

# Reaffirmation of Accreditation and our Quality Enhancement Plan

Board of Trustees Meeting  
November 2, 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.
- Valencia College is currently seeking reaffirmation of accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

# 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, Focused Report, 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 seven 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.

# 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.





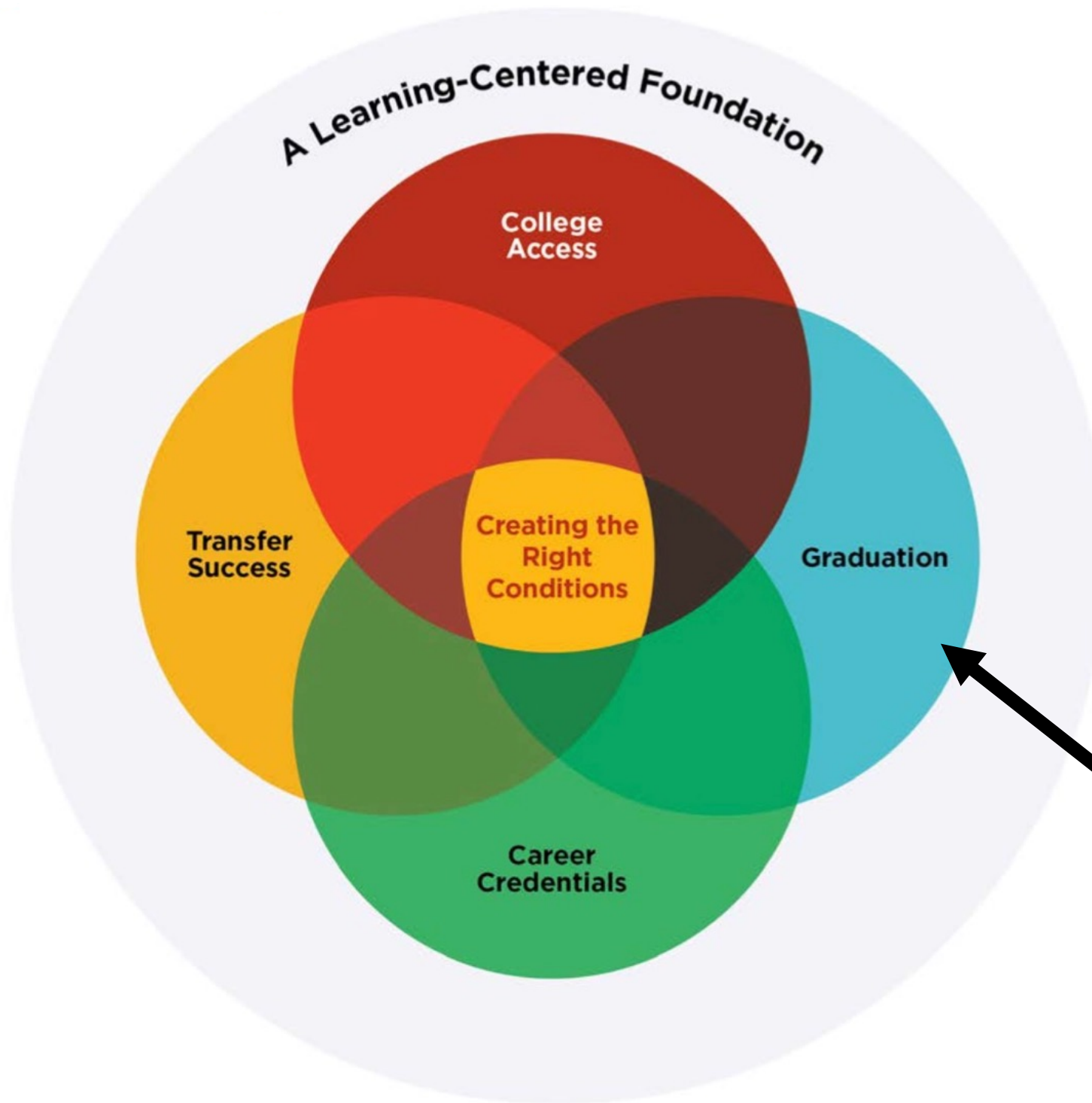
# QEP Topic: Starting Right in Gateway Courses

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.



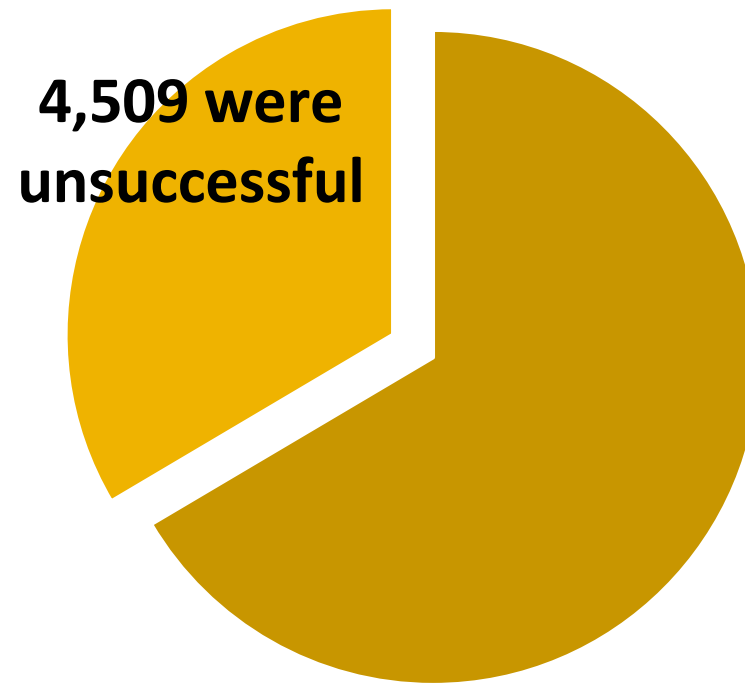


# Gateway QEP: High-level Goal

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.

# 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



# 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