

Reaffirmation of Accreditation and our Quality Enhancement Plan

Board of Trustees Meeting
August 10, 2023

Overview of Accreditation

- The goal of accreditation is to ensure that institutions of higher education meet acceptable levels of quality.
- Accrediting agencies are private educational associations that develop evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met.
- Institutions and/or programs that request an accreditor's evaluation and that meet an accreditor's criteria are then "accredited."

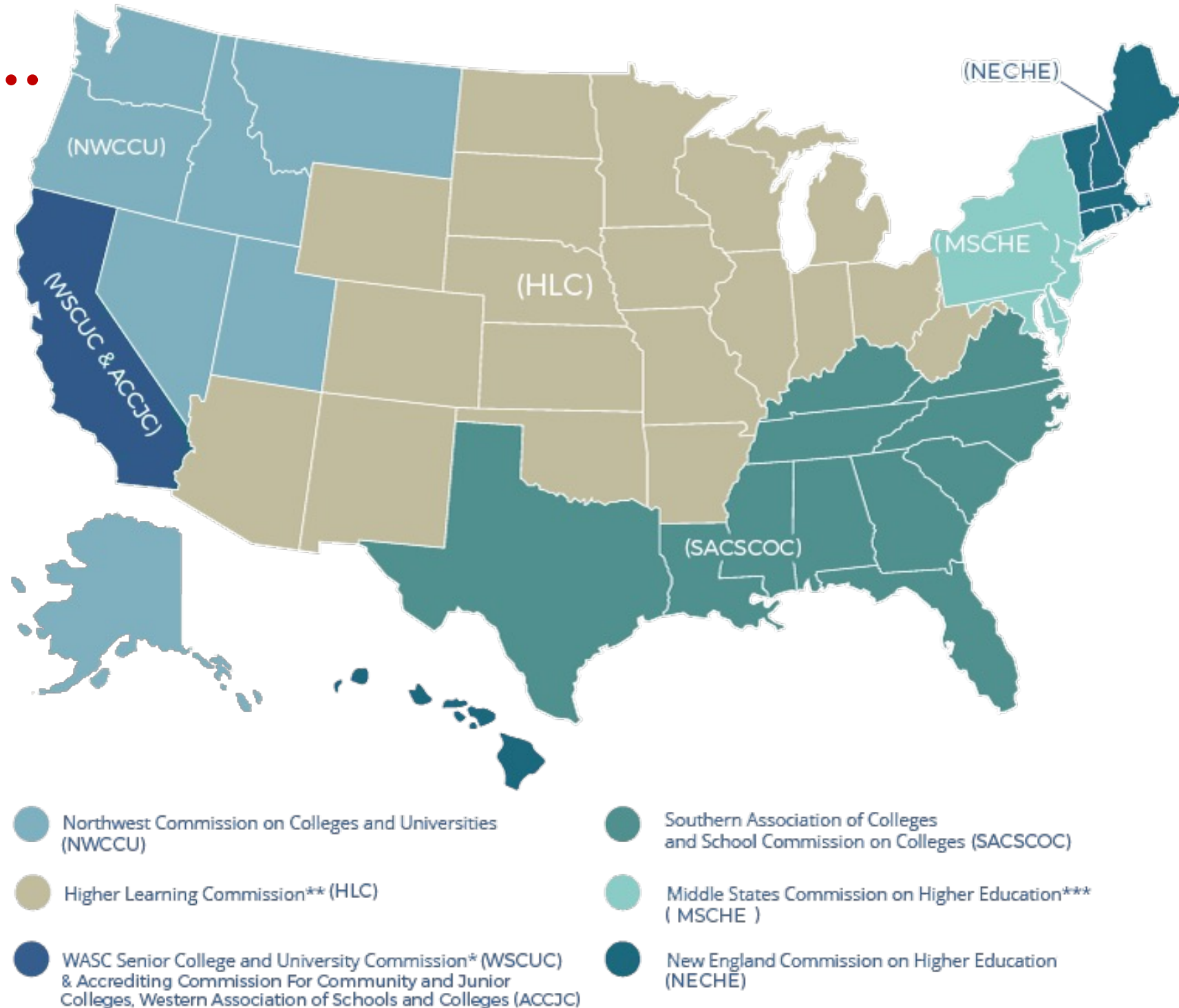
Overview of Accreditation

- Under the Higher Education Act (HEA) the U.S. Department of Education "recognizes" (approves) accrediting agencies that the Secretary of Education determines to be reliable authorities as to the quality of education or training provided by institutions of higher education.
- In order for students to receive federal student aid from the U.S. Department of Education for postsecondary study, the institution must be accredited by a "nationally recognized" accrediting agency.

Before July 2020...

The work of each of the seven regional accrediting commissions was confined to a specific geographic area.

All Florida colleges and universities were accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).



Florida Statute 1008.47

Postsecondary Education Institution Accreditation

- (a) ... A public postsecondary institution may not be accredited by the same accrediting agency or association for consecutive accreditation cycles. In the year following reaffirmation or fifth-year review by its accrediting agencies or associations, each public postsecondary institution must seek and obtain accreditation from an accrediting agency or association identified by the Board of Governors or State Board of Education, respectively, before its next reaffirmation or fifth-year review date...
- (b) Once a public postsecondary institution is required to seek and obtain accreditation from an agency or association identified pursuant to paragraph (a), the institution shall seek accreditation from a regional accrediting agency or association and provide quarterly reports of its progress to the Board of Governors or State Board of Education, as applicable...

This section expires December 31, 2032.

Valencia College's Accreditation Timeline

1969	Accreditation First Granted by SACSCOC
2014	Most Recent Reaffirmation of Accreditation
2019	Most Recent Fifth-Year Interim Report
2023	Compliance Certification and Quality Enhancement Plan Due to SACSCOC
2023	On-Site Visit by SACSCOC
2024	Consideration of Reaffirmation of Accreditation by SACSCOC Board of Trustees

On-site Reaffirmation Visit: November 13-16, 2023

- A team of approximately eight peer evaluators, joined by a QEP lead evaluator, an observer, and SACSCOC Vice President Dr. Stephanie Kirschmann
- **November 15, 2023, 12:15-1:30** – Lunch with trustees, members of the visiting committee, and Dr. Kirschmann
- **Likely topics of conversation:** Board-related standards, high-level policy & strategic planning issues, and QEP

Standards Directly Related to the Board

4.1 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.

Standards Directly Related to the Board

4.2. The governing board:

- a) ensures the regular review of the institution's mission.
- b) ensures a clear and appropriate distinction between the policymaking function of the board and the responsibility of the administration and faculty to administer and implement policy.
- c) selects and regularly evaluates the institution's chief executive officer.
- d) defines and addresses potential conflict of interest for its members.
- e) has appropriate and fair processes for the dismissal of a board member.
- f) protects the institution from undue influence by external persons or bodies.
- g) defines and regularly evaluates its responsibilities and expectations.

Mission Statement

Valencia provides opportunities for academic, technical and life-long learning in a collaborative culture dedicated to inquiry, results and excellence.



Overview of QEP & Compliance with SACSCOC Requirements

Quality Enhancement Plan (QEP)

The QEP reflects and affirms a commitment to enhance overall institutional quality & effectiveness by focusing on an issue that the institution considers important to improving student learning outcomes and/or student success.



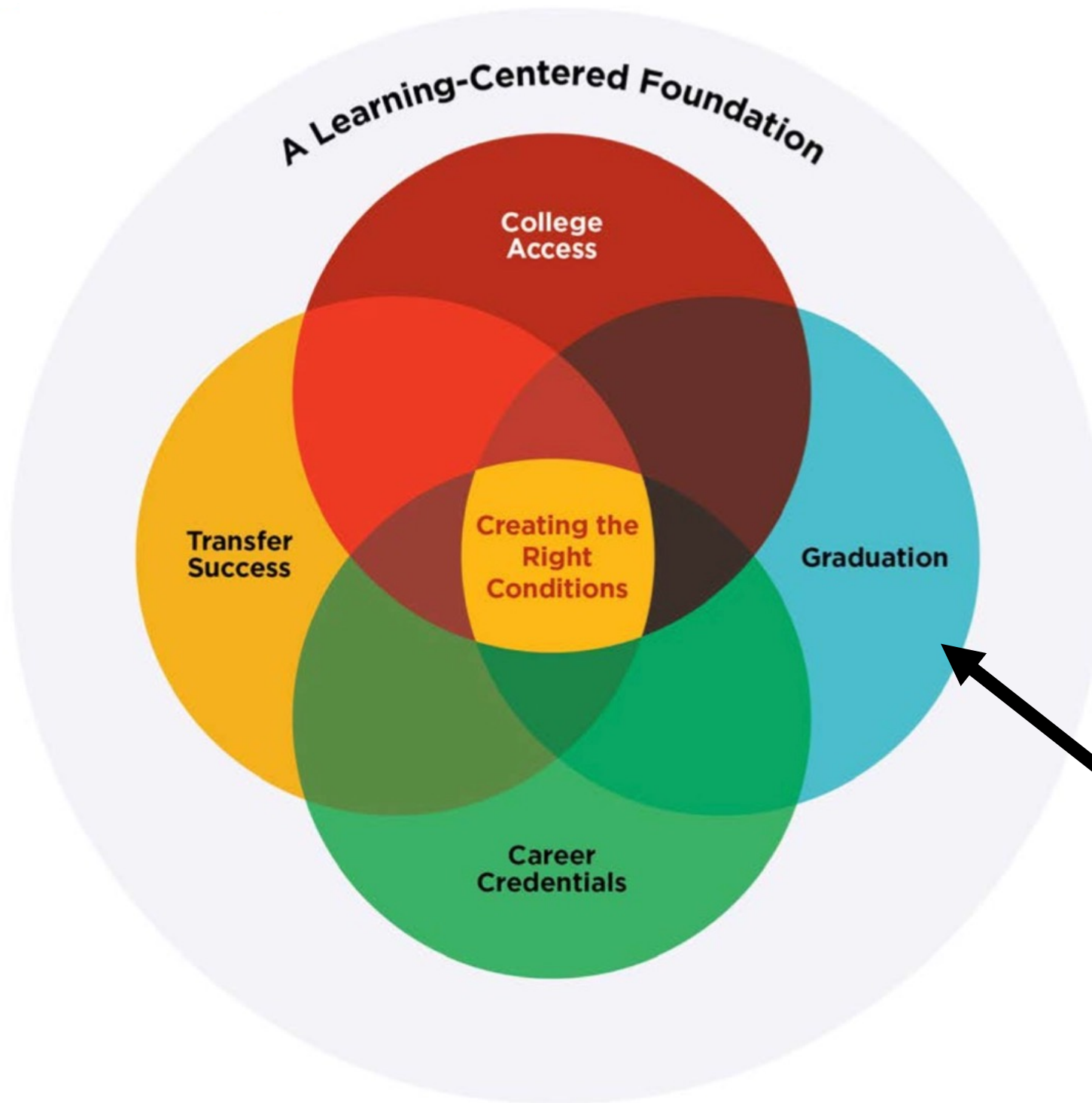


QEP Topic: Starting Right in Gateway Courses

Gateway courses introduce & welcome students to college or a discipline/program.

Common characteristics:

- high enrollment (500+ per term),
- relatively low course success rates (<70% success), and/or
- strong connection between student performance and their retention.



Gateway QEP: High-level Goal

Improve learning and success in a set of courses that, based on Valencia analyses, have the strongest connection to students' persistence/retention— which correlates directly to graduation.

QEP Requirements

The College must demonstrate its QEP:

- 1) has a topic identified through its ongoing, comprehensive planning and evaluation processes;
- 2) has broad-based support of institutional constituencies;
- 3) focuses on improving specific student learning outcomes and/or student success;
- 4) commits resources to initiate, implement, and complete the QEP;
- 5) includes a plan to assess achievement.

#1 QEP Topic Identification

QEP Requirement #1:

Topic was identified through College's ongoing planning and evaluation processes

- Strategic Impact goals collaboratively established during Fall 2020; plan approved by DBOT in December 2020
- More than 20 strategy ideation sessions held in Spring 2021 for faculty and staff
- Updated governance model introduced new councils & a Council Coordination Team, which in June '22 examined idea alignment with QEP guidelines, resulting in 8 topics
- CCT discussion & President Plinske narrowed this to 3 topics, for which "briefs" were developed
- In Fall 2022, briefs were circulated among faculty and staff; a survey was administered; and virtual open forums were held to collect feedback on the 3 topics.

#1 QEP Topic Identification

QEP Requirement #1:

Topic was identified through College's ongoing planning and evaluation processes

- In November 2022, survey results were presented to Leadership Forum, consisting of all college administrators and faculty leaders
- Top two topics (gateway & online) were presented to DBOT in January 2023
- Both topics were discussed in February 2023 at collegewide Learning Day
- March 2023 – DBOT discussion followed by senior team discussion, resulting in selection of gateway as core topic, while recognizing the centrality of the online modality to gateway course success

#2 Constituency Support

QEP Requirement #2:

Project has broad-based support of institutional constituencies.

- In addition to the collaborative topic identification & selection process...
 - Proposal writing work team formed in April 2023, with representation from across campuses and roles
 - Regular updates and feedback gathered at the collegewide deans' meetings
 - Faculty forums held in July for each Phase 1 gateway course

QEP Proposal Development Team

Kristin Abel, Professor & Program Chair, Live Entertainment

Isis Artze-Vega, Provost & Vice President of Academic Affairs

Nick Bekas, Professor, English

Chris Brown, Director, Institutional Evaluation

Anthony Dixon, Professor, Math

Dori Haggerty, Campus Director, Faculty & Instructional Development

Nichole Jackson, Director, Learning Assessment

Ricot Jean, Professor, Economics

Ian O'Toole, Professor, Computer Programming & Analysis

Jessi Pringle, Coordinator, Academic Affairs

Robert Schachel, Professor, English

Daniel Smith, Interim Campus Director, Advising

Darren Smith, Director, Institutional Effectiveness & SACSCOC Accreditation Liaison

Lauren Thomas, Director, Mathematics for College Readiness

Jennifer Tomlinson, Dean, Learning Support

Geni Wright, Interim AVP, Academic Affairs

#3 Focus on Student Learning and/or Success

QEP Requirement #3:

Project focuses on improving specific student learning outcomes and/or student success.

Project Outcomes

1. Improve **persistence** among students taking gateway courses by X percentage points by spring '28.
2. Improve **course success** - the proportion of students attaining an A, B, or C in gateway courses by X percentage points by '28.
 - Reduce the number of students who withdraw from gateway courses by X percentage points by 2028.
 - Reduce the rate at which students repeat gateway courses by X percentage points by 2028.
3. Improve student achievement of **learning** outcomes in gateway courses
4. Increase **student engagement** with faculty, peers, and support services in gateway courses
5. Improve students' gateway **course-taking decisions**, so that their choices promote success.

How will we attain these outcomes?

By enhancing student supports *before, during, & after* gateway course enrollment.

Pre-course

- Data-informed advising (course combinations, pathway, modality, etc.)

- Course “refreshers”

During course

- Course learning experience improvement based on faculty-led learning community regular engagement with robust course data & teaching toolkit, & focused faculty development

- Strategic learning support communications & course alignment

After course

Required “course wrapper” reflection & action plan for all students earning grade of $\leq C$ before re-taking course

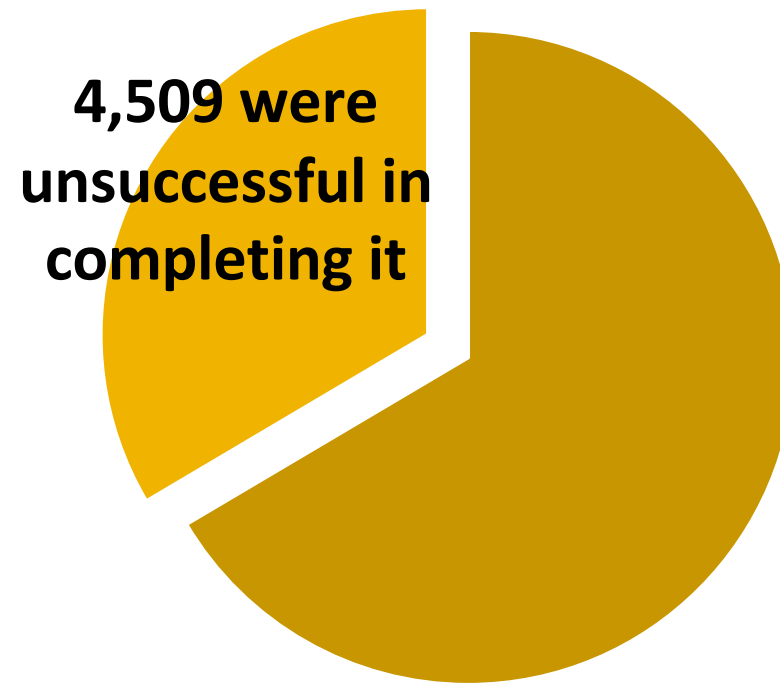
Which courses will be included?

We will begin with these four:

	Unduplicated Enrollment 22-23	Course Success 1 yr and (5 yr)
BSC 1010C Biology I	4,789	69.4% (69.0%)
ENC 1101 Freshman Composition I	13,460	66.5% (69.8%)
HUM 1020 Introduction to Humanities	8,373	75.3% (76.8%)
POS 2041 U.S. Government	7,068	80.6% (81.8%)

Case Example: ENC 1101 (English Composition I)

13,460
students took
the class last
Fall & Spring



2,000 of those who
were unsuccessful
left the college



Projected Impact: ENC 1101

If we improve **course success** (the proportion of students attaining an A, B, or C) by **5 %** points...

670

additional students would
pass the course per year and
have attained core, foundational
knowledge.

#4 Resources Committed

QEP Requirement #4:

College commits resources to initiate, implement, and complete the QEP.

- In anticipation of the QEP & recognition of the importance of gateway course success to our Impact Plan goals, we hired a significant number of full-time gateway faculty this year:
 - 9 math and 12 English
- Planning to invest in summer reassigned time for faculty to collaboratively engage with data & refine their courses.

#5 Assessment Plan

QEP Requirement #5:

Project includes a plan to assess achievement.

- Currently developing a detailed plan aligned with outcomes & a project data dashboard
- Sample tools and measures:
 - Gateway student experience survey (administered at the end of each term)
 - Gateway faculty survey
 - Number of student interactions with learning support

Discussion

- What questions do you have about accreditation, our upcoming onsite visit, and/or our QEP?
- How can we best support you in preparing for the upcoming onsite visit? What additional resources would be helpful?