

*Accreditation Overview
&
SACSCOC On-Site Visit*

District Board of Trustees Meeting
September 20, 2023

Today's Agenda

Accreditation Overview

The Board of Trustees Role

SACSCOC Visit

Types of Accreditation Agencies

Institutional: accredits entire institution.

- Former Regional Accreditors. Agency operates primarily in a specific geographical area. Typically accredits a wide range of degree-granting institutions (associate through doctoral, non-profit or for-profit).
- Former National Accreditors. Most institutions are private and have faith-related or career-related missions (often for-profit, single-purpose institutions).

Programmatic: accredits specific programs.

SJR State Accreditation

Institutional:

SJR State is accredited by the Southern Association of Colleges and Schools Commission on Colleges (**SACSCOC**), which is one of eight institutional (former regional) accrediting agencies.

Programmatic:

Selected nursing, allied health, and Florida School of the Arts programs: ACEN (Nursing ASN and BSN), CAHIIM (Health Information Technology), CoAEMSP (Paramedic), CoARC (Respiratory Care), JRCERT (Radiologic Technology), MAERB (Medical Assisting), and NASAD (Visual Art).

SACSCOC Institutional Accreditation

SCOPE: looks at all aspects of the institution including governing board, finances, qualifications, curriculum, library, facilities etc.

PURPOSE: improve institutional quality, assure the public of quality, serves as gatekeeper of federal financial aid.

TAKING ACTION ON A MEMBER: Reaffirmation process every 10 years with a 5-year interim report. Submit compliance certifications addressing accreditation requirements.

Role of Board of Trustees: SACSCOC Perspective



TWO MAIN ROLES:

1. Make Policy
2. Hire, Evaluate, and when necessary, fire the CEO

Board of Trustees

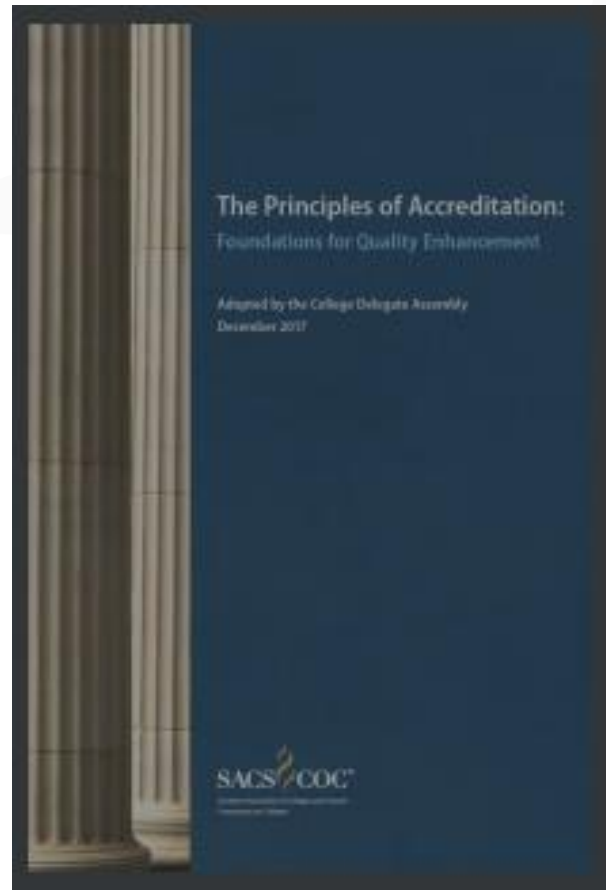


- Act as a Unit
- Represent the Community and Serve the Public Good
- Establish Policies to support the Mission of the Institution
- Employ, Evaluate and Support the College President
- Create a Culture of Evidence that Monitors Institutional Performance

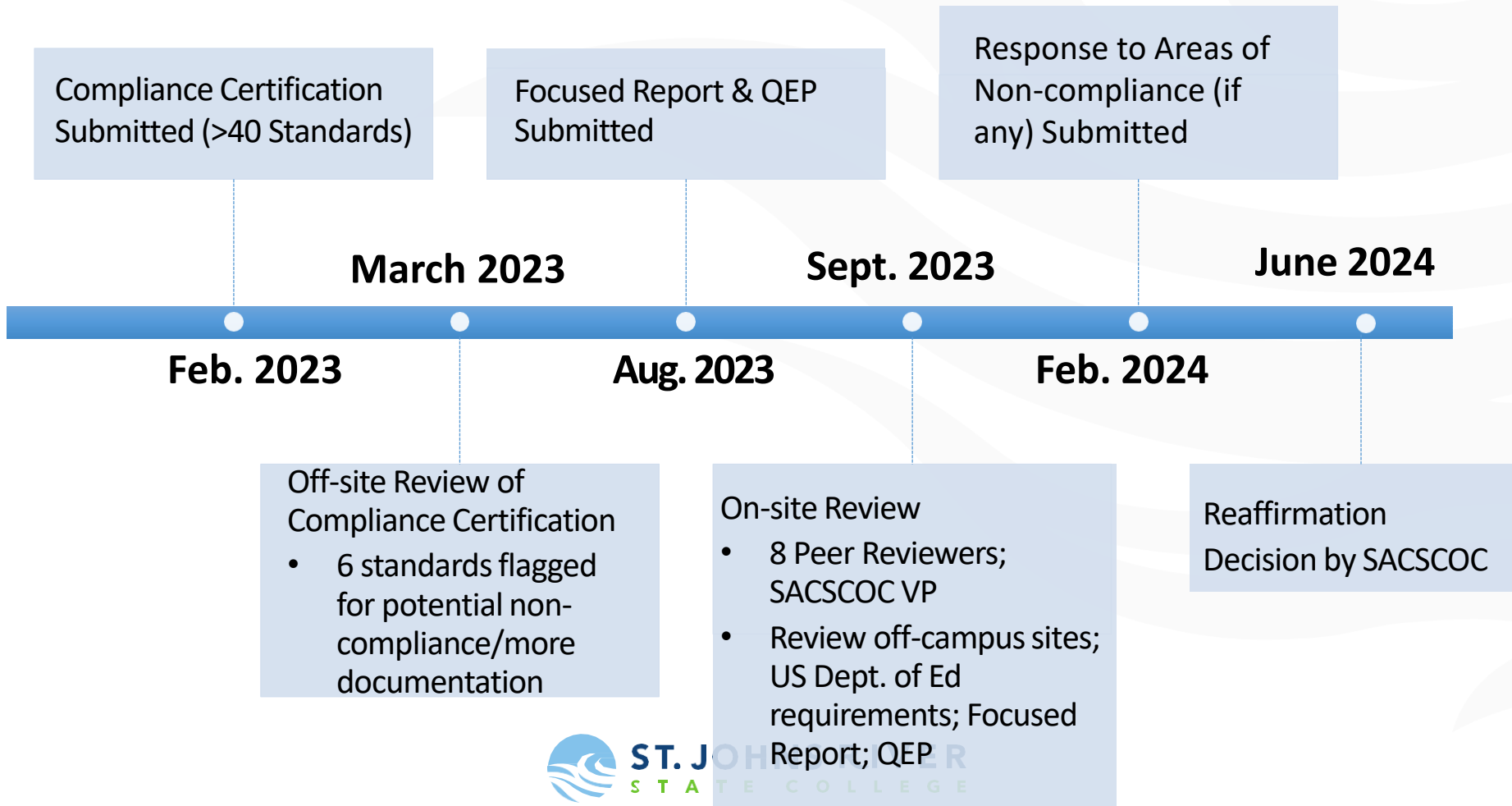
Role of Board of Trustees: Specific SACSCOC Requirements

1. Is the legal body with authority over the institution
2. Fiduciary oversight/budget approval
3. Board Structure – board chair treated differently
4. Ensures regular review of the institutional mission
5. Board/Administration distinction
6. Selection and regular evaluation of CEO
7. Processes for Board dismissal/conflict of interest
8. Protect institution from undue influence
9. Self-evaluation of board responsibilities/expectations

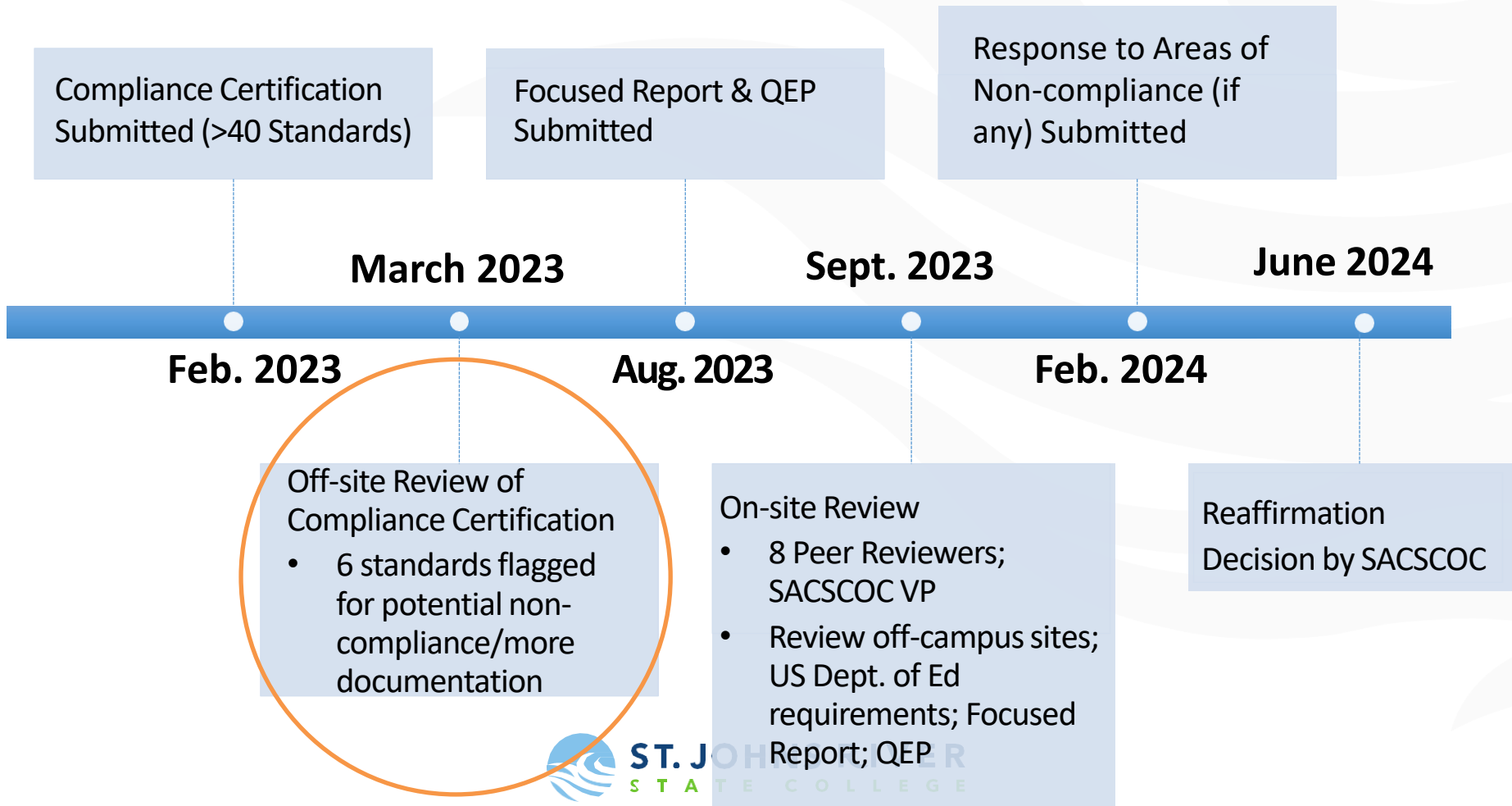
SACSCOC Reaffirmation Process



SACSCOC Reaffirmation Process



SACSCOC Reaffirmation Process

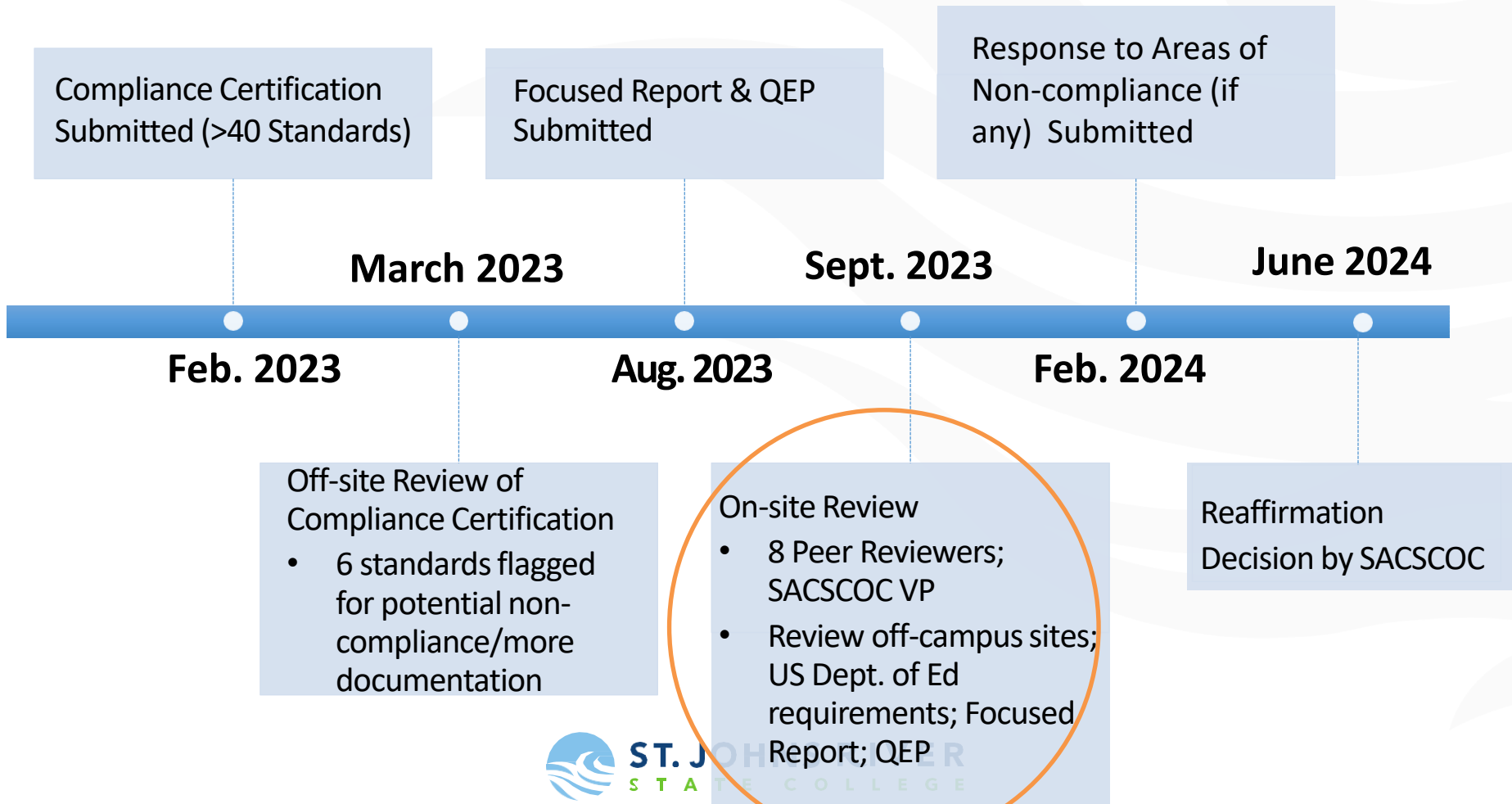


Standards Requiring Further Documentation

Standard	Descriptor	Additional Information Requested
5.2.b	Control of Intercollegiate Athletics	CEO oversight in athletic planning and decisions
5.4	Qualified Administrative/Academic Officers	Additional year(s) of evaluations to show “regularly evaluated”
6.2.a	Faculty Qualifications	Additional qualification information on 14 out of over 300 FT and PT faculty
10.2	Public Information	Additional information on implementation of grading and refund policies
11.1	Library and Learning Resources	Evidence of how library resources specifically support 51 academic programs
14.4	Representation to Other Agencies	Self-studies from program accreditors to evaluate consistency of representation

All requests addressed in Focus Report submitted in August 2023

SACSCOC Reaffirmation Process



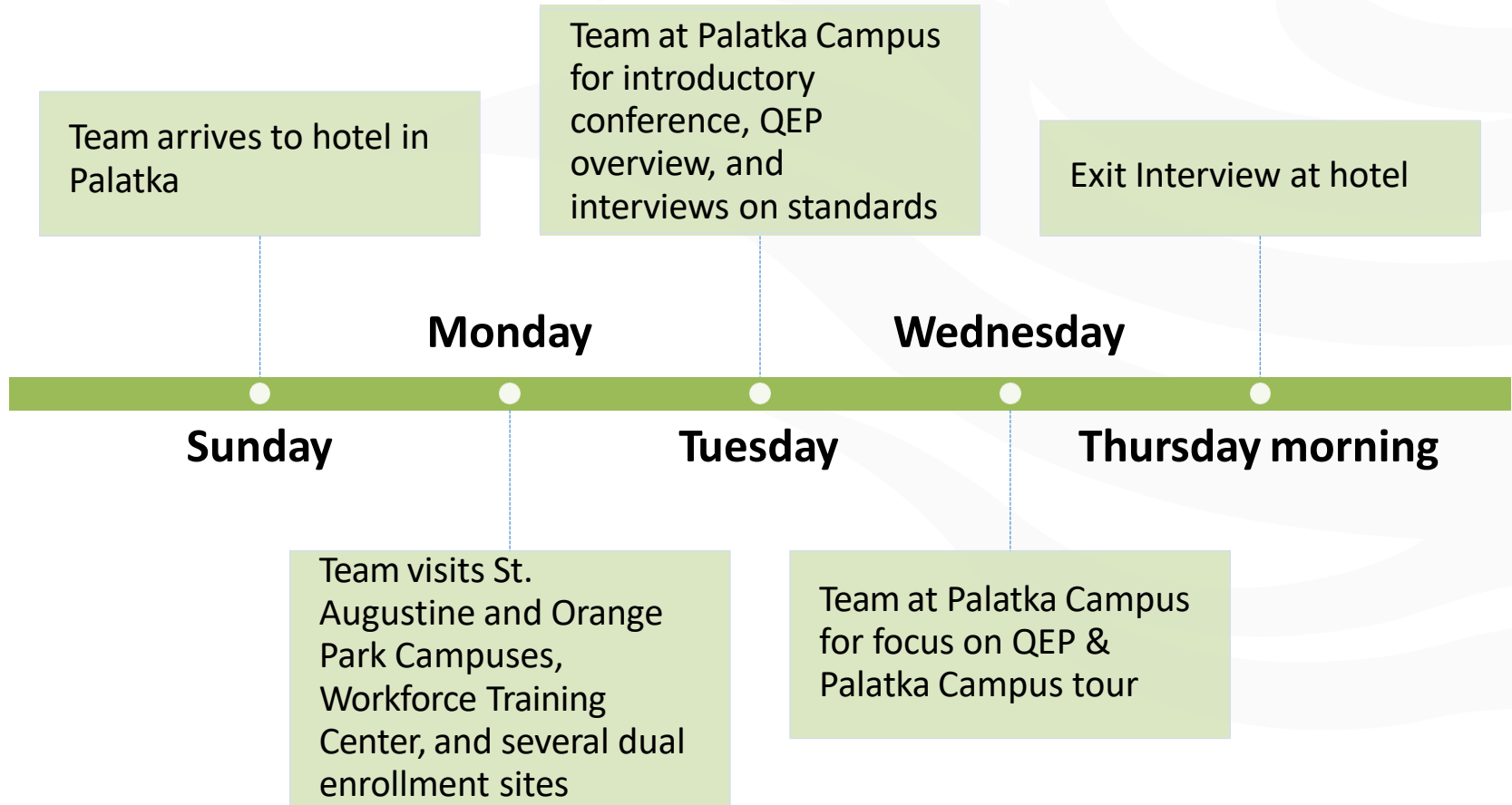
Standards Reviewed On-site

Standard	Descriptor	SACSCOC/USDE/ Focused Report
1.1	Integrity	SACSCOC
5.2.b	Control of Intercollegiate Athletics	Focused Report
5.4	Qualified Administrative/Academic Officers	USDE & Focused Rpt
6.1	Full-time Faculty	USDE
6.2.a	Faculty Qualifications	Focused Report
6.2.b	Program Faculty	USDE
6.2.c	Program Coordination	USDE
7.2	Quality Enhancement Plan (QEP)	SACSCOC
8.1	Student Achievement	USDE
8.2.a	Student Outcomes: Educational Programs	USDE
9.1	Program Content	USDE
9.2	Program Length	USDE

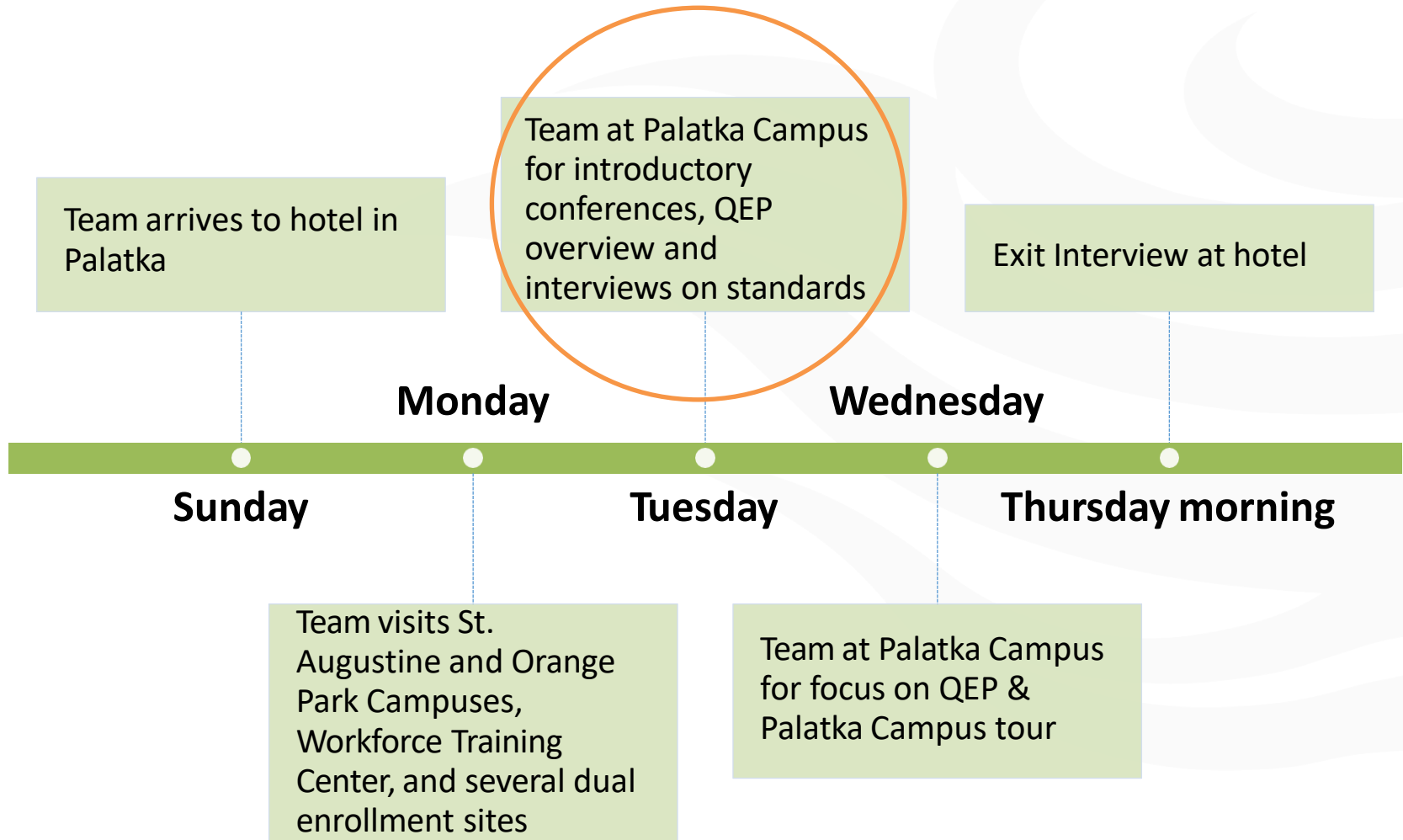
Standards Reviewed On-site

Standard	Descriptor	SACSCOC/USDE/ Focused Report
9.3	General Education Requirements	USDE
10.2	Public Information	USDE & Focused Rpt
10.5	Admissions Policies and Procedures	USDE
10.6	Distance and Correspondence Education	USDE
10.7	Policies for Awarding Credit	USDE
11.1	Library and Learning Resources	Focused Report
12.1	Student Support Services	USDE
12.4	Student Complaints	USDE
13.6	Federal and State Responsibilities	USDE
13.7	Physical Resources	USDE
14.1	Publication of Accreditation Status	USDE
14.3	Comprehensive Institutional Reviews	USDE
14.4	Representation to Other Agencies	USDE & Focused Rpt

SACSCOC On-site Review 9/24-9/28/23



SACSCOC On-site Review 9/24-9/28/23



SACSCOC Site Visit—Board Lunch

General conversation with SACSCOC Committee Members

SACSCOC Representative
Presidents of Peer Institutions



QEP: The Viking Experience – Core to Career



Dr. Edward Jordan
QEP Co-Directors:
Dr. Summer Garrett & Anastacia Hohrath



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EQUAL OPPORTUNITY/EQUAL ACCESS COLLEGE

TO: Joe Pickens, J.D.
College President

FROM: Melanie Rosen Brown, Ph.D. 
Chief Academic Officer/Provost

DATE: September 12, 2023

RE: Board Workshop Agenda
September 20, 2023, District Board of Trustees Meeting

The following item is submitted for the Board of Trustees' consideration at the September 20, 2023, meeting:

1. **The Viking Experience: Core to Career (QEP Document)**



THE VIKING EXPERIENCE: CORE TO CAREER

ST. JOHNS RIVER STATE COLLEGE
QUALITY ENHANCEMENT PLAN
ON-SITE REVIEW: SEPTEMBER 26-28, 2023

Executive Summary

To further its mission of promoting excellence in teaching and learning, enriching the lives of its students, and strengthening its community, St. Johns River State College (“SJR State” or “the College”) developed a comprehensive Quality Enhancement Plan (QEP). The QEP process involved extensive conversations with a broad range and base of constituencies and a comprehensive review and analysis of data on student learning and success. Through this process, the College community identified *Experiential Learning* as the QEP focus.

The goal of the College’s QEP, *The Viking Experience: Core to Career*, is to improve student learning and student success in the development of career awareness and career skills by providing to every degree-seeking student access to experiential learning via instruction in Core General Education courses. The objectives of the project include supporting student persistence and completion as well as fostering seamless college to career transitions by:

- Engaging students in high-impact experiential learning opportunities in Core General Education courses.
- Preparing students to utilize digital tools to capture evidence of student learning.
- Increasing students’ career soft-skills competencies.
- Increasing students’ career awareness and exploration.

The purpose of *The Viking Experience: Core to Career* is to create opportunities for students to identify and utilize career-related skills via the curriculum required for both an Associate in Arts (AA) and an Associate in Science (AS) degree. To address these objectives, the following student learning outcomes will be achieved:

- SLO 1: Students will develop experience-based knowledge of their Core General Education Courses that will enhance their awareness of the relationship between core curriculum and career competencies.
- SLO 2: Students will engage in reflection of experiential learning activities and demonstrate the ability to critically examine their experiences and create connections between those experiences and Core General Education knowledge.
- SLO 3: Students will demonstrate that learning occurs in context by visibly accumulating evidence of career development accomplishments.
- SLO 4: Students will demonstrate confidence in their ability to achieve career preparation skills.

Two core initiatives form the basis of activities related to achieving the QEP’s goals and outcomes:

- Improve Course Engagement (faculty development in identifying, teaching, and assessing experiential learning)
- Strengthen Student Support (providing designated career awareness/readiness activities and tools to document achievement)

The QEP also supports the goals and objectives of the College’s 2022-2027 Strategic Plan¹, which seeks to implement high-quality academic and career educational programs and student services that enable students to meet their educational and career goals and the area’s workforce needs. The College has identified and committed sufficient resources to initiate, sustain, and complete the QEP. The College has also allocated a sufficient budget to support the human and technological resources required to support the QEP and its full and successful implementation. Key personnel are already in place.

The QEP will be integrated into the College’s strong culture of assessment. The College has developed both a comprehensive plan to assess the QEP using multiple methods of direct and indirect measures, and quantitative and qualitative metrics that will inform its continuous improvement toward maximizing and sustaining student success and program effectiveness.

¹St. Johns River State College Strategic Plan: <https://www.sjrstate.edu/pdfs/strategic-plan-2022-2027.pdf>