS\_Program Proposal Abstract

-  Florida SBE Rule 6A.14.030 Postsecondary Unit Definitions and Awards in Florida College System Institutions
-  Florida SBE Rule 6A.14.030 Postsecondary Unit Definitions and Awards in Florida College System Institutions Credit Definition
-  Florida Statute 1007.24 Statewide Course Numbering System
-  Learning and Student Success Committee Minutes - 2.17.2020 to Accompany ACG 2170 Deletion (Page 5)
-  Learning and Student Success Committee Minutes - 2.17.2020 to Accompany BSC New Program Proposal
-  Learning and Student Success Committee Minutes - 5.4.2020 Five Generations at Work
-  Learning and Student Success Committee Minutes - 5.6.19\_Deleted Courses
-  Learning and Student Success Committee Minutes- 11.12.18\_to Accompany NUR AS Generic Changes (Page 2)
-  Learning and Student Success Committee Minutes- 11.12.18\_to Accompany NUR AS Transition Changes (Page 3)
-  New Course Proposal - BSC 1XXX - Overview of Anatomy and Physiology 03112020
-  New Course Proposal SLS1XXX Five Generations at Work
-  Revise Program Proposal Nursing (Generic-RN) AS\_to Accompany NUR AS Changes
-  Revise Program Proposal Nursing (Transition-LPN to RN) AS\_to Accompany NUR AS Changes
-  SACSCOC Credit Hour Policy
-  SACSCOC Policy Statement on Credit Hours
-  SBE Rule 6A-14.0304 Online Courses
-  SFSC Administrative Procedure 3040 Credit Hour Assignment
-  SFSC DBOT May 2019 Agenda\_to Accompany Deleted Courses (Page 36)
-  SFSC DBOT May 2019 Minutes\_to Accompany Deleted Courses (Page 11)
-  SFSC DBOT May 2020 Agenda\_to Accompany Five Generations at Work (Page 41)
-  SFSC DBOT May 2020 Minutes\_to Accompany Five Generations at Work (Page 8)
-  SFSC DBOT Meeting March 2020 Minutes\_to Accompany ACG 2170 Deletion (Page 9)
-  SFSC DBOT Meeting March 2020 Minutes\_to Accompany BSC New Course Proposal (Page 8)
-  SFSC DBOT Meeting Agenda December-2018\_to Accompany NUR Changes (Page 38)
-  SFSC DBOT Meeting March 2020 Agenda\_to Accompany ACG 2170 Deletion (Page 41)
-  SFSC DBOT Meeting March 2020 Agenda\_to Accompany BSC New Course Proposal (Page 41)
-  SFSC DBOT Meeting Minutes December-2018\_to Accompany NUR AS Changes (Page 11)
-  SFSC\_Administrative\_Procedure\_3020\_Curriculum\_Development (Page 2)
-  SFSC\_DBOT\_Policy\_3\_02\_Establishment\_of\_Instructional\_Programs
-  SFSC\_DBOT\_Policy\_3\_04\_Length\_of\_Courses
-  SFSC\_Policies\_Webpage
-  SFSC\_Procedures\_Webpage
-  SFSC\_Webpage\_\_\_Highlighted\_Policies\_and\_Procedures\_Links (Page 3)
-  Statewide\_Course\_Numbering\_System\_2020\_Handbook\_Purpose\_Highlight (Page 9)
-  Statewide\_Postsecondary\_Articulation\_Manual
-  Statewide\_Postsecondary\_Articulation\_Manual\_Degree\_Definitions\_Highlight (Page 21)
-  The Council of Presidents (COP)

**10.8**

**Evaluating and Awarding Academic Credit**

The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College publishes policies for evaluating, awarding and accepting credit not originating from the institution. The College ensures the academic quality of any credit or coursework recorded on its transcript, an approval process with oversight by persons academically qualified to make the necessary judgments, and the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.

**Academic Quality**

To facilitate the seamless articulation of student credit across and among Florida's educational entities, [Section 1007.23, Florida Statutes "Statewide Articulation Agreement"](#) establishes articulation agreements between all Florida public colleges and universities. [Section 1007.24, Florida Statutes "Statewide Course Numbering System"](#) establishes a common course numbering system that improves program planning, increases communication, and facilitates student acceleration, and the transfer of students and credits. This ensures that courses that have the same academic content and are taught by faculty with comparable credentials are given the same prefix and number. These courses are considered equivalent and are guaranteed to transfer to any other institution participating in SCNS. [Section 1007.27, F.S., "Articulated Acceleration Mechanisms"](#) requires Florida colleges and universities to award the minimum recommended credit for advanced placement (AP), advanced international certificate of education (AICE), international baccalaureate (IB), and college-level examination program (CLEP) exams.

[South Florida State College District Board of Trustees \(DBOT\) Policy 3.11 "Evaluation of Transfer and Accelerated Learning Credit"](#) authorizes the College to evaluate and award accelerated/experiential learning credit so that students may earn credits toward a degree or certificate. [South Florida State College District Board of Trustees \(DBOT\) Policy 3.16 "Admissions of Students"](#) authorizes the president to establish rules governing the admission of students to SFSC in accordance with statute, law, and rule. These policies are operationalized through a variety of procedures as shown in Table 10.8-1 "Evaluating, Awarding, and Accepting of Academic Credit." This table provides a breakdown of the various types of credit, the related college procedure, comparability criteria applied in the awarding of transfer credit, and artifacts demonstrating implementation as evidenced by redacted student transcripts. To ensure accessibility, these policies and procedures are published on the [SFSC website \(Policies Page, Procedures Page\)](#), [SFSC Panther Central](#), [College Catalog](#), and [Student Handbook](#).

**Table 10.8-1  
Evaluating, Awarding, and Accepting of Academic Credit**

Type of Credit	SFSC Administrative Procedure	Comparability Criteria	Artifact
Transfer	3110 "Evaluating Regionally Accredited Institutional Credit"	<ul style="list-style-type: none"> <li>Credits are transferable</li> <li>Certain programs may require a college placement test appropriate to their program of study regardless of the courses they may have taken at the transferring institution</li> <li>Credit will be awarded on a semester credit-hour scale in all instances, including courses transferred on a quarter-hour scale</li> <li>Uses Florida's Statewide Course Numbering System (SCNS)</li> </ul>	Redacted Transcripts
	3111 "Evaluating Non-Regionally Accredited Institutional Credit"	<ul style="list-style-type: none"> <li>If accredited by the Council for Higher Education Accreditation (CHEA) credits may be transferable</li> <li>Must use Florida's Statewide Course Numbering System (SCNS)</li> <li>Certain programs may require a college placement test appropriate to their program of study regardless of the courses they may have taken at the transferring institution</li> <li>Must provide the Registrar's Office with:                             <ul style="list-style-type: none"> <li>Official college transcript from the transfer institution</li> <li>Course description</li> <li>Syllabus to include textbook information</li> <li>Faculty credentialing information</li> </ul> </li> </ul>	N/A

Accelerated/Experiential Learning			Redacted Transcripts
Credit by Examination (CLEP)			Redacted Transcripts
Prior Learning Assessment (PLA)	3112 "Awarding Accelerated/Experiential Learning Credit(s)"	<ul style="list-style-type: none"> <li>• Only degree and certificate-seeking students who are currently enrolled and who have earned 15 college credits or equivalent at SFSC</li> <li>• Accelerated/experiential learning credit may be based on prior experience, such as jobs held, workshops, volunteer work, military service, or other types of experiences</li> <li>• A student who has been denied credits may take the course(s) at SFSC or may take either a College-Level Examination Program (CLEP) examination or a comprehensive department examination for each subject area in which he/she was denied</li> <li>• For credit by exam equivalencies, an original score report from the national testing organization is required</li> </ul>	Redacted Transcripts
Professional Certifications			Redacted Transcripts
Advanced Placement (AP)			Redacted Transcript
Non-Credit	3113 "Awarding Credit for Non-Credit Courses"	<ul style="list-style-type: none"> <li>• Only degree and certificate-seeking students who are currently enrolled and who have earned 25% of any SFSC program are eligible</li> <li>• A student who has been denied credits may take the course(s) at SFSC or may take either a College-Level Examination Program (CLEP) examination or a comprehensive department examination for each subject area in which he/she was denied</li> </ul>	N/A
International Students	3161 "Admission of International Students"	<ul style="list-style-type: none"> <li>• Official copies of transcripts/records from secondary schools and colleges <ul style="list-style-type: none"> <li>◦ The records should be in the original language with certified evaluations and translations into the English language</li> <li>◦ Each transcript will be evaluated, at the expense of the applicant, by an approved accredited evaluation agency</li> <li>◦ The applicant must provide satisfactory academic and conduct records from comparable secondary or higher level educational institutions attended</li> <li>◦ The review of records must show that the applicant's education level is the equivalent of United States high school graduation</li> </ul> </li> </ul>	Redacted Transcripts

## Approval

The College's policies and procedures related to evaluating and awarding academic credit are clearly written and describe a systematic process and key personnel responsible for their implementation. For example, SFSC Administrative Procedure 3112 "Awarding Accelerated/Experiential Learning Credit(s)" outlines the specific responsibilities of the students, the registrar's office, the department chair/program manager, and appropriate subject matter and academic experts in order to award appropriate credit. The process begins when a student submits the [accelerated/experiential learning request form](#) for credit and [supporting documentation](#) to the department. A petition must demonstrate learning and knowledge gained through work and life experiences and specifically state the skills and knowledge gained that is equivalent to those taught in the course or courses. Based on the documentation and evaluation of the credentials, experience and skills listed in the petition for credit, the department chair/director may recommend approval of equivalent semester credit hours to the dean's office, or close the request with no recommendation for approval. [Approval for credit](#) forms are sent to the Office of the Registrar along with related documentation for processing. To further ensure clarity for students regarding accelerated/alternate education, procedural guidance has been integrated into the [SFSC College Catalog](#).

To ensure consistency with commonly accepted practices, the Vice President of Academic Affairs and Student Services (VPAA/SS) and all deans (academic and student services) actively participate in the Florida College System (FCS) Councils (Council of Instructional Affairs [CIA], Council of Workforce Education [CWE] and Council of Student Affairs [CSA]) every four months. The purpose of these councils is to serve in an advisory capacity to the FCS Council of Presidents. These councils serve as a statewide body for the study, evaluation, and implementation of statewide policies and procedures as well as facilitate communication and information exchange between council members and other appropriate agencies and organizations. This level of communication ensures that SFSC adheres to commonly accepted practices in higher education.



procedures, the development of the College's policies and procedures is authorized by [Section 1001.64 "Florida College System Institution Boards of Trustees; Powers and Duties," Florida Statutes](#) which states that the SFSC DBOT may adopt policy decisions appropriate the College's mission. [South Florida State College DBOT Policy 3.11 "Evaluation of Transfer and Accelerated Learning Credit"](#) authorizes the College to evaluate and award accelerated/experiential learning credit so that students may earn credits toward a degree or certificate. Policies and procedures for evaluating and awarding academic credit adhere to the College's process for policy and procedure development and review. As previously described in Standard 10.1 "Academic Policies," all policies and procedures are developed through a systematic process which may be initiated by either faculty or administration. The process begins when an initial draft, based on an actual/perceived need or programmatic/state/regional compliance requirement, is presented to the SFSC Leader Team (President's Council). The Leader Team will either endorse, reject, modify, or table the proposal based on their analysis and review. For academic procedures, the SFSC Faculty Council is afforded the opportunity to review and comment, either directly or at the discretion of the Faculty Council Chair. The final step in the process involves one of two paths. For policy changes, the proposal is submitted to the SFSC DBOT for final approval which requires two separate readings to allow time for public comment, followed by a vote of the full board. However, the SFSC DBOT regularly reviews all policies and if no substantive revisions of a specific policy are recommended which would change the intent of that policy a [vote of reaffirmation](#) can occur without the requirement of two separate readings. For [procedural changes](#), the SFSC Leader Team is the final decision-making body. The revision process mirrors the approval process with the additional requirement that policies and procedures are reviewed and, if required, revised at least every five years. In all cases, the date the policy or procedure was developed, reviewed, or revised is listed in the [footer](#) of the revised document. Once the creation or revision of a policy or procedure has been approved, it is effective on that date.

## Comparability

To ensure comparability with SFSC courses and degree programs, Table 10.8-1 "Evaluating, Awarding, and Accepting of Academic Credit" identifies the comparability criteria consistently applied to the awarding of transfer credit. For each type of credit, the process begins with the Registrar's Office review of the documents to ensure compliance with the requirements of the applicable procedure. If additional information is required, the documents are submitted to the appropriate department for evaluation of courses. Department chairs/program managers, in conjunction with qualified faculty, participate in this process by ensuring students have acquired the knowledge, skills, and experiences comparable to those attained by students in SFSC's courses, in their respective discipline. This is accomplished by a thorough review of the course documents and expected student learning outcomes to ensure that they are at the collegiate level and comparable to those at SFSC. All recommendations related to the awarding or denial of credit must be approved by the dean or designee. Upon receipt of the department's recommendation, it is reviewed by the Registrar's Office and approved course credits are recorded on the transcript.

The College's policies and procedures on evaluating and awarding academic credit are consistent with the [College's mission](#) of "providing a learning-centered environment through quality programs by providing the mechanism to affirm the academic quality and comparability of credits awarded for learning outside of SFSC's educational programs" as illustrated in Table 10.8-2 "Consistency with College Mission." This table shows a side-by-side comparison of elements of the College mission and the types of academic credit awarded. South Florida State College has no study abroad or student exchange agreements with institutions or organizations that involve transferring of credits for coursework leading to a degree.

**Table 10.8-2**  
**Consistency with College Mission**

Mission Element	Credit Awarded
Completing an associate degree in preparation for pursuing a baccalaureate or other professional degree or credential	Associate of Arts (AA) Associate of Science (AS)
Completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances	Bachelor of Applied Science in Supervision & Management (BAS-SM) Bachelor of Science in Nursing (BSN) Bachelor of Science in Elementary Education (BSEE) AA, AS College Credit Certificate (CCC) Career Certificate (CC)
Completing college preparatory programs of study including those leading to the high school diploma	General Education Development (GED)
Obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society	Adult Basic Education (ABE) English for Speakers of Other Languages (ESOL)
Gaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society	BS, BSN, BSEE AA, AS CCC CC
Pursuing advanced academic preparation and credentials available through partnerships with colleges and universities	BAS-SM, BSN, BSEE AA, AS
Participating in social, cultural, environmental, and economic development of the communities served by the College	BS, BSN, BSEE AA, AS

## Sources

-  2020-2021 SFSC College Catalog\_Accelerated\_Alternate\_Education (Page 60)
-  2020-2021 SFSC College Catalog\_Transfer\_Overview (Page 31)
-  2020-2021 SFSC Student Handbook\_Transfer\_Evaluation (Page 39)
-  AP Student Transcript
-  Accelerated Experiential Learn Credit Student Transcript
-  Accelerated Experiential Learning Request Form for Student
-  Accelerated Experiential Learning Request Form for Student\_Approved
-  Accelerated Experiential Learning Request Form for Student\_Supporting\_Documentation (Page 2)
-  All SFSC Policies and Procedures - Listed on Panther Central
-  CLEP Student Transcript (2)
-  Credit for Non-credit award
-  Florida Statute 1001.64 Florida College System Institution Boards of Trustees - Powers and Duties
-  Florida Statute 1007.23 Statewide Articulation Agreement
-  Florida Statute 1007.24 Statewide Course Numbering System
-  Florida Statute 1007.27 Articulated Acceleration Mechanism
-  International Student Transcript
-  Non-Regional Accreditation Evaluation
-  Presidents Council Notes 100620 Approving Various Procedures (Page 2)
-  Prior Learning Assessment
-  Professional Certifications
-  SFSC Administrative Procedure 3110 Evaluating Regionally Accredited Institutional-Credit
-  SFSC Administrative Procedure 3111 Evaluating Non-Regionally Accredited Institutional-Credit
-  SFSC Administrative Procedure 3112 Awarding Accelerated\_Experiential Learning Credits
-  SFSC Administrative Procedure 3113 Awarding Credit for Non-Credit Courses
-  SFSC Administrative Procedure 3161 Admission of International Students
-  SFSC DBOT November 2019 - Minutes (Page 11)
-  SFSC DBOT Policy 1.02 Vision Mission and Institutional Core Values
-  SFSC DBOT Policy 3.11 Evaluation of Transfer and Accelerated Learning Credit
-  SFSC DBOT Policy 3.11 Evaluation of Transfer and Accelerated Learning Credit\_Footer
-  SFSC DBOT Policy 3.16 Admissions of Students
-  SFSC Policies Webpage
-  SFSC Procedures Webpage
-  SFSC Webpage - Highlighted Policies and Procedures Links (Page 3)
-  Transfer Student Transcript

**10.9**

**Cooperative Academic Arrangements**

The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) has no cooperative arrangements as defined by this standard. Credits not originating from SFSC are designated as transfer and follow the applicable procedures described in Standard 10.8.

**11.1**

**Library and Learning/Information Resources**

The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) provides adequate and appropriate library and learning/information resources, services, and support for its mission. As an open-access, higher education institution, the [mission of the College](#) is to provide a learning-centered environment through quality programs, training, and services. The purpose ([collection development policy](#)) of the library is congruent with the overall College mission and as such the learning/information resources, services, and support areas facilitate and encourage academic excellence, lifelong learning, and the fulfillment of educational, occupational, and personal goals. The College library has an adequate collection of comprehensive resources to support the full range of the institution's academic programs from adult basic education (ABE) through baccalaureate degrees. Table 11.1-1 "Library Resources to Support the College Mission" illustrates how the collections, services, and learning resources support each element of the College mission. These collections and resources are managed by a staff of six: the Chair, Library Services, librarian (position on hold due to unanticipated legislative budgetary holdback caused by COVID-19), reference assistant, library assistant-circulation, a part-time library assistant-public services, and a part-time library assistant-technical services.

**Table 11.1-1  
Library Resources to Support the College Mission**

Mission Element	Collections	Services	Learning Resources
Completing an associate degree in preparation for pursuing a baccalaureate of other professional degree or credential	Audiobooks	Interlibrary Loan	
	Books	Research Assistance:	
		<ul style="list-style-type: none"> <li>• In-Person</li> </ul>	
	Periodicals	<ul style="list-style-type: none"> <li>• Phone</li> </ul>	
	EBooks	<ul style="list-style-type: none"> <li>• Ask-a-Librarian Virtual Reference Service</li> </ul>	Tutoring and Learning Center:
	CD	<ul style="list-style-type: none"> <li>• LibGuides</li> </ul>	
	DVD	Consultations	<ul style="list-style-type: none"> <li>• Writing Lab</li> </ul>
	Maps	Reference Assistance:	<ul style="list-style-type: none"> <li>• Math Lab</li> </ul>
	EVideos	<ul style="list-style-type: none"> <li>• In-Person</li> </ul>	<ul style="list-style-type: none"> <li>• Science Lab</li> </ul>
	Realia Online Dictionary	<ul style="list-style-type: none"> <li>• Phone</li> </ul>	Anatomy Models for Check Out
Faculty-Requested Collections	<ul style="list-style-type: none"> <li>• email</li> <li>• Chat</li> <li>• Text</li> </ul>	Study Rooms	
Open Access Databases (requires login)	Workshops (e.g., plagiarism)		
Special Collections	Computer Access		
		Printing and Scanning Services	

<p>Completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances</p>	<p>Audiobooks Books  Periodicals EBooks CD DVD Maps EVideos Realia Online Dictionary Faculty-Requested Collections Open Access Databases Special Collections</p>	<p>Interlibrary Loan Research Assistance:   <ul style="list-style-type: none"> <li>• In-Person</li> <li>• Phone</li> <li>• Ask-a-Librarian Virtual Reference Service</li> <li>• LibGuides Consultations</li> </ul> Reference Assistance:   In-Person Phone email Chat Text Workshops (e.g., plagiarism)   Computer Access   Printing and Scanning Services</p>	<p>Tutoring and Learning Center:   <ul style="list-style-type: none"> <li>• Writing Lab</li> <li>• Math Lab</li> <li>• Science Lab</li> </ul> Anatomy Models for Check Out   Study Rooms</p>
<p>Completing college preparatory programs of study including those leading to the high school diploma</p>	<p>Audiobooks Books  Periodicals EBooks CD DVD Maps EVideos Realia Online Dictionary  Open Access Databases</p>	<p>Computer Access  Printing and Scanning Services</p>	<p>Tutoring and Learning Center:   <ul style="list-style-type: none"> <li>• Writing Lab</li> <li>• Math Lab</li> </ul> Study Rooms</p>
<p>Obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society</p>	<p>Audiobooks Books  Periodicals EBooks CD DVD Maps EVideos Realia Online Dictionary Open Access Databases</p>	<p>Computer Access  Printing and Scanning Services</p>	<p>Tutoring and Learning Center:   <ul style="list-style-type: none"> <li>• Writing Lab</li> <li>• Math Lab</li> </ul></p>

<p>Gaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society</p>	<p>Audiobooks Books Periodicals EBooks CD DVD Maps EVideos Open Access Databases  Maps  Special Collections</p>	<p>Interlibrary Loan  Computer Access  Printing and Scanning Services  Reference Assistance:  <ul style="list-style-type: none"> <li>• In-Person</li> <li>• Phone</li> <li>• email</li> <li>• Chat</li> <li>• Text</li> </ul> </p>	<p>Study Rooms</p>
<p>Pursuing advanced academic preparation and credentials available through partnerships with colleges and universities</p>	<p>Audiobooks Books  Periodicals EBooks CD DVD Maps EVideos  Realia Online Dictionary  Faculty-Requested Collections  Open Access Databases (requires login)  Special Collections</p>	<p>Interlibrary Loan Research Assistance:  <ul style="list-style-type: none"> <li>• In-Person</li> <li>• Phone</li> <li>• Ask-a-Librarian Virtual Reference Service</li> <li>• LibGuides</li> <li>• Consultations</li> </ul> Reference Assistance:  <ul style="list-style-type: none"> <li>• In-Person</li> <li>• Phone</li> <li>• email</li> <li>• Chat</li> <li>• Text</li> <li>• Workshops (e.g., plagiarism)</li> </ul> Computer Access  Printing and Scanning Services</p>	<p>Tutoring and Learning Center:  <ul style="list-style-type: none"> <li>• Writing Lab</li> <li>• Math Lab</li> <li>• Science Lab</li> </ul> Anatomy Models for Check Out  Study Rooms</p>
<p>Participating in social, cultural, environmental, and economic development of the communities served by the College</p>	<p>Periodicals  Maps  Open Access Databases  Special Events (e.g., Banned Book Week)</p>	<p>Interlibrary Loan Computer Access Printing and Scanning Services  Reference Assistance:  <ul style="list-style-type: none"> <li>• In-Person</li> <li>• Phone</li> <li>• email</li> <li>• Chat</li> <li>• Text</li> </ul> </p>	<p>Study Rooms</p>

As of September 30, 2020, the library collections for the Avon Park campus and three off-campus instructional sites totaled 130,390 volumes, broken into 15 collections as shown in Table 11.1-2 "Library Collections." This table provides the material type, title count, and collection total for each collection.

**Table 11.1-2**  
**Library Collections**

Collection	Material Type	Title Count	Collection Total
Audiovisual	Audiobook	3	706
	Bound	1	
	Book	11	
	CD	49	
	CD-ROM	1	
	DVD	632	
	KIT	9	
CARE (Special Nursing Collection)	Book	53	53
Children's Books	Book	523	523
Circulation (General)	Book	29,420	29,423
	Kit	2	
	Map	1	
Electronic Book	EBook	56,109	56,109



Electronic Video	EVideo	42,051	42,051
Graphic Novels	Book	161	161
Leisure Books	Book	242	242
New Books	Book	33	33
Oversized Audiovisual	Book	1	15
	Kit	14	
Oversized Books	Book	422	422
Oversized Reference	Book	51	51
Periodicals	Bound Issue	1	56
	Issue	55	
Reference	Book	425	425
Reserves	Book	75	99
	DVD	7	
	Realia	17	

<b>Total Collection</b>			130,369
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To ensure that the library collections and resources are adequate and appropriate for the courses and programs offered, the College has a systematic process that begins when new programs/courses are proposed using either the [new program proposal](#) or [new course proposal](#) form. Evidence that this process has been implemented is illustrated by the new program in [Health Services Management](#) and the new course in [SLS 1351 Five Generations at Work](#). The faculty member submitting the request is asked to comment on the required library and/or learning/information resources that are required. The library staff then researches and acquires the appropriate physical or digital resources. To ensure currency and relevance of library learning/information resources, the Chair, Library Services [sends an email to all faculty](#) at the beginning of each fall and spring term which highlights new library services and resources that are available. Faculty are also asked to recommend any materials that may be outdated and/or needed to be removed from the collection. Throughout the year, the Chair, Library Services also forwards [solicitations from publishers](#) to appropriate departments for feedback and interest. Table 11.1-3 "SFSC Library Collection Development Policy Components" provides the elements of the Library's formal [collection development policy](#). This policy is highly effective in guiding the growth and maintenance of the College's library collections.

**Table 11.1-3**  
**SFSC Library Collection Development Policy Components**

Components	Rationale
Intellectual Freedom	Upholds the principle of the American Library Association's (ALA) <a href="#">Library Bill of Rights</a> and <a href="#">Freedom to Read</a> statements
Copyright	<ul style="list-style-type: none"> <li>• <a href="#">Section 101 "Definitions," Title 17 Code of Federal Regulations (CFR)</a></li> <li>• <a href="#">SFSC District Board of Trustees (DBOT) Policy 1.14 "Copyright Law Compliance"</a></li> <li>• <a href="#">SFSC Administrative Procedure 1140 "Copyright Compliance"</a></li> </ul>
Budget	The library is funded ( <a href="#">FY 2018</a> , <a href="#">FY 2019</a> , <a href="#">FY 2020</a> , <a href="#">FY 2021</a> ) to provide both print and electronic resources for all areas of the College.
Responsibility for Collection Development	This responsibility lies primarily with the Chair, Library Sciences and Dean, Arts and Sciences.
Levels of Collection Intensity	<ul style="list-style-type: none"> <li>• Minimal information level - very limited collection of general materials based on the minimal amount of inquiries about a subject.</li> <li>• Basic information level - introduces and defines a subject which supports the needs through a student's first two years of college instruction.</li> <li>• Study or instructional support level - provides information about a subject in a systematic way which supports the needs of general library users through the baccalaureate degree.</li> </ul>

Selection Guidelines	<ul style="list-style-type: none"> <li>• Standards for Libraries in Higher Education</li> <li>• Support of the SFSC educational curriculum (<a href="#">new program proposal</a>, <a href="#">new course proposal</a>)</li> <li>• Correlation/fit with existing collection</li> <li>• Appropriate level</li> <li>• Accuracy and objectivity</li> <li>• Reputation of author or publisher</li> <li>• Currency/Permanence</li> <li>• Price</li> <li>• Demand</li> <li>• Condition</li> </ul>
Policies by Format of Material	There are specific guidelines for each type of material to include books, textbooks, periodicals, electronic resources, audiovisual, foreign language materials and popular fiction.
Weeding	The removal of materials of limited usefulness (obsolete, no longer appropriate, or physically damaged beyond repair). This is based on the <a href="#">Weeding Library Collections by SJ Slote</a> .
Gift and Donation Policy	The College accepts gifts according to the same collection guidelines as purchased materials.
Collection Maintenance	Periodically, the College evaluates the collection to identify materials for withdrawal.
Policy Review	This policy will be periodically reviewed by library staff and College faculty members.

All students, regardless of location or instructional modality, have access to adequate and appropriate library collections through the [SFSC Library website](#) and [SFSC Panther Central](#). Print resources currently housed at any of SFSC's locations can be sent to any of the other campuses via the campus courier. To complement this, books can be obtained from other state colleges, universities, and public libraries through inter-library loan. Additionally, the SFSC Chair, Library Services, routinely spends time at each campus library to continually verify the adequacy and appropriateness of collections, as well as assist students, faculty, and staff.

As shown in Table 11.1-4 "SFSC Library Services," the library provides a variety of services to all SFSC students, faculty, staff (regardless of location or instructional modality) and public patrons. Additionally, as an academic-supporting service, the library offers plagiarism and citation workshops (American Psychological Association [APA], Modern Language Association [MLA]). These services are promoted throughout the campus communities and online through [flyers](#), [guides](#), the [SFSC website](#), [Panther Central](#), and on [Brightspace](#).

**Table 11.1-4  
SFSC Library Services**

Service	Overview
Access	<a href="#">Access</a> to books, magazines, or the public WiFi is available for anyone in any of the SFSC Libraries.
Public Computers	SFSC students and staff take priority during busy periods. Anyone using the College WiFi must abide by the <a href="#">acceptable usage guidelines</a> .
Document Scanning	Scanners are available on two of the computers at the Highlands Campus and one of the computers at each of the campus libraries. In lieu of a copy machine, a scanner is also available near the service desk at the Highlands Campus. One can scan to a USB drive, smartphone, Google Drive, or the <a href="#">Wēpa print kiosk</a> .
Printing	<a href="#">Printing</a> is available from both library computers and personal devices at the Highlands Campus. Printing is available at all campus locations.
Research Assistance	Assistance for researching topics and subjects is available in-person, by phone (863) 784-7304, through <a href="#">Ask-A-Librarian</a> , or through the College <a href="#">LibGuides</a> .
Database Access	Students can log into all library resources from anywhere via SFSC Panther Central and library webpage.
Return of Materials	Materials, including books from other academic Florida libraries, can be returned using the book drop located near the library entrance at the Highlands Campus or the front desk at all other campus sites.
Inter-Library Loan	To request books from other state colleges, universities, and public libraries through <a href="#">interlibrary loan</a> , students need to contact the Reference Assistant at the Highlands Campus.
ADA Access	The library is accessible to students and patrons with disabilities. A large print computer station is available. Students with specific disabilities may request accommodations and services such as large print or other forms of assistive technology by first contacting the <a href="#">disabilities specialist</a> in the Advising and Counseling Center.
Study Rooms	Group study rooms are available for <a href="#">reservation online</a> by all current SFSC students, faculty, and staff.

As an additional measure of the adequacy and appropriateness of library resources, usage statistics at each instructional site are collected, segregated by borrower type ([usage by borrow type](#), [usage by borrower type by campus](#)) and material type ([usage by material type](#), [usage by material type by campus](#)), and monitored. As expected, library usage reflects student population demographics (i.e., Highlands 75%, DeSoto 8%, Hardee 11%, and Lake Placid 6%).

To assess the quality of library services, a question related to student satisfaction with library services is included in the SFSC Graduate Satisfaction Survey (GSS). Table 11.1-5 "Graduate Satisfaction Survey: Quality of Library Services, 2016-2020" shows the aggregated results of the quality of library services and provides hyperlinked artifacts for each year's GSS. [Disaggregated data](#), by type of credential (e.g., BS, AA, AS), show similar satisfaction results.













































**Table 11.1-5**  
**Graduate Satisfaction Survey: Quality of Library Services, 2016-2020**

Year	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Does Not Apply	No. of Responses
2016	49.0%	37.3%	0.5%	0.2%	13.1%	665
2017	54.0%	35.1%	0.5%	0.1%	9.9%	757
2018	50.6%	32.6%	0.6%	0.0%	16.2%	814
2019	46.2%	35.7%	0.8%	0.0%	17.2%	831
2020	45.6%	36.3%	0.5%	0.1%	17.4%	728
Average	49.1%	35.4%	0.6%	0.1%	14.8%	759

To help guarantee the adequacy and appropriateness of collections and services offered through external contracts or consortia, and ensure comparability with peer institutions, the Library is a member of the Florida Virtual Campus (FLVC), which coordinates resources and services among the collections of the 28 colleges and 12 state universities through a common library collection management system, providing SFSC student access to a wide range of learning resources. The College is also a member of the [Florida Academic Library Services Cooperative \(FALSC\)](#), a unit of the [Florida Virtual Campus \(FLVC\)](#). FALSC provides access to a statewide collection of e-resources and a shared catalog of library holdings. The 40-member colleges and universities collaborate to create and support digital archives and collections. The Members Council on Library Services (MCLS), comprised of a presidential-appointed representative from each college and university, provides input on FALSC's suite of library services. To address the need for patron access to additional resources, the library offers full inter-library loan and document delivery services through participation in several cooperative agreements. The College is also a member of the Tampa Bay Library Consortium (TBLC), a non-profit, multi-library cooperative that assists libraries by leading and encouraging collaboration, resource sharing, staff development, and innovations. The College uses the [Library Borrowing Privileges Agreement](#) between the State University System of Florida and the Florida College System to extend access and borrowing privileges among currently-enrolled SFSC students and to faculty and staff of public higher education institutions in Florida. The College also has a reciprocal borrowing agreement with the [Heartland Library Cooperative \(HLC\)](#) that allows SFSC students from outside of the HLC area to use the public libraries in Highlands, DeSoto, Hardee, Okeechobee, and Glades counties, and HLC card holders to use limited College library services.

## Sources

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-  [2020-2021 College Catalog \\_SLS 1106 First Year Experience Seminar \(Page 222\)](#)
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-  [Graduate Satisfaction Survey Report\\_2016](#)
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-  Services for Students With Disabilities
-  South Florida State College Ask a Librarian
-  Study Room Reservations
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11.2

**Library and Learning/Information Staff**

The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College (SFSC) ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution. The library staff is comprised of both professional and nonprofessional personnel, all of whom are housed at the Highlands campus. The professional staff includes one American Library Association (ALA)-accredited faculty librarian in the full-time position of Lead Librarian. The nonprofessional staff includes one full-time reference assistant, one full-time library assistant, one part-time library assistant, and one part-time technical services assistant. These nonprofessional staff handle the day-to-day operations of the library including, but not limited to, circulating materials, troubleshooting technology, maintaining patron records, and doing basic reference such as finding a book.

The College has mechanisms in place that enable it to determine qualifications for its library staff. To outline qualifications for librarians and position descriptions for other library staff, the College uses its Professional Standards for Academic Administrators and Faculty. These qualifications are based on the ALA guidelines for education, experience, and skills. Table 11.2-1 "Roster of Library" shows a complete list of library staff including job title, academic qualifications, and relevant library experience. The position descriptions for each position can be accessed through the job title hyperlinks.

**Table 11.2-1  
Roster of Library Staff**

Staff	Job Title	Academic Qualifications	Library Experience
Lena Phelps	<a href="#">Chair, Library Services</a> <a href="#">Lead Librarian</a>	<ul style="list-style-type: none"> <li>• MSLS - ALA-Accredited Degree (1991)</li> <li>• BA - English, Education (1987)</li> <li>• AA - Liberal Arts (1984)</li> </ul>	<ul style="list-style-type: none"> <li>• 23+ years at SFSC as evening/center librarian, library director, and department chair/lead librarian</li> <li>• 1 year, forensic specialist at correctional institution</li> <li>• 4 years, school media specialist at elementary school</li> </ul>
OPEN	<a href="#">Librarian, 10-Month</a>	On hold due to unanticipated legislative budgetary holdback caused by COVID-19	
Michael Garcia	<a href="#">Reference Assistant</a>	<ul style="list-style-type: none"> <li>• BA - Philosophy (2011)</li> <li>• AA - Liberal Arts (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• 8 years at SFSC Library</li> </ul>
Tia Sorensen	<a href="#">Library Assistant II - Circulation</a>	<ul style="list-style-type: none"> <li>• BA - Fine Arts (1991)</li> <li>• FDOE Teaching Certification since 2001 (15 years classroom teaching, high school)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 year, high school library clerk/assistant</li> </ul>
Sandra Hayes	<a href="#">Library Assistant II - Public Services (Part-Time)</a>	<ul style="list-style-type: none"> <li>• AA - Liberal Arts (1983)</li> <li>• AAS - Criminal Justice Technology (2000)</li> </ul>	<ul style="list-style-type: none"> <li>• 5 years of volunteer service in public schools/customer service in all previous employment</li> </ul>
Michael Pate	<a href="#">Library Assistant I - Technical Services (Part-Time)</a>	<ul style="list-style-type: none"> <li>• MSLS - ALA-Accredited Degree (1997)</li> <li>• BS - Social Science Education (1992)</li> <li>• BA - Computer Information Systems (1988)</li> <li>• AA - Liberal Arts (1986)</li> </ul>	<ul style="list-style-type: none"> <li>• 6+ years, technical services assistant at SFSC</li> <li>• 3 years, computer technician for library cooperative</li> <li>• 1 year, reference librarian at public library</li> <li>• 2 years, school media specialist at elementary school</li> <li>• 1 year, library assistant at middle school</li> </ul>

In support of the SFSC institutional mission, the library provides information and services that facilitate and encourage academic excellence, lifelong learning, and the fulfillment of educational, occupational, and personal goals of SFSC students, faculty, and staff as well as the local communities within the College's service district. Examples include [Modern Language Association \(MLA\) and plagiarism workshops](#), [a course on conducting library research \(LIS 2004 Research Strategies for College Students\)](#), and [SLS 1006 First-Year Experience Seminar](#). The library has sufficient staff to provide these services as evidenced by the fact that: (1) the library is staffed similarly to peer institutions as shown in Table 11.2-2 "Comparison of Library Services Staffing," (2) the [SFSC Graduation Satisfaction Survey](#) results show a high level of student satisfaction with the library, and (3) as part of the collegewide assessment process, the Library Services [Administrative Program Assessment \(APA\)](#) documents satisfactory performance of its primary objectives.

The College strives to make the library experience consistent and seamless for all students regardless of instructional modality or location. To support library services at the DeSoto and Hardee campuses as well as the Lake Placid Center, the staff at these sites are trained to provide basic library services such as issuing library cards, checking materials in and out, and collecting library fines. The librarian makes *regular* visits to all campus locations to perform all library service functions (e.g., collection development, library instruction, and student support) equivalent to those on the Highlands campus. Using a direct-line phone to the reference desk at the Highlands campus, students may call the Highlands Campus for reference assistance or utilize the statewide Ask-a-Librarian service.

**Table 11.2-2  
Comparison of Library Services Staffing**











































Institution	FTE*	Annualized (Duplicated) Headcount*	Librarians	Nonprofessional Staff	Ratio of Library Personnel to Headcount
Chipola College	1,475	2,947	1 Director of E-Learning (supervisor for library but not a librarian) 1 full-time librarian (M.S.L.I.S. + EdS degree classified as other professional) 1 part-time librarian (Masters of Administration & hours for media specialist)	1 staff assistant	1:737
Florida Gateway College	2,415	5,255	2 professional librarians- Director-Administration, budgets, collection management, assessment and outcomes; Coordinator, Library Research- information literacy assessment, instruction, reference, library publications, copyright, citation	3 career services staff- Library Technician II- cataloging, administrative assistant, inter-library loan; Library Technician I- Serials, e-resources cataloging, social media, archives; Library Technician I- Circulation, Reserves, student worker supervisor	1:1,051
Gulf Coast State College	3,284	8,284	1 director (.5 library / .5 online learning) 2 librarians 1 librarian (.5 library / .5 online learning) 1 vacant librarian position	1 coordinator 1 senior library assistant	1:1,183
Lake Sumter State College	3,250	7,082	6 faculty librarians	3 staff	1:787
<b>South Florida State College</b>	<b>2,371</b>	<b>6,024</b>	1 Lead Librarian 1 vacant librarian position	1 Reference Assistant 1 Library Assistant-Circulation 1 Library Assistant-Public Services (PT) 1 Library Assistant-Technical Services (PT)	<b>1:1,004</b>



\*Based on FLDOE FactBook 2018-2019 FTE and Headcount

Professional development opportunities ([librarian](#), [assistant librarian](#), [non-professional staff](#)) are available both internally and externally to all library staff who have access to the College's Staff and Program Development (SPD) funds which finance travel to [professional conferences](#), [workshops](#), and training. The College is a member of the [Tampa Bay Library Consortium \(TBLC\)](#) which is a non-profit, multi-library cooperative that assists libraries by leading and encouraging collaboration, resource sharing, staff development, and innovations. The consortium TBLC provides training opportunities both online and face-to-face throughout the year for the College's library staff. The College is also a member of [Florida Academic Library Services Cooperative \(FALSC\)](#) which coordinates library collections of the 28 state colleges and 12 state universities through a common library collections management system, Ex Libris Aleph<sup>®</sup>. FALSC provides [professional training](#) on its system to all library staff. Further professional development opportunities are available through [Florida Library Association \(FLA\)](#), [American Library Association \(ALA\)](#), and the [Learning Resources Commission of Association of Florida Colleges \(AFC\)](#).

## Sources

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-  ALA accreditation librarian
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-  FALSC home page
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**11.3**

**Library and Learning/Information Access**

The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) provides student and faculty access and user privileges to its library services and access to regular and timely instruction in the use of the library and other learning/information resources.

**Library Services**

The College provides a wide array of library services and other learning/information resources which can be effectively accessed by all students and faculty regardless of location or instructional modality. Table 11.3-1 "Accessibility of Library Services" shows a summary of the services provided and where they can be accessed. Additionally, users at any offsite location can request any of the College's collections as shown in Table 11.1-2 "Library Collections" of [SACSCOC Standard 11.1](#).

**Table 11.3-1  
Accessibility of Library Services**

Service	Overview	Main (Highlands) Campus	Off-Campus Sites	Online Access
Access	Access to books, magazines, or the public WiFi is available for anyone in any of the SFSC Libraries.	√	√	√
Public Computers	SFSC students and staff take priority during busy periods. Anyone using the College WiFi, but must abide by the acceptable usage guidelines.	√	√	NA
Document Scanning	Scanners are available on two of the computers at the Highlands Campus and one of the computers at each of the campus libraries. In lieu of a copy machine, a scanner is also available near the service desk at the Highlands Campus. One can scan to a USB drive, smartphone, Google Drive, or the Wēpa print kiosk.	√	√	NA
Printing	Printing is available from both library computers and personal devices at the Highlands Campus. Printing is available at all campus locations.	√	√	√
Research Assistance	Assistance for researching topics and subjects is available in-person, by phone (863) 784-7304, through Ask-A-Librarian, or through the College LibGuides.	√	√	√
Database Access	Students can log into all library resources from anywhere via SFSC Panther Central.	√	√	√
Return of Materials	Materials, including books from other academic Florida libraries, can be returned using the book drop located near the library entrance at the Highlands Campus or the front desk at all other campus sites.	√	√	NA
Inter-Library Loan	To request books from other state colleges, universities, and public libraries through inter-library loan, students need to contact the Reference Assistant at the Highlands Campus.	√	√	√
ADA Access	The library is accessible to students and patrons with disabilities. A large print computer station is available. Students with specific disabilities may request accommodations and services such as large print or other forms of assistive technology by first contacting the disabilities specialist in the Advising and Counseling Center.	√	√	√
Study Rooms	Group study rooms are available for reservation online by all current SFSC students, faculty, and staff.	√	NA	NA

South Florida State College students, faculty, staff, and community borrowers have different user privileges for print books and audiovisual materials as indicated on the [Book Circulation table](#) and [AV Circulation table](#). These tables provide the specifics for each type of user regarding physical books and audiovisual materials (e.g., CDs and DVDs). The College's students, faculty, and staff have the same user privileges and access to electronic resources using their College ID number. Community borrowers only have access to electronic resources using College computers.

For the fall and spring terms, the operating hours for the Highlands Campus library are Monday through Thursday 7:30 a.m. until 9 p.m. and on Friday 7:30 a.m. until 5 p.m. The week before final exams, the library extends its hours until 10 p.m. For the summer terms, the library is open from 7:30 a.m. until 8 p.m. Monday through Thursday, and Friday from 7:30 a.m. to 5:00 p.m. The College is closed on Friday during the summer B term; hence, the library is also closed. The libraries at the off-campus sites (DeSoto Campus, Hardee Campus, and Lake Placid Center) are open during normal operating hours. There are no weekend hours for any of the libraries.

When the library or other related facilities are closed, the College's [Library webpage](#) provides a gateway for students, faculty and staff to access the College's library staff, library resources, external resources, online tutorials and other important information. This includes:

- [Ask-A-Librarian](#), an online reference service, is provided at no charge to Floridians and allows patrons to avail themselves of an online reference session with a professional reference librarian. This is supported by academic, public, and private libraries and provides library reference services from 10 a.m. until midnight Sunday through Thursday and 10 a.m. until 5 p.m. on Friday and Saturday. If patrons do not want to engage in a live chat session, they have the option of emailing or texting a College librarian for assistance. Additionally, the College provides a local desk for Ask-A-Librarian during normal operating hours.
- The [online catalog](#) provides access to the print collections and databases which include but is not limited to ebooks, articles, and streaming video. Holds can be placed on print materials to be either picked up at the Highlands Campus or sent to one of the off-site campuses via the campus courier. Interlibrary loan (ILL) requests can also be placed for items at other academic libraries through [UBorrow](#). Material is sent through the statewide delivery system and usually arrives at the College in five to seven days from the initiation of the request. Materials from other libraries around Florida and the United States can be requested through [WorldCat®](#) and are sent through the statewide delivery system. Materials ordered from outside of the state are sent through standard mail and may take up to two weeks to receive.
- [Research guides or libguides](#) are subject guides that librarians and reference staff create and maintain. They recommend a variety of resources on subjects asked for by faculty or deemed essential by the librarians. The homepage for the research guides also includes library hours for all of the campus libraries, a widget to register for workshops and book study rooms, links for quick resources such as citing resources, library instruction requests (for faculty) and library reserves form (for faculty), a Facebook feed, and a list of new books.
- The College provides students, faculty, and staff access to over [100 comprehensive databases](#). The [Florida Academic Library Services Cooperative \(FALSC\)](#) provides access to shared information resources; ensures effective use of technology through training, support and consultation; promotes research and implementation of suitable new technologies; and encourages library advocacy for issues of concern to Florida College System libraries. The Ex Libris [Aleph® integrated library system](#) provides an intercampus loan process that allows resources to be shared among the Florida College System libraries through a statewide interlibrary loan program. The discovery tool [Mango](#) is a database of all the material, including but not limited to books, DVDs, articles, ebooks, and streaming video that is available through the College's libraries.

### Library Instruction

The Library provides regular and timely instruction in the use of library and other learning/information resources. The College librarian offers a one-hour transferable online course, [LIS 2004 Research Strategies for College Students](#) that addresses the Association of College and Research Libraries ([ACRL Frameworks for Informational Literacy for Higher Education](#) and helps to meet Arts & Sciences [General Education Outcome #4](#), which identifies how information literacy is addressed by introducing, emphasizing, or reinforcing the student learning outcome. It does so by teaching basic research strategies and introducing students to the Internet and online resources, as well as evaluating and citing sources. This [course](#), developed by a committee of state college librarians from around the state, is offered every fall, spring, and summer terms and is taught by the librarian.

[Library instruction sessions](#) are available to provide personalized instruction to individuals or for library orientations at any of the College campuses. Library instruction is taught by the College library staff who work with faculty to ensure that course objectives and student learning outcomes are factored into the library instruction. Faculty can request library sessions through an [online form](#) found in the Faculty Forms in Panther Central and Quick Resources on the Research Guides homepage. Table 11.3-3 "Library Instruction Sessions" shows the number of sessions and students served since the 2015-2016 school year. Expanded information regarding completed library instructional activities can be accessed by the academic-year hyperlinks.

**Table 11.3-3**  
**Library Instruction Sessions**

Academic Year	Instruction	
	# of sessions	# of students
<a href="#">2015-2016</a>	77	1,219
<a href="#">2016-2017</a>	71	1,244
<a href="#">2017-2018</a>	59	1,043
<a href="#">2018-2019</a>	56	1,115
<a href="#">2019-2020</a>	51	746

Library instruction and assistance is available to all users at all locations and through all modes of delivery. Library staff provide research assistance to users at the Service Desk at the Highlands Campus. Students can also request research assistance appointments at any of the off-site locations or virtually through a link on the librarian's profile page or event calendar in the research guides.

## Sources

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-  Library Instruction Request
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-  Orientations 1718\_legend
-  Orientations 1819\_legend
-  Orientations 1920\_legend
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-  UBorrow
-  UBorrow Guidelines
-  WorldCat.org

12.1

**Student Support Services**

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College (SFSC), an open-access institution of higher education, provides academic and student support programs, services, and activities that are appropriate and consistent with its mission and are intended to promote student learning and enhance student development. This is illustrated in Table 12.1-1 "Student Support Services Support of the College Mission" which shows the direct alignment between each element of the College's mission and the supporting student support services programs, services, and activities. This table provides evidence that the College offers an appropriate range of support services and programs that are available to all students and provide both curricular support and have a co-curricular role in helping students achieve their academic goals. These programs, activities, and services are integrated into the academic, social, and administrative functions of the institution and seek to develop human potential and create brighter futures.

**Table 12.1-1  
Student Support Services Support of the College Mission**

Mission Element	Programs	Services	Activities
Completing an associate degree in preparation for pursuing a baccalaureate of other professional degree or credential	Honors Panther Youth Partners (PYP) Farmworker Career Development Program (FCDP) Faculty/Student Mentoring	Tutoring and Learning Center  (TLC) Learning Resource Center (LRC) Advising Admissions Career Development Center Dress for Success Financial Aid Pete's Panther Pantry Student Advocate Students with Disabilities Testing and Assessment Center Veteran Services	Applied Undergraduate Research Performing Arts and Culture for Students' Project Phi Theta Kappa  Phi Beta Lambda Young Republicans  Student Nurses Association Radiography Club Institute for Healthcare Improvement Chapter  Graduation Job Fairs Hiring Events Panther Activity Center Recruiting Student Government Association Transfer Fairs
Completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances	Program Guide to Personal Success (GPS) Hispanic Serving Institution (HSI)  STEM) Grant Minority Male Initiative (MMI) Residence Life Student Life Athletics		
Completing college preparatory programs of study including those leading to the high school diploma	PYP FCDP Student Life	TLC LRC Advising Admissions Career Development Center Dress for Success Financial Aid Pete's Panther Pantry Student Advocate Students with Disabilities Testing and Assessment Center	Young Republicans Graduation Job Fairs Hiring Events Panther Activity Center
Obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society	PYP FCDP	TLC LRC Advising Admissions Career Development Center Dress for Success Financial Aid Pete's Panther Pantry Student Advocate Students with Disabilities Testing and Assessment Center	Young Republicans Job Fairs Hiring Events Panther Activity Center

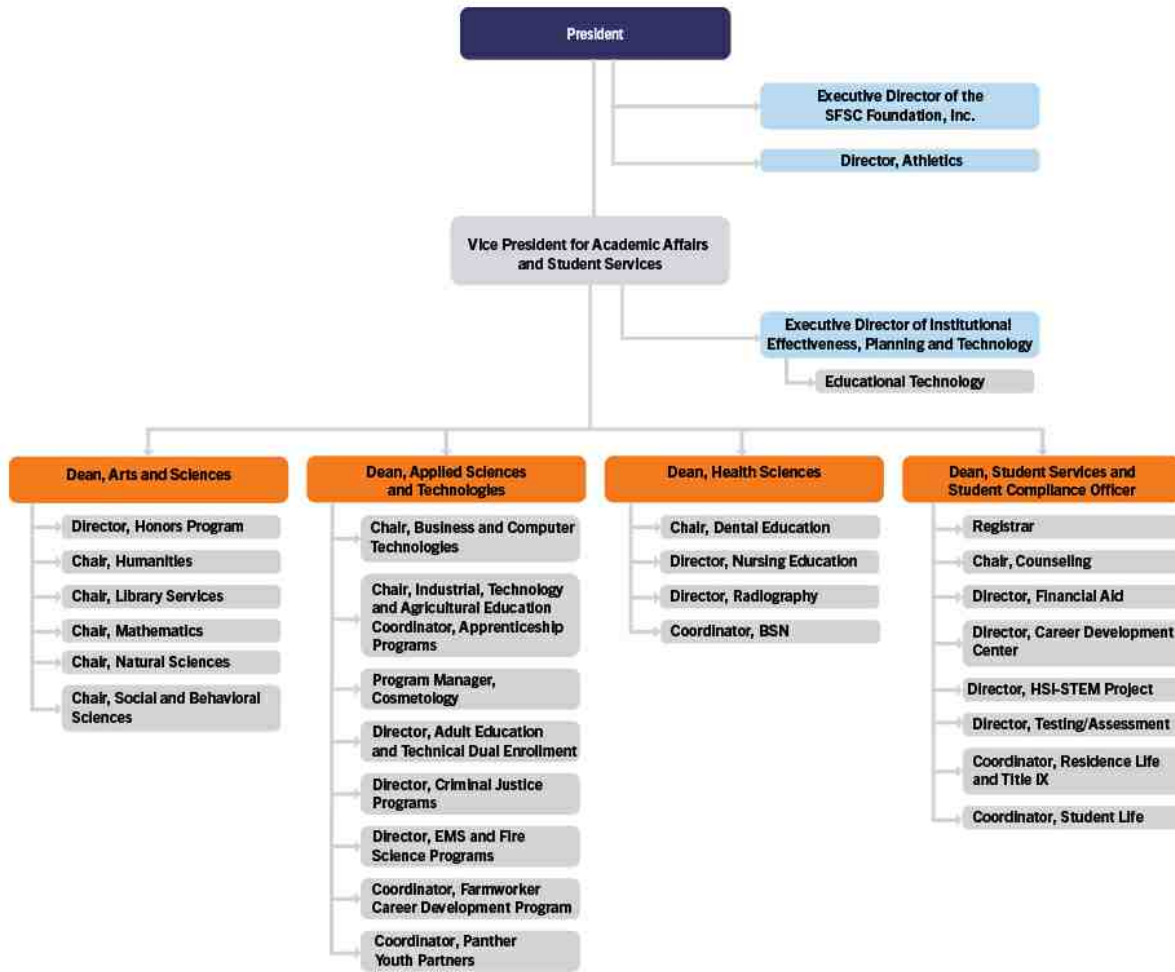
<p>Obtaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society</p>	<p>Honors HSI STEM</p>	<p>LRC Career Development Center Students with Disabilities</p>	<p>Applied Undergraduate Research Performing Arts and Culture for Students' Project Phi Theta Kappa Phi Beta Lambda Young Republicans Student Nurses Association Radiography Club Institute for Healthcare Improvement Chapter Job Fairs Hiring Events Student Government Association</p>
<p>Pursuing advanced academic preparation and credentials available through partnerships with colleges and universities</p>	<p>Honors HSI STEM</p>	<p>TLC LRC Advising Admissions Career Development Center Dress for Success Financial Aid Pete's Panther Pantry Student Advocate Students with Disabilities Testing and Assessment Center Veteran Services</p>	<p>Applied Undergraduate Research Performing Arts and Culture for Students' Project Phi Theta Kappa Phi Beta Lambda Young Republicans Student Nurses Association Radiography Club Institute for Healthcare Improvement Chapter Graduation Job Fairs Hiring Events Panther Activity Center Recruiting Student Government Association Transfer Fairs</p>
<p>Participating in social, cultural, environmental, and economic development of the communities served by the College</p>	<p>Honors</p>	<p>LRC Students with Disabilities</p>	<p>Performing Arts and Culture for Students' Project Young Republicans Job Fairs Hiring Events</p>

The College offers a full range of student services support to all levels of students at every campus, the Lake Placid Center, and high school dual-enrollment sites, as well as through distance education. These programs, services, and activities are accessible face-to-face, online, by phone, text message, Blackboard Connect™, and video conferencing. Examples include the mentoring of Panther Youth Partners program students (face-to-face and through video conferencing), the hosting of College financial aid services (face-to-face and online), and holding job fair activities (face-to-face and online).

For the purposes of illustrating the delivery of academic and student support programs, services, and activities, the College is organized in a functional organization with four main divisions (Arts & Sciences, Applied Sciences & Technologies, Health Sciences, and Student Services) as shown in Figure 12.1-1 "Organizational Structure Supporting Delivery of Academic and Student Support Services." Employees are organized according to specific skills and functions and each separate department is managed independently under the overall leadership of the vice president, academic affairs and student services (VPAA/SS).



# Organizational Chart



**Figure 12.1-1**  
Organizational Structure Supporting Delivery of Academic and Student Support Services

Due to the comprehensive nature of the College’s mission, the delivery of academic and student support services is distributed across the institution as shown in Table 12.1-2 “Organizational Structure and Types of Academic and Student Support Services.” This table shows the area of oversight as well as a hyperlink to each program, service, and activity. In an effort to streamline communications within and among divisions, overall leadership in the majority of these areas is provided by the vice president for academic affairs and student services. While most of these programs, services, and activities originate in the student services division, the arts and sciences, and the applied sciences and technologies divisions house unique services that are most closely aligned with the functions of those divisions. Additional services, based on their function (e.g., the cashier’s office), organizationally report directly to either the president, vice president of administrative services, the executive director of the SFSC Foundation, Inc., or the executive director of institutional effectiveness, planning, and technology. This organizational structure allows these programs, services, and activities to directly support and become integrated into divisional initiatives. Although these programs, services, and activities are housed in a specific division, they collaboratively support students in all academic disciplines. For example, although the work of the Tutoring and Learning Center aligns most closely with the function of the Arts and Sciences Division and reports to the dean of arts and sciences, it supports all students throughout the institution.

**Table 12.1-2**  
Organizational Structure and Types of Academic and Student Support Services

Oversight Area	Program	Service	Activity
Arts & Sciences	<ul style="list-style-type: none"> <li>Honors</li> </ul>	<ul style="list-style-type: none"> <li>Tutoring and Learning Center</li> <li>Learning Resource Center</li> </ul>	<ul style="list-style-type: none"> <li>Applied Undergraduate Research</li> <li>Performing Arts and Culture for Students Project</li> <li>Phi Theta Kappa</li> </ul>

Applied Sciences & Technologies	<ul style="list-style-type: none"> <li>• Farmworker Career Development Program</li> <li>• Panther Youth Partners</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Phi Beta Lambda</li> <li>• Young Republicans</li> </ul>
Health Sciences	<ul style="list-style-type: none"> <li>• Faculty/Student Mentoring Program</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Student Nurses Association</li> <li>• Radiography Club</li> <li>• Institute for Healthcare Improvement Chapter</li> </ul>
Student Services	<ul style="list-style-type: none"> <li>• Guide to Personal Success (GPS) (New Student Orientation)</li> <li>• Hispanic Serving Institution (HSI-STEM) Grant</li> <li>• Minority Male Initiative (MMI)</li> <li>• Residence Life</li> <li>• Student Life</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Advising/Counseling Center</li> <li>• Admissions, Registration, and Records</li> <li>• Career Development Center</li> <li>• Dress for Success</li> <li>• Financial Aid</li> <li>• Pete's Panther Pantry</li> <li>• Student Advocate</li> <li>• Students with Disabilities</li> <li>• Testing and Assessment Center</li> <li>• Veterans Services</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation</li> <li>• Job Fairs (virtual and face-to-face)</li> <li>• Hiring Events</li> <li>• Panther Activity Center</li> <li>• Recruiting</li> <li>• Student Government Association</li> <li>• Transfer Fairs</li> </ul>
President	<ul style="list-style-type: none"> <li>• Athletics</li> </ul>	<ul style="list-style-type: none"> <li>• Equity/Title IX</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Vice President for Administrative Services	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Cashier</li> <li>• Food Services</li> <li>• Safety and Security Office</li> <li>• SFSC Bookstore</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Executive Director of the SFSC Foundation, Inc.	<ul style="list-style-type: none"> <li>• Foundation scholarships</li> </ul>	<ul style="list-style-type: none"> <li>• SFSC Foundation, Inc.</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

Executive Director of Institutional Effectiveness, Planning, and Technology	• N/A	• Educational Technology	• N/A
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Although most academic and student support services are non-specific and support all types of students, from those pursuing a baccalaureate degree to those seeking basic literacy and numeracy skills, some are restrictive to students in certain programs (e.g., Nursing, business degree, Veterans). Accordingly, the usage of different academic and student support services, programs, and activities varies widely. To remain responsive to student needs, the College adds or deletes various academic and student support services, programs, and activities as necessary. Table 12.1-3 "Student Usage of Select Services" shows that students are taking advantage of and using the wide range of academic and student support services offered.

**Table 12.1-3**  
**Student Usage of Select Services**

Service	Artifact
Advising	X (March)
	X (August)
Enrollment Outreach	X
Financial Aid	X
Orientation	X
Remote Engagement Team	X
Testing	X

As a comprehensive institution, SFSC offers a wide range of programming from adult education/General Educational Development (GED) through the baccalaureate level. Based on this, the College has a diverse student body, including 34% full-time students and 66% part-time students. Women and men represented 58% and 42% respectively, of the total credit and clock hour student enrollment (n = 2,910). The median age of students was 23 and 31% were categorized as first-generation; these figures include dual enrollment students. In terms of race and ethnicity, the student population at SFSC is 45% white, 10% black, 37% Hispanic, 2% Asian, and 6% categorized as other races or not reported. Approximately 70% of students are Pell eligible. Programs, services, and activities are developed and/or improved based on a comprehensive data analysis derived from a variety of sources including, but not limited to: [Equity Report](#), [Survey of Entering Student Engagement \(SENSE\)](#), [Graduate Satisfaction Survey \(GSS\)](#), and the [Guide to Personal Success \(GPS\) Survey](#). Academic and student support programs, services, and activities shown in Table 12.1-1 above are available to students at all academic levels. Table 12.1-4 "Student Level Distribution (by Program Type)" delineates the student body profile served. As a SACSCOC Level II degree-granting institution, the College's student body profile does not include graduate or professional degree students.

**Table 12.1-4**  
**Student Level Distribution (by Program Type)**

Program Type	2016-2017		2017-2018		2018-2019		2019-2020	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Bachelor Degree	132	4.8%	138	4.4%	147	5.3%	137	5.0%
Associate Degree	1,709	62.5%	1772	63.1%	1,762	63.4%	1,769	65.1%
College Credit Certificate	50	1.8%	52	1.8%	47	1.6%	50	1.8%
Career Certificate	276	10.1%	306	11.3%	287	10.3%	273	10.0%
Adult Education	569	20.8%	545	19.4%	541	19.4%	489	18.1%

The College ensures adequate and appropriate academic support programs and services for faculty by providing the following:

- The Learning Resource Center provides faculty with assistance and support accessing the comprehensive online databases, journals, and Open Educational Resources as well as assisting with printed reference materials. The chair, library services and staff ensure that print and digital resources adequately support the needs of the faculty. For example, the chair routinely emails faculty evaluating the need for updated or additional resources while maintaining appropriateness of the existing collection;
- The Educational Technology department provides support for the online learning platform BrightSpace as well as instructional design support. The department regularly offers technology training and assistance with multimedia resource development, instructional design, eLearning course and system management, and quality assurance. Specialized and detailed support for faculty is available in the faculty resource area in BrightSpace. The training content as well as mode of delivery is continuously adapted to ensure appropriateness for full-time and part-time faculty needs. For example, to ensure high-quality online instruction, the Educational Technology Department offers the [Faculty and Adjunct Educator Academy \(FAEA\)](#) to assist the faculty in the development of high quality online courses. The academy's curriculum includes the current Quality Matters (QM) rubric, course content management and development, best practices, as well as strategies and interactions for distance learning. This method is both adequate and appropriate in providing faculty the support that they need to provide quality courses;
- The SFSC Testing and Assessment Center coordinates and proctors course performance exams, certification exams, national/state competency exams, and personal assessments in both online and paper/pencil formats including testing with accommodations for students with disabilities. The appropriateness and adequacy of testing services offered to support faculty is shown by the wide range of testing which include Accuplacer, ATI-Test of Essential Academic Skills (TEAS), College Level Examination Program (CLEP), distance learning exams, General Educational Development (GED), instructor-authorized exams, Pearson Vue, Postsecondary Education Readiness Test (PERT), and Test of Adult Basic Education (TABE). Having all of these resources available alleviates the necessity for faculty to spend time proctoring these types of exams and allows them to focus their attention on learning and student success;
- The Tutoring and Learning Center (TLC) provides individualized free tutoring services, both face-to-face and online, for students outside of faculty office hours. These services are supplemented utilizing third-party support including Smarthinking™ and Tutor.com which provide coverage 24 hours a day, seven days a week. The addition of online and third-party tutoring services provide an adequate level of faculty support.
- The disability services counselor helps faculty to provide appropriate and adequate accommodations to students with a documented disability; and
- The IT Helpdesk is available to all faculty, staff, and students, provides technical support for all hardware and software needs.

South Florida State College continually assesses the adequacy and appropriateness of academic support programs and services to meet the needs of its students and faculty through a variety of surveys that include: [the Graduate Satisfaction Survey \(GSS\)](#), [Orientation \(GPS\) Survey](#), and surveys for special events such as [College for a Day](#). The following are examples of changes made in response to survey data:

- The College identified an increasing Hispanic population in its three-county service district and subsequently applied for, and was awarded, a five-year Federal Hispanic-Supporting Institution - Science, Technology, Engineering, and Math (HSI-STEM) grant in 2016. The goal of the grant is to increase and support both Hispanic and lower socioeconomic students in their pursuit of STEM education and careers. The College is in its fourth year of implementing this grant and, as a result, the College's Hispanic student population has increased over five percentage points from 32.4% in 2015 to approximately 38% in 2019. The College is delivering online tutoring in both English and Spanish and secured, with HSI-STEM grant funds, the Beacon Early Alert system. Beacon permits faculty members to notify Student Services of students who are having a difficult time transitioning to virtual classes, are at risk for dropping out, or need additional support or assistance.
- The College recognized a pattern of declining enrollment of minority male students. In response to this trend, SFSC developed and implemented the Minority Male Initiative (MMI) with the objective of working with all high schools in the service district to identify at-risk minority males and bring them to campus for a variety of informative sessions illustrating the benefits of higher education in an effort to assist under-served populations in the development of pathways to brighter futures. After a very enthusiastic response from the inaugural group of attendees in 2015, this has become an annual event. As a result, this initiative helped contribute to an approximate three percentage point increase in black and Hispanic student enrollment.
- During SFSC's new student orientation process, a component of the College's QEP, a Guide to Personal Success (GPS), it was discovered that as the registration process drew closer to the upcoming semester, it became more difficult for students to register for, and attend, the mandatory orientation sessions. Therefore, GPS was revised into a compressed format for use during these time frames, offering more sessions in the two weeks leading up to the start of the semester, and implementing a completely online version. Since the inception of the new online orientation, over 3000 students have been served; overall student satisfaction exceeds 98%.

- Additional examples of using student feedback to ensure adequacy and appropriateness of support services are based on the results of the GSS:
  - Funds were allocated for FY19 to purchase/install additional wireless access points campuswide.
  - Community Relations will promote Career Development Center via social media.
  - A new full-time math tutor for the TLC has been hired.

## **Student Support Services Descriptions**

### **Programs**

#### **Honors**

The mission of the SFSC Honors programs is to provide a distinct, all-encompassing community of educational growth, opportunity, and support, dedicated to the development of scholarly excellence. This program aims to provide multiple novel research opportunities, diverse experiences for the campus, and a knowledgeable community that molds innovative, transformative students, staff and faculty leaders.

#### **Farmworker Career Development Program (FCDP)**

The Farmworker Career Development Program helps migrant and seasonal farmworkers and their dependents in Highlands, Hardee, and DeSoto counties realize greater economic stability through career services, training services, youth services, and related assistance. By participating in this program, migrant and seasonal farmworkers and their families can achieve economic self-sufficiency, better pay, and a stable employment future.

#### **Panther Youth Partners (PYP)**

Panther Youth Partners program provides both in-school and out-of-school youth, between the ages of 16-24, with services that develop and strengthen employability skills, talents, and interests. This program provides valuable information that students can draw upon, when seeking employment or when deciding upon a career change.

#### **Faculty/Student Mentoring Program**

The integration of the developing, understanding, compassion, and knowledge (DUCK) Mentoring Program, SFSC Nursing's signature faculty/student mentoring program, is a highlight of the nursing education unit team's commitment to student success. From new student orientation to graduation day, students are the focus of this engaging program that supports each student's personal development and their growth as members of the healthcare team.

#### **New Student Orientation (Guide to Personal Success (GPS))**

New Student Orientation programs and success seminars are provided to address new student needs, heighten awareness of conduct and citizenship codes, and promote social responsibility. Orientation and information seminars at all campus locations are coordinated by student services staff.

Orientation is a component of the Guide to Personal Success (GPS), which was the College's last Quality Enhancement Plan (QEP). GPS covers topics such as advising, the registration process, drop/add rules, disability services, the learning management system (Brightspace™), the College portal, the Tutoring and Learning Center, financial aid, student clubs and organizations, and other resources available to students. Group orientation sessions are regularly scheduled throughout the year. Both day and evening sessions are available for student convenience. Each student attending orientation evaluates the orientation session to provide feedback for continuous improvement. Students who are unable to attend a scheduled group orientation session, such as online students or students who would like to review the session, may participate in an online orientation session available through the College portal (Panther Central). In addition, the College requires a 1-credit hour First-Year Experience (FYE) Seminar to help students transition into postsecondary education.

#### **Hispanic Serving Institution (HSI-STEM) Grant**

The (HSI) STEM (Re-Engineering Our Future) grant improves access to and success in degrees and career fields in science, technology, engineering and math for Latino students in the Heartland Region. This program offers students the opportunity to become highly paid innovators, educators, researchers and workers who will lead tomorrow's workforce to solve the challenges facing our world today and in the future.

#### **Minority Male Initiative (MMI)**

The annual MMI event for high school males in SFSC's district of DeSoto, Hardee, and Highlands counties, provides comprehensive programs, services, and encouragement to young men that will prepare them for admission into and graduation from institutions of higher education. This event, which includes guest speakers and a panel of previous graduates, is a first step in providing local young men the skills, support, and foundation they need to succeed in higher education.

#### **Residence Life**

The SFSC Foundation, Inc., operates a residence facility located inside The Hotel Jacaranda at 19 E. Main Street, Avon Park. This facility houses approximately 81 students. A full-time, live-in Residence Life Coordinator and two student resident assistants are available to assist students with issues which might arise. In addition, the College has designated the residence hall as a wellness facility. Educational and social programming is offered to meet the psychosocial and health needs of today's college students.

#### **Student Life (Clubs and Activities)**

The Student Life program, as outlined in the SFSC Student Handbook and College Catalog, provides opportunities for student engagement through student organizations and activities, Student Government Association (SGA), leadership training, and intramural athletics. Faculty and staff serve, advise, and strongly support student activities and organizations. This student activities program affords opportunities for engagement and personal growth as student leaders through participation in the wide variety of programs and activities.

The College supports academic excellence and recognizes exemplary student performance through acknowledgement on the president's and vice president's honor lists, invitation to participate in Phi Theta Kappa (PTK) international honor society, and recognition at the SFSC Annual Awards Ceremony and commencement exercises.

The College has an intramural program and a fitness center that are open to all students, faculty, and staff. The program aims to promote a sense of community, school spirit, and physical fitness through encouraging an active, involved lifestyle.

#### **Athletics**

The College offers intercollegiate sports offerings for women in softball, volleyball, and cross country, and for men in baseball. These programs are all widely participated in throughout SFSC's surrounding service area as well as statewide, which provides recruiting and participation opportunities.

### **Services**

### **Tutoring and Learning Center (TLC)**

The Tutoring and Learning Center (TLC) is located on the first floor of the Learning Resource Center. The services available within the TLC are: one-on-one tutoring sessions, mathematics and composition assistance, hands-on assistance with assignments, organizing study groups, conducting internet research, providing computer-assisted study modules, completing course work, checking email, and printing documents.

### **Learning Resource Center (LRC)**

The College maintains libraries at all three off-site locations (DeSoto, Hardee, and Highlands) and the Lake Placid Center, providing students, faculty, staff, and the general public access and user privileges to both traditional and technological collections and learning/information resources. Each library provides a collection of materials to support the College's educational, research, and public service programs. The collections include circulating and reference books, eBooks, electronic databases, current periodicals, archived publications, and electronic media sufficient to support its educational, research, and public service programs. As illustrated in SACSCOC Standard 11.1, the College provides adequate and relevant collections at each of its locations that are consistent with the needs of the programs offered.

Each library provides space for study and leisure use of resources. All students, including distance learners, have access to resources and services of the library both on-site and via the College's website. The Highlands Campus Library is staffed by full and part-time professional librarians and support staff to assist students, faculty, and the general public during hours of operation. The library staff regularly travel to and oversee library services at all SFSC locations.

To meet the needs of today's diverse student population, the library has an online presence, accessible through the College's website. Wireless internet access is available throughout the library for students who bring their own devices. The library's homepage is on the SFSC website and provides information about, and access to, library services and resources including, but not limited to: searching the library catalog; accessing electronic databases; and providing additional reference assistance through Ask-A-Librarian, a statewide virtual reference service.

To address the need for patron access to additional resources, the library offers full inter-library loan and document delivery services through participation in several cooperative agreements. The College is a member of the Florida Virtual Campus (FLVC), which coordinates resources and services among the collections of the 28 colleges and 12 state universities through a common library collection management system, providing SFSC student access to a wide range of learning resources. The College is also a member of the Tampa Bay Library Consortium (TBLC), a non-profit, multi-library cooperative that assists libraries by leading and encouraging collaboration, resource sharing, staff development, and innovations. The College uses the Library Borrowing Privileges Agreement between the State University System of Florida and the Florida College System to extend access and borrowing privileges among currently-enrolled SFSC students and to faculty and staff of public higher education institutions in Florida. The College also has a reciprocal borrowing agreement with the Heartland Library Cooperative (HLC) that allows SFSC students from outside of the HLC area to use the public libraries in Highlands, DeSoto, Hardee, Okeechobee, and Glades counties, and HLC card holders to use limited College library services.

### **Academic Advising/Counseling Center**

Advising and counseling services support students through academic advising, personal counseling support, and general guidance. An early alert process is in place to assist students who are at risk for failing. Telephone, email, and walk-in advising services are available at each off-site location to provide information about programs and resources, academic planning, scheduling and registering for classes, time management, recognizing diversity, conflict management, personal responsibility, and transfer services. BayCare, a third-party counseling service, has been contracted to provide 24/7 telephone counseling. In addition, BayCare provides students with free face-to-face, off-campus counseling with licensed mental health counselors.

All SFSC students have access to FloridaShines, an online student hub of innovative educational services that includes: academic advising services, career exploration, the ability to search libraries within the Florida statewide library system, searching for available statewide online courses, exploring colleges and universities, discovering of degree programs, finding ways to pay for college, and learning about Florida's top jobs.

### **Admissions, Registration, and Records**

The Admissions, Registration and Records Office, under the leadership of the registrar, is the single access point for maintaining all official student records which are managed under the Family Education Rights and Privacy Act (FERPA) regulations. This office is the hub of student entry (admissions) through exit (graduation) from the College. Support staff in the Office of the Registrar manage the SFSC admissions process. The College utilizes the Banner enterprise resource planning (ERP) system for student database management and Radius by Hobsons for customer relationship management (CRM). The Welcome Center, located on the Highlands Campus in the Student Services Complex, receives admissions applications for all programs at all sites. Since SFSC is an open-admissions institution, all students are accepted into the College. Limited access programs have additional admissions criteria. Prior to first enrollment, all new students receive an individualized advising session to assess their entry-level placement. Staff members in the office also: provide students with access to their individual records; offer weekly cohort comparisons in program enrollments to the administration; manage the interactive student records database; publish the online Schedule of Classes; coordinate and track room assignments; process student grades, course completers, and graduates; conduct transcript evaluations; issue official transcript and enrollment confirmations; manage degree audits (Degree Works™); and provide other related records services.

### **Career Development Center**

The staff of the Career Development Center assist students, graduates, and members of the community with career planning and placement experiences. Individuals may explore career profiles, take online interest inventories, use the center's resources to research careers, discuss career planning, receive assistance in goal setting, and establish opportunities for co-operative learning, job shadowing, or internships. Placement services are also available to assist students who wish to seek employment. Additionally, the Career Development Center staff coordinate annual career and job fairs (i.e., Comfort Keepers, Dress for Success, United Parcel Service (UPS), Ferguson, Publix) that facilitate interaction with employers and universities.

### **Financial Aid Office**

The Financial Aid Office assists prospective and current students in securing the most suitable financial support to achieve their educational goals. Financial assistance and services available to all eligible students include a wide variety of programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, federal and College-supported work-study, Florida Bright Futures grant programs, as well as scholarship funds offered through the SFSC Foundation, Inc. These financial aid programs assist students in a number of ways: general financial support, student work study, enrollment persistence, time to completion, self-sufficiency, and overall satisfaction with their college experience.

### **Pete's Panther Pantry**

Pete's Panther Pantry is a food, health and hygiene item pantry that is available for free to the students, staff, and faculty of SFSC. It is located on the Highlands Campus in Building D in the Panther Activity Center on the second floor. Use is confidential and items can be sent to all campuses for those in need.

### **SFSC Foundation, Inc.**

The SFSC Foundation, Inc. (Foundation), is a 501c(3) organization that was created to enhance community awareness of the institution and solicit funds to advance the College mission. Funds received by the Foundation are distributed to endeavors that benefit the College and subsidize its students, staff, and programs. The Foundation offers scholarships, provides educational facilities, and offers low-cost housing to SFSC students.

Housed within the Foundation is the SFSC Alumni Association. Members meet regularly to discuss ways of supporting College activities and events. The Chair of the SFSC Alumni Association Council also serves as a voting member of the Foundation Board of Directors. Alumni membership is extended to all graduates who complete a degree, certificate, or diploma conferred by the College.

## **Activities**

### **Commencement**

Commencement is the culminating experience for each student at SFSC upon completion of the degree requirements for their chosen area of study. The graduation procedures for all programs, including all SFSC locations as well as distance education students, are provided on the SFSC website. Prior to graduation, students are assisted in completing an application for graduation, performing a graduation audit via DegreeWorks™ to ensure that all course requirements have been met, completing both a mandatory Graduate Satisfaction Survey (GSS) and an Exit Survey.

### **Panther Activity Center (PAC)**

The Panther Activity Center (PAC) is located on the second floor of the Panther Gym, Building D. In an effort to support student engagement and retention, this space allows students to take a break from studying or unwind with friends. The PAC includes movie-style couches, 52-inch LCD television, Wi-Fi, DVD Player, billiards table, air hockey table, table tennis, dart board, foosball, and board games. Also located in the PAC is a fitness center designed to meet the fitness needs of the students. The SFSC Fitness Center includes treadmills, stair climbers, stationary bikes, and a variety of weight-lifting equipment.

### **Recruiting**

In the SFSC service district, the College conducts outreach and recruiting including pre-collegiate opportunities, College information sessions, and open houses to promote a process of seamless transition from high school to college. The recruiting office encourages submission of applications by exploring the breadth of programs available, offering glimpses of what college life includes, and sharing the success and satisfaction of previous students. The College recruiter is supported by various SFSC staff including academic advisors and campus directors from all sites and outreach program managers/staff from the Panther Youth Partners program, Farmworker Career Development Program, and Take Stock in Children program. Members of these programs participate in events hosted by local high schools, communities, and their local community organizations in an effort to increase awareness of SFSC's educational programs and services. Recruiting activities include College for a Day, high school-sponsored college nights, high school visits, campus tours, and open houses. Online catalogs, brochures, and recruitment materials are readily available to all students, both face-to-face and distance education.

### **Student Advocate**

The student ombudsman or student advocate, is available to assist in conflict resolution and the appeals process through SFSC-established procedures. The contact information for the student advocate is located in the SFSC Student Handbook.

### **Students with Disabilities**

As described in the SFSC Student Handbook and the College Catalog, students with disabilities are provided appropriate services by a disabilities specialist in the Advising and Counseling Center. Support and reasonable accommodations are provided on an individualized basis. Such assistance may include ensuring the students receive classroom and testing accommodations based on their documented disability by written notification to faculty and the Assessment and Testing Center. The disability specialist visits all campus locations and centers and works with distance education students to provide assistance and services. This office also coordinates services with external agencies such as Vocational Rehabilitation to provide necessary accommodations.

### **Testing and Assessment Center**

The SFSC Testing and Assessment Center coordinates and proctors course performance exams, certification exams, national/state competency exams, and personal assessments in both online and paper/pencil formats. These exams are also used to determine course placement and entrance eligibility to limited access programs. Testing services include testing with accommodations for students with disabilities. Since SFSC is an open-admissions institution, it provides testing and assessment services with the primary responsibility of administering placement tests and assessments which will help determine a student's level of preparedness for the coursework and program of study selected.

### **Veterans Services**

Recognized as a Military Friendly College, the College provides an advisor to assist all veterans and their dependents. The advisor certifies enrollment so that students can receive benefits from the Veterans Administration. In addition, the advisor provides academic advising and referrals for additional support from other SFSC support personnel.

## **Additional Student Support Services**

### **SFSC Bookstore**

The SFSC Bookstore is owned and operated by Follett Higher Education Group through a contractual agreement. The bookstore provides a variety of textbooks, course materials, college apparel and accessories, school supplies, technology, gifts, and collectibles. The bookstore is located on the Highlands Campus and items can be purchased online. Instructional materials which are ordered by students at the other campuses can be delivered to those campuses via the College courier.

### **Food Services**

The College offers food services at each of its campus locations. The Highlands Campus houses a cafeteria and vending machines. The DeSoto and Hardee Campuses, as well as the Lake Placid Center, have vending machines, microwave ovens, and student lounge spaces for breaks and meals.

### **Cashier's Office**

The Cashier's Office, located on the first floor of the Catherine P. Cornelius Student Services and Classroom Complex, processes student payments and other fees, distributes financial aid, in addition to overseeing parking registration and decals.

### **eLearning**

The eLearning Department provides services for staff, faculty, and students to meet their needs in the ever-evolving online learning environment. Operating hours for eLearning are available online. Qualified staff are available to assist instructors in building and maintaining asynchronous, hybrid, and web-enhanced courses. Interactive online tutoring services are provided free to all students via Smarthinking™, which boasts online assistance anywhere at anytime. Students can log in and obtain immediate answers to questions or help with written assignments. Distance education help desk/problem solving support can be obtained through the eLearning department via phone or internet for online services, online courses, software assistance, and multimedia production.

### **Safety and Security**

The mission of SFSC's Security Department is to cultivate a safe atmosphere which supports the educational process and promotes academic and personal achievement for students, faculty, and staff, by protecting life and property, preserving peace, preventing crime, and continually improving the professional operations of the department. In 2016, the College entered into a formal agreement with the Highlands County Sheriff's Office (HCSO) to provide a full-time, deputized College Resource Officer for the Highlands Campus.

In cooperation with the SFSC Security Department, the College Safety Committee meets monthly to discuss any issues relating to safety and security, past, present, or perceived. Per the Cleary Act of 1990, the committee also annually reviews and distributes the Campus Security, Crime Statistics, and Fire Safety report.

## Sources

-  2019 Graduate Satisfaction Survey Report.Adm-REVISED
-  2019-2020 College Annual Equity Update Template - 06172020 - final (Page 17)
-  2020 Graduate Satisfaction Survey Report
-  Admissions
-  Advising & Counseling
-  Advisor Log\_August 2020\_Redacted
-  Advisor Log\_March 2020\_Redacted
-  Applied Undergraduate Research
-  Athletics
-  Bookstore
-  Career Development Center
-  Cashier
-  College Republicans
-  College for a Day Surveys
-  DUCK (Page 2)
-  Dress for Success
-  Educational Technology Services
-  Enrollment Outreach July and August
-  EquityTitle IX
-  FAEA & QM Agenda
-  Farmworker Career Development Program
-  Financial Aid
-  Financial Aid\_Usage
-  Food Services
-  Foundation Scholarships
-  GPS Orientation
-  GPS Survey
-  Graduation
-  HSI-STEM
-  Hiring Events
-  Honors Program
-  Institute for Healthcare Improvement (IHI)
-  Job Fairs
-  Learning Resource Center
-  MMI
-  Orientation
-  Panther Activity Center (Page 15)
-  Panther Youth Partners
-  Performing Arts and Culture for Students
-  Pete Panther Pantry (3) (Page 3)
-  Phi Beta Lambda
-  Phi Theta Kappa
-  Radiography Club
-  Recruiting (Page 15)



-  Remote Engagement Team - Covid
-  Residence Life (15) (Page 15)
-  SENSE Presentation to LT
-  SFSC DBOT Policy 1.02 Vision, Mission, and Institutional Core Values
-  SFSC Foundation
-  Safety Security
-  Services for Students With Disabilities
-  Student Advocate (15) (Page 15)
-  Student Government Association
-  Student Life (15) (Page 15)
-  Student Nurses Association
-  Testing
-  Testing and Assessment Center
-  Transfer Student
-  Tutoring and Learning Center
-  Veterans

## 12.2

### Student Support Services Staff

The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

South Florida State College (SFSC) ensures that an adequate number of academic and student support services staff with appropriate education or experience in student support service areas are available to accomplish the mission of the institution.

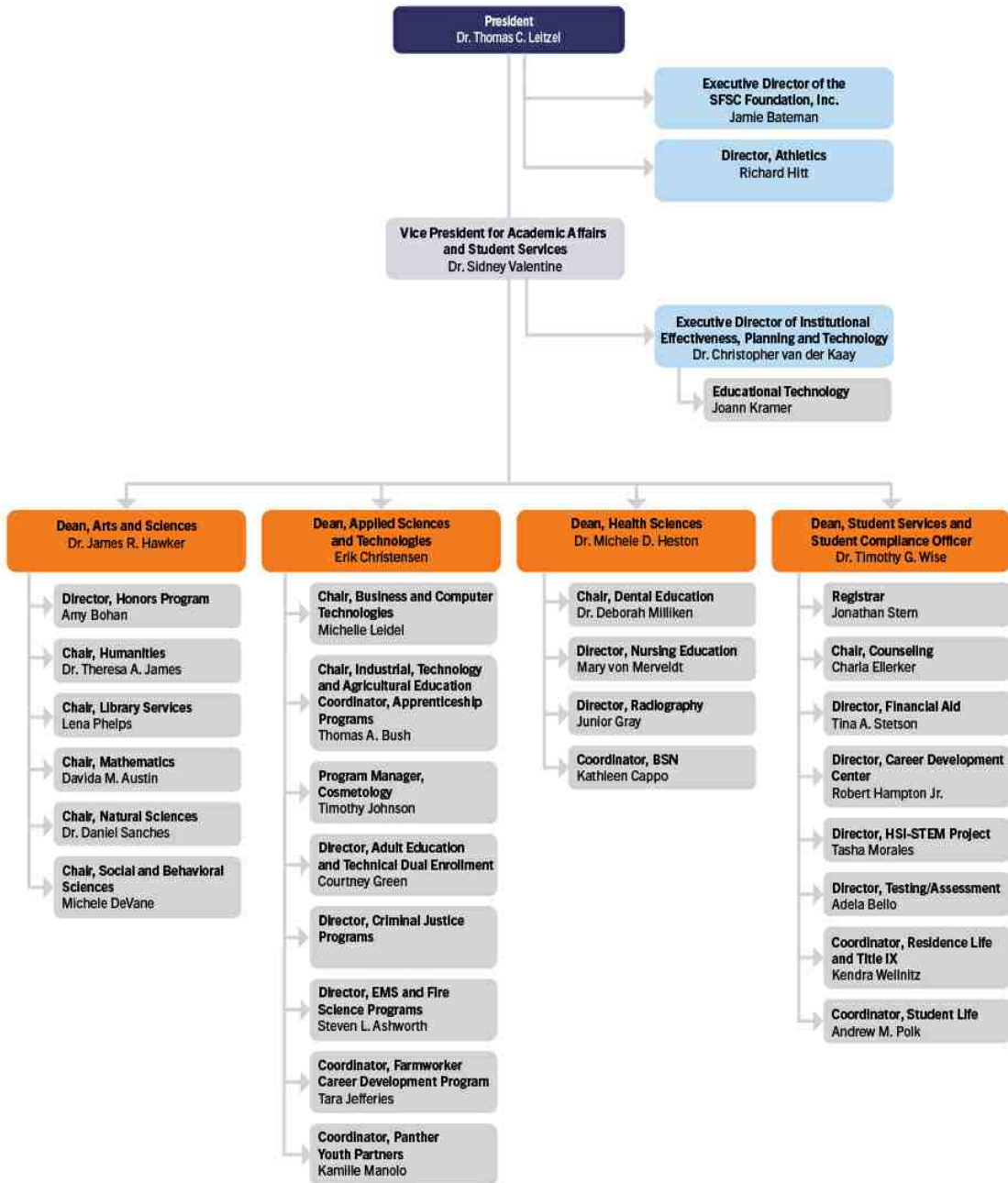
### Adequate Number

The College offers a wide variety of educational programming from obtaining basic skills in literacy, numeracy, and citizenship to completing an associate, baccalaureate or other professional degree or credential as shown in the [SFSC Mission Statement](#). To validate that student support services staff is adequate to accomplish the mission of the College a variety methods are employed. Such measures include an annual analysis of the [core indicators of effectiveness](#), [triannual review](#) (three times per year) of the [strategic planning goals](#), [recommendations from the data analysis group](#), and key performance indicators from [graduate satisfaction survey](#), [Survey of Entering Student Engagement \(SENSE\)](#), and the [National Community College Benchmark Project \(NCCBP\)](#). Quantitative and qualitative results from these sources assist the administration in making decisions as to whether or not there are a sufficient number and type of student support staff available to accomplish the College's mission.

### Qualifications

Due to the comprehensive nature of the College's mission, the organizational structure of the institution's academic and student support services requires a breadth of educational and experiential credentials. This structure is shown in [Table 12.1-2 "Organizational Structure and Types Academic and Student Support Services"](#) of [Core Requirement 12.1](#). In an effort to streamline communications within and among divisions, overall leadership in the majority of these areas is provided by the vice president for academic affairs and student services (VPAA/SS). While most of these programs, services, and activities originate in the student services division, the arts and sciences, health sciences, and the applied sciences and technologies divisions house unique services that are most closely aligned with the functions of those divisions. Additional services, based on their function (e.g., the coordinator of residence life and Title IX), organizationally report directly to either the president, the executive director of the SFSC Foundation, Inc., or the executive director of institutional effectiveness, planning, and technology. This organizational structure allows these programs, services, and activities to directly support and become integrated into divisional initiatives. Although these programs, services, and activities are housed in a specific division, they collaboratively support students across organizational lines. For example, to ensure that all policies and procedures are uniformly applied across the institution, the VPAA/SS has operational authority over all of the academic and student services divisions. Similarly, as shown in [Figure 12.2-1 "Condensed Organizational Chart,"](#) the overall leadership structure of the institution aligns with functions of each program/service in an integrated, cross-institutional manner. For a complete overview of the organizational structure, please follow this [link](#).

# Organizational Chart



**Figure 12.2-1**  
**Condensed Organizational Chart**

South Florida State College considers its hiring decisions among the most important decisions made by the institution. Accordingly, for each academic and student support program and service, provided by the College, Table 12.2-1 "Qualifications of Student Support Services Staff" identifies the assigned student affairs and academic support personnel along with their academic and experiential qualifications.

**Table 12.2-1**  
**Qualifications of Student Support Services Staff**

Program / Service	Position (Link to Job Description)	Name (Link to Resume)	Academic	Experience
<b>Student Services Division</b>				
Career Development Center & Guide to Personal Success (GPS) & Dress for Success	<a href="#">Director, Career Development Center</a>	<a href="#">Robert Hampton Jr.</a>	<b>MS in Management (in progress)</b> Warner University BS Rochester Institute of Technology AA Liberal Arts College of Central Florida	2020 to present <b>Director, Career Development Center</b> South Florida State College 2012 to present <b>Coordinator, Veteran Services</b> South Florida State College 2012 to 2020 <b>Advisor, Student Services</b> South Florida State College 1999 to 2003 <b>Sergeant</b> United States Marine Corps
	<a href="#">GPS Orientation Specialist</a>	<a href="#">Pamela Hayes</a>	High School Diploma George Washington High School	2017 to present <b>Specialist, GPS Orientation</b> South Florida State College 2001 to 2015 <b>Supervisor, Vehicle Incident Management</b> Agero 2000 to 2001 <b>Office Manager</b> Tom Piller Estate Planning 1998 to 2000 <b>Office Manager</b> Fred Stephens Tree & Crane Service 1992 to 1997 <b>PI/Office Manager - Skip Tracer</b> Adia 747 Services

Hispanic Servicing Institution Grant (HSI-STEM)	Director, HSI-STEM Project	Tasha Morales	<p><b>MS Business Administration in Human Resource Management</b> California Southern University</p> <p>BA Interdisciplinary Skills Hodges University</p> <p>AA Liberal Arts South Florida State College</p>	<p>2016 to present <b>Project Director, HSI-STEM</b> South Florida State College</p> <p>2015 to 2016 <b>Advisor/Office Manager TRiO</b> South Florida State College</p> <p>2013 to 2015 <b>Program Specialist, TRiO</b> South Florida State College</p>
	HSI-STEM College Success Coach	Christy Bobo	<p><b>BA Journalism</b> Liberty University</p>	<p>2020 to Present <b>Career Coach, HSI-STEM</b> South Florida State College</p> <p>2019 to 2019 <b>Teacher, Middle School</b> Montessori School Lake Placid</p> <p>2015 to 2018 <b>Teacher/Coach/Advisor</b> Heartland Christian Academy</p>
	HSI-STEM College Success Coach	Cristian Luevano	<p><b>AA Liberal Arts and Sciences</b> South Florida State College</p>	<p>2021 to Present <b>Career Coach, HSI-STEM</b> South Florida State College</p>
Minority Male Initiative (MMI)	Dean, Student Services	Tim Wise	<p><b>EdD Higher Education Administration</b> Florida State University</p> <p>MS Counseling and Human Systems Florida State University</p> <p>BA Psychology Florida State University</p>	<p>2014 to present <b>Dean, Student Services</b> South Florida State College</p> <p>2008 to 2014 <b>Vice President, Student Affairs</b> College of Central Florida</p> <p>2007 to 2008 <b>Dean, Student Affairs</b> Tidewater Community College</p> <p>2006 to 2008 <b>Associate Vice President, Student Affairs</b> Florida A&amp;M University</p> <p>2004 to 2006 <b>Dean, Student Affairs</b> Florida Gulf Coast University</p>

Residence Life	Coordinator, Residence Life and Title IX	Kendra Wellnitz	<p><b>MA Leadership Education (in progress)</b> University of Central Florida</p> <p>BS Health Physical Education and Recreation Oklahoma Panhandle State University</p>	<p>2017 to Present <b>Coordinator, Residence Life, Title IX</b> South Florida State College</p>
Student Life & Pete's Panther Pantry	Coordinator, Student Life	Andy Polk	<p><b>MBA Business Administration</b> Webber International University</p> <p>BS Business Administration Webber International University</p>	<p>2012 to present <b>Coordinator, Student Life</b> South Florida State College</p> <p>2016 to present <b>Adjunct Faculty, AS and AA</b> South Florida State College</p> <p>2020 to present <b>Assistant Baseball Coach</b> South Florida State College</p> <p>2016 to 2020 <b>Assistant Baseball Coach</b> Webber International University</p> <p>2007 to 2016 <b>Assistant Baseball Coach</b> South Florida State College</p>
	Chair, Counselor and Disabilities Specialist (Highlands)	Charla Ellerker	<p><b>MSEd Counseling</b> Northern Illinois University</p> <p>BS Biology Millikin University</p>	<p>2007 to present <b>Disabilities Specialist/Counselor</b> South Florida State College</p> <p>1999 to 2007 <b>Counselor</b> South Florida State College</p> <p>1993 to 1999 <b>Transfer counselor, Student Support Services (TRIO)</b> Sauk Valley Community College</p>

	Counselor and Honors Program Advisor (Highlands)	Kim Hemler	<p><b>MS Psychology/Counseling</b> University of West Alabama</p> <p>BA Interdisciplinary Social Sciences University of West Florida</p> <p>AA Liberal Arts and Science Pensacola Junior College</p>	<p>2012 present <b>Counselor</b> South Florida State College</p> <p>2011 to 2012 <b>Academic Advisor (faculty status)</b> Florida Gulf coast University</p> <p>2003 to 2011 <b>Academic Advisor</b> South Florida State College</p> <p>2000 to 2003 <b>Program Manager/Displaced Homemaker Grant Program</b> South Florida State College</p>
Academic Advising / Counseling Center & Students with Disabilities	Counselor (Highlands)	Felicia Dozier	<p><b>EdS Education Counseling</b> Argosy University</p> <p>MA Counseling Webster University</p> <p>BA Organizational Management Warner Southern University</p> <p>AS Business South Florida State College</p>	<p>2005 to present <b>Counselor</b> South Florida State College</p> <p>2002 to present <b>Adjunct Instructor Arts and Science</b> South Florida State College</p> <p>1996 to 2005 <b>Chair, Counseling and Advising</b> South Florida State College</p> <p>2018 to present <b>Mental Health Clinician</b> Families First of Florida</p> <p>2015 <b>ACT/SAT Supervisor</b> South Florida State College</p>
	Student Services Advisor, Hardee Campus	Katrina Blandin	<p><b>MA Management</b> American Military University</p> <p>BAS Supervision and Management South Florida State College</p> <p>AA Liberal Arts and Science South Florida State College</p>	<p>2016 to present <b>Academic Advisor</b> South Florida State College</p> <p>2005 to 2016 <b>Staff Assistant</b> South Florida State College</p>

	Student Services Advisor, Desoto	Laura Wilder	<p><b>BA Organizational Management</b> Warner University</p> <p>AA Liberal Arts and Science South Florida State College</p>	<p>2007 to present <b>Academic Advisor</b> South Florida State College</p> <p>2003 to 2007 <b>Staff Assistant II</b> South Florida State College</p> <p>2012 to 2015 <b>SGA Club Advisor - DeSoto Ambassadors</b> South Florida State College</p> <p>2009 to present <b>Testing Center Supervisor</b> ACT Inc.</p>
	Student Services Advisor, Lake Placid Center	Randy Paepflow	<p><b>MA Religious Education</b> New Orleans Baptist Theological Seminary</p> <p>BA Christian Education Bryan College</p>	<p>1994 to present <b>Director, Lake Placid Center</b> South Florida State College</p> <p>1991 to 1993 <b>SAIL Instruction, Vocational</b> South Florida State College</p> <p>1989 to 1990 <b>Instructor, Bible History</b> Sebring Christian School</p> <p>1986 to 1988 <b>Instructor, Music and Bible</b> Christian Academy of Guatemala</p>
	Registrar	Jonathan Stern	<p><b>MBA Business Administration</b> Florida Atlantic University</p> <p>BA International Business Florida Atlantic University</p>	<p>2018 to present <b>College Registrar</b> South Florida State College</p> <p>2015 to 2018 <b>Associate Registrar</b> Broward College</p> <p>2014 to 2015 <b>Records Administration</b> Broward College</p> <p>2011 to 2014 <b>Assistant Registrar</b> Broward College</p>



Assistant Registrar	Currently Unfilled	N/A	N/A
Admissions, Records, and Registration Specialist	Angie Noonan	<p><b>AS Office Administration (in progress)</b> South Florida State College</p> <p>CCC Office Management South Florida State College</p> <p>High School Diploma Pavilion Central High School</p>	<p>2017 to present <b>Admission Records and Registration Specialist</b> South Florida State College</p> <p>2001 to 2017 <b>Registration Data Specialist</b> South Florida State College</p> <p>2000 to 2002 <b>Assistant, Rebuild Department</b> Comcast Cable</p> <p>1999 to 2000 <b>Administrative Assistant</b> E.O. Koch Construction Co.</p>
Admissions, Registration, and Records	Student Data Systems Specialist	Randy Rosam	<p>2008 to present <b>Student Data Systems Specialist</b> South Florida State College</p> <p>1999 to 2004 <b>Programmer/Analyst</b> Sunshine Companies, Inc.</p> <p>---- to 1992 <b>Programmer/Analyst</b> Prudential &amp; Pru Global Funding</p> <p>1980 to ---- <b>Programmer/Analyst</b> Chemical Bank, Chase Manhattan Bank</p> <p>1976 to 1980 <b>Programmer/Analyst</b> Time Sharing Resources</p>

	<p>Admissions, Records, and Data Specialist</p>	<p>Pam Jessiman</p>	<p><b>CCC Web Design/Graphic Design</b> South Florida State College</p>	<p>2017 to present <b>Admission and Records Specialist</b> South Florida State College</p> <p>2011 to 2017 <b>Career Center Specialist</b> South Florida State College</p> <p>2007 to 2019 <b>Realtor Referral Agent</b> Century 21 Advanced</p> <p>2003 to 2004 <b>Executive Secretary Cultural Programs</b> South Florida State College</p> <p>1998 to 2003 <b>Executive Secretary Physical Plant</b> South Florida State College</p>
	<p>Admissions, Records, and Registration Specialist</p>	<p>Kelly Fairfield-Dec</p>	<p><b>AA Liberal Arts and Science</b> South Florida State College</p> <p>High School Diploma Luther L. Wright High School</p>	<p>2018 to present <b>Admissions Specialist</b> South Florida State College</p> <p>2017 to 2018 <b>Staff Assistant I, Human Resources</b> South Florida State College</p> <p>2010 to 2017 <b>Team Secretary</b> Good Shepherd Hospice</p>
	<p>Director, Financial Aid</p>	<p>Tina Stetson</p>	<p><b>MBA Project Management (in progress)</b> Saint Leo University</p> <p>BAS Supervision and Management South Florida State College</p> <p>AA Liberal Arts and Science Santa Fe College</p>	<p>2019 to present <b>Director, Financial Aid</b> South Florida State College</p> <p>2018 to 2019 <b>Assistant Registrar</b> South Florida State College</p> <p>2016 to 2018 <b>Financial Services Specialist</b> South Florida State College</p> <p>2010 to 2016 <b>Accounting Specialist, Business Office</b> South Florida State College</p>

Financial Aid	Financial Aid Specialist	Lisa Lopez	<p><b>BS Psychology, Neuroscience</b> University of Central Florida</p> <p>AA Liberal Arts and Science South Florida State College</p>	<p>2019 to present <b>Technical Program Assistant, Financial Aid</b> South Florida State College</p> <p>2018 to 2019, <b>Administrative Assistant II, Dean, Student Services Office</b> South Florida State College</p> <p>2017 to 2018 <b>Office Staff</b> Florida Rheumatology Associates</p> <p>2015 to 2018 <b>Host/Host Trainer</b> Olive Garden</p> <p>2011 to 2015 <b>Temporary Trainer</b> Agero</p>
	Technical Program Assistant, Financial Aid	Susana Martinez	<p><b>AA Liberal Arts &amp; Science</b> South Florida State College</p>	<p>2020 to present <b>Technical Program Assistant, Financial Aid</b> South Florida State College</p> <p>2013 to 2017 <b>Ammunitions Specialist</b> United States Army</p>
	Coordinator, Financial Aid	Ricardo Pantoja	<p><b>MA Educational Leadership</b> University of South Florida</p> <p>MA Counselor Education University of South Florida</p> <p>BA Psychology University of South Florida</p>	<p>2020 to present <b>Coordinator, Financial Aid</b> South Florida State College</p> <p>2011 to 2020 <b>Coordinator, TRIO/SSS</b> South Florida State College</p> <p>2007 to 2011 <b>Student Services Advisor, Career Center</b> South Florida State College</p>
	Financial Aid Advisor	Diane Lewis	<p><b>MA Counseling</b> Webster University</p> <p>BA Organizational Management Warner University</p> <p>AA Liberal Arts and Science Warner University</p>	<p>2004 to Present <b>Financial Aid Advisor</b> South Florida State College</p> <p>2000 to 2004 <b>Adjunct Instructor, Arts and Science</b> South Florida State College</p>

Student Advocate	Director, Adult Education and Technical Dual Enrollment	Courtney Green	<p><b>MA Educational Leadership</b> University of South Florida</p> <p>MA Counselor Education University of South Florida</p> <p>BA Psychology University of South Florida</p>	<p>2008 to present <b>Director, Adult Education and Technical Dual Enrollment</b> South Florida State College</p> <p>1999 to 2008 <b>Guidance Counselor K-12</b> Hardee County School Board</p>
Testing and Assessment Center	Director, Testing and Assessment Center	Adella Bello	<p><b>BS Business Administration and Marketing</b> Fort Lauderdale College</p>	<p>2017 to present <b>Director, Testing and Assessment</b> South Florida State College</p> <p>2015 to 2017 <b>Testing Specialist</b> South Florida State College</p>
	Staff Assistant II	Janie Ferguson	<p><b>AS Office Administration</b> South Florida State College</p>	<p>2019 to present <b>Staff Assistant II, Testing</b> South Florida State College</p> <p>2014 to 2019 <b>Staff Assistant I, Testing</b> South Florida State College</p> <p>2004 to 2014 <b>Receptionist, Advising &amp; Counseling</b> South Florida State College</p>
	Staff Assistant I	Donna Goins	<p><b>AA Liberal Arts and Science</b> South Florida State College</p>	<p>2019 to present <b>Staff Assistant 1, Testing</b> South Florida State College</p> <p>2019 to 2019 <b>Staff Assistant 2, Testing</b> South Florida State College</p>
	Testing Specialist	Clinton Anderson	<p><b>BA Interdisciplinary Ministry</b> Warner University</p> <p>AA Liberal Arts and Science South Florida State College</p>	<p>2018 to present <b>Testing Specialist, Testing</b> South Florida State College</p> <p>2017 to 2018 <b>Case Manager, Family Care</b> RCMA</p> <p>2015 to 2017 <b>Veterans Service Officer</b> Highlands County Board of Commissioners</p>

Veterans Services	Student Services Advisor	Rob Hampton	<p><b>MS Management (in progress)</b> Warner University</p> <p>BS Multidisciplinary Studies Rochester Institute of Technology</p> <p>AA Liberal Arts College of Central Florida</p>	<p>2020 to present <b>Director Career Development Center</b> South Florida State College</p> <p>2012 to present <b>Coordinator, Veteran Services</b> South Florida State College</p> <p>2012 to 2020 <b>Academic Advisor</b> South Florida State College</p> <p>1999 to 2003 <b>Sergeant</b> United States Marine Corps</p>
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**Arts and Sciences Division**

Honors	Faculty Coordinator, Honors Program	Amy Bohan	<p><b>MS Animal Sciences</b> Auburn University</p> <p>BS, Animal Sciences Auburn University</p>	<p>2020 to present <b>Director, Honors Program</b> South Florida State College</p> <p>2017 to present <b>Biology Instructor, Natural Science</b> South Florida State College</p> <p>2015 to 2016 <b>Lab Technician, Cardiology</b> Auburn University</p> <p>2011 to 2014 <b>Graduate Teaching Assistant</b> Auburn University</p>
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Tutoring and Learning Center (TLC)	Professor of English, Coordinator - Math and Writing Labs	Keith Cavedo	<p><b>PhD English</b> University of South Florida</p> <p>MA, English Virginia Commonwealth University</p> <p>BA English University of Mary Washington</p>	<p>2015 to present <b>English Professor</b> South Florida State College</p> <p>2014 to present <b>Adjunct Instructor Arts and Sciences</b> University of South Florida (Sarasota)</p> <p>2014 to present <b>Adjunct Instructor Arts and Sciences</b> University of South Florida (Sarasota)</p> <p>2010 to 2014 <b>Visiting Instructor Arts and Sciences</b> University of South Florida (Sarasota)</p> <p>2007 to 2010 <b>Adjunct Instructor English</b> Hillsborough Community College</p> <p>2004 to 2010 <b>Adjunct Instructor English</b> Saint Petersburg College</p>
	TLC Specialist, Math Lab	Jose Ulloa Salas	<p><b>AA Liberal Arts &amp; Science</b> South Florida State College</p>	<p>2019 to present <b>Math Lab Specialist (FT)</b> South Florida State College</p> <p>2016 to 2019 <b>Math Lab Specialist (PT)</b> South Florida State College</p>

Learning Resource Center	Chair of Library Services / Head Librarian	Lena Phelps	<p><b>MS Library Science</b> Florida State University</p> <p>BA English Florida State University</p> <p>AA Liberal Art and Science South Florida State College</p>	<p>1996 to present <b>Chair/Lead Librarian</b> South Florida State College</p> <p>1995 to 1996 <b>Forensic Specialist</b> New River Correctional Institution</p> <p>1991 to 1995 <b>School Media Specialist</b> Stenstrom Elementary School</p> <p>1988 to 1989 <b>English Teacher</b> Shanks High School</p> <p>1987 to 1988 <b>English Teacher</b> Taylor County High School</p>
	Librarian	Currently Unfilled	N/A	N/A
	Library Assistant II, Circulation Desk	Tia Sorensen	<p><b>BFA Fine Arts/Ceramics</b> Florida Atlantic University</p>	<p>2019 to present <b>Circulation Clerk II, Library</b> South Florida State College</p> <p>2016 to 2017 <b>ESOL Teacher</b> South Florida State College</p> <p>2004 to 2017 <b>Group Fitness CPT</b> YMCA Highlands Co., Gold's Gym</p> <p>2004 to 2016 <b>Teacher, ESE, Art, PE</b> Sebring High School</p>
Reference Assistant	Michael Garcia	<p><b>BA Philosophy</b> University of Central Florida</p> <p>AA English South Florida State College</p>	<p>2013 to Present <b>Reference Assistant, Library Services</b> South Florida State College</p> <p>2011 to 2012 <b>Para-educator (Substitute Teacher)</b> Polk County School Board</p>	

**Applied Sciences and Technologies Division**

Farmworker Career Development Program	Coordinator, Farmworker Career Development Program	Tara Jefferies	<p><b>MS Higher Education Administration</b> <b>(in progress)</b> National University</p> <p>BS Interdisciplinary Studies Hodges University</p> <p>AA Liberal Arts and Science South Florida State College</p>	<p>2010 to present</p> <p><b>Program Coordinator, Farmworker Career Development Program</b> South Florida State College</p>
	Case Manager (Highlands)	Fabiana Castro	<p><b>AA Liberal Arts</b> South Florida State College</p>	<p>2014 to present</p> <p><b>Case Manager, Farmworker Career Development Program</b> South Florida State College</p> <p>2005 to 2014</p> <p><b>Office Assistant</b> Alta Citrus</p> <p>2008 to 2014</p> <p><b>Master Hair Stylist</b> J.C. Penneys</p>
	Case Manager (DeSoto and Hardee)	Minerva Ortiz	<p><b>AA Liberal Arts and Science</b> South Florida State College</p>	<p>2001 to present</p> <p><b>Case Manager, Farmworker Career Development Program</b> South Florida State College</p> <p>1994 to 2000</p> <p><b>Clerk Typist, Protective Services</b> Department of Children and Families</p>
	Case Data Specialist	Dolores Breedlove	<p><b>BAS Supervision and Management</b> South Florida State College</p> <p>AS Supply Chain Management South Florida State College</p>	<p>2019 to present</p> <p><b>Program Data Specialist, Farmworker Career Development Program</b> South Florida State College</p>



	Coordinator, Panther Youth Partners Program	Kamile Manalo	<p><b>MS Clinical Mental Health Counseling</b> Capella University</p> <p>BS Psychology De La Salle University</p>	<p>2018 to present <b>Program Coordinator Panther Youth Partners</b> South Florida State College</p> <p>2018 to Present <b>Counselor II</b> Tri county Human Services</p> <p>2017 to 2018 <b>Case Manager</b> Tri County Human Services</p>
	Program Specialist (Highlands)	Eddie Cuencas	<p><b>AAS Business Communication/Industrial Trades</b> VI Tech and VO Tech Institute</p>	<p>Present <b>Program Specialist, Panther Youth Partners</b> South Florida State College</p> <p>2001 <b>Case Manager, Adult Migrant Farm Worker Program</b> South Florida State College</p> <p>1993 <b>Shipping &amp; Receiving, Facilities Maintenance</b> South Florida State College</p>
	Program Specialist (Highlands)	Antonio James	<p><b>AA Liberal Arts and Science</b> South Florida State College</p>	<p>2018 to present <b>Program Specialist, Panther Youth Partners</b> South Florida State College</p> <p>2009 to 2018 <b>Correctional Officer</b> Avon Park Correctional Institution</p> <p>2008 to 2009 <b>Direct Care Staff</b> Florida Institute of Neurologic Rehabilitation</p>

Partners Program	Program Specialist (Hardee)	Dara McCoy	<p><b>MA Spirituality, Culture &amp; Health</b> <b>(in progress)</b> University Western Michigan</p> <p>BA Psychology University of South Florida</p> <p>BA Religious Studies University of South Florida</p>	<p>2018 to present <b>Program Specialist, Panther Youth Partners</b> South Florida State College</p>
	Program Specialist (DeSoto)	Vickie Penley	<p><b>BA Educational Studies</b> <b>(in progress)</b> Warner University</p> <p>AA Liberal Arts &amp; Science South Florida State College</p>	<p>2017 to present <b>Program Specialist Panther Youth Partners</b> South Florida State College</p>
	Program Specialist (Okeechobee)	Mike Davis	<p><b>AA Education</b> <b>(in progress)</b> Indian River State College</p>	<p>2016 to present <b>Program Specialist, Panther Youth Partners</b> South Florida State College</p> <p>2010 to 2016 <b>Program Coordinator</b> Okeechobee Healthy Start</p> <p>2004 to 2010 <b>Program Coordinator</b> Communities in Schools</p> <p>1999 to 2004 <b>Student Mentor Advocate, Take Stock in Children</b> Indian River State College</p>
	Case Data Specialist	Zory Figueroa	<p><b>BS Business Administration</b> American University of P.R.</p>	<p>2018 to present <b>Program Data Specialist Panther Youth Partners</b> South Florida State College</p> <p>2010 to 2018 <b>Early Childhood Specialist</b> RCMA</p> <p>2003 to 2008 <b>Administrative Assistant</b> City of Vega Baja</p>

**President**

Equity / Title IX	Director of Human Resources (Administration, Faculty, and Staff issues)	Don Kesterson	<p><b>BA Public Administration</b> Barry University</p> <p>AAS Electronic Systems Technology Community College of the Air Force</p>	<p>2017 to present <b>Director, Human Resources</b> South Florida State College</p> <p>2011 to 2017 <b>Director, Human Resources</b> DeSoto County Board of County Commissioners</p> <p>2007 to 2011 <b>Personnel Specialist, Human Resources</b> Highlands County Board of County Commissioners</p> <p>1998 to 2000 <b>Personnel Specialist, Human Resources</b> U.S. Air Force</p>
	Coordinator Residence Life & Title IX (Student issues)	Kendra Wellnitz	<p><b>MA Leadership Education (in progress)</b> University of Central Florida</p> <p>BS Health Physical Education and Recreation Oklahoma Panhandle State University</p>	<p>2017 to Present <b>Coordinator, Residence Life, Title IX</b> South Florida State College</p>

**Executive Director of Institutional Effectiveness, Planning, and Technology**

	E-Learning & Learning Management System Specialist	Joann Kramer	<p><b>High School Diploma</b> Celina Senior High School</p>	<p>2019 to present <b>Educational Technology specialist</b> South Florida State College</p> <p>2018 to 2019 <b>E-Learning &amp; LMS Support Specialist</b> South Florida State College</p>

Educational Technology	Coordinator, E-Learning Management System	Kathleen Benn	<p><b>AA Liberal Arts &amp; Science</b> South Florida State College</p> <p>High School Diploma Pope John Paul II High School</p>	<p>2018 to present <b>Coordinator: LMS</b> South Florida State College</p> <p>2007 to 2018 <b>Instructional Designer Technician</b> South Florida State College</p> <p>2006 to 2007 <b>E-Learning Assistant, Broadcast</b> South Florida State College</p> <p>2005 to 2006 <b>Media Clerk</b> South Florida State College</p>
	E-Learning Management System Support Assistant	Abigail Nelson	<p><b>CCC Medical Secretary</b> South Florida State College</p>	<p>2011 to present <b>LMS Support Assistant</b> South Florida State College</p> <p>1990 to 2010 <b>Instructional Aide, Medical Secretary</b> South Florida State College</p>

**Executive Director of the SFSC Foundation, Inc.**

SFSC Foundation, Inc. & Scholarships	Executive Director, Institutional Advancement	Jamie Bateman	<p><b>MBA Business Administration</b> Webster University</p> <p>BA Business Webber University</p>	<p>2015 to present <b>ED Institutional Advancement</b> South Florida State College</p> <p>2003 to 2015 <b>Executive Director Foundation</b> Florida Hospital Heartland</p>

	<p>Institutional Advancement and Alumni Development Coordinator</p>	<p>Anastasia Saunders</p>	<p><b>MS Sports Administration</b> Florida State University</p> <p>BS Rec &amp; leisure, Emphasis Event Planning Florida State University</p> <p>AA Liberal Arts &amp; Science Pensacola Junior College</p>	<p>2019 to present <b>Coordinator, Foundation</b> South Florida State College</p> <p>2019 to present <b>Partner</b> Mach 3 events, LLC</p> <p>2008 to present <b>Owner</b> Just Like Home Pet Hotel</p> <p>2016 to 2019 <b>Paralegal, Real Estate</b> Swaine, Harris &amp; Wohl</p> <p>2015 to 2016 <b>Manager</b> Highlands Art League</p>
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Per SFSC DBOT Policy 5.01 "Staff and Program Development" the president is authorized to develop, establish, and implement procedures for staff development and program development consistent with State Board of Education Rules. This policy is operationalized by SFSC Administrative Procedure 5011 "Professional Development Funding for Workshops/Conferences." To ensure that student support services staff remain current in their field, the College offers a variety of professional development opportunities including: conferences, seminars, meetings, workshops, training opportunities, and supporting staff members who wish to return to college to further their education. The College annually budgets professional development funds for all full-time staff. The vice president for academic affairs and student support services administers and tracks funds specifically allocated for seminars, workshops, training opportunities, and staff development, for student affairs staff. Those who wish to further their education are currently eligible for education grants up to \$2,500 per fiscal year through the staff development procedure. The director, human resources is responsible for administering and tracking funding specifically allocated for staff who wish to pursue a degree (e.g., Employee A, Employee B, Employee C) or credential. The College supports professional development through direct funding and travel reimbursement.

Employees are informed of professional development opportunities through a variety means including, but not limited to: the SFSC Daily Connection (in advance of the College's annual professional development day), Florida College System communications, the Association of Florida Colleges (AFC), national organizations (e.g., AACRO, American Library Association, NISOD) and are also encouraged to seek out professional development opportunities of their own interest.

**Sources**

 5G Training Workshop Daily Connection
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-  AACRO Training Opportunities
-  AFC Training Artifacts
-  ALA Training Opportunities
-  Abigail Nelson
-  Adela Bello
-  Admissions Records Data Specialist
-  Admissions Records Registration Specialist
-  Amy Bohan
-  Anastasia Saunders
-  Andy Polk
-  Angie Noonon
-  Antonio James
-  Assistant Registrar
-  Beth Andrews
-  CV - Clinton Anderson
-  CV - Eddie Cuencas
-  CV - J. Ferguson
-  CV - M. Ortiz
-  CV - Mike Davis
-  Career Center Specialist
-  Case Data Specialist Farmworker Program
-  Case Data Specialist Farmworker Program full-time
-  Case Manager Farmworker Program full-time
-  Catherine Jackson
-  Chair Counseling and Advising Center
-  Charla Ellerker
-  Christy Bobo
-  College Recruiter
-  Coordinator Farmworker Program
-  Coordinator Financial Aid
-  Coordinator Institutional Advancement and Alumni Dev
-  Coordinator Learning Management System (LMS)
-  Coordinator Residence Life and Title IX
-  Coordinator Student Life
-  Coordinator Student Services and Special Projects
-  Coordinator TLC
-  Coordinator, Panther Youth Partners
-  Counselor
-  Counselor Disabled Students Specialist
-  Courtney Green
-  Cristian Luevano
-  DAG Analysis and Referral Process\_091619 revised
-  Dara McCoy
-  Data Consultant Panther Youth Partners
-  Dean Student Services
-  Diane Lewis

-  Director Adult Ed and Tech Dual Enrollment
-  Director Career Dev Center
-  Director Financial Aid
-  Director HSI-STEM Project
-  Director Human Resources
-  Director Testing Assessment Center
-  Dolores Breedlove
-  Don Kesterson
-  Donna Goins
-  Educational Tech Specialist
-  Employee A - EPP\_Redacted
-  Employee B - EPP\_Redacted
-  Employee C - EPP\_Redacted
-  Erik Christensen
-  Executive Director Institutional Advancement
-  FCS Training Artifacts
-  Fabiana Castro
-  Faculty Coordinator Honors Program
-  Felecia Dozier
-  Financial Aid Advisor
-  Financial Aid Data Specialist
-  GPS Orientation Specialist
-  Graduate Satisfaction Survey - Services Highlight (Page 3)
-  Graduate Satisfaction Survey - Services Highlight\_Comments (Page 9)
-  HSI-STEM Coach (Highlands Virtual)
-  HSI-STEM College Success Coach (Highlands Campus)
-  Jamie Bateman
-  Joann Kramer
-  Jonathan Stern
-  Jose Ulloa Salas
-  K. Cavedo - Supplement Agreement
-  Kamille Manalo
-  Kathleen Benn
-  Katrina Blandin
-  Keith Cavedo
-  Kelly Fairfield-Dec
-  Kendra Wellnitz
-  Kimberly Hemler
-  LMS Support Assistant
-  Laura Wilder
-  Leader Team (President's Council) Notes\_022520 Triannual Review
-  Leadercast\_Seminar
-  Lena Phelps
-  Librarian
-  Librarian (10 month)
-  Library Assistant I Technical Services

-  Library Assistant II Circulation
-  Library Assistant II Public Services
-  Lisa Lopez
-  Melissa Kuehnle
-  Michael Garcia
-  Michael Hameed
-  Michele Heston
-  NCCBP\_2019
-  NISOD October Liaison News
-  PDD 2020\_Session Descriptions Final
-  Pam Jessiman
-  Pamela Hayes
-  Panther Youth Partners Mentor
-  Proctor Testing Assessment Center
-  Program Specialist Panther Youth Partners
-  Program.Data Specialist Panther Youth Partners
-  Randy Paeplow
-  Randy Rosam
-  Reference Assistant
-  Registrar
-  Ricardo Pantoja
-  Rob Hampton
-  SENSE Presentation to LT
-  SFSC 2019 Core Indicators of Effectiveness\_Complete
-  SFSC Administrative Procedure 5011 Professional Development Funding for Workshops Conferences
-  SFSC DBOT Policy 1.02 Vision, Mission, and Institutional Core Values
-  SFSC DBOT Policy 5.01 Staff and Program Development
-  SFSC Organizational Chart-2020-2021 - February 1, 2021
-  Staff Assistant I Testing Assessment Center
-  Staff Assistant II Testing Assessment Center
-  Strategic Initiatives and Goals
-  Student Data Systems Specialist
-  Student Services Advisor
-  Susana Martinez
-  TLC Specialist Math Lab
-  TLC Specialist Writing Lab
-  Tara Jefferies
-  Tasha Morales
-  Tech Program Assistant (Financial Aid)
-  Testing Specialist Testing Assessment Center
-  Tia Sorensen
-  Tim Wise
-  Tina Stetson
-  Vickie Penley
-  Zory Figueroa
-  eLearning Tech Assistant



**12.3**

**Student Rights**

The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College (SFSC) publishes clear and appropriate statements of student rights and responsibilities and disseminates these statements to the campus community.

**Publication**

Section 1001.64, Florida Statutes "Florida College System Institution Boards of Trustees; Powers and Duties" states that the College's board of trustees is responsible for policy decisions appropriate to the institution. Section 1001.65, Florida Statutes "Florida College System Institution Presidents; Powers and Duties" states the College's president is responsible for the operation and administration of the institution. As stated in SFSC DBOT Policy 1.01 "Introduction," "policies may be implemented by way of administrative procedures, established by the president and shared with members of the President's Council." Per this policy, the president, or his designee, is responsible for formulating procedures and rules related to students rights and responsibilities which are then presented to the leader team (president's council) for approval. The dean of student services is responsible for ensuring that all polices and procedures related to student rights and responsibilities are updated and is guided by DBOT Policy 1.01 which mandates that all "policies and procedures shall be reviewed and, if required, revised at least every five years."

The College has a variety of District Board of Trustees (DBOT) policies and administrative procedures related to student rights and responsibilities, which are based on Florida Statutes and Rules, as shown in Table 12.3-1 "SFSC Policies and Procedures: Student Rights and Responsibilities." This table also provides selected artifacts of implementation and enforcement of these SFSC administrative procedures. These policies conform to sound educational practice as mandated by the Florida Legislature and the Florida State Board of Education (SBE) and are in compliance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Title VII of the Public Health Service Act. Additionally, the College's policies and procedures related to student rights and responsibilities meet the needs of all students as noted by the lack of student complaints and/or grievances.

**Table 12.3-1  
SFSC Policies and Procedures: Student Rights and Responsibilities**

Florida Statute / SBE Rule	SFSC Policy	SFSC Procedure	Selected Artifacts
N/A		3330 "Student Process for Recommending Institutional Changes"	N/A (Students have not used this procedure since the last reaffirmation)

<p>Section 1006.61 "Participation by Students in Disruptive Activities at Public Postsecondary Educational Institution; Penalties"</p>	<p>3.33 "Control and Discipline of Students"</p>	<p>3331 "Student Discipline"</p>	<p><u>2015</u></p> <p>X</p> <p><u>2016</u></p> <p>X</p> <p>X</p> <p><u>2017</u></p> <p>X</p> <p>X</p> <p><u>2018</u></p> <p>X</p> <p><u>2019</u></p> <p>X</p> <p>X</p>
<p>Section 1006.62 "Expulsion and Discipline of Students of Florida College System Institutions and State Universities"</p>		<p>3332 "Admission/Readmission of a Registered Sex Offender"</p>	<p>X</p>
<p>Section 1001.64 "Florida College System Institution Boards of Trustees; Powers and Duties"</p>	<p>3.34 "Solicitations by Students"</p>	<p>3340 "Solicitation on College-Owned or Operated Facilities by Students"</p>	<p>X</p>
<p>Section 1001.64 "Florida College System Institution Boards of Trustees; Powers and Duties"</p>	<p>3.35 "Students Borrowing Equipment"</p>	<p>N/A</p>	<p>N/A (Students have not requested to borrow equipment, other than that which was expressly purchased for the purpose (e.g., laptops for checkout during COVID-19) since the last reaffirmation)</p>
<p>Rule 6A-14.057 "Student Activities"</p>			
<p>Section 1001.64 "Florida College System Institution Boards of Trustees; Powers and Duties"</p>	<p>3.36 "Prohibition of Hazing"</p>	<p>3360 "Prohibition of Hazing"</p>	<p>N/A (There have been no acts of hazing reported since the last reaffirmation)</p>
<p>Section 1006.63 "Hazing Prohibited"</p>			
<p>Section 1001.64 "Florida College System Institution Boards of Trustees; Powers and Duties"</p>	<p>3.37 "Religious Observances - Students"</p>	<p>3370 "Religious Observance - Students"</p>	<p>X</p>

The College is committed to the protection of the individual rights of all students and promotes a culture founded on academic integrity and mutual respect to support a safe and inclusive environment. As noted in the [SFSC Student Handbook](#), SFSC affords the following rights to all students:

- Right to quality education
- Right to fair and equitable treatment
- Right to participate in activities
- Right to freedom of access to higher learning
- Right to freedom of expression
- Right to freedom of inquiry
- Right to protection against improper disclosure
- Right to privacy
- Right to initiate change at the College
- Right to Know

The College is committed to providing a learning-centered environment that values academic excellence through integrity, service, community, learning, excellence, accountability, and responsibility. All members of the academic community share an obligation to maintain conditions that support this effort. Additionally, SFSC students assume a responsibility to abide by the policies and regulations expressed in the [SFSC College Catalog](#) and [Student Handbook](#). By doing so, students can exercise their own rights while respecting the rights of others. As noted in the [SFSC Student Handbook](#), students at the College are expected to accept the following responsibilities:

- Complete all admissions and enrollment requirements
- Review and consider all information about a program before enrolling
- Keep the College informed of mailing address changes
- Report an accident or illness occurring on campus
- Arrange for payment of all fees before classes begin
- Attend class
- Contact instructors immediately if any concern or situation arises that may interfere with progress or completion of the course
- Contact their advisor if they wish to discuss concerns or situations of an academic, career, or personal nature
- Complete and submit the appropriate paperwork to drop or withdraw from a course
- Abide by the policies and procedures of the College as set forth in the SFSC College Catalog and Student Handbook

As delineated in Article VI "Student Rights" of the "[Student Code of Conduct and Judicial Procedures](#)" of the SFSC Student Handbook, the College has established regulations which are considered necessary to preserve and maintain an environment conducive to learning, to ensure the safety and welfare of members of the College community, to encourage students in the development and practice of good citizenship and self-discipline, and to protect property and equipment of the College. Alleged violations and grievances are consistently handled as follows:

#### **Article VI Student Code of Conduct**

##### **A. Rights of the Student in Question**

- To be given a written notice of the Code of Conduct charge and the allegations upon which the charge is based.
- To be given an information session, at which time the judicial process and the student's rights will be fully explained. The student will be permitted to review all materials related to the charge and then confirm the forum in which the case will be heard. An agreed upon date will then be set for the hearing.
- To have the hearing handled in a forthright and timely fashion.
- To be accompanied during the hearing by an advisor of the student's choice.
- To be given a fair and impartial hearing, during which the student will be permitted to address the charges and provide information, including witnesses.
- To know that a recording will be made of the entire hearing process.
- To appeal the decision of the hearing body.

##### **B. Rights of the Alleged Victim or Complainant**

- To have a judicial referral handled in a forthright and timely fashion.
- To be accompanied during the hearing by an advisor of the complainant's choice.
- To have unrelated past behavior excluded from the judicial process.
- To submit questions to the hearing body. The hearing body will then consider posing the questions to the charged student.
- To submit a statement about the impact of the offense, to be considered by the hearing body only in the sanctioning phase of deliberations if the student in question is found responsible for the charge.
- To be present throughout the hearing, or portions thereof, as approved by the hearing chair.
- To be notified of the outcome of the hearing process. In the case of sexual assault, both parties are to be notified at the same time.
- To know that a recording will be made of the entire hearing process.

The dean of student services is responsible for formulating student rights and responsibilities statements and keeping them updated. When changes to College policies or procedures related to student rights and responsibilities are needed, the dean of student services prepares the draft change and submits it in accordance with SFSC Administrative Procedures 2040 "Development and Adoption of Policies" and 2041 "Development and Adoption of an Administrative Procedure." The draft change is presented to the SFSC Leader Team (President's Council) which will endorse, reject, modify, or table the proposal based on their analysis and review. The final step in the process involves one of two paths. For policy changes, the proposal is submitted to the SFSC DBOT for final approval which requires two separate readings to allow time for public comment, followed by a vote of the full board. However, the SFSC DBOT regularly reviews all policies and if no substantive revisions of a specific policy are recommended which would change the intent of that policy a [vote of reaffirmation](#) can occur without the requirement of two separate readings. For procedural changes, the SFSC Leader Team is the [final decision-making body](#). The revision process mirrors the approval process with the additional requirement that policies and procedures are reviewed and, if required, revised [at least every five years](#). Once the creation or revision of a policy or procedure has been approved, it becomes effective on that date. When changes to statements regarding student rights and responsibilities in the College Catalog or College Handbook are needed, the process is similar but more streamlined. The dean of student services prepares the draft change and submits it to the College Catalog and Handbook Committee for review and approval. Once approved, the change becomes effective with the next edition of either the College Catalog or College Handbook. Since the last reaffirmation, there have been no changes to statements regarding student right and responsibilities.

## Dissemination

The College publishes and disseminates information about all College policies and procedures, including those related students rights and responsibilities, to the campus community. The essence of the policies and procedures are accessible in the [SFSC Student Handbook](#) and [College Catalog](#), on the [SFSC Webpage \(Policies Page, Procedures Page\)](#) and on [SFSC Panther Central](#). Additionally, information regarding student rights and responsibilities is presented during the [Guide to Personal Success \(GPS\) new student orientation](#). All SFSC students have the same rights and responsibilities regardless of instructional mode of delivery (face-to-face, hybrid, or online), type (dual-enrollment, transfer, occupational, transient, or traditional), or location (main or off-campus instructional sites).

## Sources

-  [2020-2021 College Catalog](#)
-  [2020-2021 College Catalog\\_Policies \(Page 56\)](#)
-  [2020-2021 Student Handbook\\_Responsibilities of Students \(Page 44\)](#)
-  [2020-2021 Student Handbook\\_Rights of Students \(Page 43\)](#)
-  [2020-2021 Student Handbook\\_Student Code of Conduct and Judicial Procedures \(Page 51\)](#)
-  [2020-2021 Student-Handbook](#)
-  [3370 Religious Observance - Students - Artifact\\_Redacted](#)
-  [6A-14.057](#)
-  [ALL SFSC Policies and Procedures - Listed on Panther Central](#)
-  [Chapter 1006 - Florida Statutes - Support for Learning](#)
-  [Chapter 1006 Section 61 - Florida Statutes - Participation by students in disruptive activities at public postsecondary](#)
-  [Chapter 1006 Section 62 - Florida Statutes - Expulsion and Discipline of Students](#)
-  [Chapter 1006 Section 63 - Florida Statutes - Hazing Prohibited](#)
-  [Florida Statute 1001.64 Florida College System Institution Boards of Trustees - Powers and Duties](#)
-  [Florida Statute 1001.65 Florida College System Institution Presidents - Powers and Duties](#)
-  [GPS Orientation](#)
-  [Presidents Council Notes\\_100620 Approving Various Procedures](#)
-  [Registered Sex Offender\\_Per SFSC Administrative Procedure 3332\\_Redacted](#)
-  [SFSC Administrative Procedure 2040 Development and Adoption of Policies](#)
-  [SFSC Administrative Procedure 2041 Development and Adoption of an Administrative Procedure](#)
-  [SFSC Administrative Procedure 3330 Student Process for Recommending Institutional Changes](#)
-  [SFSC Administrative Procedure 3331 Student Discipline](#)
-  [SFSC Administrative Procedure 3332 Admission Readmission of a Registered Sex Offender](#)
-  [SFSC Administrative Procedure 3340 Solicitation on College Owned or Operated Facilitie by Students](#)
-  [SFSC Administrative Procedure 3360 Prohibition of Hazing](#)
-  [SFSC Administrative Procedure 3370 Religious Observance Students](#)

-  [SFSC DBOT Policy 3.33 Control and Discipline of Students](#)
-  [SFSC DBOT Policy 3.34 Solicitations by Students](#)
-  [SFSC DBOT Policy 3.35 Students Borrowing Equipment](#)
-  [SFSC DBOT Policy 3.36 Prohibition of Hazing](#)
-  [SFSC DBOT Policy 3.37 Religious Observances Students](#)
-  [SFSC District Board of Trustees Policy 1.01 Introduction](#)
-  [SFSC Policies Webpage](#)
-  [SFSC Procedures Webpage](#)
-  [SFSC Webpage - Highlighted Policies and Procedures Links \(Page 3\)](#)
-  [Solicitation On College-Owned Property by Students\\_Redacted \(Page 2\)](#)
-  [Student Code of Conduct Appeal\\_2016\\_Redacted](#)
-  [Student Code of Conduct\\_2015\\_Redacted](#)
-  [Student Code of Conduct\\_2016\\_2\\_Redacted](#)
-  [Student Code of Conduct\\_2016\\_Redacted](#)
-  [Student Code of Conduct\\_2017\\_2\\_Redacted](#)
-  [Student Code of Conduct\\_2017\\_Redacted](#)
-  [Student Code of Conduct\\_2019\\_2\\_Redacted](#)
-  [Student Code of Conduct\\_2019\\_Redacted](#)
-  [Student Code of Conduct\\_Student Judiciary Committee\\_2018\\_Redacted](#)
-  [Title IX Education Amendments](#)
-  [Title VI - Civil Rights Act](#)
-  [Title VII - Civil Rights Act](#)
-  [Title VII Public Health Service Act](#)

**12.4**

**Student Complaints**

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College (SFSC) publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows those procedures when resolving student complaints, and maintains a record of student complaints that can be accessed upon request by SACSCOC.

As outlined in [Article V, Part A, of the SFSC Student Handbook](#), SFSC defines a "written student complaint" as a formal complaint filed in writing to the dean of student services. The first step in the resolution process is for the student wishing to register a complaint to contact the specific source of the problem (person/office) with an explanation of the details. If no resolution comes from that discussion, the student should follow the organizational hierarchy by next contacting the appropriate supervisor/chairperson and, if necessary, the director/dean of the person or office. If no satisfaction or resolution has been reached, a formal written complaint should be filed with the dean of student services. The dean of student services will inform the student of the subsequent procedures and time frames involved in the process.

**Published Procedures**

Based on directives from the Florida Statutes, the College has established policies and procedures for addressing written student complaints against the institution or the Commission. These procedures are adequate to meet the needs of students as evidenced by the fact that only 77 formal complaints have been filed over the past 12 years (2008-2020), which represents six per year or 0.25% of the average student body population (2,855). Table 12.4-1 "Procedures Governing Written Student Complaints," shows linkage between the Florida Statute, SFSC DBOT Policy, and SFSC Administrative Procedure. Additionally, artifacts demonstrating that the policies and procedures are consistently followed are hyperlinked.

**Table 12.4-1  
Procedures Governing Written Student Complaints**

Florida Statute	SFSC DBOT Policy	SFSC Administrative Procedure	Artifact
Section 1000.05 "Discrimination Against Students and Employees in the Florida K-20 Public Education System Prohibited; Equality of Access Required"	1.09 "Grievance Procedures"	1095 "Student Grievance Procedure"	X
Section 1001.64 "Florida College System District Board of Trustees; Powers and Duties"	5.23 "Prohibited Discrimination"	5230 "Discrimination, Harassment, and/or Sexual Harassment Complaint"	X
Section 1000.05 "Discrimination Against Students and Employees in the Florida K-20 Public Education System Prohibited; Equality of Access Required"	1.10 "Equal Opportunity"	N/A	X
Section 1001.64 "Florida College System District Board of Trustees; Powers and Duties"			X
Section 1006.60 "Codes of Conduct; Disciplinary Measures; Authority to Adopt Rules or Regulations"	3.33 "Control and Discipline of Students"	3331 "Student Discipline"	X
Section 1006.61 "Participation by Students in Disruptive Activities at Public Postsecondary Educational Institutions; Penalties"			X
Section 1006.62 "Expulsion and Discipline of Students of Florida College Systems Institutions and State Universities"			X

South Florida State College publishes and disseminates information concerning student complaints to the campus community which are accessible in the [SFSC Student Handbook](#), on the [College's website](#) ([policies page](#), [procedures page](#)), on [Panther Central](#) and presented during the [Guide to Personal Success \(GPS\) new student orientation](#). All SFSC students have the same complaint procedures regardless of instructional mode of delivery (face-to-face, hybrid, or online), type (dual enrollment, transfer, occupational, transient, or traditional), or location (main or off-campus instructional sites).

[Section 1001.64, Florida Statutes "Florida College System Institution Boards of Trustees; Powers and Duties,"](#) states that the College's board of trustees is responsible for policy decisions appropriate to the institution. [Section 1001.65, Florida Statutes "Florida College System Institution Presidents; Powers and Duties,"](#) states that the College president is responsible for the operation and administration of the institution. As stated [SFSC DBOT Policy 1.01 "Introduction,"](#) "policies may be implemented by way of administrative procedures, established by the president and shared with members of the President's Council." Per this policy, the president, or his designee, is responsible for formulating procedures and rules related to student complaints which are then presented to the DBOT for approval. The dean of student services is responsible for ensuring that all policies and procedures related to student complaints are updated and is guided by DBOT Policy 1.01 which mandates that all "policies and procedures shall be reviewed and, if required, revised at least every five years."

## Procedure Adherence

South Florida State College has a two-tiered process for handling complaints or grievances: complaint (informal) and grievance (formal). The informal process is initiated when a student makes an appointment and informally discusses the complaint with the respondent concerned within 14 calendar days of the date of the alleged mistreatment. If the complainant is dissatisfied with the decision, they have seven calendar days, to discuss the complaint with the appropriate director or dean. If no satisfaction or resolution is reached, then a formal grievance should be filed in writing to the dean of student services within seven calendar days. The dean of student services will inform the student of the procedures and time frames involved in the process. To ensure that policies and procedures regarding student complaints are consistently followed, the formal step-by-step process is outlined below:

- If, as a result of the informal procedure, the complainant is still dissatisfied with the decision, the student or group of students may invoke a formal grievance procedure by outlining the complaint in writing. Two copies of the grievance, signed by the student or students concerned and dated, shall be filed with the dean, student services.
- Within seven calendar days of the receipt of the formal grievance, the dean, student services shall transmit the grievance to the appropriate dean. The dean, within seven calendar days of receipt of the complaint, shall meet with the student or students and hold a formal meeting which is audio recorded to hear the grievance.
- Within seven calendar days of the end of the formal hearing, the dean shall indicate his/her recommendation with regard to the disposition of the grievance, in writing, to the vice president for academic affairs and student services (VPAA/SS).
- The VPAA/SS may approve, disapprove, amend the recommendation or return it to the dean for further consideration. The vice president shall indicate his/her decision within seven calendar days of the date of delivery of the recommendation in writing to the dean, student services with a copy to the appropriate dean who held the formal hearing. If the vice president finds that an employee/respondent through his/her actions has violated local or state laws or College policies or procedures, the matter will be referred to the Human Resources Office for appropriate action. The decision of the VPAA/SS is final.
- The dean, student services shall administer the decision of the VPAA/SS. The dean, student services shall communicate the decision to the complainant and to the respondent by certified mail.

The artifacts shown in Table 12.4-1 "Procedures Governing Written Student Complaints" provide evidence that the College consistently follows these published policies and procedures regarding student complaints. Additionally, students or other individuals who wish to register a complaint against the College to the Commission (SACSCOC) or against the Commission directly, will find the address and phone number of the Commission published in the [College Catalog](#), the [SFSC Student Handbook](#), and the [SFSC website](#).

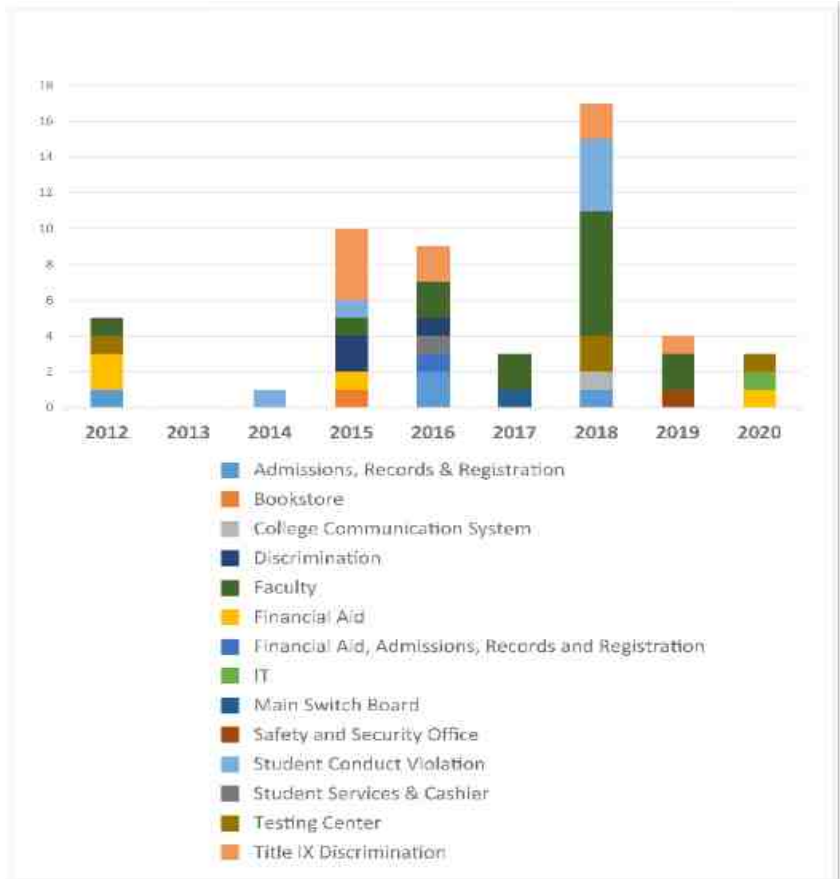
## Records

The office of the dean, student services provides a centralized point of contact for all student complaints. Detailed records are kept on each complaint and grievance received which are logged and tracked from initiation to resolution. The dean's office creates and maintains both written "red files" and an Excel spreadsheet documenting all complaints and grievances along with the resulting resolution. All individual files are centrally retained in a locked filing cabinet within a locked office in the dean of student services suite.

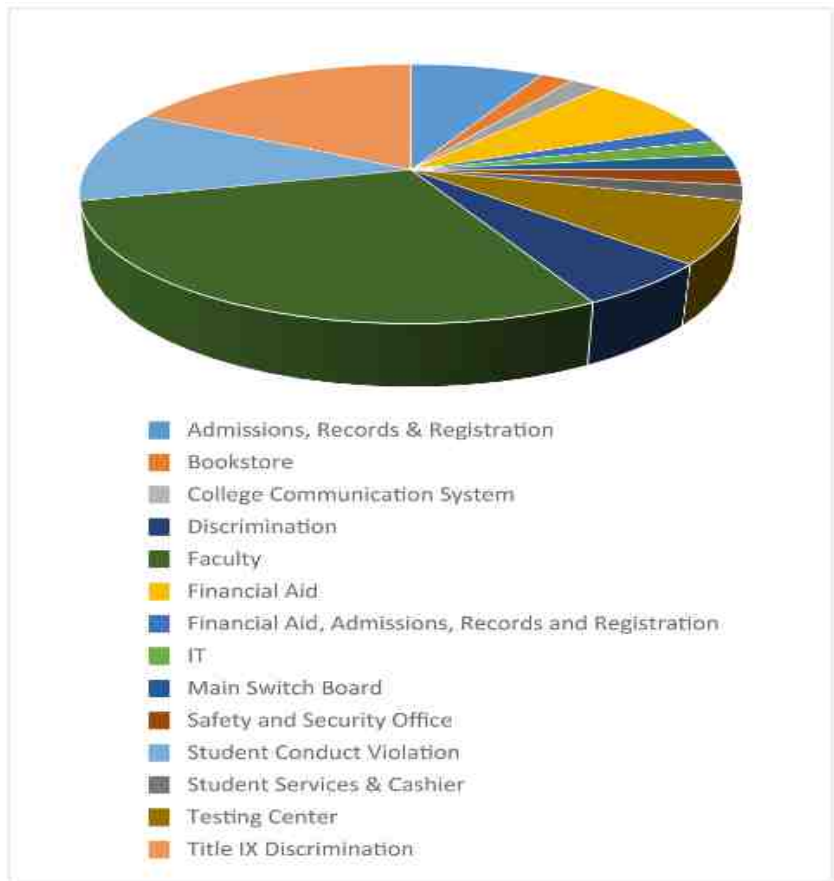
Once a written grievance (formal) has been received by the dean of student services, it is recorded in the [complaint log](#). The elements of the formal complaint log include:

- The date(s) received
- Complainant name/ID
- Description of complaint
- Person or office of concern
- Type
- How resolved
- End date

The dean of student services regularly reviews student complaint logs to discern patterns. Over the past decade, there have been no noticeable patterns in complaints or grievances. This is illustrated in Figure 12.4-1 "Complaint Log Analysis by Year (2012-2020)" which shows the distribution of complaints and grievances from 2012 to present, which averages six per year. Additionally, Figure 12.4-2 "Complaint Log Analysis by Category (2012-2020)" shows that there is a wide range of categories of complaints and grievances and the single largest category was those against faculty which comprised 27% of the total.














**Figure 12.4-1**  
**Complaint Log Analysis by Year (2012-2020)**





**Figure 12.4-2**  
**Complaint Log Analysis by Category (2012-2020)**

**Sources**

-  2020-2021 College Catalog\_SACSCOC
-  2020-2021-Student-Handbook\_Complaints (Page 48)
-  2020-2021-Student-Handbook\_Formal Complaint\_In\_Writing (Page 49)
-  2020-2021-Student-Handbook\_SACSCOC (Page 4)
-  All SFSC Policies and Procedures - Listed on Panther Central
-  Chapter 1000 Section 05 - Florida Statutes - Discrimination against students and employees
-  Chapter 1006 Section 60 - Florida Statutes - Codes of conduct; disciplinary measures; authority to adopt rules or regulations
-  Chapter 1006 Section 61 - Florida Statutes - Participation by students in disruptive activities at public postsecondary
-  Chapter 1006 Section 62 - Florida Statutes - Expulsion and Discipline of Students
-  Florida Statute 1001.64 Florida College System Institution Boards of Trustees - Powers and Duties
-  Florida Statute 1001.64 Florida College System Institution Boards of Trustees Powers and Duties (1)
-  Florida Statute 1001.65 Florida College System Institution Presidents - Powers and Duties
-  GPS Orientation
-  Registered Sex Offender\_Per SFSC Administrative Procedure 3332\_Redacted
-  SFSC Administrative Procedure 1095 Student Grievance Procedure
-  SFSC Administrative Procedure 3331 Student Discipline
-  SFSC Administrative Procedure 5230 Discrimination Harassment and or Sexual Harassment Complaint Procedure
-  SFSC DBOT Policy 1.01 Introduction
-  SFSC DBOT Policy 1.09 Grievance Procedure
-  SFSC DBOT Policy 1.10 Equal Opportunity
-  SFSC DBOT Policy 3.33 Control and Discipline of Students
-  SFSC DBOT Policy 5.23 Prohibited Discrimination
-  SFSC Webpage\_Highlighted Policies and Procedures Links (Page 3)
-  SFSC\_Policies\_Webpage
-  SFSC\_Procedures\_Webpage
-  SFSC DBOT Policy 5.23 Prohibited Discrimination\_Violation\_Redacted
-  Student Informal Complaint\_2015\_Redacted
-  Student Code of Conduct\_2017\_Redacted
-  Student Code of Conduct\_2019\_Redacted
-  Student Code of Conduct\_2020\_Redacted
-  Student Code of Conduct\_Student Judiciary Committee\_2018\_Redacted
-  Student Complaint log 2009-2020 Updated 10.13.2020\_Redacted
-  Student Formal Complaint Two\_Redacted
-  Student Formal\_Complaint\_\_Redacted
-  Webpage\_SACSCOC Statement

## 12.5

### Student Records

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

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

South Florida State College (SFSC) protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data.

Sections 1002.225 "Education Records of Students in Public Postsecondary Educational Institutions; Penalty" and 1002.22 "Education Records and Reports of K-12 Students; Rights of Parents and Students; Notification; Penalty," Florida Statutes (FS), protect the rights of students and their parents with respect to student records and reports created, maintained, and used by SFSC. These statutes ensure that students and their parents have the rights of access, challenge, and privacy with respect to such records and reports, and that rules will be available for the exercise of these rights. Section 1006.52, FS "Education Records and Applicant Records; Public Records Exemption" authorizes the College to prescribe the content and custody of its student and applicant records with regard to confidentiality and applicable exemptions. Additionally, Section 119.071, FS "General Exemptions from Inspection or Copying of Public Records" ensures the integrity of student records by restricting access to certain types of student data.

Section 1001.64 "Florida College System Institution Boards of Trustees; Powers and Duties," FS, authorizes the College's district board of trustees to create policy decisions appropriate to the institution. Additionally, Section 1001.65 "Florida College System Institution Presidents; Powers and Duties," FS authorizes the College's president to be responsible for the operation and administration of the institution. These two statutes are operationalized through SFSC District Board of Trustees (DBOT) Policy 2.15 "Safekeeping, Reproduction, and Destruction of Records" which states "the president shall be responsible for the safekeeping, reproducing, and destroying of records which include, but are not limited to, correspondence, applications for admissions, student records, and student educational records." This policy is implemented through:

- SFSC Administrative Procedure 2150 "College Record Retention and Disposal of College Records" establishes timeframes to maintain College records, provide a procedure for the disposal of College records and designate the College's Records Management Liaison Officer (RMLO)
- SFSC Administrative Procedure 2154 "Student Records - Security, Confidentiality, Integrity, and Destruction" which protects the security, privacy, confidentiality, and integrity of all student education records. This procedure defines student, student education records, sole possession records, employment records, medical records, alumni records, and personally identifiable information
- SFSC Administrative Procedure 2155 "Information Systems Security" which protects information assets from accidental or intentional, unauthorized disclosure, modification, or destruction
- SFSC Administrative Procedure 2156 "Information Security" which protects private information and data to comply with federal laws. The procedure applies to customer financial information (covered data) that SFSC receives in the course of business as required by federal laws, as well as other confidential financial records SFSC has chosen, including information obtained from a student in the course of offering a financial product or service
- SFSC Administrative Procedure 2157 "Identity Theft Prevention Program" which reduces the risk of identity theft related to the collection and storage of personal information needed for the College to conduct business and to comply with the Federal Trade Commission (FTC) Red Flags Rule.

To ensure that the College mirrors commonly accepted standards and practices among institutions of higher learning, SFSC Administrative Procedure 2150 adheres to the Florida Department of State's policy for retention and disposal of records both physical and electronic, as published in the General Records Schedule G55 for Universities and Community Colleges. South Florida State College publishes and disseminates information concerning student records to the campus community which are accessible in the SFSC Student Handbook and College Catalog, on the College's website, and presented during the Guide to Personal Success (GPS) new student orientation.

Through required training, the College regularly ensures that faculty and staff understand the commitment to confidentiality, integrity, and security of student academic records and adhere to its policies and procedures. This is accomplished through:

- Technology user agreement, signed during the employee intake process
- New hire orientation (includes separate staff and faculty training)
- Monthly security updates (Example One (1), Example Two (2)) shown on the SFSC Daily Connection (the College's internal daily newsletter)
- Annual network security awareness login prompt
- Annual Banner team leader training
- Annual Banner training for designated staff
- Regular Leader Team security updates (Example One, Example Two)
- Annual FERPA Training for all Banner Users

The College's information technology security awareness efforts are reinforced through the administrative program assessment process as shown in the 2019-2020 Information Technology APA outcome 818 "Promote activities that foster information security awareness among College employees."

### Security

South Florida State College stores student records in both physical and electronic form that facilitate timely and accurate retrieval. Student records are stored in locations with stable and secure physical and/or electronic environments. South Florida State College DBOT Policy 2.15 "Safeguarding, Reproduction, and Destruction of Records" and SFSC Procedure 2154 "Student Records - Security, Confidentiality, Integrity, and Destruction" provide rules and regulations pertaining to the management of official student records.

South Florida State College Administrative Procedure 2154 defines student education records to include any records (in handwriting, print, tapes, film, electronic or other medium) maintained by SFSC or an agent of the college which is directly related to a student, except sole possession records, employment records, medical records, and alumni records. Examples of student records include academic grade records, official transcripts, disciplinary records, financial aid records, and student account records. This procedure provides guidance on physical security, electronic security, disaster plan student record storage and recovery, faculty and staff training, and destruction of student records.

The Student Services Division is responsible for processing student records and maintaining the security of the electronic student data base, as well as paper documents relevant to all students. Student records stored in file cabinets are access-restricted and locked until the records are verified and scanned into the password-protected imaging system. Each of the College's locations has admissions and student records staff who are responsible for collecting and accurately processing required documentation as well as maintaining the integrity of documents submitted by students. The College's Student Services Division on the Highlands Campus serves as the central location for storing physical student records. The College regularly scans student records, which are maintained and stored on a storage area network (SAN), and securely houses electronic records in the College's information technology server room on the Highlands campus.

The College's Information Technology Department (IT) is responsible for the security of the student database, which is stored electronically in the College's Enterprise Resource Planning (ERP) system (Banner). This department maintains updated virus protection and server security. The College's ERP servers are secured in locked, restricted-access areas within the IT department. The information technology department ensures that backups of the production and test instances of Banner occur as scheduled so that the data are secure and can be restored in a timely manner if necessary. This department also ensures that encryption methods are in place for the transmission of data to the state for reporting purposes. Encryption is controlled through the router that connects the College to the CenturyLink network for all data transferred via File Transfer Protocol (FTP) to Northwest Regional Data Center (NWRDC) by IT to report student, personnel, and financial information.

Through the use of firewalls, virtual private networks, and secure socket layer (SSL) certificates, the College goes to great lengths to ensure that student records are secure from intrusion by unauthorized persons. Network access to the student records database is controlled and restricted by the College's firewall. The firewall restricts access by internet protocol (IP) addresses and virtual LANs (VLANs). In addition, the institution has a proactive intrusion prevention system that monitors and analyzes traffic for suspicious activity, then blocks access if deemed to be malicious. Through the use of secure socket layer (SSL) certificates, student data (unofficial transcripts, grades, demographic data, credit card information) are encrypted before being sent to students or credit card authorization companies.

Security breaches are handled by the College's [Information Technology Security Response Committee \(ITSRC\)](#). This committee investigates reported incidents and determines whether they are critical or non-critical based on the nature, extent, and type of data accessed, then formulates a recommendation to advise the president. If an incident is deemed critical, the committee follows the [Information Technology Security Response Plan \(ITSRP\)](#) which provides a time-sensitive, step-by-step process to take action. The ITSRC conducts a post-incident critique and submits a summary report to the President's Council (leader team) ([PC Notes 8/7/19](#), [PC Notes 1/21/20](#)) with recommendations on suggested changes to existing policies or procedures and how to protect against future incidents. The committee makes recommendations to the president for any disciplinary action considered in association with a critical incident. The ITSRC assists with the review of data security guidelines and procedures, and recommends revisions to the ITSRP.

### Confidentiality

South Florida State College fully complies with the [Federal Family Educational Rights and Privacy Act \(FERPA\)](#) which governs the confidentiality of all student records, regardless of status (e.g., dual-enrolled students, collegiate high school). Student education records are defined as any record (e.g., in handwriting, print, tapes, film, electronic or other medium) maintained by the College. The Office of the Registrar maintains permanent educational records, which are securely housed at the Highlands (main) Campus, for all students who have ever enrolled at the College.

There are no special circumstances that affect student records; all student records are maintained securely and safely in compliance with state and federal guidelines. Employees with access to student records are trained internally on the safety and security of student records. They are trained on their job functions that require use and access of the student records, the screens to be utilized within the SIS as well as security steps to take, and the maintenance of any physical student records.

As stated in [SFSC Administrative Procedure 2154](#) "Security within Banner is determined by the supervisor as well as the stakeholders and Information Technology (IT) who grant access based on the individual's role within the College after evaluating the request and determining whether access should be granted." Examples of records directly related to students are shown in Table 12.5-1 "Student Records." These include: the type of record, location the record is kept, length of time the record is retained, individuals with allowed access to the record, security/protective measures applied, and a link to a redacted artifact.

**Table 12.5-1  
Student Records**

Record Type (Paper [P] or Digital [D])	Location Kept	Length Kept	Allowable Access	Security Measures Applied	Artifact
Student Applications (P)(D)	All applications are maintained electronically in Radius  Paper applications are destroyed once they are placed into Radius	Permanently	Admissions Staff	Requests to access Radius are submitted via a collegewide <a href="#">Information Technology Network Access Request form</a> .  Transaction logs are backed up every 15 minutes and full database backups are performed daily. The backups are all encrypted and copied to a secure Amazon Simple Storage Service (Amazon S3), which is also replicated to another zone.	X
Entrance Exam Scores	Banner Enterprise Resource Planning (ERP) System	Permanently	Admissions Staff and Testing Staff	The College registrar oversees all access to Banner Student. Requests to access Banner Student are submitted via a collegewide <a href="#">Information Technology Network Access Request form</a> . Access is also reviewed by the registrar during <a href="#">biannual Banner Security team meetings</a> ; request changes are submitted via e-mail to the Banner Security team.	X

Residency Information	Students complete the residency application digitally and are able to submit paper residency form	Permanent	Admissions Staff	The College registrar oversees all access to Banner Student. Requests to access Banner Student are submitted via a collegewide Information Technology Network Access Request form. Access is also reviewed by the registrar during biannual Banner Security team meetings; request changes are submitted via e-mail to the Banner Security team.	X
Satisfactory Academic Progress (Financial Aid)	Banner ERP System	Permanent	Financial Aid Staff	The Financial Aid director oversees all access to Banner Financial Aid. Requests to access Banner Financial Aid are submitted via a collegewide Information Technology Network Access Request form. Access is also reviewed by the Financial Aid director during the biannual Banner Security team meetings; request changes are submitted via e-mail to the Banner Security team.	X
Required Student Certification Statements and Supporting Documentation	Banner ERP System	Permanent	Admissions and Financial Aid Staff	An application (WebXtender) is used to scan documents and index for Banner access. Access to WebXtender is submitted via a collegewide Information Technology Network Access Request form and reviewed by the department head. Requests to access student records are also submitted via the college-wide Information Technology Network Access Request form and reviewed by the Registrar. Banner access is reviewed during the biannual Banner Security team meetings; request changes are submitted via e-mail to the Banner Security team.	X
Documentation Used to Verify Applicant Data and Resolve Conflicting Information	Banner ERP System	Permanent	Admissions and Financial Aid Staff	An application (WebXtender) is used to scan documents and index for Banner access. Access to WebXtender is submitted via a collegewide Information Technology Network Access Request form and reviewed by the department head. Requests to access student records are also submitted via the college-wide Information Technology Network Access Request form and reviewed by the Registrar. Banner access is reviewed during the biannual Banner Security team meetings; request changes are submitted via e-mail to the Banner Security team.	X
Financial Aid History Information for Transfer Students (Financial Aid)	Banner ERP/NSLDS	Permanent	Permanent	The Financial Aid director oversees all access to Banner Financial Aid. Requests to access Banner Financial Aid are submitted via a collegewide Information Technology College Network Access Request form. Access is also reviewed by the Financial Aid director during the biannual Banner Security team meetings; new requests are submitted via e-mail to the Banner Security team.	X
Transcripts	All transcripts are maintained electronically in Banner  All transcripts that are received are scanned into the student's record via WebXtender and then destroyed	Permanent	Records Staff	The College registrar oversees all access to Banner Student. Requests to access Banner Student are submitted via a collegewide Information Technology College Network Access Request form. Access is also reviewed by the registrar during biannual Banner Security team meetings; new requests are submitted via e-mail to the Banner Security team.	X

Student Grade Records	Banner ERP	Permanent	Records	<p>The College registrar oversees all access to Banner Student. Requests to access Banner Student are submitted via a collegewide Information Technology Network Access Request form. Access is also reviewed by the registrar during biannual Banner Security team meetings; new requests are submitted via e-mail to the Banner Security team.</p>	X
Student Complaint Records	Dean, Students Services Office, B-167, Highlands Campus	Generally kept 10 years	Dean, Student Services	<p>As stated in SFSC Administrative Procedure 2154 "Student Records: Security, Confidentiality, Integrity, and Destruction" "Paper storage is held behind locked doors with access to authorized employees only. In addition, paper documents relating to student records are scanned into the imaging program of the student information system (SIS)."</p> <p>Student complaint records are kept in a locked filing cabinet located in the Dean of Student Services Suite. The office is kept locked. The office is occupied and monitored during normal working hours.</p>	X

<p>Student Disciplinary Records</p>	<p>Dean, Students Services Office, B-167, Highlands Campus</p>	<p>Other than SFSC expulsion, disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's confidential record. Upon graduation, the student's confidential record may be expunged of disciplinary actions other than suspension or expulsion, upon application to the dean, student services. Cases involving the imposition of sanctions other than suspension or expulsion shall be expunged from the student's confidential record three years after final disposition of the case or according to State laws.</p>	<p>Dean, Student Services</p>	<p>As stated in SFSC Administrative Procedure 2154 "Student Records: Security, Confidentiality, Integrity, and Destruction" "Paper storage is held behind locked doors with access to authorized employees only. In addition, paper documents relating to student records are scanned into the imaging program of the student information system (SIS)."</p> <p>Records are kept in a locked filing cabinet located in B-167. The office is kept locked. The office is occupied and monitored during normal working hours.</p>	<p>X</p>
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Industry Certifications Earned	Banner ERP	Permanent	Records Staff	As stated in SFSC Administrative Procedure 2154 "Student Records: Security, Confidentiality, Integrity, and Destruction" "Paper storage is held behind locked doors with access to authorized employees only. In addition, paper documents relating to student records are scanned into the imaging program of the student information system (SIS)."  Hard copies are maintained by staff in a locked file cabinet within the the appropriate division office.	X
Case Management Records (Panther Youth Partners [PYP])	Hard copies are maintained by staff in a locked file cabinet within the PYP offices	Documents are maintained for five years after program completion, and then destroyed in compliance with SFSC document destruction procedures	PYP Staff	As stated in SFSC Administrative Procedure 2154 "Student Records: Security, Confidentiality, Integrity, and Destruction" "Paper storage is held behind locked doors with access to authorized employees only. In addition, paper documents relating to student records are scanned into the imaging program of the student information system (SIS)."  Hard copies are maintained by staff in a locked file cabinet within the PYP offices.	X

### Integrity

To protect the integrity of student academic records and to ensure that student records are not accessed or altered by unauthorized personnel, the following practices have been institutionalized:

- During the employee intake process, an individualized user profile ([Form](#), [Redacted Sample](#)) is developed and approved to determine who may access confidential and sensitive student information and/or the Banner ERP
- All [requests to modify Banner access](#) are submitted to the Banner Security Team for approval
- Access to all records is limited based on [specific job functions](#) and assigned duties
- The mandatory use of [password controls](#) for accessing applications including the ERP and learning management system
- The judicious use of encrypted emails ([Example One](#), [Examples Two](#)) when transmitting protected information
- Application of Social Security Number (SSN) masking procedures to include a justification and approval form ([Form](#), [Redacted Sample](#)) for access
- All access to the Banner ERP is [reviewed](#) twice a year by the Banner Security Team







### Data Protection and Backup

As noted in the [SFSC Emergency Plan](#), the College has implemented a secondary database and forms server to function as a disaster recovery system for the Banner ERP in the event the production database and/or forms server suffers catastrophic failure or becomes irreparably damaged. The secondary disaster recovery servers are located in the College's main computer room located in Building I of the Highlands Campus for server maintenance purposes and the second floor communications equipment room of the Hardee Campus. The disaster recovery servers ensure that all aspects of Banner operations can continue should the Highlands (main) Campus servers fail. The Oracle database is backed up daily to its original cold state to the Zovy backup system which can be restored to any UNIX-based server running a Linux-based operating system and Oracle 11g. These data include all student academic records which are retained indefinitely. The Zovy appliance at the Highlands (Main) campus holds approximately two weeks worth of backup data. The Zovy cloud system holds approximately 30-days worth of data. The database is also copied to the disaster recovery site server on a nightly basis as a secondary backup and to a third Linux-based server as an additional safeguard. As an additional security measure, the restore/recovery procedures are performed and/or supervised by the director of information technology, the coordinator of information technology or the chief information officer. At least once a year, functional areas connect to the disaster recovery site in order to run operations deemed necessary during a disaster. Testing, involving all Banner team leaders (e.g., registrar, controller, financial aid director, and cashiers office), occurs annually to ensure data integrity. Each department records the results of the test and informs the IT Department of any issues.

### Sources



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-  2020-2021 Student Handbook\_Student Records (Page 36)
-  APA Information Technology 2019\_20
-  Accelerated\_Experiential\_Redacted
-  Acceptable Use of Technology for SFSC Employees
-  Advising Records
-  Agenda - New Employee Orientation - Nov 2019
-  Agenda and Sign in
-  Annual Awareness Prompt
-  Annual FERPA Training for All Banner Users
-  Application\_Redacted
-  Attendance Records
-  BPT Minutes 10-5-2020
-  Banner Project Team Agenda 10-5-20
-  Banner SSN View Access Form
-  Banner SSN View Access Form\_Redacted
-  Banner Security Review
-  Banner Security Team Agenda and sign in
-  Banner Team Request
-  Banner Training for Designated Staff
-  Criminal Background Checks
-  Daily Connection Security Awareness
-  Daily Connection Security Awareness\_2
-  Dependency Override
-  Email - Banner Security Change Access
-  Email Encrypted\_2
-  Email\_Encrypted\_1
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-  PYP\_Redacted
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-  Presidents Council Notes 012120 (Page 3)
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-  SAP
-  SFSC Administrative Procedure 2150 College Record Retention and Disposal of College Records
-  SFSC Administrative Procedure 2154 Student Records - Security, Confidentiality, Integrity, and Destruction (Page 7)
-  SFSC Administrative Procedure 2154 Student Records - Security, Confidentiality, Integrity, and Destruction\_BST (Page 7)
-  SFSC Administrative Procedure 2154 Student Records Security Confidentiality Integrity and Destruction
-  SFSC Administrative Procedure 2155 Information Systems Security
-  SFSC Administrative Procedure 2156 Information Security
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-  SFSC Emergency Plan (Page 2)
-  SFSC ITSRC Purpose
-  State of Florida General Records Schedule (GS5) For Public Universities and Colleges (Page 10)
-  Student Complaint\_Redacted
-  Student Discipline\_Redacted
-  Technology Manual\_82117
-  Transcripts\_Redacted
-  Transfer Monitoring Policy and Process
-  V1 Dependent Student Verification Worksheet
-  Webpage\_Records Information (Page 2)

**12.6**

**Student Debt**

The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.














The College offers a variety of programs and activities that provide information and guidance to students relating to financial management, especially managing debt. The provisions for managing student loans are addressed in [34 Code of Federal Regulations \(CFR\) Part 668 "Student Assistance General Provisions"](#) which establishes general rules that apply to student financial assistance programs as authorized by Title IV of the Higher Education Act of 1965, as amended. Informed by this federal regulation, SFSC District Board of Trustees (DBOT) [Policy 3.23 "Student Financial Aid and Fee Waivers"](#) authorizes the president to establish financial aid administration procedures. These include, but are not limited to, federal, state, and local grants; scholarships; fellowships; fee waivers; work-study positions; and loans to ensure the most appropriate program administration while providing the maximum financial aid to students. Regarding student loans, this policy is operationalized through [SFSC Administrative Procedure 3230 "Student Financial Aid Information"](#) which states that financial aid is awarded according to the guidelines for each type of aid, including student loans. Additionally, [SFSC Administrative Procedure 3231 "Return of Title IV Funds"](#) states that students are responsible for all unearned Title IV program assistance as cited in federal regulations [34 CFR 668.22\(h\) "Return of Unearned Aid Responsibility of the Student."](#) Accordingly, students are obligated to return any Title IV overpayment due to funds unearned including Unsubsidized Federal Direct Stafford Loans, Subsidized Federal Direct Stafford Loans, and Federal Direct PLUS loans in the same order that is required for SFSC as cited in federal regulations [34 CFR 668.22\(h\)\(4\) "Grant overpayment."](#)

South Florida State College hosts a variety of programs and activities, both face-to-face and online, to inform and guide students regarding financial management, including student debt as shown in Table 12.6-1 "Financial Aid Programs and Activities." This table shows each program/activity, a description, intended audience, whether or not the program/activity is mandatory, the office responsible for providing information and guidance, and an artifact of related implementation materials. All online services (e.g., Ocelot™ Chatbot) are also available in alternate formats such as face-to-face, by phone, text, and Zoom interactions.

**Table 12.6-1**  
**Financial Aid Programs and Activities**

Program/Activity	Description	Audience	Mandatory (Y/N)	Office(s) Responsible	Artifact
High School FAFSA Nights	An open forum involving a PowerPoint overview of the FAFSA process followed by a question and answer session	High School Students, Parents and Guidance Counselors	N	College Recruiter/ Financial Aid Staff	X
Financial Aid Literacy Workshops	Provides tips on managing money, keeping track of finances, planning ahead, learning about resources available to help plan and manage student loan repayment	Prospective and current loan applicants	N	Financial Aid Office	X
Student Loan Borrower Tool	A versatile tool that allows students to access the amount of student loans they have borrowed, the potential total repayment and the potential monthly repayment	Students applying for financial aid	N	Financial Aid Office	X
Ocelot™ Chatbot	A software application used to conduct an online chat conversation via text or text-to-speech in lieu of providing direct contact with a live person	Anyone searching the SFSC financial aid webpage	N	Financial Aid Office/Community Relations	X
Financial Counseling Prior to Awarding Aid	Individualized appointment to review FAFSA results and funding options including loans and debt risk	Prospective award recipients	Y	Financial Aid Office	X
Entrance Counseling	An appointment which ensures that students understand responsibilities and obligations regarding federal loan repayment of debt	First-time student loan borrowers	Y	Financial Aid Office	X X
Exit Counseling	An appointment which provides important information to prepare for loan repayment and debt management	Student loan recipients who are leaving SFSC	Y	Financial Aid Office	X X

## Sources

-  2020-2021 College Catalog\_Entrance Counseling (Page 48)
-  2020-2021 College Catalog\_Exit Counseling (Page 49)
-  34 CFR § 668 Student Assistance General Provisions
-  34 CFR § 668.22 (h) (4) -Grant Overpayment (Page 59)
-  34 CFR § 668.22 (h) -Return of Unearned Aid - Responsibility of the Student (Page 59)
-  Entrance Counseling
-  Exit Counseling
-  FAFSA Nights
-  Financial Aid Literacy Workshop
-  Ocelot Chat Bot
-  SFSC Administrative Procedure 3230 Student Financial Aid Information
-  SFSC Administrative Procedure 3231 Return of Title IV Funds
-  SFSC DBOT Policy 3.23 Student Financial Aid and Fee Waivers
-  Student Loan Borrower Tool

**13.1**

**Financial Resources**

The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College (SFSC) has sound financial resources and a stable financial base to support the mission of the institution and the scope of its programs and services. This compliance is evidenced through its clean annual audits, statement of unrestricted net assets exclusive of plant and plant-related debt, and annual budgets preceded by sound planning and governing board approval.

Strategic planning guides the College in accomplishing its mission and is part of the overall integrated, comprehensive budget planning process. The College develops its annual budget in accordance with State Board of Education (SBE) Rule 6A-14.0716 "Florida College System (FCS) Institution Budgets." The SFSC District Board of Trustees (DBOT) reviews the strategic plan and approves the College's planning priorities during its December planning meeting (2017 DBOT Planning Workshop, 2018 DBOT Planning Workshop, and 2019 DBOT Planning Workshop).

Similarly, the budget planning process supports the College's programs and services by identifying planning objectives and financial resources to support the priorities as approved by the DBOT. This process begins when departmental requests are evaluated by the appropriate deans and vice presidents to align with the needed priorities of the College. A draft budget is then created and reviewed by the vice presidents and president to ensure that departmental objectives are consistent with the strategic direction of the institution and otherwise supportive of the College's mission and that appropriate resources have been dedicated to the attainment of those initiatives. Upon acceptance by the vice presidents and the president, the proposed annual budget (Budget Workshop workbook 2018-19, Budget Workshop workbook 2019-20, Budget Workshop workbook 2020-21) is presented to the DBOT for review and approval. Upon DBOT approval of the budget (FY19, FY20, FY21) it is forwarded to the Florida Department of Education, Division of Florida Colleges for final review.

To further ensure financial stability and budgetary control, the College performs a mid-year budget review after the majority of the spring term fees are posted. The actual revenues are compared to budgeted revenues to date and to the same point in the prior year so that revenue collections can be evaluated and projected with more accuracy to year end. The revised revenue estimates are considered when reviewing requests for expenditure budget changes from budget managers, and adjustments are subsequently made to ensure an appropriate fund balance at year end in accordance with SFSC Administrative Procedure 4030 "Budgets and Budget Amendments." Should the College revenue budget increase or decrease substantially, the vice presidents and the president review the College's strategic priorities to determine programs and initiatives to initiate or modify accordingly. As a result, the College's budgeting process, including the initial creation of the draft budget, is fully integrated into, and is reflective of, its planning process. Table 13.1-1 "Annual Operating Budgets 2017-2021" shows the College has sound financial resources and a stable financial base to support its mission, programs, and services as evidenced by incremental annual increases across the total overall revenue.

**Table 13.1-1  
Annual Operating Budgets 2017-2021**

Category	2017-2018	2018-2019	2019-2020	2020-2021
<b>Revenue:</b>				
Student Tuition and Fees	4,928,242	5,014,012	5,044,640	4,939,698
Support from Local Government	532,000	582,800	596,375	786,090
State Support	16,298,719	16,914,061	16,929,652	17,003,641
Federal Support	92,000	92,000	177,274	385,000
Private Gifts, Grants, and				
Contracts				
	12,200	14,000	14,000	14,000
Other Revenue	391,510	496,386	338,602	241,327
Transfers in from Auxiliary Funds	200,000	200,000	500,000	500,000
<b>Grand Total Revenues</b>	<b>22,454,671</b>	<b>23,313,259</b>	<b>23,600,543</b>	<b>23,869,756</b>
<b>Expenditures:</b>				
Personnel	17,633,498	17,835,291	18,324,737	18,514,339
Current Expenses	5,550,885	5,760,574	5,895,365	6,310,135
Capital Outlay	75,000	375,000	75,000	75,000
<b>Grand Total Expenditures</b>	<b>23,259,383</b>	<b>23,970,865</b>	<b>24,295,102</b>	<b>24,899,474</b>
Budgeted Unencumbered Fund Balance	1,751,991	1,804,261	1,828,985	1,873,854
Budgeted Fund Balance Percentage	7.00%	7.00%	7.00%	7.00%

The College monitors a variety of revenue streams in an effort to plan for a stable financial base including enrollment trends, student activity fees, and capital improvement fees. These budget assumptions are shown below.

- The College aligns the budget to the mission by tracking the College's enrollment history. The budget is prepared using a conservative assessment of enrollment trends based on both full-time equivalent (FTE) and unduplicated student headcount. As shown in Table 13.1-2 "Enrollment Trends 2018-2020," the College has had a stable enrollment base for the past three years.

**Table 13.1-2  
Enrollment Trends 2018-2020**

Category	2018	2019	2020
FTE	2,362	2,371	2,382
Unduplicated Headcount	5,801	5,842	5,567

- The unrestricted operating funds available to the College are funds derived through restricted student fees. These are restricted in use by [Section 1009.23, Florida Statutes "Florida College System Institution Student Fees."](#) Student activity fee revenue is authorized for use in funding College athletic programs, student government organizations, student clubs, and other purposes for the good of the student population as a whole. The budget for these funds is prepared annually with participation from the Student Government Association and is approved by the College president in accordance with [DBOT Policy 3.28 "Student Activities."](#) Table 13.1-3 "Student Activity Fee Budget 2017-2021" shows the consistency of projected revenues and expenditures over a four-year period.

**Table 13.1-3  
Student Activity Fee Budget 2017-2021**

Category	2017-2018	2018-2019	2019-2020	2020-2021
Projected Revenue	310,000	310,000	310,000	310,000
Expenditures:				
Personnel	74,000	74,000	74,000	74,000
Athletics Programs	155,000	155,000	155,000	155,000
Student Activity Programs	64,500	64,500	64,500	64,500
Other Programs	10,500	10,500	9,550	9,550
Scholarships	6,000	6,000	6,950	6,950
Total Expenditures	310,000	310,000	310,000	310,000

- [Section 1009.23](#) also restricts the Capital Improvement Fee for capital initiatives (e.g., technology enhancements in classrooms or building renovations). The College also receives capital appropriations from the State of Florida for renovations and maintenance of capital facilities. Reductions in state support for capital projects in 2018, 2019, and 2020 have resulted in statewide cuts to Public Education Capital Outlay (PECO) appropriations available for construction, renovation, and repairs to FCS institution facilities. As a result, the College has allocated excess reserves and other resources to support the repair and maintenance of College facilities until such time as additional state support is made available. The budget for anticipated expenditure of these funds is submitted annually in to the DBOT for approval (e.g., [FY19](#), [FY20](#), [FY21](#)) and are delineated in Table 13.1-4 "Unexpended Plant Fund Budget 2017-2021."

**Table 13.1-4  
Unexpended Plant Fund Budget 2017-2021**

Category	2017-2018	2018-2019	2019-2020	2020-2021
Project Funds Carryforward	3,762,554	4,025,866	3,971,876	3,971,876
Revenue				
Public Education Capital Outlay (PECO)	553,795	552,284	-	-
Capital Outlay & Debt Service (CO&DS)	70,000	108,000	108,000	65,000
Capital Improvement Fee	345,000	350,000	350,000	340,000
Local	16,200	31,000	43,000	26,000
Total Available All Funding Sources	4,747,549	5,067,150	4,472,876	4,472,876
Expenditures				
General Maintenance & Repairs	650,000	650,000	520,413	500,001
Technology Upgrades	305,000	280,000	175,000	150,000
Security Enhancements	-	-	150,000	75,000
Capital Improvement Fee Program	475,000	425,000	500,000	500,000
Total Expenditures	1,430,000	1,355,000	1,345,413	1,225,001
Projected Ending Fund Balance	3,317,549	3,712,150	3,127,463	3,177,875

To meet the mission and strategic initiatives set forth by the College, all available funding sources are considered during the budget process to ensure that adequate resources are allocated to meet the needs of essential College programs. The College's stability is substantiated by financial ratio calculations and analysis, as well as the summary of the analysis of unrestricted net assets, exclusive of plant assets.

The College relies primarily on revenues from the State of Florida for its operational and physical plant needs. As noted in Table 13.1-5 "Unrestricted Operating Revenue Generated 2017-2020," operating revenue from the state has increased modestly for the past several years. Total revenue has been relatively stable/positive overall. Unfortunately, state funding for physical plant maintenance was eliminated during the 2019 legislative session, requiring the College to use reserved funds and subsequently adjust operating budgets to ensure quality facilities maintenance. Student fee rates have not increased in eight years; however, student enrollment has been stable and has generated a consistent revenue stream.

**Table 13.1-5  
Unrestricted Operating Revenue Generated 2017-2020**

Category	2017-2018	2018-2019	2019-2020
Student Tuition and Fees, Net of Scholarship Allowance	2,370,793	2,355,114	2,433,752
Auxiliary Enterprises	1,677,499	1,867,481	1,510,299
State Noncapital Appropriations	16,520,439	17,519,910	16,926,032
State and Local Grants and Contracts	150,709	232,259	719,146
Other Revenue	801,987	497,506	421,736
Total	21,521,427	22,472,270	22,010,965

The State of Florida appropriates funds to the College as part of several appropriation categories. The College's primary sources of funding are the FCS Program Fund, Educational Enhancement Trust Funds (i.e., lottery funds) and performance-based incentive funds. Beginning in FY2019-20, the State began using a [tier-based funding formula](#) that is adjusted annually based upon multiple factors, including college size (FTE), program mix, and enrollment growth at each system college to allocate funds to the colleges. The impact of this new model on future appropriations is uncertain.

Student fee rate ranges are established by the Florida legislature. The DBOT adopts student fee rates within these ranges to be charged as part of the budget for the upcoming year and in accordance with (Florida Statutes) [Section 1009.22, Florida Statutes "Workforce education postsecondary student fees"](#) and [Section 1009.23, Florida Statutes "Florida College System institution student fees."](#) The College has experienced few adjustments to student fee revenue in recent years as a result of consistent enrollment and no increases in student fee rates as shown in Table 13.1-6 "Tuition and Standard Fee Rates 2017-2020." Student fee revenues include scholarship allowances. For financial reporting purposes, scholarship allowances reduce tuition revenue by the amount of tuition paid by scholarships.

**Table 13.1-6  
Tuition and Standard Fee Rates 2017-2020**

Category	2017-2018	2018-2019	2019-2020
Tuition and Fees			
Florida Resident (Lower Division)	104.52	104.52	104.52
Florida Resident (Upper Division)	119.33	119.33	119.33
Florida Resident (Non-credit Programs)	87.60	87.60	87.60
Florida Resident (Adult General Education)	28.50	28.50	28.50
Non-Florida Resident (Lower Division)	394.31	394.31	394.31
Non-Florida Resident (Upper Division)	449.78	449.78	449.78
Non-Florida Resident (Non-credit Programs)	350.40	350.40	350.40
Non-Florida Resident (Adult General Education)	28.50	28.50	28.50

The College operates several ancillary programs in conjunction with its vocational training programs as well as community education programs that have generated steadily increasing sales and services revenues. Federal support, gifts, rental revenue, and transfers-in have steadily increased in recent years as well.

The operating expenses on the statement of revenues, expenses, and changes in net position are presented in the annual audited statements by "natural classification;" however, when presented by "functional classification," the results most accurately depict the College's focus on instruction and support to its student programs and services. The functional classification of an operating expense (e.g., instruction, academic support, etc.) is assigned to a department based on the nature of the activity, which represents the material portion of the activity attributable to the department (cf. Note 16 of the College's annual financial audits). The operating expenses across all funds (i.e., unrestricted, restricted, and plant) for the past three fiscal years (2017, 2018, and 2019) are shown in Table 13.1-7 "Operating Expenses 2017-2020."

**Table 13.1-7  
Operating Expenses 2017-2020**

Category	2017-2018	2018-2019	2019-2020
Functional Classification	AFR Note 17	AFR Note 15	AFR Note 15
Instruction	9,638,156	9,962,370	10,763,050
Public Service	-	-	-
Academic Support	3,004,854	2,792,739	2,715,085
Student Services	4,349,056	4,263,076	4,412,810
Institutional Support	4,657,595	4,671,059	5,011,887
Operation and Maintenance of Plant	6,035,373	6,066,318	5,718,609
Scholarships and Waivers	3,327,395	3,437,264	4,005,399
Depreciation	2,294,445	2,266,447	2,358,298
Auxiliary Enterprises	1,654,243	1,978,323	1,722,950
Total	34,961,117	35,437,596	36,708,088

Higher Education Emergency Relief Fund (HEERF) of the 2020 CARES Act: The College was allocated and received funds in the final quarter of the 2019-20 fiscal year to mitigate the student and institutional challenges associated with the COVID-19 pandemic and all funds were expended during the 2019-20 and 2020-2021 fiscal years. The allocation for students was distributed by the Office of Financial Aid to Pell recipients with demonstrated need caused by a loss of income or increased costs due to the pandemic. A total of \$1,055,723 was received for this purpose, and all was expended during the 2019-2020 and the 2020-2021 fiscal years. The balance of CARES Act funding, \$1,055,722 for institutional costs and auxiliary enterprise losses caused by the pandemic, was also expended during the 2019-2020 and 2020-2021 fiscal years for laptop computers for students taking online courses, personal protective equipment for students and employees, sanitizing stations, supplies, and equipment, audio/visual and technology equipment and software to enhance online instruction, costs for added adjunct and overload instruction due to class size limitations, and supplies and equipment for students and patrons in face-to-face vocational programs.



The College provides a Statement of Financial Position of Unrestricted Net Assets Exclusive of Plant and Plant-Related Debt (UNAEP) to further illustrate the College's operational stability for the fiscal years ending 2018, 2019, and 2020. The statements indicate that the College does not have debt related to its plant assets and that the College, while decreasing expenditures, has spent more than its revenues for the 2018 and 2019 fiscal years due to high ending fund balances in each prior year (planned expenditures). The College has maintained adequate fund balance to support its mission and programs in accordance with [Section 1011.84, Florida Statutes](#) "Procedure for determining state financial support and annual apportionment of state funds to each Florida College System institution district" as indicated above. Table 13.1-8 "Unrestricted Net Position 2017-2020" shows the unrestricted net position exclusive of plant assets and plant related debt, and without GASB 68 and GASB 75 entries.

**Table 13.1-8  
Unrestricted Net Position 2017-2020**

Category	2017-2018	2018-2019	2019-2020
Unrestricted Net Position:	(7,066,637)	(8,000,382)	(9,578,491)
Add back Compensated Absences - Current	172,452	244,077	227,213
Add back Compensated Absences - Noncurrent	2,330,226	2,264,585	2,415,824
Add back OPEB Liability - Current Portion	19,512	19,844	27,327
Add back OPEB Liability - Noncurrent Portion	225,692	228,666	143,069
Less Deferred Outflows of Resources - OPEB	(21,408)	(22,368)	(29,557)
Add Deferred Inflows of Resources - OPEB	-	-	-
Add Liability - Pension GASB 68	13,375,960	13,468,203	14,895,584
Less Deferred Outflows of Resources - Pension	(6,038,910)	(5,762,477)	(5,205,238)
Add Deferred Inflows of Resources - Pension	1,804,909	2,144,370	1,760,672
Unrestricted Net Position, adjusted for CA, OPEB & Pensions:	4,801,796	4,584,518	4,656,403

**Note 1:** In Fiscal Year 2015, the State of Florida implemented GASB Statement No. 68, Accounting and Financial Reporting for Pensions. Although not a liability paid from College funds, as part of the GASB 68 implementation, component units (state colleges) are required to make year-end entries to record their proportionate share of the FRS (Florida Retirement System) net pension liability, pension expense, deferred outflows of resources, and deferred inflows of resources. Thus, GASB 68 entries have been added back to expendable net assets where applicable for a more accurate picture of the College's expendable net assets.

**Note 2:** In Fiscal Year 2018, the State of Florida implemented GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions. Although not a liability paid from College funds, as part of the GASB 75 implementation, component units (state colleges) are required to make year-end entries to record their proportionate share of the net OPEB (Other Postemployment Benefits) liability, OPEB expense, and associated deferred inflows of resources and deferred outflows of resources for the cost-sharing, multiple-employer OPEB plans in which they participate. Thus GASB 75 entries have been added back to expendable net assets where applicable for a more accurate picture of the College's expendable net assets.

Another indicator to corroborate the College's financial stability is by assessing liquidity or solvency, or the ability to pay current obligations (defined as liabilities due within one year). The "current ratio" or current assets divided by current liabilities, measures the College's overall liquidity, and is used to ensure that adequate resources remain available to meet short-term obligations. As outlined in Table 13.1-9 "Current Ratio Analysis 2017-2020," the College has maintained a current ratio at 2.46 or higher over the past three years. This means the College has approximately two and half times the current assets needed to cover its current liabilities and other short-term obligations. The strength of SFSC's current ratio is further support of the College's overall financial stability.

**Table 13.1-9  
Current Ratio Analysis 2017-2020**

Category	2017-2018	2018-2019	2019-2020
Current Assets	7,885,608	7,286,601	8,450,166
Current Liabilities	2,114,267	2,110,672	3,441,831
Current Ratio	3.73	3.45	2.46

Because the College does not carry any long term or bonded debt, the College uses the Primary Reserve Ratio as a measure of financial strength. The College's ratio of expendable net assets (adjusted for the impact of GASB 68 and 75) to total expenses has been stable for the past three years as shown in Table 13.1-10 "Primary Reserve Ratio 2017-2020" and provides further evidence of the College's overall financial stability.

**Table 13.1-10  
Primary Reserve Ratio 2017-2020**

Category	2017-2018	2018-2019	2019-2020
Expendable Net Assets			
Unrestricted Net Assets (Adjusted for GASB68 and 75 Entries)	9,455,966	9,348,341	9,268,241
Component Unit Unrestricted Net Assets	915,662	1,060,070	1,666,937
Component Unit Temporarily Restricted Net Assets	-	-	-
Less Component Unit Net Investment In Plant	(1,049,692)	(1,003,438)	(957,184)
Total	9,321,936	9,404,973	9,977,994
Total Expenses			
Operating Expenses	34,961,117	35,437,596	36,708,089
Non-Operating Expenses	10,825	-	-
Component Unit Total Expenses	1,483,492	1,495,301	1,462,089
Total	36,455,434	36,932,897	38,170,178
Ratio	0.256	0.255	0.261

The College is audited by the State of Florida's Auditor General in accordance with [Section 11.45\(2\)\(c\), Florida Statutes "Duties."](#) The Auditor General issues a separate audit report on the financial statements of the College and the accompanying schedules and notes in accordance with auditing standards generally accepted in the United States and Government Auditing Standards as prescribed by the Comptroller General of the United States. As part of the financial statement audit, the independent auditor also issues a report on the College's system of internal control as it relates to financial reporting and a written management letter. As stated in the executive summaries, the independent auditors found that financial statements were presented fairly and that there were no material weaknesses in internal control (unqualified opinion for each year)([FYE16](#), [FYE17](#), [FYE18](#), [FYE19](#), [FYE20](#)). Table 13.1-11 "Summary of Audits 2016-2020" shows the audits in the last five years.

**Table 13.1-11**  
**Summary of Audits 2016-2020**

Audit Type/ Period	Report No./ Date	Opinion/ Findings	Material Weaknesses	Significant Deficiencies
Financial Audits				
FY Ended June 30, 2020	2021-073/ Dec 2020	Unmodified	None	None
FY Ended June 30, 2019	2020-127/ Feb 2020	Unmodified	None	None
FY Ended June 30, 2018	2019-165 / March 2019	Unmodified	None	None
FY Ended June 30, 2017	2018-154 / March 2018	Unmodified	None	None
FY Ended June 30, 2016	2019-125 / March 2017	Unmodified	None	None

South Florida State College has a sound financial base and demonstrates financial stability to support the mission of the institution and scope of its programs and services. This is evidenced by consistent, strong funding sources from the state, student tuition and fees, and outside sources, along with sound financial planning and resource management. Therefore, the College is in compliance with Core Requirement 13.1.

## Sources

-  2017 DBOT Planning Workshop Minutes (Page 5)
-  2018 -19 Budget Workshop Workbook
-  2018 DBOT Planning Workshop Minutes (Page 5)
-  2018-2021 Capital Outlay Budgets
-  2019 DBOT Planning Workshop Minutes (Page 5)
-  2019-20 Budget Workshop Workbook
-  2020-21 Budget Workshop Workbook
-  3.28 Student Activities
-  4030 Budget Development and Budget Amendment Procedure
-  Annual Financial Report 2017 FYE (Page 4)
-  Annual Financial Report 2017 FYE (Page 42) (Page 46)
-  Annual Financial Report 2016 FYE (Page 4)
-  Annual Financial Report 2016 FYE (Page 40) (Page 46)
-  Annual Financial Report 2018 FYE (Page 4)
-  Annual Financial Report 2018 FYE (Page 48) (Page 47)
-  Annual Financial Report 2019 FYE (Page 4)
-  Annual Financial Report 2019 FYE (Page 42) (Page 51)
-  Annual Financial Report 2020 FYE (Page 4)
-  Annual Financial Report 2020 FYE (Page 47 ) (Page 51)
-  Destination 2024 Strategic Plan
-  FS 1009.22
-  FS 1009.23
-  FS 1011.84
-  FS 11.45 (2)(c) (Page 2)
-  FY19 Budget Approval by the DBOT (Page 12)
-  FY20 Budget Approval by DBOT (Page 11)
-  FY21 Budget Approval by DBOT (Page 13)
-  Mid-Year Budget Review
-  SBE Rule 6A-14.0716
-  Tier-Based Funding Model Oct 15 2020

**13.2**

**Financial Documents**

The member institution provides the following financial statements:

- a. an institutional audit (or Standard Review Report issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) 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.
- b. 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.
- c. an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

*For applicant and candidate institutions, including an applicant seeking separate accreditation from a current SACSCOC accredited institution, the institution provides the financial information, including audit requirements, specified in the SACSCOC policy entitled Accreditation Procedures for Applicant Institutions.*

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College has consistently maintained financial resources that are adequate to support the College’s mission as defined in the [Strategic Plan](#). The College consistently implements sound financial procedures which ensure adequate resources to support all programs and services.

**Institutional Audits**

The College prepares an Annual Financial Report (AFR) in accordance with the standards set by the Governmental Accounting Standards Board (GASB) and consistent with the rules established in the [Florida College System Accounting Manual](#). Annually, the AFR is audited by the State of Florida’s Auditor General in accordance with their responsibilities under [Section 11.45\(2\)\(c\), Florida Statutes "Duties"](#) and a separate audit report for the College is issued attesting to the fair presentation of the financial statements and the adequacy of the internal controls over financial reporting. The AFR and all accompanying schedules and notes are audited in accordance with auditing standards generally accepted in the United States and Government Auditing Standards as prescribed by the Comptroller General of the United States. The College is a component unit of the State of Florida and as such is included in the State reporting entity for the purposes of the Federal Office of Management and Budget Circular A-133 Audit. Please note that the absence of South Florida State College in the listing of colleges and universities with findings indicates that there were no findings for the College for those years. In addition to the financial statement and federal awards audits, the Auditor General performs periodic operational and performance audits pursuant to their authority under [Section 11.45\(2\)\(f\), Florida Statutes "Duties"](#) and the College is included in their audit of the Florida Bright Futures Scholarship Program which is conducted every two years. The College has received unmodified opinions on all of its financial audits with no findings of material weakness or significant deficiencies. In addition, during the past five years there was only one finding related to the College reported in the Statewide A-133 audit (and none in the past three years), no findings related to the Bright Futures Scholarship Program, and the findings in the College’s Operational and Performance audits were all minor and addressed quickly. Table 13.2-1 "Summary of Audit Results 2016-2020" summarizes the results of audits of the College over the past five years.

**Table 13.2-1**  
**Summary of Audit Results 2016-2020**

Audit Type/Period	Report No./Date	Opinion/ Findings	Material Weaknesses	Significant Deficiencies
<i>Financial Audits</i>				
FY Ended June 30, 2020	2021-073 Dec 2020	Unmodified	None	None
FY Ended June 30, 2019	2020-127 Feb 2020	Unmodified	None	None
FY Ended June 30, 2018	2019-165 March 2019	Unmodified	None	None
FY Ended June 30, 2017	2018-154 March 2018	Unmodified	None	None
FY Ended June 30, 2016	2017-125 March 2017	Unmodified	None	None
<i>State of Florida Financial and Federal Awards</i>				
FY Ended June 30, 2020	Currently this audit has not been released and will be available during the on-site review			
FY Ended June 30, 2019	2020-170 March 2020	No Findings	None	None
FY Ended June 30, 2018	2019-186 March 2019	No Findings	None	None
FY Ended June 30, 2017	2018-189 March 2018	Finding 2017-046	None	None
FY Ended June 30, 2016	2017-180 March 2017	No Findings	None	None
<i>Other Statewide Audits</i>				
Bright Futures Scholarship Program FYE 7/1/2017-6/30/2019	2021-044 10/20/2020	No Findings	None	None
Bright Futures Scholarship Program FYE 7/1/2015-6/30/2017	2018-212 6/7/2018	No Findings	None	None
<i>Operational Audits</i>				
Operational Audit 1/2018-12/2018	2020-048 Nov 2019	Three (3) Findings	None	None
Information Technology Operational Audit 3/2018-6/2018	2019-043 Nov 2018	Two (2) Findings	None	None
Operational Audit 4/2015-3/2016	2017-008 Aug 2016	One (1) Finding	None	None

### Statement of Unrestricted Net Assets

A statement of Unrestricted Net Assets, Exclusive of Plant Assets (UNAEP) for the fiscal year ended June 30, 2020 is included in the College's 2020 AFR ([Financial Audit 2020](#)) and has been audited. For comparison the College has prepared statements of UNAEP for FY 2018 and FY 2019 based on its audited financial statements. The statements indicate that the College does not have any debt related to its plant assets and that the College has maintained a stable Net Position. The College is subject to the requirements of [Sections 1011.84\(3\)\(e\) and 1013.841\(2\)\(b\), Florida Statutes](#) regarding acceptable levels of unrestricted net assets. Accordingly, in order to maintain a compliant level of unrestricted net assets, the College has spent more than its revenues for the 2018-2019 and 2019-2020 fiscal years to reduce its fund balances to acceptable levels (planned expenditures). The College has maintained adequate fund balance to support its mission and programs in accordance with [Section 1011.84\(3\)\(e\), Florida Statutes](#) as indicated above.

**Table 13.2-2**  
**Public Financial Schedule (UNAEP) for the Past Three Fiscal Years**

Category	2017-2018	2018-2019	2019-2020
Unrestricted Net Position:	(7,066,637)	(8,000,382)	(9,578,491)
Add back Compensated Absences - Current	172,452	244,077	227,213
Add back Compensated Absences - Noncurrent	2,330,226	2,264,585	2,415,824
Add back OPEB Liability - Current Portion	19,512	19,844	27,327
Add back OPEB Liability - Noncurrent Portion	225,692	228,666	143,069
Less Deferred Outflows of Resources - OPEB	(21,408)	(22,368)	(29,557)
Add Deferred Inflows of Resources - OPEB	-	-	-
Add Liability - Pension GASB 68	13,375,960	13,468,203	14,895,584
Less Deferred Outflows of Resources - Pension	(6,038,910)	(5,762,477)	(5,205,238)
Add Deferred Inflows of Resources - Pension	1,804,909	2,144,370	1,760,672
Unrestricted Net Position, adjusted for CA, OPEB & Pensions:	4,801,796	4,584,518	4,656,403

Another generally recognized indicator of financial health is a college's net assets. Table 13.2-3 "Summary of Net Asset Growth 2015-2020," shows that the College's net assets (net of capital assets and related debt) grew from \$58,502,736 to \$75,349,321, an increase of \$16,846,585 or 28.8%. This increase was achieved as significant expenditures were made for renovations and capital improvements.

**Table 13.2-3**  
**Summary of Net Asset Growth 2015-2020**

Category	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Invested in Capital Assets	46,453,375	55,497,887	58,605,148	61,739,172	69,434,261
Restricted Net Assets	10,570,292	6,244,692	8,921,367	9,164,592	4,520,518
Unrestricted Net Assets	1,479,069	2,076,296	1,731,122	1,406,548	1,394,542
Total Net Assets	58,502,736	63,818,875	69,257,637	72,310,312	75,349,321
\$ Change		5,316,139	5,438,762	3,052,675	3,039,009
Percentage Change		9.1%	8.5%	4.4%	4.2%

**Annual Budgets**

South Florida State College has established and maintained an integrated, comprehensive planning and budgeting process. The College develops its annual budget as part of an institution-wide planning process in accordance with [State Board of Education \(SBE\) Rule 6A-14.0716](#), [DBOT Policy 4.03 Budget Amendments](#), and [SFSC Administrative Procedure 4030, Budgets and Budget Amendments](#). The DBOT reviews its strategic plan and establishes planning priorities during its December planning meeting ([2018-2019 DBOT Planning Workshop](#), [2019-2020 DBOT Planning Workshop](#), and [2020-2021 DBOT Planning Workshop](#)). College departments then identify their planning objectives to support the priorities as outlined by the Board in January as they identify the financial resources necessary to attain those objectives. The [departmental requests](#) are then evaluated by the appropriate deans, vice presidents, and president who review the requests to best match the needed priorities within the College's resources according to the strategic objectives. As a result, the College's budgeting process is fully integrated into, and is reflective of, its planning process, ensuring appropriate financial support for the mission of the institution and the scope of its programs and services.

Annually, a [budget and planning calendar](#) is established to notify budget managers of the time frames for planning their annual objectives that are documented through the [unit action plans \(UAP\)](#) and quantified through their budget requests. Budget managers govern all aspects of academic and administrative processes so that funding for all academic, administrative support, student support, institutional support, and plant maintenance operations and initiatives go through this process. In preparing this information, budget managers have access to data since 2001 within the Banner system to use in analyzing previous spending and budget allocations. Budget requests that exceed 10% of the previous year's allocation require a justification within the UAP for the department. Budget requests include requests for additional staffing, operational expenses, and capital outlay so that all requests are considered and potentially included in the College budget. Revenues are forecast and budgeted, and the Business Office compiles a draft budget that integrates the personnel, current expense, and capital outlay budgets with institutional plans (e.g., technology and facilities plans) to ensure that proposed annual budget reflects both short- and long-range goals of the College.


















The draft budget is reviewed by the vice presidents and president to ensure that departmental objectives are consistent with the strategic direction of the institution and otherwise supportive of the College's mission and that appropriate resources have been dedicated to the attainment of those initiatives. Upon acceptance by the vice presidents and the president, the proposed annual budget ([Budget Workshop workbook 2018-19](#), [Budget Workshop workbook 2019-20](#), [Budget Workshop workbook 2020-21](#)) is presented to the DBOT for review and approval. Upon [DBOT approval of the budget](#), it is forwarded to the Florida Department of Education, Division of Florida Colleges for final review.











**Table 13.2-4**  
**Operating Budget 2016-2020**

Category	2016-2017	2017-2018	2018-2019	2019-2020
<b>Revenue:</b>				
Student Tuition and Fees	4,928,242	5,014,012	5,044,640	4,939,698
Support from Local Government	532,000	582,800	596,375	786,090
State Support	16,298,719	16,914,061	16,929,652	17,003,641
Federal Support	92,000	92,000	177,274	385,000
Private Gifts, Grants, and Contracts	12,200	14,000	14,000	14,000
Other Revenue	391,510	496,386	338,602	241,327
Transfers in from Auxiliary Funds	200,000	200,000	500,000	500,000
Grand Total Revenues	22,454,671	23,313,259	23,600,543	23,869,756
<b>Expenditures:</b>				
Personnel	17,633,498	17,835,291	18,324,737	18,514,339
Current Expenses	5,550,885	5,760,574	5,895,365	6,310,135
Capital Outlay	75,000	375,000	75,000	75,000
Grand Total Expenditures	23,259,383	23,970,865	24,295,102	24,899,474
Budgeted Unencumbered Fund Balance	1,751,991	1,804,261	1,828,985	1,873,854
Budgeted Fund Balance Percentage	7.00%	7.00%	7.00%	7.00%

To further ensure financial stability and budgetary control, the College performs a mid-year budget review after the majority of the spring term fees are posted when the controller reviews a [Banner report](#) bringing any concerns to the VPAS and/or the departments. The actual revenues are compared to budgeted revenues to date and to the same point in the prior year so that revenue collections can be evaluated and projected with more accuracy to year end. The revised revenue estimates are considered when reviewing requests for expenditure budget changes from budget managers, and adjustments are subsequently made to ensure an appropriate fund balance at year-end in accordance with [Section 1011.84\(3\)\(e\), Florida Statutes "Determining the Apportionment From State Funds," Section 1013.841\(2\)\(b\), Florida Statutes "End of Year Balance of Florida College System Institution Funds,"](#) and [SFSC Administrative Procedure 4030 "Budgets and Budget Amendments."](#) Should the College revenue budget increase or decrease substantially, the vice presidents and the president review the College's strategic priorities to determine programs and initiatives to initiate or modify accordingly. The College's budget assumptions identified in [Standard 13.1](#) (Table 13.1-2, 13.1-3, 13.1-5, and 13.1-6) are comparable to audited results related to enrollment, student fees, tuition, and state appropriations.

## Sources

-  2016 Operational Audit (Page 3)
-  2016 Operational Audit (Page 5)
-  2017-18 Budget Workshop Workbook
-  2017-18 Budget Workshop Workbook (Page 12)
-  2018 -19 Budget Workshop Workbook
-  2018 -19 Budget Workshop Workbook (Page 11)
-  2019 Operational Audit (Page 3)
-  2019 Operational Audit (Page 7)
-  2019-20 Budget Workshop Workbook
-  2019-20 Budget Workshop Workbook (Page 12)
-  2020-21 Budget Workshop Workbook
-  2020-21 Budget Workshop Workbook (Page 11)
-  4.03 Budget Amendments
-  4030 Budget Development and Budget Amendment Procedure
-  Annual Financial Report 2017 FYE (Page 4)
-  Annual Financial Report 2016 FYE (Page 4)
-  Annual Financial Report 2016 FYE (Page 40) (Page 46)
-  Annual Financial Report 2017 FYE (Page 42) (Page 46)
-  Annual Financial Report 2018 FYE (Page 4)
-  Annual Financial Report 2018 FYE (Page 48) (Page 47)
-  Annual Financial Report 2019 FYE (Page 4)
-  Annual Financial Report 2019 FYE (Page 42) (Page 51)
-  Annual Financial Report 2020 FYE (Page 4)
-  Annual Financial Report 2020 FYE (Page 47 ) (Page 51)
-  Bright Futures Audit 2018-212 (Page 3)
-  Bright Futures Audit 2018-212 (Page 6)
-  Bright Futures Audit 2021-044 (Page 3)
-  Bright Futures Audit 2021-044 (Page 7)
-  Budget and Planning Calendar
-  DBOT Planning Workshop Minutes 2017 (Page 5)
-  DBOT Planning Workshop Minutes 2018 (Page 5)
-  DBOT Planning Workshop Minutes 2019 (Page 5)
-  Departmental Request
-  Destination 2024 Strategic Plan (Page 5)
-  FS 1011.84(3)(e) (Page 3)
-  FS 1013.841(2)(b)
-  FS 11.45(2)(c)
-  FS 11.45(2)(f) (Page 2)
-  Federal Award FYE 2016 (Page 496)
-  Federal Award FYE 2016 (Page 5)
-  Federal Award FYE 2017 (Page 450)
-  Federal Award FYE 2017 (Page 5)
-  Federal Award FYE 2018 (Page 170)

-  Federal Award FYE 2018 (Page 6)
-  Federal Award FYE 2019 (Page 224)
-  Federal Award FYE 2019 (Page 5)
-  Florida College System Accounting Manual
-  IT Operational Audit (Page 3)
-  IT Operational Audit (Page 5)
-  June 2020 Minutes 1 (Page 3)
-  Mid-Year Budget Review
-  SBE Rule 6A-14.0716
-  Unit Action Plan Example



**13.3**

**Financial Responsibility**

The institution manages its financial resources in a responsible manner.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College (SFSC) manages its financial resources in a responsible manner. The College maintains its financial records in compliance with the standards proscribed by law and State Board of Education Rules as described in the Florida Department of Education's [Florida College System Accounting Manual](#). The College's fiscal year is from July 1 – June 30. As is the case with many public entities, the State of Florida has enacted legislation that limits the fund balance that the College can retain and establishes minimum standards for Fund Balances. [Section 1011.84\(3\)\(e\), Florida Statutes "Determining the Apportionment from State Funds"](#) establishes that any time the unencumbered balance in the general fund operating budget of a Florida College System (FCS) institution with full-time equivalent (FTE) of less than 15,000 goes below five percent, the president shall provide written notification to the State Board of Education. [Section 1013.841\(2\)\(b\), Florida Statutes "End of Year Balance of Florida College System Institution Funds"](#) further provides that FCS institutions with less than 15,000 FTE whose fund balance exceeds five percent shall prepare and submit a spending plan for the excess carry forward balance. (Note: due to the COVID-19 Pandemic, this requirement was waived for FY2020). This is a benchmark used within the FCS to provide for a strong financial base. Table 13.3-1 "Fund Balance Percentage 2017-2020" shows the College has had an ending fund balance exceeding 5% for the last three years. This demonstrates that the College is operating within its financial means and for the past three years has produced financial surpluses. The College's record of financial audits with unmodified opinions and no material weaknesses as reported by the Florida Auditor General (FYE16, FYE17, FYE18, FYE19, FYE20) provide clear evidence of the quality of the College's financial management.

**Table 13.3-1  
Fund Balance Percentage 2017-2020**

Category	2017-2018	2018-2019	2019-2020
Prior Year 6-30 Fund Balance (excluding compensated absences)	2,706,642.08	2,537,477.49	2,374,445.88
Grand Total Revenues	23,031,242.80	23,813,040.97	23,569,742.15
Total Funds Available	25,737,884.88	26,350,518.46	25,944,188.03
Unencumbered Fund Balance	2,510,097.50	2,259,208.56	2,979,891.57
Unencumbered Fund Balance as % of Total Funds Available	9.75%	8.57%	11.49%

The College manages its funds to ensure that sufficient resources are on hand to meet current operating needs and invests any funds in excess of those needs in accordance with [SFSC Administrative Procedure 4150 "Investment of Funds."](#) Table 13.3-2 "Cash and Cash Equivalents 2017-2020" summarizes cash flow for FY 2018 through FY 2020 based on Statements of Cash Flows in audited financial statements:

**Table 13.3-2  
Cash and Cash Equivalents 2017-2020**

Category	2017-2018	2018-2019	2019-2020
Net Increase in Cash and Cash Equivalents	(437,877)	(128,274)	1,773,877
Cash and Cash Equivalents, Beginning of Year	9,721,489	9,283,612	9,155,337
Cash and Cash Equivalents, End of Year	9,283,612	9,155,338	10,929,214

One method to corroborate the College's financial stability is to assess liquidity or solvency, or the ability to pay current obligations (defined as liabilities due within one year). The "current ratio" or current assets divided by current liabilities, measures the College's overall liquidity, and is used to ensure that adequate resources remain available to meet short-term obligations. This means the College has approximately two and a half times the current assets needed to cover its current liabilities and other short-term obligations. The strength of SFSC's current ratio is further support of the College's overall financial stability. Table 13.3-3 "Current Ratio 2017-2020" shows the College has maintained a current ratio at 2.46 or higher over the past three years.

**Table 13.3-3  
Current Ratio 2017-2020**

Category	2017-2018	2018-2019	2019-2020
Current Assets	7,885,608	7,286,601	8,450,166
Current Liabilities	2,114,267	2,110,672	3,441,831
Current Ratio	3.73	3.45	2.46

Another generally recognized indicator of financial health is a college's net assets. Table 13.3-4 "Summary of Net Assets 2015-2020" shows from fiscal year 2015-16 through fiscal year 2019-20 the College's net assets (net of capital assets and related debt) grew from \$58,502,736 to \$75,349,321, an increase of \$16,846,585 or 28.79%. This increase was achieved as significant expenditures were made for renovations and capital improvements.

**Table 13.3-4  
Summary of Net Assets 2015-2020**

Category	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Invested in Capital Assets	46,453,375	55,497,887	58,605,148	61,739,172	69,434,261
Restricted Net Assets	10,570,292	6,244,692	8,921,367	9,164,592	4,520,518
Unrestricted Net Assets	1,479,069	2,076,296	1,731,122	1,406,548	1,394,542
Total Net Assets	58,502,736	63,818,875	69,257,637	72,310,312	75,349,321
\$ Change		5,316,139	5,438,762	3,052,675	3,039,009
Percentage Change		9.1%	8.5%	4.4%	4.2%

The College does not have any long-term capital debt. The College's long-term debt consists only of the estimates for compensated absences and other post-employment benefits. Current liabilities consist only of payables, deposits and deferred revenues that represent the recognition of operational timing differences.

College capital assets consist of land, artwork/artifacts, computer software, buildings, other structures and improvements, furniture, machinery, and equipment. These assets are capitalized and recorded at cost at the date of acquisition or at acquisition value at the date received in the case of gifts and purchases of State surplus property. Additions, improvements, and other outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. The College has a capitalization threshold of \$5,000 for tangible personal property, \$25,000 for buildings, and \$65,000 for other structures and improvements. As shown in Table 13.3-5, depreciation is computed on the straight-line basis over the following estimated useful lives:

**Table 13.3-5  
Depreciation**

Capital Item	Depreciation (In Years)
Buildings	40
Non-Technological Other Structures and Improvements	10
Technological Other Structures and Improvements	5
Furniture, Machinery, and Equipment	
Computer Equipment	3
Vehicles, Office Machines, and Educational Equipment	5
Furniture	7
Computer Software	5

Table 13.3-6 "Capital Assets 2017-2020" shows the different categories of capital assets for the past three years.

**Table 13.3-6  
Capital Assets 2017-2020**

Category	2017-2018*	2018-2019*	2019-2020*
Land	2,477,518	2,477,518	2,477,518
Artwork	558,857	567,876	567,876
Buildings	50,512,825	48,698,545	46,885,048
Other Structures & Improvements	175,769	238,968	181,626
Furniture, Machinery & Equipment	1,316,853	1,658,616	1,438,795
Computer Software	601,742	579,917	579,027
Total Capital Assets, Net	55,643,564	54,221,440	52,129,890

\* AFR Note 10

+ AFR Note 8

Stability and management of the College's revenue streams is essential to the sustainability of College operations. The College's revenues are primarily derived from state appropriations and tuition and fee revenue. Accordingly, financial resources for the College are linked to the economic outlook of the State of Florida and the demographic and economic condition of the College's service area. The College's state appropriations, enrollment, and tuition and fee revenue have been stable over the past three years.

The College's operating revenues primarily consist of student tuition and fees, auxiliary services, state, local contracts, and grants. While student tuition and fees and auxiliary revenues have stayed fairly stable, the College has actively pursued grant opportunities over the past three years to provide additional resources for College operations. Table 13.3-7 "Operating Revenues 2017-2020" shows the College's operating revenues for the past three years.

**Table 13.3-7  
Operating Revenues 2017-2020**

Category	2017-2018	2018-2019	2019-2020
Student Tuition and Fees (Net)	2,730,793	2,355,114	2,433,752
Federal, State, and Local Grants & Contracts	647,557	851,843	1,417,676
Auxiliary Services, Net	1,677,499	1,867,481	1,510,299
Other Operating Revenue	801,987	497,506	421,736
<b>Total</b>	<b>5,857,836</b>	<b>5,571,944</b>	<b>5,783,463</b>

The College's non-operating revenues are mainly generated from state appropriations, state and federal student aid, and gifts and grants. Table 13.3-8 "Non-Operating Revenues 2017-2020" shows the College's non-operating revenues for the past three years.

**Table 13.3-8  
Non-Operating Revenues 2017-2020**

Category	2017-2018	2018-2019	2019-2020
State Non-Capital Appropriations	16,520,439	17,519,910	16,926,032
Federal and State Student Aid	5,603,067	5,782,059	5,663,454
Gifts & Grants	3,871,775	3,287,347	3,949,497
Other Non-Operating Revenue	92,959	161,766	116,012
<b>Total</b>	<b>26,088,240</b>	<b>26,751,082</b>	<b>26,654,995</b>

Capital expenditures for the College are primarily funded through the State of Florida Public Education Capital Outlay (PECO), Capital Outlay & Debt Service (CO&DS), and student capital improvement fees. A summary of these funds is displayed in Table 13.3-9 "Capital Appropriations 2017-2020" below.

**Table 13.3-9  
Capital Appropriations 2017-2020**

Category	2017-2018	2018-2019	2019-2020
State Capital Appropriations	674,984	575,525	120,000
Capital Gifts & Grants (CO&DS)	0	0	0
Capital Improvement Fees	346,680	335,645	327,987
<b>Total</b>	<b>1,021,664</b>	<b>911,170</b>	<b>447,987</b>

Reductions in state support for capital projects in 2018, 2019, and 2020 have resulted in statewide cuts to PECO appropriations available for construction, renovation, and repairs to FCS institution facilities. As a result, to manage this decrease in appropriations, the College has allocated some excess reserves and other resources to support the repair and maintenance of College facilities until such time as additional state support is made available.







Expenditures are also categorized as operating or non-operating and are present below in their functional classification. The majority of the College's expenses are operating expenses as defined by Governmental Accounting Standards Board<sup>(R)</sup> (GASB) Statement No. 34. In addition, the College presents expenditures by functional classification. Table 13.3-10 "Expenditures 2017-2020" presents the College's expenditures by functional classification for the past three years.

**Table 13.3-10  
Expenditures 2017-2020**

Category	2017-2018	2018-2019	2019-2020
Functional Classification	AFR Note 17	AFR Note 15	AFR Note 15
Instruction	9,638,156	9,962,370	10,763,050
Public Service	-	-	-
Academic Support	3,004,854	2,792,739	2,715,085
Student Services	4,349,056	4,263,076	4,412,810
Institutional Support	4,657,595	4,671,059	5,011,887
Operation and Maintenance of Plant	6,035,373	6,066,318	5,718,609
Scholarships and Waivers	3,327,395	3,437,264	4,005,399
Depreciation	2,294,445	2,266,447	2,358,298
Auxiliary Enterprises	1,654,243	1,978,323	1,722,950
<b>Total</b>	<b>34,961,117</b>	<b>35,437,596</b>	<b>36,708,088</b>

These financial statements and other documentation reflect the financial condition and overall operation of the College; and otherwise meets or exceeds all federal, state, and local government requirements for reporting financial information, fiscal responsibility and accountability, and overall financial health.

## Sources

-  4150 Investment of Funds
-  Annual Financial Report 2016 FYE (Page 40) (Page 46)
-  Annual Financial Report 2017 FYE
-  Annual Financial Report 2018 FYE
-  Annual Financial Report 2019 FYE
-  Annual Financial Report 2020 FYE (Page 47 ) (Page 51)
-  Florida College System Accounting Manual, 2019
-  Florida Statute 1011.84 (3)(e) (Page 3)
-  Florida Statute 1013.841(2)(b)
-  Waiver due to COVID (Page 7)

13.4

**Control of Finances**

The institution exercises appropriate control over all its financial resources.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) exercises appropriate control over all its financial resources.

The financial resources of SFSC are ultimately the responsibility of the SFSC District Board of Trustees (DBOT), which is established by Florida law and appointed by the governor of the State of Florida. The DBOT delegates executive authority for financial resources to the president of the College. The president delegates executive and administrative authority to the vice president for administrative services (VPAS).

The Office of the [Vice President of Administrative Services \(VPAS\)](#) is responsible for ensuring that adequate systems and procedures exist to exercise control over the financial resources of the College. The VPAS has more than 25 years' experience in the Florida College System and licensed as a certified public accountant. The departments within the [office of the VPAS organizational chart](#) include the controller's office (i.e., accounting, budget, auxiliary services, and purchasing), facilities and plant management, human resources, and safety and risk management. These departments operate in accordance with SFSC policies and procedures and the Florida State Board of Education administrative rules (SBE Rules). The College does not have an internal auditor. Table 13.4-1 "VPAS Administrative Team" provides the position description (linked), name, highest degree held, and number of years at the College of those individuals that report directly to the VPAS. Each of these individuals has appropriate educational qualifications as well as extensive work-related experience.

**Table 13.4-1  
Administrative Team**

Position	Name	Degree	Years at SFSC
<a href="#">Vice President for Administrative Services</a>	Peter Elliott	Master of Accounting	2 months
<a href="#">Controller</a>	Melissa Lee	Master of Accounting	4
<a href="#">Director, Human Resources</a>	Donald Kesterson	Bachelor of Public Administration	3
<a href="#">Director, Maintenance, Renovation, &amp; Remodeling</a>	Robert Flores	Doctor of Public Administration	22
<a href="#">Director, Safety &amp; Risk Management</a>	Keith Loweke	Bachelor of Science Business Administration	14
<a href="#">General Manager, Hotel Jacaranda</a>	David Bruns	High School Diploma	17
<a href="#">Cafeteria Manager</a>	Janet Wheaton	None	28

The [SFSC Controller](#) reports directly for the VPAS and is responsible for the day to day management of the College's fiscal operations and works with the VPAS to design, evaluate, and implement the College's internal control procedures. The Controller's Office is responsible for the following functions: budget and accounting, financial reporting and analysis, payroll, accounts payable, accounts receivable, cashiering, grants and capital projects accounting, and cash management. The controller has 13 years' experience with four years at SFSC and is a certified public accountant, licensed in Georgia. Table 13.4-2 "Accounting Staff Members" shows the duties, qualifications, and experience of staff responsible for control of institutional finances.

**Table 13.4-2  
Accounting Staff Members**

Position	Name	Degree	Years at SFSC
<a href="#">Controller</a>	Melissa Lee	Master of Accounting	4
<a href="#">Coordinator, Accounting</a>	Teresa Elders	High School Diploma	21
<a href="#">Coordinator, Student Accounting and Financial Services</a>	Mary Hutzelman	MBA - Accounting	13
<a href="#">Coordinator, Grants and Foundation Accounting</a>	April Ricker	MS - Business Administration	6
<a href="#">Coordinator, Purchasing</a>	Deborah Olson	Master of Public Administration	6

The District Board of Trustees (DBOT) adopts Board policies to guide the operations of the College. The policies incorporate by reference all applicable Florida statutes and require the College to follow Florida Statutes, federal regulations, and Board directives. The [Business and Fiscal Services \(4.01 - 4.22\)](#) policies are related to control of financial resources. The College adopts administrative procedures to implement DBOT policies and [Business and Fiscal Services \(4020 - 4226\)](#) procedures operationalize the applicable Florida statutes, federal regulations, and board policies. The College maintains its financial records in compliance with the standards proscribed by law and State Board of Education Rules as described in the Florida Department of Education's [Florida College System Accounting Manual](#).

To provide effective governance over the finances of the College, the DBOT and the president receive a financial summary report at every DBOT meeting ([March 2020](#), [September 2020](#), [December 2020](#)). These reports include comparisons of year to date budget performance, student fee and total revenue to date compared to prior year, as well as a report of [gifts and donations](#) made to the South Florida State College Foundation, Inc. In addition, the DBOT is presented action items monthly: review and approve [check registers](#), approve [personnel actions](#), accept [donations](#), approve [deletions](#) of tangible property, and approve [grant awards](#).

South Florida State College's annual operating budget is monitored closely by the Business Office as required by [SFSC DBOT Policy 4.02 "Budget"](#) to ensure compliance with the approved budget. Budget status reports are available to all budget managers at any time online through [Panther Central](#). This portal allows users to view their financial information as well as allowing them to drill down to details of the data for better management. To further ensure financial stability and appropriate stewardship of resources, the College undergoes an annual, [mid-year budget review](#) at the end of January when the controller reviews a Banner report bringing any concerns to the VPAS and/or the departments. Expenditure needs are compared to updated revenue projections based on the fall and spring enrollments and presented to the VPAS and the president for review. Depending upon the availability of funds and strategic priorities for current and future years, budgets are revised to align with currently available financial resources while maintaining a fund balance in compliance with [Section 1013.841 \(2\)\(b\), Florida Statutes "End of Year Balance of Florida College System Institution Funds."](#)

The coordinator, purchasing is responsible for assuring that the College's purchasing practices adhere to SFSC District Board of Trustees (DBOT) Policy 4.04 and SFSC Administrative Procedure 4040, which outline responsibilities for purchases and competitive selections. Additionally, DBOT Policy 4.18 and SFSC Administrative Procedure 4180 govern travel, and DBOT Policy 5.20 and SFSC Administrative Procedure 5200 govern consultant employment. Internal controls assure that there is proper separation of duties in place over College disbursements (see SFSC Administrative Procedure 2080). From a system's perspective, the College uses Ellucian's Banner integrated administrative software for procurement transactions, as well as all other financial activities (accounts payable, payroll, financial reporting, etc.). There is a defined approval structure that is maintained for requisitions' procurement, purchasing card (p-card) transactions, and requests for funds. No single staff member has complete control over all aspects of any financial transaction. The College uses the encumbrance method of accounting for purchases. Purchase requisitions (purchase orders) and invoices are approved by the appropriate personnel and submitted to the president or VPAS for final approval. All checks have the facsimile signatures of the DBOT chair and the president of the College. The following examples demonstrate this process:

- When an employee wishes to make a purchase, a purchase order, purchasing card, or request for funds can be utilized. If a purchase order is required (based on the nature of the purchase) the employee prepares a purchase requisition and attaches a valid quote. If the purchase amount is within the purchase originator's purchasing limit, the request is forwarded to the purchasing department where a purchase order can be completed and sent to the vendor. If the item cost is higher than the originator's purchasing limit, the purchase requisition is forwarded through the necessary levels of approval before being forwarded to the purchasing department. The purchase requisition may need to be forwarded to the department chair, director, or coordinator for approval, as well as the dean or administrative director level. Further approval may need to be given by the appropriate vice president over the requesting area. Any purchases over \$15,000 requires the approval of the vice president of administrative services. Additionally, if the item being purchased involves information technology or a grant, the appropriate approval(s) will need to be attained from those areas.
- If the nature of the purchase allows for use of a request for funds, the necessary quote(s) are attached to the request and forwarded to the accounts payable department for processing. The same approval levels as required for purchase requisitions are also required for request for funds purchases.
- If the vendor and nature of the purchase allows for purchase via purchasing card, the employee makes the purchase, with verbal approvals as necessary, and attaches the receipt to the purchasing card payment form and attains the necessary approval signatures.

The College maintains control and has accurate and up-to-date records over its physical assets as prescribed by DBOT Policy 2.07 "Property" and SFSC Administrative Procedure 2074 "Responsibility for College Property and Property Records." Capital assets are tagged and physically inventoried annually by the College's staff. All exceptions identified during the physical inventory process are investigated and resolved to the satisfaction of management. College assets are also subject to verification by the College's independent auditors.

The College maintains centralized or pooled checking accounts at qualified public depositories (QPD). All such deposits are insured by Federal depository insurance, up to specified limits, or collateralized with securities held in Florida's multiple financial institution collateral pool as required by Section 280, Florida Statutes "Security for Public Deposits." Cash collections are deposited into authorized banking institutions on a daily basis in accordance with SFSC Administrative Procedure 4090 "Cash Collection and Receipting Procedure." Any cash on hand is kept in a locked, fireproof file cabinet or a safe so that physical access to cash is restricted to authorized personnel.

Surplus or excess daily funds earn interest equivalent to the federal funds rate in the College's main checking account. Additional investments of surplus cash are made into the Local Government Surplus Funds Trust Fund (Florida PRIME) that is managed by the Florida State Board of Administration. All funds are invested in accordance with SFSC's investment policy, DBOT Policy 4.15 "Investment of Surplus Funds," and SFSC Administrative Procedure 4150 "Investment of Funds."

To further reduce the risk of economic loss, the College maintains adequate insurance coverage on its assets. The College is a member of the Florida College System Risk Management Consortium (FCSRMC), a risk-sharing pool that was created under the authority of Section 1001.64(27) "Florida College System Institution Boards of Trustees; Powers and Duties," for the purpose of developing, implementing, and participating in a coordinated statewide college risk management program. Under the Consortium, the College is protected against property and casualty financial losses through policies (FCSRMC Property and Casualty Summary) including, but not limited to, crime, educator's legal liability, fiduciary liability, network security, property, and worker's compensation. Additional policies (FCSRMC Optional Policies) administered through the Consortium are applicable to intercollegiate athletics, facilities use, and other areas of risk.

The College has appropriately segregated non-compatible functions including human resources, payroll, procurement, receiving, cash control and other fiscal duties. Functional users of financial software programs do not have access to program code. When segregation of duties has not been achieved due to staffing constraints, appropriate compensating controls have been implemented to offset or mitigate any inherent risks. The Auditor General's auditor's report has indicated no findings or issues with respect to the College's system of internal control for several years as stated in the audit reports (FYE16, FYE17, FYE18, FYE19, FYE20). Table 13.4-3 "Summary of Audit Results 2016-2020" shows the opinions/findings of audits of the last five years.















































**Table 13.4-3**  
**Summary of Audit Results 2016-2020**

Audit Type/ Period	Report No./ Date	Opinion/ Findings	Material Weaknesses	Significant Deficiencies
<b>Financial Audits</b>				
FY Ended June 30, 2020	2021-073 / December 2020	Unmodified	None	None
FY Ended June 30, 2019	2020-127 / February 2020	Unmodified	None	None
FY Ended June 30, 2018	2019-165 / March 2019	Unmodified	None	None
FY Ended June 30, 2017	2018-154 / March 2018	Unmodified	None	None
FY Ended June 30, 2016	2017-125 / March 2017	Unmodified	None	None
<b>Operational Audits</b>				
Operational Audit 1/2018 - 12/2018	2020-048 / November 2019	Three (3) Findings	None	None
Information Technology Operational Audit 3/2018-6/2018	2019-043 / November 2018	Two (2) Findings	None	None
Operational Audit 4/2015 - 3/20126	2017-008 / August 2016	One (1) Finding	None	None

The cumulative effect of SFSC's unqualified audit opinions, segregation of non-compatible duties, robust systems of internal control, integrated administrative software, defined inventory control and physical security measures, structured budgeting process and spending reviews, direct accountability and reporting of administrative services to the president and competency of business office staff, clearly indicate that SFSC exercises appropriate control over all its financial resources.

## Sources

-  2.07 Property
-  2016 Operational Audit (Page 3)
-  2016 Operational Audit (Page 5)
-  2019 Operational Audit (Page 3)
-  2019 Operational Audit (Page 7)
-  2074 Responsibility for College Property and Property Records
-  2080 Cash Disbursements
-  4.02 Budget
-  4.04 Purchasing
-  4.15 Investment of Surplus Funds
-  4.18 Travel and Per Diem
-  4040 Purchasing of Goods and Services
-  4090 Cash Collection and Receipting Procedure
-  4150 Investment of Funds
-  4180 Travel Reimbursement
-  5.20 Professional Services
-  5200 Consultant Engagement

-  Annual Financial Report 2016 FYE (Page 4)
-  Annual Financial Report 2016 FYE (Page 40) (Page 46)
-  Annual Financial Report 2017 FYE (Page 4)
-  Annual Financial Report 2017 FYE (Page 42) (Page 46)
-  Annual Financial Report 2018 FYE (Page 4)
-  Annual Financial Report 2018 FYE (Page 48) (Page 47)
-  Annual Financial Report 2019 FYE (Page 4)
-  Annual Financial Report 2019 FYE (Page 42) (Page 51)
-  Annual Financial Report 2020 FYE (Page 4)
-  Annual Financial Report 2020 FYE (Page 47 ) (Page 51)
-  Cafeteria Manager
-  Controller
-  Controller Duties
-  Coordinator Grants and Foundation Accounting (Page 2)
-  Coordinator Purchasing (Page 2)
-  Coordinator Purchasing Duties
-  Coordinator Student Accounting and Financial Services (Page 2)
-  Coordinator, Accounting (Page 2)
-  DBOT Packet December 2020 (Page 26)
-  DBOT Packet December 2020 (Page 28)
-  DBOT Packet December 2020 (Page 29)
-  DBOT Packet December 2020 (Page 39)
-  DBOT Packet December 2020 (Page 45)
-  DBOT Packet March 2020 (Page 47)
-  DBOT Packet October 2020 (Page 20)
-  DBOT Packet October 2020 (Page 21)
-  DBOT Packet September 2020 (Page 37)
-  Director, Human Resources (Page 2)
-  Director, Remodeling, Renovation, Maintenance (Page 2)
-  Director, Safety and Risk Management (Page 2)
-  Example PO purchase
-  Example Quote
-  Executive Director, IE and Planning, Technology (Page 3)
-  FCS Accounting Manual, 2019
-  FCSRMC Agreement
-  FCSRMC Optional-Programs-Brochure
-  FCSRMC Property-Casualty-Brochure
-  FS 1001.64 (27) (Page 4)
-  FS 1013.841(2)(b)
-  FS 280.04
-  Finance Page on Panther Central
-  General Manager, Hotel Jacaranda (Page 2)
-  IT Approval
-  IT Operational Audit (Page 3)
-  IT Operational Audit (Page 5)
-  Mid-Year Budget Review



-  Policy Index SFSC (Page 4)
-  Prime
-  Purchasing Card Example
-  Request for Funds
-  SBE Rule 6A-14.0716
-  SBE Rule 6A-14.0734
-  SBE Rule 6A-14.0765
-  SFSC Organizational Chart-2020-2021 - February 1, 2021 - VPAS Highlight
-  SFSC Procedures Index (Page 5)
-  VP Approval
-  VP for Administrative Services

**13.5**

**Control of Sponsored Research/External Funds**

The institution maintains financial control over externally funded or sponsored research and programs.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College (SFSC) maintains financial control over externally funded programs. The College does not have externally funded or sponsored research. The SFSC District Board of Trustees (DBOT) Policy 4.22 "Grants Administration" recognizes that externally funded grants and contracts from federal, state, and private sources are integral to the success of the College. This policy further establishes that the president and the executive director, institutional effectiveness, planning, and technology (EDIEPT) have the responsibility for reviewing and approving of grant proposals prior to their submission. To ensure transparency in the grants process, the EDIEPT provides a monthly report of grants in development, submitted, funded, and declined to the president's Leader Team and to the DBOT. Table 13.5-1 provides a summary of grants and contracts for the past three years.

**Table 13.5-1  
Summary of Grants and Contracts 2017-2020**

Category	2017-2018	2018-2019	2019-2020
Operating Revenues			
Federal grants and Contracts	460,725	579,522	658,437
State and Local Grants and Contracts	150,709	232,259	719,146
Non-governmental Grants and Contracts	36,123	40,062	40,093
Non-Operating Revenues			
Private Gifts, Grants, and Contracts	<u>3,871,775</u>	<u>3,287,347</u>	<u>3,949,497</u>
Total	4,519,332	4,139,190	5,367,173

Pursuant to SFSC Administrative Procedure 4220 "Grant Procedures," the College maintains institutional control over grants and contracts by providing oversight of the proposal development process by the EDIEPT. The assigned project manager ensures that the grant aligns with both the mission and the Strategic Plan of the College, and, in collaboration with the coordinator - grants and foundation accounting, is responsible for ensuring that only actual grant costs are charged to grants. The coordinator-grants and foundation accounting (as shown in Standard 13.4 Table 13.4-2 "Accounting Staff Members") has a master of science in business administration, has worked at the College for six years, and is fully qualified to oversee external program funds. The EDIEPT assists the project manager in navigating the proposal submission and approval process. Once a proposal is awarded, the grant is compared to the original proposal to ensure that any changes to the proposal are acceptable to the College. If the proposal is acceptable as awarded, the grant is submitted to the DBOT for approval.

Each externally funded grant/contract is assigned a project manager who is operationally responsible for managing the grant/contract and ensuring compliance with all guidelines and regulations therein. Specific responsibilities of the project manager include:

- ensuring the timely expenditure of grant/contract proceeds;
- ensuring that expenditures are in compliance with the terms and conditions, rules and regulations, of the external donor;
- providing necessary updates and otherwise interacting with regulatory agencies, external auditors, and internal college management regarding the grant/contract; and
- coordinating with the EDIEPT in the preparation and submission of all project reports including extensions and other filings as required by the grant/contract.

The controller is responsible for maintaining a financial management system that meets the conditions and requirements established by the Federal Office of Management and Budget for federal funds (Uniform Administrative Requirements, Cost Principles, Audit Requirements for Federal Awards at 2 CFR 200). Accounting and reporting for grants and contracts is also subject to the requirements of the Florida College System Accounting Manual and the Project Application and Amendment Procedures for Federal and State Programs (Green Book). In addition to the general financial and administrative internal controls applicable to other College transactions, grants and contracts are subject to additional College procedures:

- Administrative Procedure 4221 "Grants and Contracts Personnel Activity Reports"
- Administrative Procedure 4222 "Cost Principles for Federal Grants"
- Administrative Procedure 4223 "Conflict of Interest Procedures for Grant Awards"
- Administrative Procedure 4224 "Grant Procedure – Cash Management"
- Administrative Procedure 4225 "Additional Procurement Procedures for Purchases from Federal Grants"
- Administrative Procedure 4226 "Affirmative Procurement Programs for Federal Grants Purchases"

South Florida State College policies and procedures are disseminated and available to all current and prospective employees on the SFSC Website (Policies Page, Procedures Page) and online in Panther Central.

To assist the program manger with the financial management of the grant funds, the controller assigns each grant/contract to an accountant whose specific responsibilities include:

- coordinating with the project manager to establish a plan for the grant and to reflect the plan in the establishment of the grant/contract budget;
- requesting or coordinating the request of budget amendments;
- maintaining a grant file that contains, at a minimum, the grant, the grant award notification, and a final summary expenditure report;
- providing necessary updates and otherwise interacting with regulatory agencies, external auditors, and internal college management regarding the grant/contract; and
- managing grant/contract cash to include expenditure forecasting and reporting, invoicing, and monitoring of grant receivables.

The College has an indirect cost rate of 45.30% pursuant to its most recent approved Indirect Cost Rate Agreement. The agreement was approved by the U.S. Department of Health and Human Services on January 21, 2016 and is effective until June 30, 2021. Where allowed, the College includes indirect cost recovery in its grant proposals and project budgets.

As noted in Standard 13.2, The State of Florida Auditor General conducts audits of the College's financial statements. Federal programs, as well as all other programs funded by external sources, are included in the scope of such audits and the College has received no federal or state audit findings that pertain to financial control or management comments for externally funded programs in the past four years.










































Federal financial aid programs as well as other federal grants and contracts are also included in the Auditor General's statewide State of Florida Compliance and Internal Controls over Financial Reporting and Federal Awards audit. Table 13.5-2 Summary of Audit Reports 2016-2020 provides an overview of financial audits over the past five years. The FYE 2020 audit report will be submitted under separate cover upon receipt.

**Table 13.5-2  
Summary of Audit Reports 2016-2020**

<b>Audit Type Period</b>	<b>Report No. Date</b>	<b>Opinion Findings</b>	<b>Material Weaknesses</b>	<b>Significant Deficiencies</b>
<b>Financial Audits</b>				
FY Ended June 30, 2020	2021-073 December 2020	Unmodified	None	None
FY Ended June 30, 2019	2020-127 February 2020	Unmodified	None	None
FY Ended June 30, 2018	2019-165 March 2019	Unmodified	None	None
FY Ended June 30, 2017	2018-154 March 2018	Unmodified	None	None
FY Ended June 30, 2016	2017-125 March 2017	Unmodified	None	None
<b>State of Florida Financial and Federal Awards</b>				
FY Ended June 30, 2020	Unavailable - will be made available during the on-site review			
FY Ended June 30, 2019	2020-170 March 2020	No Findings	None	None
FY Ended June 30, 2018	2019-186 March 2019	No Findings	None	None
FY Ended June 30, 2017	2018-189 March 2018	Finding 2017-046	None	None
FY Ended June 30, 2016	2017-180 March 2017	No Findings	None	None
<b>Other Statewide Audits</b>				
Bright Futures Scholarship Program FYE 7/1/2017-6/30/2019	2021-044 October 2020	No Findings	None	None
Bright Futures Scholarship Program FYE 7/1/2015-6/30/2017	2018-212 June 2018	No Findings	None	None
<b>Operational Audits</b>				
Operational Audit 1/2018 - 12/2018	2020-048 November 2019	Three (3) Findings	None	None
Information Technology Operational Audit 3/2018-6/2018	2019-043 November 2018	Two (2) Findings	None	None
Operational Audit 4/2015 - 3/2016	2017-008 August 2016	One (1) Finding	None	None

The College has not been required to obtain a letter of credit on behalf of any financial regulatory agency nor does it owe any financial liabilities to external funding sources. Given the intensity of its internal tracking and reporting measures, degree of managerial oversight and independent Certified Public Accountant (CPA) reviews and unqualified audit opinions, the College has demonstrated it maintains financial control over externally funded programs.

## Sources

-  1.02 Vision, Mission, and Institutional Core Values
-  2016 Operational Audit (Page 3)
-  2016 Operational Audit (Page 5)
-  2019 Operational Audit (Page 3)
-  2019 Operational Audit (Page 7)
-  4.22 Grants Administration
-  4220 Grant Procedures
-  4220 Grant Procedures Project Manager (Page 2)
-  4221 Grants and Contracts Personnel Activity Reports
-  4222 Cost Principles for Federal Grants
-  4223 Conflict of Interest Procedure for Grant Awards
-  4224 Grant procedures- Cash Management
-  4225 Additional Procurement Procedures for Purchases from Federal Grants
-  4226 Affirmative Procurement Programs for Federal Grant Purchases
-  Annual Financial Report 2016 FYE (Page 4)
-  Annual Financial Report 2017 FYE (Page 4)
-  Annual Financial Report 2018 FYE (Page 4)
-  Annual Financial Report 2019 FYE (Page 4)
-  Annual Financial Report 2020 FYE (Page 4)
-  Audit Requirements for Federal Awards at 2 CFR 200 (Subpart F)
-  Bright Futures Audit 2018-212 (Page 3)
-  Bright Futures Audit 2018-212 (Page 6)
-  Bright Futures Audit 2021-044 (Page 3)
-  Bright Futures Audit 2021-044 (Page 7)
-  Cost principles (Subpart E)
-  Destination 2024 Strategic Plan (Page 11)
-  Federal Award FYE 2016 (Page 496)
-  Federal Award FYE 2016 (Page 5)
-  Federal Award FYE 2017 (Page 450)
-  Federal Award FYE 2017 (Page 5)
-  Federal Award FYE 2018 (Page 170)
-  Federal Award FYE 2018 (Page 6)
-  Federal Award FYE 2019 (Page 224)
-  Federal Award FYE 2019 (Page 5)
-  Florida College System Accounting Manual
-  Grants Development Report 12-2020
-  IT Operational Audit (Page 3)
-  IT Operational Audit (Page 5)
-  Indirect Cost rate agreement 10-14-20
-  Project Application & Amendment Procedures for Federal & State Programs (Green Book)
-  Uniform Administrative Requirements (Subparts A-D)

**13.6**

**Federal and State Responsibilities**

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College (SFSC) is in compliance with its program responsibilities under Title IV of the Higher Education Act as amended. Additionally, the College's financial aid programs are audited as required by federal and state regulations.

**Title IV Program Responsibilities**

The U.S. Department of Education has affirmed that the College is eligible to participate in federal financial aid programs through June 30, 2023 as indicated in the latest [Program Participation Agreement \(PPA\)](#) and as recertified in the [Eligibility and Certification Approval Report \(ECAR\)](#). The ECAR establishes the College's ability to award Title IV aid to students enrolled in all of the College's associate and baccalaureate degree programs as well as selected certificate programs.

Pursuant to [34 CFR 673.3](#), SFSC must submit an application (Fiscal Operations Report and Application to Participate [FISAP] for each award year to receive federal funds under the campus-based programs. The College uses the Fiscal Operations Report portion of the FISAP to report its expenditures under the campus-based programs in the previous award year. The College has met its obligation of completing and submitting its [Fiscal Operations Report and Application to Participate \(FISAP\)](#).

The College is in full compliance with all regulations required to administer Federal Title IV aid and provides basic consumer information and financial aid information which is available as follows:

- [SFSC Financial Aid Web Page](#)
- [SFSC College Catalog 2020-2021](#)
- [SFSC Schedule of Classes](#)
- [SFSC Student Handbook 2020-2021 \(Drug-Free\)](#)
- [SFSC Student Handbook 2020-2021 \(Safety Guidelines\)](#)
- [SFSC Security and Crime Statistics Report](#)

The College is on the electronic transfer method for federal funds and has not received any correspondence from the U.S. Department of Education concerning any problems or concerns. Table 13.6-1 "Federal Financial Aid 2017-2020" represents awards funded to eligible students for the past three years from the Title IV programs.

**Table 13.6-1  
Federal Financial Aid 2017-2020**

Category	2017-2018	2018-2019	2019-2020
Federal Work Study	54,575	62,807	73,029
Pell Grants	5,523,465	5,707,198	5,584,994
Supplemental Educational Opportunity Grants	67,245	66,400	70,000
Federal Family Education Loans	902,898	620,359	675,329
<b>Total</b>	<b>6,548,183</b>	<b>6,456,764</b>	<b>6,403,352</b>

The most recent SFSC [cohort default rate](#) for fiscal year 2017 was 9.1%, a reduction of 3.8% from the College's rate of 12.9% in fiscal year 2015. The College uses several tools provided by the Florida Department of Education Office of Student Financial Assistance (OSFA) to educate students regarding financial literacy and managing debt. The program named [Navigating Your Financial Future \(NyFF\)](#) provides online workshops on financial literacy, budget management, student loan debt repayment, credit management, school and life management, financial aid, and career planning.

The College participates in all financial aid programs offered by the State of Florida in addition to offering institutional scholarships (e.g., [SFSC Vocational Scholarship](#)) and scholarships made available by the [South Florida State College Foundation, Inc.](#) (e.g., [A. Harrison Kosove Memorial Scholarship](#)), various [state programs](#) including the Florida Bright Futures Scholarship program, the Florida Student Assistance Grant program, the First-Generation Matching Grant program, as well as a number of programs serving targeted student populations such as the children of deceased or disabled veterans, homeless students, and former foster children. The College offers a number of merit and need based scholarships funded through the collection of a financial aid fees charged to all degree-seeking students. The SFSC Foundation awards scholarships to students based on their eligibility criteria established by the donor. Criteria vary from scholarship to scholarship but include several scholarships that are based on demonstrated financial need, scholarships for students who reside in specific communities in the College's service area, scholarships for students who are the first in the families to attend college, scholarships for students who are enrolled in specific programs, etc. Students apply for Foundation scholarships through an online portal and aid awards are coordinated with other student assistance available through the College. Table 13.6-2 "State and Institutional Financial Aid 2017-2020" shows scholarship activity for the last three years.

**Table 13.6-2  
State and Institutional Financial Aid 2017-2020**

Category	2017-2018	2018-2019	2019-2020
<b>State Programs</b>			
Bright Futures	92,100.00	108,951.00	120,089.47
Presidential Scholarships	249,617.44	260,325.48	122,765.01
Apprenticeship	294,403.20	92,254.82	194,520.92
Children Custody of DCF	8,708.16	11,392.68	12,599.04
Children Adopted from DCF	39,348.24	41,595.36	51,338.28
Homeless Students	--	--	2,964.48
Children of Purple Heart Recipients	--	2,731.68	948.78
<b>Total State Aid</b>	684,177.04	817,251.02	505,225.98
<b>Institutional Programs (Scholarship Fee Programs)</b>			
Academic Merit	62,932.50	60,571.00	67,351.50
Athletics	115,316.58	94,024.14	80,190.73
Other Extracurricular	38,307.14	45,914.52	12,201.56
Targeted Population	9,208.27	6,639.04	-
<b>Total Institutional Aid</b>	225,764.49	207,148.70	159,743.79
<b>Foundation Programs</b>			
Scholarship Programs	165,165.64	205,753.52	161,640.47
<b>Total State and Institutional Aid</b>	1,075,107.17	1,230,153.24	826,610.24

#### Audits

In addition to being included in the scope of the College's annual financial audits, the SFSC financial aid programs are audited by the State of Florida Auditor General's Office in accordance with the Title 2 U.S. [Code of Federal Regulations](#) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) and in accordance with [Section 11.45\(2\)\(c\), Florida Statutes "Duties."](#) The most recent completed audit for Fiscal Year ending June 30, 2019 reported no significant findings of non-compliance. The College has received only one federal or state financial aid audit finding, as noted below, in the last four years. The FYE 2020 audit field work has been completed and the annual report will be submitted under separate cover upon receipt. Additionally, for the last four fiscal years ending June 2016 through 2019, no audit findings were reported in relation to SFSC's compliance with State of Florida regulations for the Bright Futures Scholarship program. Table 13.6-3 "Summary of Audit Results 2016-2020" shows the audit results for the last five years.

**Table 13.6-3  
Summary of Audit Results 2016-2020**

Audit Type/ Period	Report No./ Date	Opinion/ Findings	Material Weaknesses	Significant Deficiencies
<b>State of Florida Financial and Federal Awards</b>				
FY Ended June 30, 2020	Currently this audit has not been released and will be available during the on-site review			
FY Ended June 30, 2019	2020-170 3/25/2020	No Findings	None	None
FY Ended June 30, 2018	2019-186 3/28/2019	No Findings	None	None
FY Ended June 30, 2017	2018-189 3/30/2018	Finding 2017-046 Escheating Federal Funds (pp. 89-94)	None	None
FY Ended June 30, 2016	2017-180 3/28/2017	No Findings	None	None
<b>Other Statewide Audits</b>				
Bright Futures Scholarship Program FYE 7/1/2017-6/30/2019	2021-044 10/20/2020	No Findings	None	None
Bright Futures Scholarship Program FYE 7/1/2015-6/30/2017	2018-212 6/7/2018	No Findings	None	None

Table 13.6-4 "Summary Schedule of Prior Audit Findings 2019" shows the findings, status of findings, and corrective action taken.

**Table 13.6-4  
Summary Schedule of Prior Audit Findings 2019**

Report No./Date	Finding No(s).	Program / Area	Brief Description	Status of Finding	Comments
2019-186 3/28/2019	2017-046	Student Financial Assistance Cluster CFDA Nos. 84.063 and 84.268	Student Financial Assistance Cluster CFDA Nos. 84.063 and 84.268	Fully Corrected	South Florida State College has updated College procedures and training techniques to ensure timely return of unclaimed Title IV HEA funds to applicable federal programs.

## Sources

-  2020-2021 College Catalog (Page 54)
-  2020-2021 Student Handbook\_Drug-Free (Page 33)
-  2020-2021 Student Handbook\_Safety Guidelines (Page 26)
-  34 CFR 673.3
-  A Harrison Kosove Memorial Scholarship
-  Bright Futures Audit 2018-212 (Page 6)
-  Bright Futures Audit 2021-044 (Page 7)
-  Code of Federal Regulations
-  Cohort Default Rate
-  Eligibility and Certification Approval Report (ECAR)
-  Exemption and Waivers Reports 201718 201819 201920
-  FISAP - Complete 2021-2022
-  FS 11.45(2)(c) (Page 2)
-  Federal Award FYE 2016 (Page 5)
-  Federal Award FYE 2017 (Page 5)
-  Federal Award FYE 2017 Escheating (Page 96)
-  Federal Award FYE 2018 (Page 6)
-  Federal Award FYE 2019 (Page 5)
-  Foundation Scholarships
-  NyFF Website
-  Program Participation Agreement (PPA)
-  SFSC Financial Aid Webpage
-  SFSC Schedule of Classes
-  SFSC Security and Crime Statistics Report
-  SFSC Vocational Scholarship



## 13.7

### Physical Resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

South Florida State College (SFSC) ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. Buildings are maintained and operated to provide an environment that supports instruction, student services, and other critical activities in a cost-effective manner. Recent capital projects initiated in accordance with the College's strategic plan resulted in collegewide improvements in information technology infrastructure. Funding from the state and institutional resources is evaluated and assigned to projects necessary to ensure a high level of satisfaction within the College community as demonstrated by satisfaction surveys.

#### South Florida State College has adequate facilities and resources

Per [Section 1000.21 "Systemwide Definitions,"](#) Florida Statutes, South Florida State College's [service district](#) consists of DeSoto, Hardee, and Highlands counties and covers a 2,400-square mile area. The College uses a systematic, standards-based facilities planning process to ensure that its facility needs are addressed in a timely manner. The process provides the data and the rationale to support funding requests to the state of Florida for facilities, site improvements, and related equipment and technology. The College complies fully with the planning and construction requirements as defined in [State Board of Education \(SBE\) Rule 6A-2.0010 "Educational Facilities."](#)

The overall physical facilities of the College are adequate in quality, scope, and condition to support the mission of its programs and services. The SFSC Highlands campus ([map, photos](#)) sits on a 228-acre isthmus between two lakes south of Avon Park, Florida, bordering U.S. Highway 27. The Highlands campus contains more than 30 buildings totaling over 450,000 net square feet (NSF), including the [1,460 seat Alan Jay Wildstein Center for the Performing Arts](#) and a 1,440-seat gymnasium, the home of Panther athletics. The Campus has [1,595 parking spaces](#) with 57 designated as handicap accessible. These facilities support [2,525 student stations](#) in classrooms and vocational and non-vocational labs. Additional spaces are dedicated to administrative offices, the College's main library and tutoring and learning center, and student support services such as admissions/registration, counseling, and financial aid.

In addition to the Highlands campus, SFSC has three special-purpose centers (so designated due to the need for access over the three-county district).

The Hardee campus ([map, photos](#)) is located south of Bowling Green, Florida, on 47 acres along State Highway 17. Construction of the 20,781 NSF facility was completed in 2003. The Center contains [382 student stations](#) in classrooms and laboratory spaces. The Center has [242 parking spaces](#) with 10 designated as handicap accessible. The Center also houses the College's [Electrical Lineworker Training Program](#).

The DeSoto campus ([map, photos](#)) is located in Arcadia, Florida, near the area high school on 40 acres. Construction was completed in 2003, adding 20,928 NSF to the inventory. The Center contains [307 student stations](#) in classrooms and laboratory spaces. The Center has [186 parking spaces](#) with 6 spaces designated as handicap accessible. The Center also houses the College's [Welder Training Program](#).

The Lake Placid center ([map, photos](#)), located near downtown Lake Placid, Florida, is a former middle/high school campus containing 48,254 NSF located on four acres. Extensive renovations to this site were completed in 2009-10, bringing these older facilities to newer standards. The Center has [62 parking spaces](#) with four spaces designated as handicap accessible. The Center contains [793 student stations](#) in classroom and laboratory spaces.

The [Crews Center](#), located on U.S. Highway 27, two miles north of the Highlands Campus houses the College's Corporate and Community Education Department and provides classroom and laboratory space for non-credit certificate courses.

The [Hotel Jacaranda](#), a facility owned by the SFSC Foundation, is located three miles north of the Highlands Campus on E. Main Street in historic downtown Avon Park houses the South Florida State College Foundation, Inc, the College's food service career certificate program, serves as a student dormitory with a capacity for 80 students, and operates as a working hotel with 30 rooms, dining facilities, and conference spaces.

The College also leases space and/or partners with community organizations to provide community and adult education at locations throughout the College's service areas as needed.

**Table 13.7-1**

#### **SFSC's Buildings and Facilities**

Building Name	Year Built / Renovated	Square Feet	Building Purpose
<b>Highlands Campus</b>			
Building A, Alan Jay Wildstein Performing Arts Center	1977/2010	42,450	Performing Arts Center/Museum
Building B, Dr. Catherine P. Cornelius Student Services	1994	66,567	Classrooms/Student Services
Building CCAG, EMS Fire Science	1995/2007	8,042	Classrooms/Laboratories
Building CCH, Public Service	1995/2007	7,685	Classroom/Laboratories
Building C-1, Administrative Offices	1968/1997	4,472	Administrative Offices
Building C-2, Mailroom	1986/2008	1,172	Mailroom
Buildings CP1 & CP2	1994	4,492	Chiller Plants
Building D, Panther Gym	1979/2009	27,633	Gymnasium
Building DD, Criminal Justice Academy	1999	27,389	Classroom/Laboratories
Building E, Aquatic Complex	1978/2004	3,154	Classroom/Administrative Offices
Building F, Administrative Offices/Boardroom	1968/2008	10,587	Administrative Offices
Building G, Lecture Hall	1968/2003	4,903	Classrooms
Building H, Bill Sachsenmaier Hall Adult Education Center	1968/2008	13,057	Classrooms
Health Science Education Center (HSEC), Norman L. Stephens Health Science Center	2007	55,800	Classrooms/Laboratories
Building I, Business & Information Technology	1994	42,297	Classrooms/Laboratories
Building J, Johnston Student Service	1968/2001	16,381	Cafeteria
Building K, Cosmetology	1968/2003	2,395	Classrooms/Laboratories
Building L, Career Academy	1968/2008	6,114	Classrooms/Laboratories
Building M, Automotive Repair	1970/2019	11,804	Classrooms/Laboratories
Building N, Air Conditioning/Electrical	1968/2011	6,122	Classrooms/Laboratories
Building O, Auto Body Repair	1975/2008	5,697	Classrooms/Laboratories
Building P, Fire Science	1991/2014	9,880	Classrooms/Laboratories
Buildings R1 & R2, Panther Youth Partners	1985/2002	1,872	Administrative Offices
Building R8, Portable	1993/2008	852	Classrooms
Building S, Educational Technology	1968/2002	3,580	Classrooms/Laboratories
Building T, Advanced Manufacturing Center	1986/2007	6,72	Classrooms/Laboratories
Building T-1, Dental Complex	2002	10,317	Classrooms/Laboratories
Building K-1, Security and IT Support	1968/1970	1,291	Security Offices
University Center/Corporate and Continuing Education	2002	21,091	Classrooms/Laboratories
Building X, Physical Plant Warehouse	1974/2012 1978	8,228 1,907	Maintenance Offices Warehouse
Building Y, Learning Resource Center	1998/2020	22,368	Classrooms/Library and Learning Resource Center (LLRC)
<b>Total</b>		<b>456,320</b>	
<b>Avon Park Offsite Locations</b>			
Crews Center	1999/2018	34,541	Classrooms/Laboratories
Jacaranda Hotel			
Culinary Hotel	1924/2002	9,182	Classroom and Administration
Hotel	1924/2002	44,938	Hotel and Conference Space
Florida Center	1955/2004	49,805	Leased Space
<b>Total</b>		<b>138,466</b>	
<b>DeSoto Campus</b>			
Building DE 2A-B	2004	29,306	Administrative Offices, Classrooms, Laboratories
<b>Hardee Campus</b>			
Building HA 2A-B	2004	29,014	Administrative Offices, Classrooms, Laboratories
<b>Lake Placid Center</b>			
LP 100	1925/2007	24,294	Administrative Offices, Classrooms, Laboratories
LP 200	1950/2016	3,294	Classrooms/Laboratories
LP 300	1993/2000	4,217	Classrooms/Laboratories
LP 400	1945	18,407	Gymnasium, Classroom
LP 500	1958/2002	4,907	Leased Space
<b>Total</b>		<b>55,119</b>	
<b>Grand Total</b>		<b>708,225</b>	

**Impact of the Strategic Plan on Facilities and Resources**

The College is dedicated to providing a learning-centered environment through quality programs, training, and services. The College also provides leadership and a comprehensive range of opportunities for the educational, cultural, and economic development of the service district. [Goals 3\(d\), 3\(e\), and 5\(a\)](#) of the College's strategic plan all provide specific focus in addressing immediate and long-term needs for adequate facilities and physical resources. The plan is reviewed and updated annually by the College's Leader Team, the Faculty Council, and the Academic Quality Committee. Additionally, in accordance with [SFSC Administrative Procedure 2200 "Role of Faculty in Governance of the College,"](#) the College's faculty-led [eLearning Committee](#) oversees and approves the adoption of any faculty-use and classroom technologies. The annual budget process incorporates any technology needs and other resource requests into the process and identifies funds to meet these needs.

The College maintains the infrastructure needed to support distance learning and all off-campus center needs, including a robust network, learning management system portal, and qualified support staff.

### **South Florida State College (SFSC) has control over its physical resources**

The responsibility for physical property control is delegated by the president to the vice president for administrative services (VPAS). The responsibility to manage property and related records and transactions is further delegated to the [controller](#).

### **Physical Accountability and Security of Assets**

Accountability for assets valued over \$750 is established in [SFSC Administrative Procedure 2074 "Responsibility for College Property and Property Records."](#) All such items are checked in through the physical plant operations and maintenance department (receiving) before delivery to the end user, regardless of the program or funding source. A permanent decal is applied as the item is assigned to the appropriate property custodian. Property custodians must complete [property transfer forms](#) for any exchange of property within the College. Details of surplus, damaged, worn out, and stolen equipment must be formally presented to the SFSC District Board of Trustees (DBOT) before being removed from the asset list and disposed of ([March 2020, December 2020](#)). Equipment having value is sold or transferred to another governmental or non-profit agency and any proceeds are returned to the current unrestricted fund. The auditor general for the State of Florida annually verifies areas of physical accountability. There were no findings related to fixed assets in the Auditor's Report on Internal Controls or in the federal awards audit.

Business office staff maintain the [master property inventory](#) database which is part of the integrated software package used by the College. Purchases of assets are coded to automatically generate [property tags](#) in the inventory system. Expenditures for assets are reconciled to asset additions annually to ensure that all assets purchased are inventoried. All deletions from property inventory are congruent with DBOT-approved disposals as described in [SFSC Administrative Procedure 2074](#). To properly track the items, a visual inspection of all property inventory by someone other than the property custodian to whom the item(s) is assigned is completed annually and reconciled to the property records to ensure that all inventoried assets exist. [Police reports](#) are filed for any equipment not located during the annual physical property inventory.

### **Information Technology (IT)**

The Information Technology department is led by the Director of Information Technology. The IT Department is responsible for ensuring that access to information technology assets is limited to authorized individuals, information technology assets are secured, and backup systems are in place to ensure the physical security of the computer center as more completely described in Sections 10.6 and 12.5. The College uses the Ellucian Banner Enterprise Reporting Platform and the full suite of Microsoft Office 365 business software. Brightspace serves as the College's Learning Management System (LMS) and is the platform from which online and blended learning is delivered. All currently enrolled students may receive 24/7 online tutoring (on-demand or by appointment) through Smarthinking. Zoom video conferencing technology is integrated with Brightspace and used to facilitate instruction for online or hybrid classes. Additionally, Honorlock, an on-demand, online proctoring service used to maintain test security is integrated into the LMS.

To safeguard the College computer network itself, access control includes the use of firewalls, virtual private networks, and secure socket layer (SSL) certificates. The College goes to great lengths to ensure that digital records are secure from intrusion by unauthorized persons. The firewall restricts access by internet protocol (IP) addresses and virtual LANs (VLANs). In addition, the institution has a proactive intrusion prevention system that monitors and analyzes traffic for suspicious activity, then blocks access if deemed to be malicious.

All users read and acknowledge the [Technology Usage Guidelines](#) prior to receipt of a network logon. The guide outlines the data security and access controls that all users are expected to employ college-wide. SFSC Administrative Procedures [2155](#), [2156](#), and [2157](#) detail employee responsibilities and the College's various efforts to safeguard sensitive, personally identifiable, and confidential data. Through required training, the College regularly ensures that faculty and staff understand the commitment to confidentiality, integrity, and security of digital records and adhere to its policies and procedures. This is accomplished through:

- [Technology user agreement](#), signed during the employee intake process
- [New hire orientation](#) (includes separate staff and faculty training)
- Monthly security updates ([Example One \(1\)](#), [Example Two \(2\)](#)) shown on the SFSC Daily Connection (the College's internal daily newsletter)
- Annual [network security awareness](#) login prompt
- Annual [Banner team leader training](#)
- Annual [Banner training for designated staff](#)
- Regular Leader Team security updates ([Example One](#), [Example Two](#))

The College's information technology security awareness efforts are reinforced through the administrative program assessment process as shown in the 2019-2020 [Information Technology APA outcome 818](#) "Promote activities that foster information security awareness among College employees."

The Auditor General auditors annually review the IT function as part of the financial statement audit and bi-annually as part of the operational audit. No findings have been noted in the [financial statement audit](#) and no IT-related findings were noted in the most recent [operational audit](#).

### **State of Florida Facilities Planning Process**

The State Requirement for Education Facilities (SREF) Chapter 6 requires that the College conduct a thorough valuation of its current facilities inventory and academic needs to ensure the adequacy of its facilities and resources. This evaluation is a collaborative undertaking with input from campus administrators, faculty, staff, and students and produces the College's Educational Plant Survey (EPS). The College's most recent EPS was [approved by the District Board of Trustees \(DBOT\)](#) on June 8, 2018 and expires on June 30, 2023. Development of the EPS includes collecting data regarding the current status of existing College facilities, current and planned College programs, existing room usage, square footage, and the current number of student stations. The EPS then determines the College's space needs based on the Florida Department of Education's five-year Capital Outlay Full-time Equivalents (COFTE) enrollment projections for the College. On an annual basis, the College adopts a three-year Capital Improvement Program (CIP) which identifies facility needs by specific project in priority order, including projected cost, based on the EPS data. The updated CIP is submitted to the [DBOT for approval](#) each year prior to [submission to the Division of Florida Colleges](#) for consideration in Florida College System Facilities Legislative Budget Request.

Capital outlay appropriations are allocated annually by the Florida Legislature for construction, remodeling, or renovation projects by colleges in accordance with CIP requests and funding availability. The primary source of funds is from a tax on utility billings known as Public Education Capital Outlay (PECO). Reductions in state support for capital projects in 2018, 2019 and 2020 have resulted in statewide cuts to PECO appropriations available for construction, renovation, and repairs to FCS institution facilities. As a result, the College has allocated some excess reserves and other resources to support the repair and maintenance of College facilities until such time as additional state support is made available. The College also receives an appropriation annually from the State's Capital Outlay and Debt Service (CO&DS) fund. These funds are available to supplement project funding needs but also can be bonded should a specific unfunded need develop.

In addition to state funding, the locally generated student capital improvement fee (CIF) revenues can be used for facility improvements, including bonding for renovation or construction. The College has traditionally used these CIF revenues along with other allocated resources to furnish all facilities with current technology resources and furniture/equipment (approved furniture, equipment, and technology budget).

In April 2020, the Office of Program and Policy Analysis and Government Accountability (OPPAGA) published a study to determine capital outlay facilities space needs of state universities and Florida colleges pursuant to [FS Section 1013.31, Florida Statutes "Educational plant survey; localized need assessment; PECO project funding."](#) Through this study, OPPAGA evaluated the College's space compared to the standards established in the SREF and to the average across the Florida College System. As part of its evaluation, it noted that the [average age of the buildings](#) on the DeSoto, Hardee, and Highlands campuses ranged from 16 to 37 years with approximately [67% of the College's gross square footage being over 24 years of age](#). The report further noted that for the space categories of [classroom](#), [vocational laboratories](#), and [non-vocational laboratories](#) the College was above the system average of net square feet per student FTE while at or below the system average of classroom seat hour utilization. In the case of [classroom](#) and [non-vocational laboratories](#), the College had the lowest classroom weekly seat hour utilization in the FCS. Clearly, SFSC has sufficient facilities to meet current and projected enrollment growth and to support its mission and the scope of its programs and services.

## Facilities Management

The College's plant operations are centralized under the direction of the [Director of Physical Plant Operations, Remodeling, Renovation, and Maintenance](#). Lead maintenance employees are located at each of the three special-purpose centers (DeSoto campus, Hardee campus, and Lake Placid center) and at the Hotel Jacaranda site. The Physical Plant Operations and Maintenance Department (Maintenance) office is located on the Highlands campus and houses maintenance employees who work primarily at the Highlands campus but rotate to other sites as needed. [Staffing](#) for the Maintenance Department includes 13 building maintenance, nine grounds maintenance, 16 custodial services, and five office/managerial employees. Service contracts for HVAC systems, elevators, fire alarms, fire suppression, lawn pesticide and fertilization, and other services are an essential part of the maintenance program. Emergency plumbing and electrical repairs are performed by local contractors on call as needed. While, as noted in the OPPAGA report, many of the College's facilities are beginning to age (67% over 24 years of age), currently, no critical deferred maintenance projects are awaiting funding.

The Maintenance Department is responsible for the maintenance, repair, renovation, and remodeling of College facilities. Maintenance staff handle ongoing and routine maintenance activities and those submitted by faculty and staff via an electronic work order system. Preventative maintenance is an essential component of physical plant maintenance. A targeted [preventative maintenance program](#) is in place via the electronic work order system for HVAC and other equipment to ensure that components such as belts and filters are systematically and routinely replaced and that other features are examined regularly to minimize the risk of sudden failure to equipment or systems. The preventative maintenance program ensures that major equipment is routinely inspected and maintained to improve equipment life, use, and efficiency.

Minor renovation and repair projects (\$300,000 or less) are managed and staffed by the Maintenance Department. [Unit Action Plans \(UAPs\)](#) are used to help develop a list of projects for the upcoming year based on resources and needs to ensure the equitable allocation of resources. Any capital improvement requests are made part of the [capital outlay budget](#) approved by the SFSC District Board of Trustees (DBOT) following review and approval of the president (see Section 13.1).

The Maintenance Department responds to requests for maintenance services timely and effectively. The preferred method is for employees to notify maintenance with an electronic work request using the College's computer maintenance management system "SchoolDude." The department may also receive work requests by phone calls to the department who dispatches workers by radio in the case of emergencies and enters the order into the computer work order system for tracking and supervisory oversight. Maintenance employees are trained to monitor conditions as they work throughout facilities and to report deficiencies or concerns for internal resolution.

SFSC facilities are [inspected annually](#) for fire safety, sanitation, and potential casualty losses by the Florida College System Risk Management Consortium (FCSRMC) and by the local fire departments. The county health departments also inspect [swimming pool](#) and [food service operations](#) routinely to confirm compliance with health and sanitation requirements. The College, as a political subdivision of the State of Florida, benefits from the provisions of Section 768.28, Florida Statutes which provides sovereign immunity protection.

### Student Input Regarding College Facilities and Resources

The [May 2020 Graduate Satisfaction Survey](#) revealed an extremely high satisfaction level with the operation and maintenance of physical facilities at SFSC. 97.1% of respondents stated that they were satisfied or very satisfied with the College building and grounds and 94.2% stated that they were satisfied or very satisfied with classroom facilities. The survey responses also indicated a highly favorable view of the College's technology infrastructure with 75.8% expressing satisfaction with the College's educational technology, 91.5% expressing satisfaction with the College's student web portal "Panther Net," 83.2% expressing satisfaction with the College's online class schedule, and 89.2% expressing satisfaction with the College's learning management system, Brightspace.

### Risk Management

The [Director, Safety and Risk Management](#) is responsible for ensuring that property is protected from theft and abuse to the extent practical. The Highlands campus provides 24 hours a day, 7 days a week physical monitoring by staff licensed security officers and other campuses and sites employ licensed security officers during peak periods and electronic security system monitoring when the locations are closed to minimize risk of loss. The College also has contracted with the Highlands County Sheriff to provide a full-time deputy on the Highlands Campus during the day and during special events. A key control system is in place for all College facilities at all sites, limiting entry access to appropriate personnel with keys that cannot easily be replicated (Marshall Best Security system).












The College is a member of the [Florida College System Risk Management Consortium \(FCSRMC\)](#), a risk-sharing pool that was created under the authority of [Section 1001.64\(27\), Florida Statutes](#), "Florida College System institution boards of trustees; powers and duties," for the purpose of developing, implementing, and participating in a coordinated Statewide college risk management program. Under the Consortium, the College is protected against property and casualty financial losses through policies ([FCSRMC Property and Casualty Summary](#)) including, but not limited to, crime, educators' legal liability, fiduciary liability, network security, property, and workers' compensation. Additional policies ([FCSRMC Optional Policies](#)) administered through the Consortium are applicable to intercollegiate athletics, facilities use, and other areas of risk. There are proper levels of property insurance and coverage for loss of use as evidenced by the fact that settlement claims have not exceeded this coverage in any of the past three years as evidenced in the audited financial statements ([FY 2020](#), [FY 2019](#), [FY 2018](#), [FY 2017](#)).














































To ensure that the College is able to minimize the impact of any natural or man-made disaster or threat, the Facilities and Information Technology departments have developed response and recovery plans as part of the SFSC Continuity of Operations Plan (COOP). The COOP includes, but is not limited to, identification of key personnel, suppliers, utility providers, contractors, and other resources that will enable the College to respond effectively in the event of a disaster. The COOP contains material that documents the College's emergency response plans and is sensitive in nature and considered exempt from disclosure under Florida's public records laws. Accordingly, a copy of the COOP is not included in this document but may be viewed by the SACSCOC on-site team.

### Summary

SFSC is dedicated to maintaining adequate control over physical resources through sound policies and procedures and adhering to best practices in resource management. As evidenced by its policies, procedures and practices, physical security measures, IT security measures, preventive and routine maintenance, risk management practices, and results from prior independent audit reports, the institution exercises control over its physical resources.

## Sources

-  [2019 Operational Audit](#)
-  [2020-2021 Committee Handbook \(Page 21\)](#)
-  [2074 Responsibility for College Property and Property Records](#)
-  [2155 Information Systems Security](#)
-  [2156 Information Security](#)
-  [2157 Identity Theft Prevention Program](#)
-  [2200 Role of Faculty in Governance of the College](#)
-  [AJW Theatre](#)
-  [Annual Awareness Prompt](#)
-  [Annual Financial Report 2020 FYE \(Page 47 \) \(Page 51\)](#)
-  [Banner Security Review](#)

-  Banner Training for Designated Staff
-  CIP Final
-  CIP to FCS
-  Cafeteria Inspection Report
-  Controller
-  Crews Center
-  DBOT Packet December 2020 (Page 28)
-  DBOT Packet March 2020 (Page 33)
-  Daily Connection Security Awareness
-  Daily Connection Security Awareness 2
-  Destination 2024 Strategic Plan (Page 14)
-  Director, Remodeling, Renovation, Maintenance
-  Director, Safety and Risk Management
-  Educational Plant Survey
-  Educational Plant Survey (Page 19)
-  Educational Plant Survey (Page 24)
-  Educational Plant Survey (Page 25)
-  Educational Plant Survey (Page 26)
-  Educational Plant Survey (Page 27)
-  Electrical Lineman Program
-  Executive Director, IE and P, Technology
-  FCSRMC Agreement
-  FCSRMC Optional-Programs-Brochure
-  FCSRMC Property-Casualty-Brochure
-  FS 1000.21 (Page 2)
-  FS 1001.64 (27)
-  FS1013.31 (Page 2)
-  FY Ended June 30, 2017
-  FY Ended June 30, 2018
-  FY Ended June 30, 2019
-  FY Ended June 30, 2020
-  FY20 Capital outlay Budget
-  Graduate Satisfaction Survey 2020 (Page 3)
-  Information Technology APA
-  Inventory Tag
-  Jacaranda Hotel
-  Map- DeSoto
-  Map- Hardee
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-  Map- Lake Placid Center
-  Master Property Inventory
-  Minutes of CIP DBOT Approval (Page 13)
-  Minutes of EPS DBOT Approval (Page 6)
-  New Hire Orientation
-  Parking Lot Space Summary
-  Pictures, DeSoto Campus

-  Pictures, Hardee Campus
-  Pictures, Highlands Campus
-  Pictures, Lake Placid Center
-  Police Report on Stolen Property (Page 5)
-  Pool Inspection
-  Presidents\_Council\_Notes\_012120 (Page 3)
-  Presidents\_Council\_Notes\_080719 (Page 2)
-  Preventative Maintenance Schedule
-  SBE Rule 6A-2.0010
-  SFSC Administrative Procedure 2074 Responsibility for College Property and Property Records\_Disposal Highlight
-  SFSC OPPAGA Summary
-  SFSC OPPAGA Summary (Page 11)
-  SFSC OPPAGA Summary (Page 13)
-  SFSC OPPAGA Summary (Page 4)
-  SFSC OPPAGA Summary (Page 6)
-  SFSC OPPAGA Summary (Page 9)
-  SREF Report
-  SchoolDude Workorder
-  Service District
-  Staffing
-  Technology Usage Agreement
-  Technology Usage Guidelines
-  Transfer Form
-  UAP examples
-  VP for Administrative Services
-  Welding in DeSoto

13.8

**Institutional Environment**

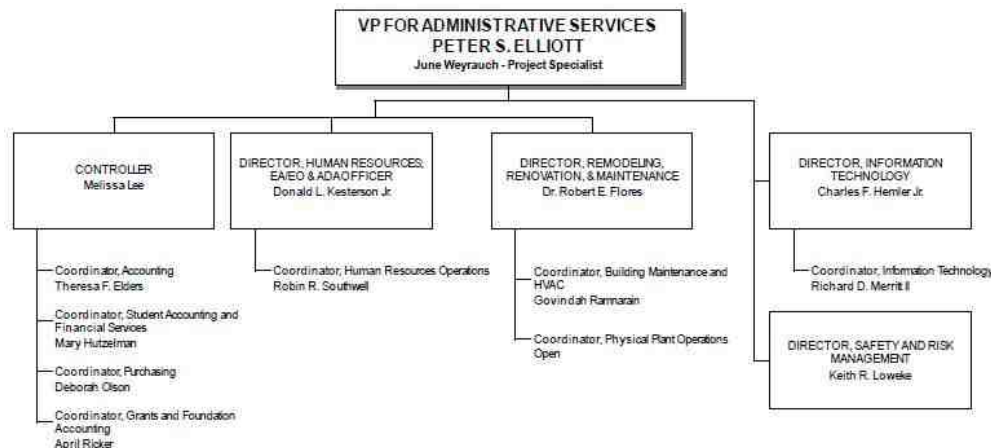
The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. Administrative oversight of the health, safety, security, and risk management functions of the College is assigned to several positions under the direction of the vice president for administrative services (VPAS) who reports directly to the president. The Controller's Office is the liaison for fiscal matters related to insurance claims and coverage. The Physical Plant Operations and Maintenance Department (Maintenance) is responsible for ensuring that buildings and grounds are clean and in good repair. The Human Resources Department oversees the workers' compensation program. The director, human resources serves as the College's Equity Officer for personnel matters, the dean, student services serves as the Equity Officer for student matters, and the Title IX Coordinator oversees Title IX compliance matters. The lead for safety, security, insurance claims, and health matters collegewide is assigned to the Risk Management Department. The director, safety and risk management (director) oversees the Security Department (Security) staff, training of faculty and staff on health and safety matters, chairs the Safety and Security Committee, manages the emergency notification program, and ensures that incident reports are reviewed and causal issues addressed. Figure 13.8-1 "Organizational Structure" shows which health, safety, security, and risk management functions report to the VPAS.



**Figure 13.8-1**  
**Organizational Structure**

The College strives to maintain an in-house, highly qualified, licensed, and trained safety and security team. The director has a bachelor's degree in business administration and maintains several certifications and licenses. He has held this position with the College for the past fourteen years. Prior to his arrival at the College, he worked extensively in disaster recovery. Each security employee maintains a valid Florida Class D security license. To ensure that staff can integrate smoothly with emergency responders in the time of crisis, training has been provided in the National Incident Command System. Training programs are required of staff to increase their job safety and proficiency and to minimize safety risks within the campus communities. Examples include: harassment, cardiopulmonary resuscitation (CPR), first aid, fire extinguisher, bio-medical waste handling, electrical safety, and hazardous material awareness training. In addition, staff are encouraged to stay vigilant for safety hazards. Once a hazard is identified, staff will isolate the hazard/area and ensure that a corrective action has been initiated to effectively and efficiently resolve the concern. The incident is then documented and shared with others to minimize future risk.

The SFSC Employee Safety Manual serves as the comprehensive safety plan for the College. This manual provides current safety, emergency, disaster, and evacuation plans for all campus sites. It is important to note that each emergency situation or criminal activity has unique circumstances requiring different actions. Emergency response guidelines are published in the Student Handbook, Faculty Handbook, Employee Handbook, and are posted throughout College classrooms and offices (DeSoto, Hardee, Highlands, Lake Placid Center). This manual guides the emergency response of the institution as evidenced by the following examples:

- A potential active shooter on campus
- Flammable liquid storage
- Impending hurricane

SFSC Administrative Procedure 7060 "Emergency Response Plan" establishes a committee, the Crisis Intervention Team (Team), to respond to any crisis and make recommendations to the president on the appropriate course(s) of action. The team can assemble quickly and assist in the management of a wide diversity of emergencies. The team is composed of trained key leaders and back-up leaders who oversee all areas of the College. To aid in emergencies, the College has developed an emergency response plan. To communicate SFSC's emergency information to the campus community, each campus and center location is equipped with Internet Protocol (IP) phones and software which allows for the broadcast of targeted text and voice announcements, referred to as an SFSC Alert, at the facility, campus, or collegewide level. The College tests this capability annually to ensure its functionality and to familiarize staff with the communications methods. This function was last tested on September 24, 2020 at all campus and center locations. In addition, the College has implemented remote locking software that allows the College to lock down campus facilities remotely in the event of an event and announce via IP phones and installed loud speakers information and updates to the campus community.

Maintenance staff are trained on the locations of critical utility switches, cutoffs, and shut-down valves enabling them to quickly isolate a problem. Each employee carries a UHF radio; key personnel, including all Security staff, have radios equipped with telephone key pads for 911 access.

South Florida State College Administrative Procedures 7060 "Emergency Response Plan" and 7061 Emergency and Timely Warning Notifications" describe the College crisis communication plan. The emergency response system was last tested in October 2020. The most recent example of a situation for which crisis communications were necessary during September 2017, when all three counties of the SFSC service area were directly impacted by Hurricane Irma. In preparation for the arrival of this powerful storm, the president activated the [College's Emergency Response Team \(ERT\)](#), as described in the [SFSC Employee Safety Manual](#). The ERT effectively communicated using a variety of means including the College's ERT, Panther Central, the College website (Hurricane Irma), social media, and the SFSC Daily Connection in an effort to ensure that the entire campus community was informed regarding storm preparation and recovery.

South Florida State College participates in [vulnerability assessments and planning exercises](#) with local law enforcement agencies. The planning exercises vary from active shooter scenarios to hazardous chemical spills. Emergency contact information, physical descriptions of campus facilities, safety and security infrastructure enhancements, building floor plans, pictures of main entrances, and other data are updated annually and submitted to local sheriff's offices and fire departments to assist with an emergency response.

Various health and safety inspections are conducted on campus by outside agencies. These inspections include [biannual bleacher inspections](#), [annual fire escape inspections](#), annual inspection and testing of [fume and kitchen hood systems](#), monthly inspection of fire extinguishers (Examples: [Feb 2020](#), [Aug 2020](#)), monthly inspection of evacuation chairs, annual inspection of the Automated External Defibrillator (AED) machines (Examples: [May 2020](#), [July 2020](#)), monthly inspection of eye wash, biannual inspection of all shower stations (Examples: [Mar 2020](#), [Nov 2020](#)), annual inspections of [sprinkler systems and fire alarms](#), annual [backflow preventer inspections](#), annual water quality testing (responsibility of local municipalities), and monthly [food service program inspections](#). Additionally, comprehensive annual fire safety inspections are performed by each local jurisdiction in conjunction with the [Annual Comprehensive Safety Inspection Report](#). Results of these inspections are carefully reviewed by the VPAS, maintenance, security, and the director, and [work orders](#) are developed and submitted to the appropriate departments to address and correct any discovered deficiencies. The report of deficiencies and corrections is annually [presented](#) to the SFSC District Board of Trustees (DBOT) and submitted to the Florida State Fire Marshall's Office for review.

The SFSC Security Department is charged with implementing safety standards and providing safety guidance to the College. The staff consists of the director, safety and risk management, the [security supervisor](#), and thirteen part-time security guards who rotate shifts. The staff enforces parking rules, security, and safety at all campus locations. The Highlands campus provides 24 hours a day, 7 days a week physical monitoring by staff [licensed Security Officers](#) as well as a contracted full-time [Highland County Sheriff's Office assigned deputy](#). Other campuses and sites employ peak-time licensed security officers and/or maintain electronic security system monitoring to minimize risk of loss. In addition, if special events or activities heighten the security need at any campus or site, the College contracts or requests local law enforcement agencies to employ off-duty officers to provide additional security and/or to add patrols as needed.

The College has installed video cameras throughout College facilities on all campuses and sites, including many parking areas and building entrances. Remote video monitoring of campuses and centers is accessible to the director, and on-site monitoring is readily visible to staff at these remote campus locations. Additionally, the cameras record activity for later review by the director or law enforcement officers.

Access/key control to campus facilities is carefully monitored using interchangeable cores and a master-key system at each campus/center. Keys are made and issued by designated maintenance personnel only after the [proper authorization](#) is obtained from an employee's supervisor. Individuals without key privileges must notify security to gain access to or within a facility. Exterior key access requires approval of the VPAS. An electronic access system was recently installed which provides for automatic locking of exterior doors after scheduled hours of operation.

The College has a memorandum of understanding with local law enforcement agencies serving the [Highlands](#) (main) campus and off-campus instructional sites ([Hardee](#), [DeSoto](#)) to provide increased patrols and law enforcement presence at each location. Additionally, at the Highlands Campus, there is a [campus resource officer](#) (deputy sheriff) assigned on-site during normal working hours. The College maintains a close working relationship with each of these agencies, as evidenced by their participation in various [College activities](#), on [search committees](#) for applicable programs, and on the [criminal justice program advisory committee](#).

The director prepares the [Annual Safety and Security Report](#) to comply with the federal Clery Act and is published on the [SFSC website](#). The Clery Act is a consumer protection law that seeks to provide the College community with information regarding crime on campus and applicable College policies. The statistics are used by security and local law enforcement to implement crime prevention strategies and training throughout the year. To ensure compliance with the Clery Act's requirements, a [crime log](#) is maintained in the VPAS' office for public access and full disclosure.

There have been no investigations by the U.S. Department of Education (USDOE) Office of Civil Rights for possible violations alleging sexual violence were active at the time of the last SACSCOC comprehensive review or during the current reaffirmation period, further validating the College's effectiveness in establishing and maintaining a healthy, safe, and secure campus environment.

Title IX protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Title IX applies to College programs and activities that are related to education and employment. SFSC is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence. To ensure that such an environment exists, the College has adopted DBOT Policy 5.23 "Prohibited Discrimination," SFSC Administrative Procedures 5230 "Discrimination, Harassment, and/or Sexual Harassment Complaint Procedure," 5231 "Preventing and Managing Sexual Misconduct," and 5232 "Mandatory Reporting for Child/Vulnerable Adult Abuse" to provide guidance to students, staff, and the community on their responsibilities.

[SFSC Administrative Procedure 7032 "Emergency Evacuation"](#) provides a plan for the safe evacuation of students, personnel, and visitors in case of an emergency. Egress maps are posted in all classrooms to aid in emergency evacuations. If the campus is evacuated, security and maintenance staff are responsible for maintaining the safety and physical integrity of the campus. Communication among support staff is typically performed by using UHF radios. In the event of a disruption in power service, critical areas have been equipped with generator back up. Included in these critical areas are our Information Technology (IT) Department servers, the phone distribution panel, and radio repeaters. The previously noted Emergency Response Plan establishes the guidelines for disaster mitigation and recovery.

The safety of students, staff, and faculty is the core of emergency and disaster planning. Preservation of property is secondary. Students and nonessential personnel will be directed to leave the campus in the event of a large-scale emergency. The president, or his designee, will make the final decision regarding emergency procedures to be followed.

South Florida State College complies with all environmental and occupational laws. The director ensures the proper handling, use, and disposal of hazardous material. SFSC uses only Florida Department of Environment Protection registered waste transports for removing hazardous waste. Waste manifests are used to track all shipments and are kept in the various departments which generate the waste. The director's office maintains a copy of all regulated waste [disposal manifests](#) and monitors these documents to ensure the College remains in its regulatory compliance class. To ensure chemical safety and employee awareness, SFSC has developed a [Hazard Communication Plan](#) and a Chemical Hygiene Plan. These plans are reviewed and updated annually by the College's Safety and Security Committee. The [Florida Right to Know law](#) requires hazardous materials information to be posted, and the College is in compliance. The Material Safety Data Sheets (MSDS) for products used within each program are readily available.

Biohazardous/medical waste generated in our allied health programs is collected and disposed of by a Florida Department of Health registered biomedical waste transporter. All biomedical waste manifests are maintained in the office of the director of security. To ensure safety, the College has developed a [Biomedical Waste Operating Plan](#) for each of its specific campus sites that generate infectious waste. Students and staff receive annual site-specific training on each operating plan. All facilities are permitted by the Florida Department of Health and regularly inspected to ensure operational compliance.

The Risk Management Coordinator and area faculty, program managers, and directors share the responsibility for occupational safety. The Florida College System Risk Management Consortium (FCSRMC) provides workers' compensation and other insurance needs and mandates appropriate training and procedures. Part of the annual risk management inspection is to document that appropriate OSHA requirements are in place and to ensure that staff are following guidelines. [Staff training](#) includes basic electrical safety, golf cart/utility vehicle safety, lockout/tagout, and blood borne pathogens safety. The Florida College System Risk Management Consortium provides an annual review of workers' compensation claims and provides training in areas of frequent incidents.



South Florida State College values the input of faculty, staff, students, and visitors in matters related to campus health, safety, and security. To ensure SFSC continues to provide a high quality, safe, secure and healthy campus, the College has a standing [Safety and Security Committee](#). This committee meets monthly and consists of individuals with diverse interests across our various campuses, centers, and sites. During the meetings, members discuss safety topics of current interest, review incident and accident reports, update safety plans, and make recommendations on enhancing the overall safety of the College. The Safety and Security Committee also reviews campus surveys to ensure that we continue to provide the high-quality service expected by our students, faculty, and staff. The 2020 SFSC Graduate Survey found that 89% of respondents were [satisfied or very satisfied](#) with Campus Security.

The College has a variety of emergency and other health/safety procedures as shown in Table 13.8-1. To ensure the essence of these policies and procedures are disseminated to the campus community they are posted in the [Employee Safety Manual](#), [Student Handbook](#), [Employee Handbook](#), [Faculty/Adjunct Faculty Handbook](#), and on the College [website](#). "Panther Assistance Telephones" have been installed in highly populated building areas. These phones are easy to access, free, and allow anyone to place a local call, 911 call, or a direct call to SFSC security. Additionally, [call boxes](#) are strategically [positioned in the parking lots](#) for individuals who need emergency assistance or access to locked facilities.

**Table 13.8-1  
Dissemination of Emergency/Health/Safety Procedures**

SFSC DBOT Policy	SFSC Administrative Procedure
5.23 Prohibited Discrimination	5230 Discrimination, Harassment, and/or Sexual Harassment Complaint Procedure
	5231 Preventing and Managing Sexual Misconduct
	5232 Mandatory Reporting for Child/Vulnerable Adult Abuse
7.03 Safety and Traffic Control	7032 Emergency Evacuation
	7033 Fire Exit Regulations
	7034 Parking and Traffic Regulations
	7035 Illness or Accidental Injury
	7036 Security
	7036.1 Security Video Surveillance















































	7037 Safety Precautions
	7038 Key Control
	7039 Accident Information
	7039.1 Contacting Students
7.06 Natural Disasters and Civil Disorders	7060 Emergency Response Plan
	7061 Emergency and Timely Warning Notifications
7.07 Standards of Sanitation, Housekeeping, and Maintenance	7070 Standards of Sanitation, Housekeeping, and Maintenance

The College ensures that it takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

**Sources**

-  [2020 Annual Security Report](#)
-  [2020 Crime Log](#)
-  [2020-2021 Committee Handbook \(Page 24\)](#)
-  [2020-2021-Student-Handbook \(Page 23\)](#)
-  [2020-2021-Student-Handbook \(Page 26\)](#)
-  [5.23 Prohibited Discrimination](#)
-  [5230 Discrimination Harassment and or Sexual Harassment Complaint Procedure](#)
-  [5231 Preventing and Managing Sexual Misconduct](#)
-  [5232 Mandatory Reporting for Child Vulnerable Adult Abuse](#)
-  [7.03 Safety and Traffic Control](#)
-  [7.06 National Disasters and Civil Disorders](#)
-  [7.07 Standards of Sanitation, Housekeeping, and Maintenance](#)
-  [7032 Emergency Evacuation](#)
-  [7033 Fire Exit Regulations](#)
-  [7034 Parking and Traffic Regulations](#)
-  [7035 Illness or Accidental Injury](#)
-  [7036 Security](#)

-  7036.1 Security Video Surveillance
-  7037 Safety Precautions
-  7038 Key Control
-  7039 Accident Information
-  7039.1 Contacting Students
-  7060 Emergency Response Plan
-  7060 Emergency Response Plan (Page 2)
-  7060 Emergency Response Plan (Page 4)
-  7061 Emergency and Timely Warning Notifications
-  7061 Emergency and Timely Warning Notifications (Page 2)
-  7070 Standards of Sanitation, Housekeeping, and Maintenance
-  ADT Testing- Phones
-  AED and Folding Evac Chairs 5-2020
-  AED and Folding Evac Chairs 7-2020
-  Annual Fire Alarm Inspection
-  Annual S&S Report on Website
-  Backflow Inspection
-  BioMedical Waste Training
-  Bleacher Inspections
-  CPR Training
-  Cafeteria Inspection Report
-  Call Boxes
-  College Resource Deputy
-  Controller
-  Criminal Justice Advisory
-  DBOT Board Approval- SREF (Page 43)
-  DeSoto MOU
-  Director Degree and Cert
-  Director, Remodeling, Renovation, Maintenance
-  Director, Safety and Risk Management
-  ERT meeting for Hurricane Irma
-  Electrical Safety Training
-  Emergency Response Guidelines DeSoto
-  Emergency Response Guidelines Hardee
-  Emergency Response Guidelines Highlands
-  Emergency Response Guidelines LPC
-  Employee Benefits Specialist
-  Employee Safety Manual
-  Employee Safety Manual (Page 23)
-  Employee Safety Manual (Page 33)
-  Employee Safety Manual (Page 35)
-  Employee Safety Manual (Page 42)
-  Employee Safety Manual (Page 55)
-  Employee Safety Manual (Page 8)
-  Employee Safety Manual\_Flammable Liquids (Page 63)
-  Employee-Handbook (Page 28)

-  Equity Officers
-  Exercises with HCSO
-  FCSRMC Optional-Programs-Brochure
-  Faculty\_Handbook\_2020 (Page 28)
-  Fire Escape Inspection
-  Fire Extinguisher 8-2020
-  Fire Extinguishers 2-2020
-  Fire Sprinkler Inspection Report
-  First Aid Stop the Bleed
-  Fume Hood Inspections
-  Graduate Satisfaction Survey 2020 (Page 3)
-  HCSO College Resource Deputy
-  Hardee MOU
-  Hazardous Materials Training
-  Hazardous Waste Manifest
-  Highlands MOU
-  Hurricane Irma Communications
-  Hurricane Irma Daily Connection
-  Hurricane Irma Panther Central
-  Hurricane Irma- Social Media
-  Hurricane- Website
-  Involvement
-  Irma Posts
-  Key Request
-  Kitchen Hood Inspection
-  Map of Security Call Stations
-  Panther Telephone Assistance
-  SFSC Hygiene Plan 2020
-  SFSC's Bio Medical Operating Plan Highlands Campus 2020-21
-  SFSC\_Hazardous\_Communication\_Plan\_2020
-  SREF Report
-  SafeColleges
-  Safety Committee Agenda
-  Search Committee
-  Security Officer Licenses
-  Security Supervisor
-  Security Training Records
-  Showers and Eyewash 11-2020
-  Showers and Eyewash 3-2020
-  Sidewalk Repair
-  Title IX - Student Services (Page 3)
-  Title IX Coordinator (Page 2)
-  Title IX- HR (Page 2)
-  VP for Administrative Services
-  Website Reporting Emergency
-  Work orders for SREF

**14.1**

**Publication of Accreditation Status**

The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC’s requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC’s requirements and federal policy in the [College Catalog](#), in the [Student Handbook](#), on the SFSC [webpage](#), and in [various publications](#) that the College distributes throughout the service district. Across all print and digital platforms, the following statement of accreditation is consistent with the [SACSCOC Institutional Obligations for Public Disclosure](#).

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

**Accurate Representation**

The [SACSCOC Institutional Obligations for Public Disclosure](#) policy statement mandates that SFSC is “expected to be accurate in reporting to the public its status with SACSCOC and publish the name of its primary accreditor and its address and phone number in accordance with federal requirements.” Each time that the SACSCOC statement of accreditation appears in any SFSC publication, it is consistent with this SACSCOC policy. The name, address, and phone number of the primary accreditor (SACSCOC) are published verbatim along with SFSC’s specific degree levels awarded and consistently shown in the [College Catalog](#), [the website](#), and the [Student Handbook](#).

Throughout SFSC-published digital and print materials, the SACSCOC statement is identically displayed. There are no materials where the statement is incorrect or inconsistent. Should the statement ever be posted in error, it would be immediately redacted by the Director, Institutional Communications and corrected. The Director, Institutional Communications oversees the Office of Community Relations and Marketing which generates the College’s advertising, marketing, and written and digital communication. This ensures that published information appropriately represents SACSCOC accreditation as institutional in nature, and not degree or program specific. Table 14.1-1 "Published SACSCOC Accreditation Status" lists the location of SACSCOC-related information and a brief description of the information presented.

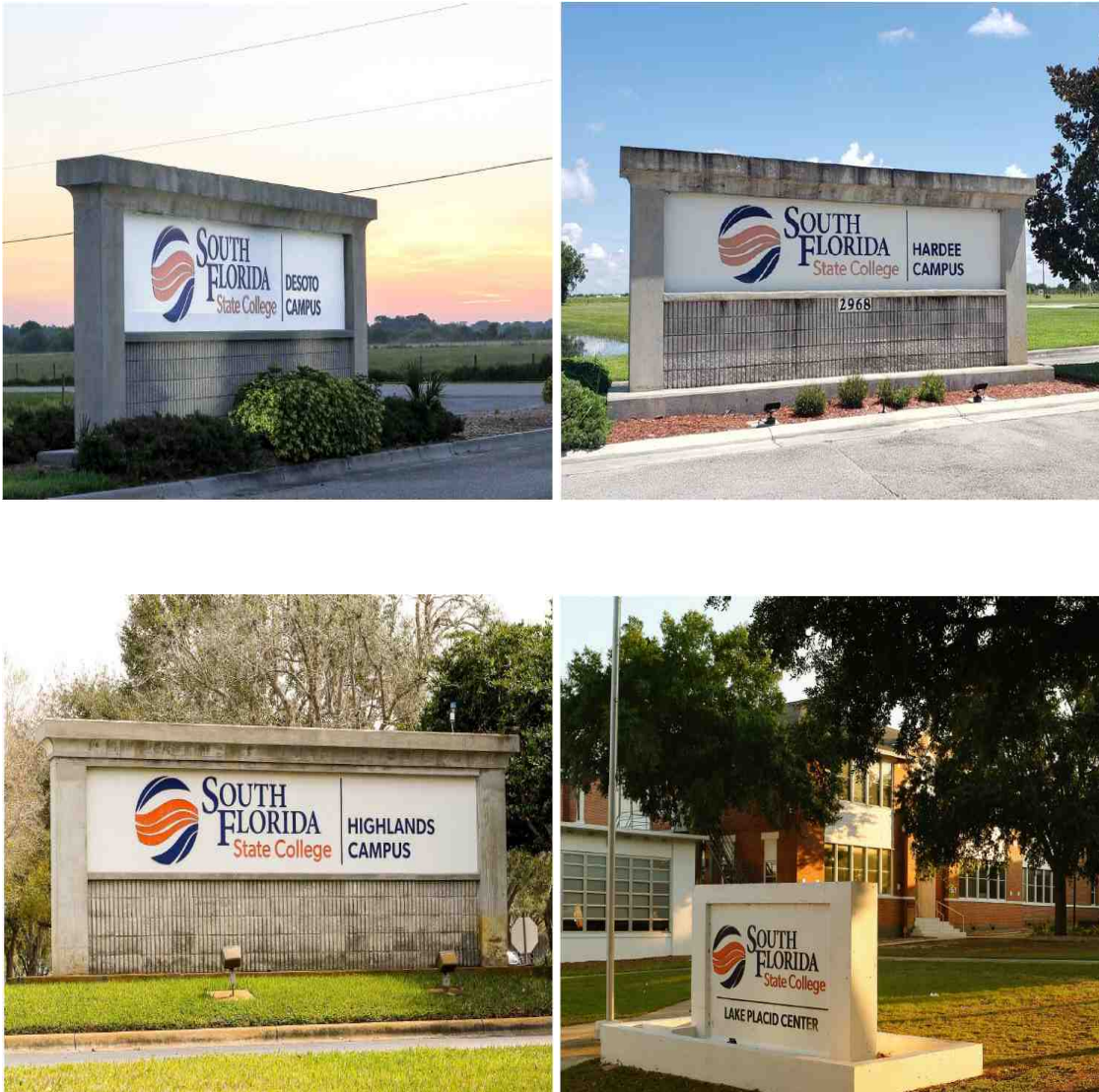
**Table 14.1-1  
Published SACSCOC Accreditation Status**

Location	Description
College Website	<p>South Florida State College publishes required accreditation status information in the accreditation section under "The College" tab of the <a href="#">website</a>. On this page, the College includes the full SACSCOC statement with contact information under the heading: Institutional Accreditation. This page separates the information concerning SFSC’s institutional accreditation from the list of program accreditations to clearly delineate the two levels of accreditation that exist. The institutional accreditation includes the statement for SACSCOC.</p> <p>Since SFSC is one college with four campus locations (off-campus instructional sites) and the added option of distance learning, the institutional accreditation is all-encompassing to SFSC, regardless of location or modality, as stated on the Accreditation page.</p>
College Catalog	The entire SACSCOC statement appears on the first page of the <a href="#">College Catalog</a> .
Student Handbook	The <a href="#">SFSC Student Handbook</a> displays the accreditation statement in its entirety.
Print Materials	Throughout the academic year, there are a variety of marketing and advertising materials created to promote SFSC programs and services. These print materials feature the accurate SACSCOC statement as it is shown on all SFSC print and digital outlets (e.g., <a href="#">newspapers</a> , <a href="#">magazines</a> , <a href="#">brochures</a> , and <a href="#">rack cards</a> ).

South Florida State College does not have branch campuses, as defined in the SACSCOC Institutional Summary Form for Compliance Certification which states that:
















An instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority.

On the Accreditation page of the College's website, it states that "The accreditation for South Florida State College includes all of its four campus (site) locations (DeSoto, Hardee, Highlands, and Lake Placid) and the distance learning option that several programs utilize for instruction." Each campus title includes the College's full and formal name and the location of the campus, as in: South Florida State College – DeSoto Campus, South Florida State College's DeSoto Campus, or the DeSoto Campus of South Florida State College. On all campuses, the College logo is included on all signage as is the name of that particular location as shown in Figure 14.1-1 "Campus Signage." There are no unique logos or exclusive campus branding for each individual campus location; all campuses share the same universal branding.



**Figure 14.1-1**  
**Campus Signage**

## Sources

-  2020-2021 SFSC College Catalog\_Accreditation Statement
-  2020-2021 Student Handbook\_Accreditation Statement (Page 4)
-  BAS-SM Degree Rack Card
-  BSEE Brochure
-  Caladium Festival Ad
-  Campus Signage
-  Farmworker Rack Card
-  Graduation\_Ad
-  Hardee Chamber Directory Ad
-  Hardee High School Yearbook Ad
-  Health Sciences Brochure
-  Health Services Rack Card
-  SACSCOC Institutional Obligations for Public Disclosure
-  SACSCOC Institutional Obligations for Public Disclosure\_Expected
-  SFSC Webpage\_Accreditation Statement

**14.2**

**Substantive Change**

The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College (SFSC) has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy. [South Florida State College District Board of Trustees \(DBOT\) Policy 1.03 "Accreditation"](#) authorizes and directs the president to establish a procedure that will "maintain accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and will comply with all criteria and requirements therein stipulated." This policy states that "the College shall notify SACSCOC of substantive changes as defined under federal regulations and, when required, seek approval for the initiation of such changes." This policy has been operationalized through [SFSC Administrative Procedure 1030 "Substantive Change"](#) which provides guidance to ensure that the College complies "with the substantive change procedures of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and ensures that all substantive changes are documented and reported to the Commission in a timely fashion." This procedure covers all types of potential substantive changes as shown below.

- Any change in the mission of the College
- Change in the legal status, governance or ownership of the College
- Addition of courses or programs that represent a significant departure, either in content or method of delivery
- Initiation of courses or programs of study at a different degree or credential level
- Change from clock hours to credit hours
- Significant increase in the number of clock or credit hours awarded for successful completion of a program
- Establishment of a new location at which at least 50 percent of an educational program is offered
- Establishment of a branch campus
- Closure of a program, off-campus site, or branch campus
- Entering into a collaborative academic arrangement with another academic institution
- Acquiring another institution or program location of another institution
- Adding a permanent location at a site where the College is conducting a teach-out program for a closed institution
- Entering into a contract with entities not eligible for Title IV funding to provide greater than 25 percent of programs

Policies and procedures related to substantive change are approved and updated through a systematic process in accordance with [SFSC Administrative Procedures 2040 "Development and Adoption of Policies"](#) and [2041 "Development and Adoption of an Administrative Procedure."](#) South Florida State College DBOT Policy 1.03 was initially adopted (approved) on 11/28/01 by the SFSC DBOT. The most recent review and approval of this policy occurred on 10/01/18 by the SFSC Leader Team (President's Council). Subsequently, SFSC Administrative Procedure 1030 was initially adopted (approved) on 3/05/13 by the SFSC Leader Team (President's Council). The most recent review and approval of this procedure occurred on 10/01/18.

All SFSC policies and procedures are published on both the college website ([policy page](#), [procedures page](#)) and on [SFSC Panther Central](#) where those impacted can view them. [South Florida State College Policy 1.01 "Introduction"](#) states that all SFSC policies and procedures are reviewed and, if required, revised at least every five years and the date(s) recorded on the actual policy or procedure. As listed on the footer of the current procedure related to substantive change, SFSC Administrative Procedure 1030, this procedure was initially adopted on 3/05/13, revised on 3/03/15, and reviewed on 10/01/18.

The College has a robust and systematic process for ensuring that the appropriate people are involved in substantive change awareness and reporting to ensure that relevant changes do not go unreported. In all cases, the final decision as to whether or not a change is "substantive" is handled by the SACSCOC Accreditation Liaison. In keeping with SFSC Administrative Procedure 1030, Table 14.2-1 "Notification and Action: Responsibilities" outlines the responsibilities regarding notification and action regarding substantive change identification and reporting. This table shows the steps in the process, appropriate personnel, and artifacts demonstrating that this procedure is in effect and has been implemented.

**Table 14.2-1  
Notification and Action: Responsibilities**

Process Steps	Appropriate Person(s) Involved	Artifact
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<p>College committees will remain aware of current SACSCOC substantive change policies and will notify the College's SACSCOC Accreditation Liaison of initiatives that may require notification or prospectus</p>	<p>Curriculum Committee</p> <ul style="list-style-type: none"> <li>• Vice President of Academic Affairs and Student Services (VPAA/SS) (ex-officio)</li> <li>• Dean, Arts and Sciences (ex-officio)</li> <li>• Dean, Health Sciences (ex-officio)</li> <li>• Dean, Applied Sciences and Technologies (ex-officio)</li> <li>• Faculty members</li> <li>• Program managers</li> <li>• Program Directors</li> <li>• Library Representative</li> <li>• Curriculum Support Representative</li> <li>• Registrar</li> <li>• Advising and Counseling Representative</li> <li>• Student Representative(s)</li> </ul>	<p>X</p>
	<p>Learning and Student Success Committee (LASS)</p> <ul style="list-style-type: none"> <li>• VPAA/SS (Chair)</li> <li>• Dean, Arts and Sciences</li> <li>• Dean, Health Sciences</li> <li>• Dean, Applied Sciences and Technologies</li> <li>• Dean, Student Services</li> <li>• Campus/Center Directors</li> <li>• Chair, Faculty Council</li> <li>• Academic Support Representative</li> <li>• Student Services Representative</li> <li>• Institutional Effectiveness Representative</li> <li>• Facilities Representative</li> <li>• Student Representative(s)</li> </ul>	<p>X</p>
<p>The College's SACSCOC Accreditation Liaison will be responsible for coordinating the substantive change notification</p>	<p>Accreditation Liaison</p>	<p>--</p>
<p>The College president will recommend substantive changes to the District Board of Trustees for approval</p>	<p>SFSC District Board of Trustees</p>	<p>X (DBOT Agenda)</p> <p>X (DBOT Minutes)</p>
<p>The College president will communicate with the SACSCOC president regarding substantive changes</p>	<p>President</p>	<p>X</p>
<p>Once the SACSCOC Board of Directors approves the program to be included in the scope of the College's current accreditation, the program is offered.</p>	<p>SACSCOC Board of Directors</p> <p>SFSC President</p>	<p>X</p> <p>X</p>

Substantive change initiatives, notifications and statuses are maintained by the accreditation liaison	Accreditation Liaison	See Table 14.2-2 below
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Since the last reaffirmation, 48 substantive changes have been reported to SACSCOC. Table 14.2-2 "Substantive Changes Approved Since Last Reaffirmation" shows the date of approval, type of substantive change, program(s) affected, and correspondence with SACSCOC.

**Table 14.2-2  
Substantive Changes Approved Since Last Reaffirmation**

Year	Sub-C Type	Program(s)	Correspondence
2020	Program Closure	Biomass Cultivation - AS	X
2020	Program Closure	Biomass Cultivation Specialist - CCC	X
2020	Program Closure	Emergency Medical Technician - ATD	X
2020	Program Closure	Computer Information Systems - AS	X
2020	Program Closure	Help Desk Support - CCC	X
2020	Program Closure	Biofuels Technology - AS	X
2020	Program Closure	Biofuels Technology Specialist - CCC	X
2020	Program Closure	Citrus Production - AS	X
2020	Program Closure	Commercial Vehicle Driving	X
2019	New Program	Health Services Management - AS	X
2019	New Program	Health Care Services - CCC	X
2018	New Program	Engineering Technology - AS	X
2018	New Program	CNC Machinist / Fabricator - CCC	X
2018	New Program	Engineering Technology Support Specialist - CCC	X
2018	New Program	Mechatronics - CCC	X
2018	New Program	Lean Manufacturing - CCC	X
2018	New Program	Automation - CCC	X
2018	New Program	Pneumatics, Hydraulics, and Motors for Manufacturing - CC	X
2014	Program Closure	Nail Care Specialist - OC	X
2014	Program Closure	Skin Care Specialist - OC	X
2014	New Program	Nursing - BSN	X
2014	New Program	Elementary Education - BS	X
2014	New Program	Network Systems Technology - AS	X
2014	New Program	Digital Forensics - CCC	X
2014	New Program	Network Security - CCC	X
2014	New Program	Supply Chain Management - AS	X
2014	New Program	Logistics and Supply Chain Specialist - CCC	X
2014	New Program	Graphic Design Support	X
2014	New Program	Biofuels Technology - AS	X
2014	New Program	Biofuels Technology Specialist - CCC	X
2014	New Program	Biomass Cultivation - AS	X
2014	New Program	Biomass Cultivation Specialist - CCC	X
2014	Program Closure	Industrial Management Technology - AAS	X
2013	Program Closure	Building Construction Trades - OC	X
2013	Program Closure	Building Maintenance Technology - OC	X
2013	Program Closure	Electrical Distribution - AAS	X
2013	Program Closure	Computer Electronics Technology - OC	X
2013	Program Closure	Nurse Assistant (Articulate) - OC	X
2012	Program Closure	Educator Preparation Institute - EPI	X
2012	Program Closure	Electronics Engineering - AS	X
2012	Program Closure	Hospitality and Tourism Management - AS	X
2012	Program Closure	Hospitality and Tourism Management - AAS	X
2012	Program Closure	Medical Office Administration - AAS	X
2012	Program Closure	Networking Services Technology - AAS	X
2012	Program Closure	Computer Engineering Technology - AAS	X
2012	Program Closure	Child Developmental Education - AAS	X
2012	Program Closure	Drafting and Design Technology - AAS	X
2012	Program Closure	Electronics Engineering - AAS	X

## Sources

-  All SFSC Policies and Procedures - Listed on Panther Central
-  Curriculum Committee Minutes 073018\_Health Services Management
-  Learning and Student Success Committee Minutes 080618\_Health Services Management
-  New Program - Automation - CCC
-  New Program - Biofuels Technology - AS
-  New Program - Biofuels Technology Specialist - CCC
-  New Program - Biomass Cultivation - AS
-  New Program - Biomass Cultivation Specialist - CCC
-  New Program - CNC Machinist\_Fabricator - CCC
-  New Program - Digital Forensics - CCC
-  New Program - Elementary Education - BSEE
-  New Program - Engineering Technology - AS
-  New Program - Engineering Technology Support Specialist - CCC
-  New Program - Graphic Design Support - CCC
-  New Program - Health Services Management - AS
-  New Program - Healthcare Services - CCC
-  New Program - Lean Manufacturing - CCC
-  New Program - Logistics and Supply Chain Specialist - CCC
-  New Program - Mechatronics - CCC
-  New Program - Network Security - CCC
-  New Program - Network Systems Technology - AS
-  New Program - Nursing - BSN
-  New Program - Pneumatics, Hydraulics, and Motors for Manufacturing - CCC
-  New Program - Supply Chain Management - AS
-  Program Closure - Biofuels Technology - AS
-  Program Closure - Biofuels Technology Specialist - CCC
-  Program Closure - Biomass Cultivation - AS
-  Program Closure - Biomass Cultivation - CCC

-  Program Closure - Building Construction Trades - OC (Page 2)
-  Program Closure - Building Maintenance Technology - OC (Page 2)
-  Program Closure - Child Developmental Education - AAS
-  Program Closure - Citrus Production - AS
-  Program Closure - Commercial Vehicle Driving - OC
-  Program Closure - Computer Electronics Technology - OC (Page 2)
-  Program Closure - Computer Engineering Technology - AAS (Page 2)
-  Program Closure - Computer Information Systems - AS
-  Program Closure - Drafting and Design Technology - AAS
-  Program Closure - Educator Preparation Institute - EPI
-  Program Closure - Electrical Distribution Technology - AAS (Page 2)
-  Program Closure - Electronics Engineering - AAS
-  Program Closure - Electronics Engineering - AS
-  Program Closure - Emergency Medical Technician - ATD
-  Program Closure - Help Desk Support - CCC
-  Program Closure - Hospitality and Tourism Management - AAS
-  Program Closure - Hospitality and Tourism Management - AS
-  Program Closure - Industrial Management - AAS (Page 2)
-  Program Closure - Medical Office Administration - AAS
-  Program Closure - Nail Care Specialist - OC (Page 2)
-  Program Closure - Network Services Technologies - AAS
-  Program Closure - Nursing Assistant (Articulated) - OC (Page 3)
-  Program Closure - Skin Care Specialist - OC (Page 2)
-  SACSCOC Approval Letter\_Dr. Wheelan\_Health Services Management (Page 3)
-  SACSCOC Approval Letter\_Health Services Management (Page 3)
-  SFSC Administrative Procedure 1030 Substantive Change
-  SFSC Administrative Procedure 1030 Substantive Change\_Footer Highlight (Page 2)
-  SFSC Administrative Procedure 2040 Development and Adoption of Policies
-  SFSC Administrative Procedure 2041 Development and Adoption of an Administrative Procedure
-  SFSC Administrative Procedure 1030 Substantive Change\_Initial (Page 2)
-  SFSC Administrative Procedure 1030 Substantive Change\_Most Recent Approval (Page 2)
-  SFSC DBOT OCTOBER 2018 Agenda (Page 37)
-  SFSC DBOT OCTOBER 2018 Minutes (Page 8)
-  SFSC DBOT Policy 1.03 Accreditation\_Initial
-  SFSC DBOT Policy 1.03 Accreditation\_Most Recent Approval
-  SFSC District Board of Trustees Policy 1.01 Introduction
-  SFSC District Board of Trustees Policy 1.03 Accreditation
-  SFSC Policies Webpage
-  SFSC President Notifies SACSCOC President
-  SFSC Procedures Webpage
-  SFSC Webpage - Highlighted Policies and Procedures Links (Page 3)

**14.3**

**Comprehensive Institutional Reviews**

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Narrative**

South Florida State College applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. The College has no branch campuses and does not offer correspondence education. Table 14.3-1 "Application of Standards to Distance Education and Off-Site Locations" provides a discussion on how distance education and/or off-site locations are addressed in various standards. For ease of review, a hyperlink to the source standard is provided.

**Table 14.3-1  
Application of Standards to Distance Education and Off-Site Locations**

Standard	Topic	Discussion
<b>Faculty</b>		
6.2.a	Faculty Qualifications	Faculty at all sites via all modes of delivery are included in the faculty roster.
6.2.c	Program Coordination	The department chairperson, program director, and program manager oversee programs in all modalities (e.g., face-to-face, hybrid, and online) as well at all campus locations within their area of oversight.
6.3	Faculty Appointment and Evaluation	Regardless of the mode of delivery (distance learning and/or face-to-face), faculty are evaluated using the same process. Adjunct faculty members are evaluated by the instructional supervisor, or their designee, once per term using the same evaluation instrument and the feedback procedures as those for full-time faculty.
6.5	Faculty Development	A holistic, multi-faceted faculty development training program, Panther <b>TEACH</b> (Teaching Excellence And Collaboration Holistically) was recently introduced in fall, 2020. This program is designed for all faculty (full-time and adjunct) with a major emphasis on online teaching strategies and includes: synchronous monthly in-house training sessions, a variety of asynchronous online teaching resources from Magna Publications, Inc., and an Online Teaching Certification offered through Helix Education, Inc.
<b>Institutional Planning</b>		
7.1	Institutional Planning	<p>The following goals and outcomes (strategic initiatives) are related to the growth and development of off-campus sites and distance education:</p> <ul style="list-style-type: none"> <li>• 1.a.1 Expanding student tutoring services to include enhanced online and face-to-face tutoring at all College locations</li> <li>• 3.d Improve internet/network connectivity at the campuses/centers</li> <li>• 4.a.1 Create center of excellence: Construction Institute aimed at providing skill-based training in the construction trades</li> </ul>
7.2	QEP	The scope of the QEP includes all students regardless of modality or location.

<b>Student Achievement</b>		
8.1	Student Achievement	For the purposes of assessing student achievement the College looks holistically at all modes of instruction at all campus sites through the College's core indicators of effectiveness.
8.2.b	Student Outcomes: General Education	In accordance with SACSCOC Policy "Distance and Correspondence Education," all general education courses, regardless of modality, location, and student type (e.g., transfer) are included in SFSC's general education assessment process.
<b>Educational Policies, Procedures, and Practices</b>		
10.1	Academic Policies	The College's policies and procedures accurately represent and apply to all educational programs and services, regardless of location, delivery method, or type of student (e.g., transfer, part-time, full-time), with the exception of SFSC Administrative Policy 3.13 "Dual Enrollment."
10.2	Public Information	South Florida State College (SFSC) makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. This information is accessible to all students regardless of delivery location or mode of instruction (e.g., face-to-face, hybrid, and synchronous/asynchronous online) through the SFSC Catalog and the College's website.
10.6	Distance and Correspondence Education	<p>The first step in ensuring that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit is initial identity verification through residency status.</p> <p>In addition to initial verification of student identity, when the instructor of a distance education or face-to-face course decides to use a proctored online exam, there are two options available (the SFSC Testing Center or Honorlock) to ensure that the student who registered for the course or program is the one participating in online examinations and other assessments.</p> <p>South Florida State College (SFSC) has written policies and procedures for protecting the privacy of students enrolled in distance education courses and programs. These policies and procedures are the same for all students regardless of course modality.</p> <p>Students at SFSC incur no additional charges associated with student identity verification, therefore no written notification is necessary.</p>
10.7	Policies for Awarding Credit	<p>This determination is based on a variety of factors including the guidelines in the Florida Curriculum Frameworks, Florida SCNS, the student learning outcomes, the level of rigor, and the anticipated student workload. Once assigned, each course is offered with the same amount of credit regardless of the modality of instruction, as outlined in SFSC Administrative Procedure 3040.</p> <p>The College seeks to maintain equal academic rigor in its traditional, distance education (online and hybrid), and dual-enrollment courses. Periodic course, program, and instructional modality evaluations are conducted to ensure that the academic success rate, retention rate, and student satisfaction rates are comparable in distance education and traditional courses. The College evaluates distance education courses prior to the course offering using the eLearning course evaluation process (described in the eLearning Handbook in detail), which includes the SFSC Quality Matters Rubric as well as reviews by subject matter experts, instructional design specialists, and Director, eLearning. Additional course reviews are provided by the College instructional technology (IT) team, department chair, and division dean. The definition of credit hour for distance education courses that meet the quality and accreditation standards is the same as for a traditional face-to-face course (SBE Rule 6A-14.0304).</p>

**Academic Governance**

10.4	Academic Governance	<p>In summary, faculty have a primary role in academic and governance matters, regardless of mode of delivery or campus location, that include:</p> <ul style="list-style-type: none"> <li>• Recommending and providing input in establishing/updating policies and procedures</li> <li>• Participating in senior leadership team meetings/functions (via the Faculty Council Chair)</li> <li>• Developing and approving educational programs</li> <li>• Initiating curricular changes</li> <li>• Leading the Curriculum and Academic Quality Committees</li> <li>• Implementing, assessing, and evaluating program improvements</li> </ul>
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**Library and Learning/Information Resources**

11.1	Library and Learning/Information Resources	<p>All students, regardless of location or instructional modality, have access to adequate and appropriate library collections through the SFSC Library website and SFSC Panther Central. Print resources currently housed at any of SFSC's locations can be sent to any of the other campuses via the campus courier.</p> <p>As shown in Table 11.1-3 "SFSC Library Services," the library provides a variety of services to all SFSC students, faculty, staff (regardless of location or instructional modality) and public patrons. Additionally, as an academic-supporting service, the library offers plagiarism and citation workshops (American Psychological Association [APA], Modern Language Association [MLA]). These services are promoted throughout the campus communities and online through flyers, guides, the SFSC website, Panther Central, and on Brightspace.</p>
11.2	Library and Learning/Information Staff	<p>The College strives to make the library experience consistent and seamless for all students regardless of instructional modality or location. To support library services at the DeSoto and Hardee campuses as well as the Lake Placid Center, the staff at these sites are trained to provide basic library services such as issuing library cards, checking materials in and out, and collecting library fines. The librarian makes regular visits to all campus locations to perform all library service functions (e.g., collection development, library instruction, and student support) equivalent to those on the Highlands campus. Using a direct-line phone to the reference desk at the Highlands campus, students may call the Highlands Campus for reference assistance or utilize the statewide Ask-a-Librarian service.</p>
11.3	Library and Learning/Information Access	<p>The College provides a wide array of library services and other learning/information resources which can be effectively accessed by all students and faculty regardless of location or instructional modality. Table 11.3-1 "Accessibility of Library Services" shows a summary of the services provided and where they can be accessed. Additionally, users at any offsite location can request any of the College's collections as shown in Table 11.1-2 "Library Collections" of SACSCOC Standard 11.1.</p> <p>Library instruction and assistance is available to all users at all locations and through all modes of delivery. Library staff provide research assistance to users at the Service Desk at the Highlands Campus. Students can also request research assistance appointments at any of the off-site locations or virtually through a link on the librarian's profile page or event calendar in the research guides.</p>

**Academic and Student Support Services**

12.1	Student Support Services	<p>The College offers a full range of student services support to all levels of students at every campus, the Lake Placid Center, and high school dual-enrollment sites, as well as through distance education. These programs, services, and activities are accessible face-to-face, online, by phone, text message, Blackboard Connect™, and video conferencing. Examples include the mentoring of Panther Youth Partners program students (face-to-face and through video conferencing), the hosting of College financial aid services (face-to-face and online), and holding job fair activities (face-to-face and online).</p> <p>All students, including distance learners, have access to resources and services of the library both on-site and via the College's website. The Highlands Campus Library is staffed by full and part-time professional librarians and support staff to assist students, faculty, and the general public during hours of operation. The library staff regularly travel to and oversee library services at all SFSC locations.</p> <p>Distance education help desk/problem solving support can be obtained through the eLearning department via phone or internet for online services, online courses, software assistance, and multimedia production.</p>
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**Student Written Complaints**

12.4	Student Complaints	<p>South Florida State College publishes and disseminates information concerning student complaints to the campus community which are accessible in the SFSC Student Handbook and College Catalog, on the College's website, and presented during the Guide to Personal Success (GPS) new student orientation. All SFSC students have the same complaint procedures regardless of instructional mode of delivery (face-to-face, hybrid, or online), type (dual-enrollment, transfer, occupational, transient, or traditional), or location (main or off-campus instructional sites).</p>
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**Physical Resource**

13.7	Physical Resources	<p>The College maintains the infrastructure needed to support distance learning and all off-campus center needs, including a robust network, learning management system portal, and qualified support staff.</p>
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**Institutional Environment**

13.8	Institutional Environment	<p>The SFSC Employee Safety Manual serves as the comprehensive safety plan for the College. This manual provides current safety, emergency, disaster, and evacuation plans for all campus sites.</p> <p>To communicate the College's information to the campus community, each campus and center location is equipped with Internet Protocol (IP) and IP phones and software which allows for the broadcast of targeted text and voice announcements. This function was last tested on September 24, 2020 at all campus and center locations.</p> <p>Access/key control to campus facilities is carefully monitored using interchangeable cores and a master-key system at each campus/center.</p> <p>The College has a memorandum of understanding with local law enforcement agencies serving the Highlands (main) campus and all off-campus instructional sites to provide increased patrols and law enforcement presence at each location. Additionally, at the Highlands Campus, there is a campus resource officer (deputy sheriff) assigned on-site during normal working hours.</p>
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**Transparency and Institutional Representation**



14.1	Publication of Accreditation Status	<p>South Florida State College publishes and disseminates information concerning student complaints to the campus community which are accessible in the SFSC Student Handbook and College Catalog, on the College's website, and presented during the Guide to Personal Success (GPS) new student orientation. All SFSC students have the same complaint procedures regardless of instructional mode of delivery (face-to-face, hybrid, or online), type (dual-enrollment, transfer, occupational, transient, or traditional), or location (main or off-campus instructional sites).</p> <p>On the Accreditation page of the College's website, it states that "The accreditation for South Florida State College includes all of its four campus (site) locations (DeSoto, Hardee, Highlands, and Lake Placid) and the distance learning option that several programs utilize for instruction." Each campus title includes the College's full and formal name and the location of the campus, as in: South Florida State College - DeSoto Campus, South Florida State College's DeSoto Campus, or the DeSoto Campus of South Florida State College. On all campuses, the College logo is included on all signage as is the name of that particular location as shown in Figure 14.1-1 "Campus Signage." There are no unique logos or exclusive campus branding for each individual campus location; all campuses share the same universal branding.</p>
14.3	Comprehensive Institutional Review	<p>South Florida State College applies all appropriate standards and polices to its distance learning programs and off-campus instructional sites.</p>

14.4

**Representation to Other Agencies**

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation, and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies.")

**Judgment**

Compliant  Non-Compliant  Not Applicable

**Narrative**

South Florida State College represents itself accurately to all U.S. Department of Education (USDOE) recognized accrediting agencies with which it holds accreditation and informs those agencies of any change of accreditation status, including the imposition of public sanctions.

**Accurate Representation**

South Florida State College (SFSC) is accredited by the Southern Association of Colleges and School Commission on Colleges. The College has not sought, and *does not hold, institutional accreditation from more than one USDOE-recognized accrediting body.* From a programmatic perspective, the College has sought and received accreditation from the following professional accrediting agencies which are recognized by the USDOE. Table 14.4-1 "SFSC Programs Accredited by USDOE-Recognized Agencies" lists the programs accredited by USDOE recognized agencies and a hyperlink to how the College is listed on their website, indication of negative actions, reaffirmation date, and hyperlinks of evidentiary documents. The hyperlinks in the table provide evidence that the College describes itself identically to all accrediting agencies. While SFSC has multiple sites, each of these programs is only offered on the Highlands (main) campus.

**Table 14.4-1  
SFSC Programs Accredited by USDOE-Recognized Agencies**

Program	Agency	Negative Actions	Reaffirmation Date	Documentation
Baccalaureate Degree (BSN)	<a href="#">Accreditation Commission for Education in Nursing (ACEN)</a>	N	2021	<a href="#">Letter / Formal Report</a>
Associate Degree RN (AS)	<a href="#">Accreditation Commission for Education in Nursing (ACEN)</a>	N	2025	<a href="#">Letter / Formal Report</a>
Associate Degree (AS) / Dental Hygiene	<a href="#">Commission on Dental Accreditation (CODA)</a>	N	2026	<a href="#">Letter / Formal Report</a>
Career Certificate (CC) / Dental Assisting	<a href="#">Commission on Dental Accreditation (CODA)</a>	N	2026	<a href="#">Letter / Formal Report</a>
Associate Degree (RT)	<a href="#">Joint Review Committee on Education in Radiologic Technology (JRCERT)</a>	N	2025	<a href="#">Letter / Formal Report</a>

**Accreditation Status Changes**

[South Florida State College District Board of Trustees \(DBOT\) Policy 1.03 "Accreditation"](#) states that "South Florida State College, as an accredited institution of higher education, will maintain accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and will comply with all criteria and requirements therein stipulated. Various programs may also have discipline- or program-specific accreditation." This policy is operationalized through [SFSC Administrative Procedure 1031 "Notification of Change of Status, Including Voluntary Withdrawal from Accreditation"](#) which states that the institutional liaison (VPAA/SS), or president's designee, is responsible for ensuring that other accreditors are notified when a change in accreditation status occurs, including imposition of public sanctions or voluntary withdrawal from accreditation. In June 2012, SFSC was approved to change its status from community college (SACSCOC Level I) to state college (SACSCOC Level II) which allowed the addition of baccalaureate degrees. Through the annual reporting process each of the agencies shown in Table 14.4-1 were notified of this level change. Following the level change approval, SFSC submitted a substantive change request to SACSCOC on December 8, 2014 to request the expansion of the nursing program to include the baccalaureate degree and [approval was granted from SACSCOC](#). Subsequently, a substantive change request was [submitted to Accreditation Commission for Education in Nursing \(ACEN\) and approval was granted](#).

## Sources

-  ACEN Accreditation ADN
-  ACEN Accreditation BSN
-  ACEN Formal Notification ADN
-  ACEN Formal Notification BSN
-  CHEA - SACSCOC Accreditation Only
-  CODA Accreditation DA
-  CODA Accreditation DH
-  CODA Formal Notification
-  DAPIP
-  JRCERT Accreditation
-  JRCERT Formal Notification Radiologic Technology
-  New Program\_Nursing BSN
-  SFSC Administrative Procedure 1031 Notification of Change of Status, Including Voluntary Withdrawal from Accreditation
-  SFSC BSN ACEN\_Candidacy Letter 082115
-  SFSC BSN ACEN\_Candidacy Request 2015
-  SFSC DBOT Policy 1.03 Accreditation
-  SFSC Self-Study Associate Degree Nursing 2017 ACEN
-  SFSC Self-Study Bachelor of Science Nursing Final 2015 ACEN
-  SFSC Self-Study Dental Assisting 2018
-  SFSC Self-Study Dental Hygiene 2018
-  SFSC Self-Study Radiography JRCERT
-  USDOE - College Accreditation in the United States

14.5

Policy Compliance

The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*.

(Note: For applicable policies, institutions should refer to SACSCOC website <http://www.sacscoc.org>.)

Judgment

Compliant  Non-Compliant  Not Applicable

Narrative

South Florida State College (SFSC) complies with all Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy statements pertaining to new or additional obligations that may arise which are not part of the standards in the current *Principles of Accreditation: Foundations for Quality Enhancement* (sixth edition, first printing, December 2017).

The College's institutional liaison (the VPAA/SS) ensures that SFSC complies with all SACSCOC policy statements by regularly checking the SACSCOC website and keeping an updated [desk copy](#) of all policies, guidelines, good practices, and position statements. This is updated whenever additions, revisions, and deletions occur to any of these items. The institutional liaison also maintains a digital file of all emails sent from SACSCOC that include information about new or revised policies since the publication of the *SACSCOC Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement* (2018). Table 14.5-1 "New SACSCOC Policy Revisions and New Policies Since Publication of the *Resource Manual* (2018)" provides a list of all new policies and policy revisions since its publication.

**Table 14.5-1  
New SACSCOC Policy Revisions and New Policies Since Publication of the *Resource Manual* (2018)**

Date	Policy Revision or New Policies
03/01/2018	Core Requirement 3.1.b: Documenting an Alternative Approach
03/01/2018	Core Requirement 5.1: Documenting and Alternative Approach
06/01/2018	Fifth Year Interim Report
06/01/2018	Institutional Obligations for Public Disclosure
06/01/2018	Separate Accreditation for Units of a Member Institution
07/01/2018	Agreements Involving Joint and Dual Academic Awards
08/01/2018	Conflict of Interest for SACSCOC Staff
08/01/2018	Credit Hours
08/01/2018	Deadlines for Reports and Profiles
08/01/2018	Direct Assessment Competency Based Educational Programs
08/01/2018	Dues, Fees, and Expenses
08/01/2018	Governing, Coordinating, and Other State Agencies: Representation on Evaluation Committees
08/01/2018	Integrity and Institutional Obligations to SACSCOC
08/01/2018	Litigation: Institutional Obligations
08/01/2018	Mission Statement of the Commission
08/01/2018	Policies, Guidelines, Good Practices, and Position Statements: Definitions for Accreditation Purposes
08/01/2018	Reimbursement for Expenses
08/01/2018	Special Committee Procedures and Team Report
08/01/2018	Standing Rules: SACSCOC Board of Trustees, Executive Council, and the College Delegate Assembly
08/01/2018	Third Party Comment by the Public
08/01/2018	Unsolicited Information
12/01/2018	Dual Enrollment
07/01/2019	Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status
12/08/2019	Differentiated Review Process
12/08/2019	Military Institutions
12/15/2019	Accreditation Records Retention, Maintenance and Destruction Policy for SACSCOC
12/15/2019	Administrative Procedures for Meetings of the Committees on Compliance and Reports
12/15/2019	Complaint Procedures Against SACSCOC or Its Accredited Institutions
12/15/2019	Ethical Obligations of Members of SACSCOC Board of Trustees
12/15/2019	Quality Enhancement Plan
12/15/2019	Reports Submitted for SACSCOC Review
12/15/2019	Seeking Accreditation at a Higher or Lower Degree Level
03/31/2020	SACSCOC Flexibilities Policy Regarding COVID-19
09/03/2020	Antitrust Compliance
09/03/2020	Arbitration of Adverse Actions
09/03/2020	Disclosure of Accrediting Documents and Actions of SACSCOC
09/03/2020	Distance Education and Correspondence Courses
09/03/2020	Enrollment Growth Institutions
09/03/2020	Ethical Obligations of Evaluators
09/03/2020	Quality and Integrity of Educational Credentials
09/03/2020	Reaffirmation of Accreditation and Subsequent Reports
09/03/2020	Sanctions, Denial of Reaffirmation, and Removal from Membership
12/01/2020	Substantive Change Policy and Procedures
12/01/2020	Dues, Fees, and Expenses
12/01/2020	Appeals Procedures of the College Delegate Assembly
12/01/2020	Accrediting Decisions of Other Agencies
12/01/2020	Accreditation Procedures for Applicant Institutions

An example of acting upon new or additional institutional obligations that arise that are not part of the standards in the current Principles of Accreditation occurred during the recent COVID-19 pandemic. Initially, SACSCOC issued an emergency order extending the 60-day emergency temporary relocation of instruction to 120-days and then, subsequently, until December 31, 2020. Based on this emergency order, SFSC complied with the required notifications to move to full online programming. The communications related to this change and the subsequent actions by the College are outlined in Table 14.5-2 "Temporary Relocation of Instruction."

**Table 14.5-2  
Temporary Relocation of Instruction**

Date	Action Requested
March 9, 2020	SACSCOC sent an initial email allowing all SACSCOC institutions to move to full online programming if the institution so desired. The request had to be made in writing to Dr. Kevin Sightler requesting the change by March 16, 2020. As of that date SFSC had not made the decision to move to online programming.
March 24, 2020	The SFSC SACSCOC institutional liaison requested in writing to Dr. Sightler to move all programs completely to an online format until June 30, 2020.
March 24, 2020	Dr. Sightler responded that since the decision was made after the March 16, 2020 date, that the request would have to be submitted electronically through the institutional portal for further consideration.
March 24, 2020	Subsequently, the SFSC SACSCOC institutional liaison completed/submitted the required electronic form and permission was granted by SACSCOC to have all programs completely online for 120 days, not to exceed June 28, 2020.
April 13, 2020	Dr. Wheelan sent out a communication granting all institutions that had requested permission to move to full online format for the 120-day period permission to do so until December 31, 2020.
October 20, 2020	Dr. Wheelan sent out a communication stating that waivers allowing institutions which were not previously authorized to offer distance education courses will expire on December 31, 2020 and will not be extended.

The College used the third edition, 2018 first printing of the SACSCOC *Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement* as its template for writing this Compliance Certification for Reaffirmation.

**Sources**

-  Accreditation Procedures for Applicant Institutions
-  Accreditation Records Retention, Maintenance, and Destruction Policy for SACSCOC
-  Accrediting Decisions of Other Agencies
-  Administrative Procedures for Meetings of the Committees on Compliance and Reports
-  Agreements Involving Joint and Dual Academic Awards

-  Antitrust Compliance
-  Appeals Procedure of the College Delegate Assembly
-  Arbitration of Adverse Actions
-  Complaint Procedures Against SACSCOC or its Accredited Institutions
-  Conflict of Interest for SACSCOC Staff
-  Core Requirement 3.1.b - Documenting an Alternative Approach
-  Core Requirement 5.1 Documenting an Alternative Approach
-  Credit Hours
-  Deadlines for Reports and Profiles
-  Desk Copy
-  Differentiated Review Process
-  Direct Assessment Competency-Based Educational Programs
-  Disclosure of Accrediting Documents and Actions of SACSCOC
-  Distance Education and Correspondence Courses
-  Dual Enrollment
-  Dues Fees and Expenses
-  Email from Dr Wheelan March 9, 2020
-  Email from Dr. Sightler Authorizing Temporary Relocation of Instruction (Page 2)
-  Email from Dr. Sightler March 24, 2020
-  Email from Dr. Wheelan Granting Temporary Relocation Until December 31, 2020
-  Email to Dr. Sightler March 24, 2020
-  Emergency Temporary Relocation of Instruction
-  Enrollment Growth Institutions
-  Ethical Obligations of Evaluators
-  Ethical Obligations of Members of SACSCOC Board of Trustees
-  Fifth Year Interim Report
-  Governing Coordinating and Other State Agencies - Representation on Evaluation Committees
-  Institutional Obligations for Public Disclosure
-  Integrity and Institutional Obligations to SACSCOC
-  Litigation - Institutional Obligations
-  Memo From Dr. Wheelan - Waivers Expire
-  Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status
-  Military Institutions
-  Mission Statement of the Commission
-  Policies Guidelines Good Practices and Position Statements - Definitions for Accreditation Purposes
-  Principles of Accreditation
-  Quality Enhancement Plan
-  Quality and Integrity of Educational Credentials
-  Reaffirmation of Accreditation and Subsequent Reports
-  Reimbursement for Expenses
-  Reports Submitted for SACSCOC Review
-  Resource Manual for the Principles of Accreditation - Foundations for Quality Enhancement
-  SACSCOC Flexibilities Policy Regarding COVID-19
-  Sanctions, Denial of Reaffirmation, and Removal from Membership
-  Seeking Accreditation at a Higher or Lower Degree Level
-  Separate Accreditation for Units of a Member Institution

-  Special Committee Procedures and Team Report
-  Standing Rules- SACSCOC Board of Trustees, Executive Council, and the College Delegate Assembly
-  Substantive Change Policy and Procedures
-  Third Party Comment by the Public
-  Unsolicited Information