



Annual Baccalaureate Performance Accountability Report

Date: July 7, 2014

Institution: Florida SouthWestern State College (formally Edison State College)

Florida Department of Education Notification Letter of College name change sent on June 20, 2014, Appendix A

Baccalaureate Degree Contact:

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List baccalaureate degree programs that have been operational for at least one full academic year, by degree type and degree title:

| Degree Type | Baccalaureate Degree Title |
|-----------------------------------|---------------------------------------|
| Bachelor of Applied Science (BAS) | Cardiopulmonary Sciences |
| Bachelor of Applied Science (BAS) | Public Safety Administration |
| Bachelor of Applied Science (BAS) | Supervision and Management |
| Bachelor of Science (BS) | Elementary Education |
| Bachelor of Science (BS) | Middle Grades Language Arts Education |
| Bachelor of Science (BS) | Middle Grades Mathematics Education |
| Bachelor of Science (BS) | Middle Grades Science Education |
| Bachelor of Science (BS) | Secondary Education Biology |
| Bachelor of Science (BS) | Secondary Education Mathematics |
| Bachelor of Science (BSN) | Nursing |

As applicable, list other baccalaureate degree programs that have been approved, but that have not been operational for at least one full academic year, by degree type and degree title:

None

Please provide the Division of Florida Colleges with the following information regarding your baccalaureate degree programs that have been operational for at least one full academic year on or before August 15 of this year:

- **Evidence that the college has obtained and maintained appropriate Southern Association of Colleges and Schools accreditation.**

Southern Association of Colleges and Schools Commission on Colleges letter attached, Appendix B

- **Status of regional and programmatic accreditation, if applicable, by baccalaureate program. For education programs, include the status and activities related to Florida teacher education program approval.**

| Baccalaureate Degree | FLDOE State Approval and Date |
|---|--|
| BAS, Cardiopulmonary Sciences | The Florida Department of Education approved Florida SouthWestern State College's application to offer a BAS in Cardiopulmonary Sciences in March 2010. |
| BAS, Public Safety Administration | The Florida Department of Education approved Florida SouthWestern State College's application to offer a BAS in Public Safety Administration in March 2005. |
| BAS, Supervision and Management | The Florida Department of Education approved Florida SouthWestern State College's application to offer a BAS in Supervision and Management in February 2008. |
| BS, Elementary Education BS, Middle Grades Language Arts Education BS, Middle Grades Mathematics Education BS, Middle Grades Science Education BS, Secondary Education Biology BS, Secondary Education Mathematics | The Florida Department of Education approved Florida SouthWestern State College's application to offer a BS in Elementary Education (ESOL and Reading Endorsement) on September 11, 2009, valid through June 30, 2014. Florida SouthWestern State College received approval from the Florida Department of Education in January 2012 for the BS in Middle Grades Language Arts (ESOL and Reading Endorsement), BS in Middle Grades Mathematics, BS in Middle Grades Science, BS in Secondary Biology and BS in Secondary Mathematics. On July 29, 2013, the program approval for all six education baccalaureate programs was extended to June 30, 2015. |
| BSN, Nursing | The Florida Department of Education approved Florida SouthWestern State College's application to offer a BSN in Nursing in February 2007. |

- **Has the college obtained/made plans to pursue specialized accreditation for any baccalaureate program(s)? If yes, please provide the status of the accreditation process for each applicable program:**

| Program Name | Accreditation Status | Date of Accreditation | Comments |
|-------------------------------|-----------------------------|------------------------------|---|
| BAS, Cardiopulmonary Sciences | N/A | N/A | 2015 Accreditation Standards for Degree Advancement Programs in Respiratory Care have been drafted by the Commission on Accreditation for Respiratory Care. The |

| | | | |
|---|------------------|-------------|--|
| | | | <p>scheduled date that these standards will go into effect is to be determined after 6/1/14, when the public comment period ends. Accreditation of degree advancement programs is a voluntary process that requires a comprehensive review of the program relative to the Standards. While the process is voluntary, it provides programs an external validation of their educational offering. The college will pursue this specialized accreditation when the process is finalized.</p> <p>http://www.coarc.com/74.html</p> |
| BAS, Public Safety Administration | N/A | N/A | Investigating ACBSP membership and programmatic accreditation |
| <p>As School of Business and Technology faculty and staff reviewed the benefits and responsibilities associated with various programmatic accrediting agencies, <i>Accreditation Council for Business Schools and Programs</i> (ACBSP) accreditation emerged as potentially a valuable and relevant programmatic accreditation for programs in the School of Business and Technology. To that end, FSW sent a delegate to the ACBSP 2014 Annual Convention in Chicago to gather the information and feedback necessary to make an informed decision of the pursuit of programmatic accreditation. FSW anticipates initiating a programmatic accreditation self-study within the 2014-15 academic year.</p> | | | |
| BAS, Supervision and Management | N/A | N/A | Investigating ACBSP membership and programmatic accreditation |
| <p>Currently, while there is no programmatic accreditation for the Supervision and Management degree program, faculty has expressed great interest in its pursuit. Available options include International Assembly for Collegiate Business Education (IACBE) and Accreditation Council for Business Schools and Programs (ACBSP). As School of Business and Technology faculty and staff conducted an in-depth review of the benefits and responsibilities associated with various programmatic accrediting agencies, ACBSP accreditation emerged as potentially the more valuable and relevant programmatic accreditation for programs in the School of Business and Technology. To that end, FSW sent a delegate to the ACBSP 2014 Annual Convention in Chicago to gather the information and feedback necessary to make an informed decision of the pursuit of programmatic accreditation. FSW anticipates initiating a programmatic accreditation self-study within the 2014-15 academic year.</p> | | | |
| BSN, Nursing | Fully Accredited | August 2012 | Accreditation Commission for Education in Nursing, Inc. (ACEN). Next review cycle is 2017. |

- **Status of faculty hires, equipment/materials purchases, and recruiting activities by baccalaureate program.**

Provided below by program area

- **Enrollment data for each baccalaureate program.**

Provided by the Florida Department of Education

- **Evidence that the college is managing fiscal resources appropriately.**

During the 2014-2015 budget development process, a thorough review of all budgets was conducted and through a collaborative effort between the Office of Financial Services and each budget administrator the annual budget was approved by the Board of Trustees. The entire budget process is carefully monitored through the Office of Financial Services, which falls under the direction of the Vice President, Administrative Services.

Monthly budget reports are presented to the Board of Trustees. All finance items are presented first to the Finance and Facilities Board Committee prior to action by The Board of Trustees. The Finance Committee is a standing committee that meets each month with the Vice President, Administrative Services and other staff members as appropriate to discuss upcoming agenda items. The Board of Trustees also approves all quarterly budget changes for the previous quarter. The Director of Budget and Financial Services is responsible for assisting with preparation and execution of all budget initiatives. The Director of Budget and Financial Services, along with the appropriate Deans, provides the necessary budget training to ensure proper oversight.

A copy of the 2014-2015 Florida SouthWestern State College Operating Budget is attached, Appendix C

A copy of the Independent Auditor's Report, March 2014 is attached, Appendix D

- **Evidence that the college has maintained its primary mission and responsibility requirements as outlined in section 1007.33(2)-(3), F.S.**

Provided below by program area

- **A brief summary of successes and/or unique features of each baccalaureate program, including program completions, placements, and surveys of graduates and employers.**

Provided below by program area

School of Business and Technology

BAS, Public Safety Administration

- **Status of faculty hires, equipment/materials purchases, and recruiting activities by baccalaureate program.**

The BAS, Public Safety Administration program is housed within the School of Business and Technology at Florida SouthWestern State College. It employs one full time faculty member with a terminal degree in field to lead the instruction of the Public Safety Administration baccalaureate program. This faculty member also serves as Coordinator for the Criminal

Justice and Crime Scene programs. This position provides oversight in both the associate and baccalaureate degree programs resulting in a strong linkage between the lower and upper division programs.

During the 2013-14 academic year, the Public Safety Administration program was offered only at the main campus in Lee County and online. Enrollment, while steady, does not at present justify additional full time faculty positions. During the academic year, six (6) adjunct faculty members, three (3) of whom hold terminal degrees in field, taught all or part of their academic loads in support of the program.

During the 2013-2014 academic year, no new equipment purchases were required or initiated. However, considering the blended learning and online instructional format largely used to facilitate this BAS program, resources to support faculty development and training continue to be a priority. As a practical matter, assessment instruments, artifacts, and rubrics are both delivered through and stored in Canvas. Therefore, the School of Business and Technology has mounted a concerted effort to have 100% of its full-time and adjunct faculty trained on and certified in the use of Canvas, regardless of the mechanism by which the course is delivered. Through the Teaching and Learning Centers, faculty members are eligible to participate in workshops, webinars and seminars related to teaching strategies, curriculum development, and assessment methodologies. Through FSW Online, additional professional development opportunities, particularly those in support of Canvas, are available to faculty teaching courses in all formats: online, blended, and traditional. New materials were purchased for the library to support the incorporation of more scientific journals and other sources to 1) enhance the quality of resources available to students performing research for their capstone projects and 2) to facilitate piloting a contemporary issues class using only available scientific and current events sources, and without a traditional text.

Student services staff, College recruiters, program administrators, and faculty play a major role in the recruitment of the academic program. Continued efforts include marketing directly to FSW AS and AA graduates in our service area, making site visits to applicable governmental and public safety agencies, and promoting the program through classroom visits in prerequisite courses. Additionally, FSW maintains a strong relationship with the advisory committees for the relevant associate degree areas and within the baccalaureate program.

The School of Business and Technology circulates a professionally prepared marketing booklet that features all degree and certificate programs in the school and supports a dedicated website covering all aspects of the school, www.fsw.edu/sobt.

- **Evidence that the college has maintained its primary mission and responsibility requirements as outlined in section 1007.33(2)-(3), F.S.**

The College's Mission Statement is as follows:

The mission of Florida SouthWestern State College is to inspire learning; prepare a diverse population for creative and responsible participation in a global society; and serve as a leader for intellectual, economic, and cultural awareness in the community. (*Mission statement approved by the District Board of Trustees April 27, 2010*)

The School of Business and Technology's Mission Statement is as follows:

The mission of the School of Business and Technology at Florida SouthWestern State College is to provide low-cost, high quality, innovative, applicable, and inspirational educational programs that provide a diverse population of students the academic and career skills necessary to compete in the local workforce and the global economy.

The Public Safety Administration Program's mission is as follows:

To prepare graduates to have the knowledge, skills, and abilities necessary to understand and solve day to day and more complex problems in the public safety administration field.

The mission of the program was met through the graduation of 14 students in the 2013-2014 academic year and is also supported via the success of the graduates, detailed in the next section below.

- **A brief summary of successes and/or unique features of each baccalaureate program, including program completions, placements, and surveys of graduates and employers.**

FSW conducts surveys both of its BAS, Public Safety Administration students and their employers. In the most recent survey, executed in the last week of April of 2014 and covering the Fall 2013 and Spring 2014 terms, the average score on a **3-item Likert scale**, where Very Satisfied = 3 and Dissatisfied = 1, graduates ($n = 14$) reported their overall satisfaction with the program at **2.29**. Of the respondents, none expressed overall dissatisfaction and none expressed *dissatisfied* with any of the program elements. In the same survey, graduates ($n = 14$) ranked their overall academic and/or career preparation slightly higher, with an average score of **4.77 on a 5-item Likert scale**, with no respondent recording a neutral or negative opinion.

In addition, 78.6% of the 14 respondents reported that they anticipated professional advancement with either their current employers or with a new employer, while 14.3% reported anticipating no change in professional stature and 7.1% reported that they were currently unemployed. It should be pointed out that economic conditions during the 2013-2014 academic year in the five-county area served by FSW, while significantly improved from the recessionary period of the prior years, were still marked by an unemployment rate higher than average and a public safety sector growth rate somewhat lower than average, particularly in the more rural portions of the College's service area.

The mission of the program is also supported by the fact that 21.4% of the survey respondents, or 3 graduates, reported that they had been accepted to and enrolled in graduate degree programs. An additional 6 graduates (42.9%) expressed a desire to pursue graduate education, but had indefinite plans and an additional 4 graduates (28.6%) were undecided about graduate school. Only 1 respondent (7.1%) indicated that he or she did not plan to pursue a graduate degree at this time.

FSW also conducts follow up surveys of its BAS, Public Safety Administration graduates. However, to date the response rate for this reporting period has been too low to provide meaningful results.

Students enrolled in the final term of the Public Safety Administration program participate in a Capstone project, a summative degree program assessment. Students are required to identify a public safety administration policy issue or concern, research potential solutions

using both case literature and peer-reviewed studies, advance four potential solutions, survey a population on the perceived efficacy of each of the four potential solutions, draw a conclusion from the survey results, prepare a bound paper discussing the entire process, present their findings to a panel in a half-hour presentation, and then defend their findings to that panel in an open-ended question and answer session. The entire assignment is evaluated using separate rubrics for the written and oral components.

The program has maintained consistent enrollment during the academic year. Nonetheless, during the 2013-2014 academic year, a stronger focus was placed on retention, student success, and academic quality assessment. The program employs a Coordinator of Student Retention and Success to orient new students and implement strategies to actively monitor student progress and persistence to graduation. Through the program review process, the orientation program has been noted as a positive student success strategy. Content includes an introduction to college resources such as library and technology support, how to register and navigate the online environment, academic expectations, graduation requirements, and faculty and staff specific to the program. As a result, newly admitted baccalaureate students continue to attend orientation sessions prior to enrollment in upper division courses.

Faculty has also surveyed students during the 2013-2014 academic year as to their preferred method(s) of course delivery, class meeting days and times, course offerings, potential new elective courses, and other suggestions they may have for program improvement. Since FSW opened its first on-campus student housing in August 2012, the makeup of the student body will likely evolve and the faculty and administration believe that the program should evolve accordingly.

The College continues to be engaged in discussion with local law enforcement and other first responders, particularly in Collier County, to determine the viability of establishing a separate and potentially offsite cohort training model for delivery of the program.

During the 2012-13 academic year, the Public Safety Administration students became eligible for the local chapter of Sigma Beta Delta Honor Society and initiated the first group of 2 participants. During the 2013-2014 academic year, 2 additional students were graduated with membership in the Sigma Beta Delta Honor Society.

BAS, Supervision and Management

- **Status of faculty hires, equipment/materials purchases, and recruiting activities by baccalaureate program.**

The BAS, Supervision and Management program is housed within the School of Business and Technology at Florida SouthWestern State College. It employs one full time faculty member with a terminal degree in field to lead the instruction of the Supervision and Management baccalaureate program. This faculty member also serves as Coordinator for the business and accounting disciplines. This position provides oversight in both the associate and baccalaureate degree programs resulting in a strong linkage between the lower and upper division programs.

During the 2013-14 academic year, one new full time faculty position was approved and posted in the School of Business and Technology. The position will share teaching

responsibilities in the BAS, Supervision and Management program as well as in other programs in the school. The faculty qualification for this position is a terminal degree in law and a graduate degree in a business discipline. The College undertook a search which initially yielded an actionable pool of applicants. However, the search ultimately failed and is scheduled to be re-opened this August for a planned January 2015 start.

In addition, the School of Business and Technology will see a full time faculty member with over 30 years of dedicated service to the institution retire during the upcoming academic year. That line is also scheduled to be posted in August with a planned January 2015 start. The position will be for a dedicated business professor who will assume teaching responsibilities in the BAS, Supervision and Management program. The ideal candidate will hold a terminal degree in a business discipline.

During the academic year, seven (7) other full time faculty members also taught part of their academic loads in support of the program. Additionally, fourteen (14) adjunct faculty members, six (6) of whom hold terminal degrees in field, taught all or part of their academic loads in support of the program.

During the 2013-2014 academic year, no new equipment purchases were required or initiated. However, considering the blended learning and online instructional format largely used to facilitate this BAS program, resources to support faculty development and training continue to be a priority. As a practical matter, assessment instruments, artifacts, and rubrics are both delivered through and stored in Canvas. Therefore, the School of Business and Technology has mounted a concerted effort to have 100% of its full-time and adjunct faculty trained on and certified in the use of Canvas, regardless of the mechanism by which the course is delivered. Through the Teaching and Learning Centers, faculty are eligible to participate in workshops, webinars and seminars related to teaching strategies, curriculum development, and assessment methodologies. Through FSW Online, additional professional development opportunities, particularly those in support of Canvas, are available to faculty teaching courses in all formats: online, blended, and traditional. New materials were purchased for the library to support the addition of entrepreneurship content into the curriculum.

Student services staff, College recruiters, program administrators, and faculty play a major role in the recruitment of the academic program. Continued efforts include marketing directly to FSW AS and AA graduates in our service area, making site visits to applicable for-profit and not-for-profit businesses, promoting the program through classroom visits in prerequisite courses, and expanding articulation agreements with local colleges and universities. Additionally, FSW maintains a strong relationship with the advisory committees for the relevant associate degree areas and within the baccalaureate program.

The School of Business and Technology also circulates a professionally prepared marketing booklet that features all degree and certificate programs in the school and supports a dedicated website covering all aspects of the school, www.fsw.edu/sobt.

- **Evidence that the college has maintained its primary mission and responsibility requirements as outlined in section 1007.33(2)-(3), F.S.**

The College's Mission Statement is as follows:

The mission of Florida SouthWestern State College is to inspire learning; prepare a diverse population for creative and responsible participation in a global society; and serve as a leader for intellectual, economic, and cultural awareness in the community. (*Mission statement approved by the District Board of Trustees April 27, 2010*)

The School of Business and Technology's Mission Statement is as follows:

The mission of the School of Business and Technology at Florida SouthWestern State College is to provide low-cost, high quality, innovative, applicable, and inspirational educational programs that provide a diverse population of students the academic and career skills necessary to compete in the local workforce and the global economy.

The Supervision and Management Program's mission is as follows:

The Bachelor of Applied Science (BAS) in Supervision and Management program is designed to prepare individuals as managerial and supervisory personnel in a variety of professions. The program provides a career and educational pathway for students who have earned an associate in science degree in a professional and technical discipline. The degree also provides an excellent opportunity for individuals with an associate in arts degree and interest or experience in acquiring leadership, business management, and supervisory skills.

The mission of the program was met through the graduation of 80 students in the 2013-2014 academic year and is also supported via the success of the graduates, detailed in the next section below.

- **A brief summary of successes and/or unique features of each baccalaureate program, including program completions, placements, and surveys of graduates and employers.**

FSW conducts surveys both of its BAS, Supervision and Management students and their employers. In the most recent survey, executed in the last week of April of 2014 and covering the Fall 2013 and Spring 2014 terms, the average score on a **3-item Likert scale**, where Very Satisfied = 3 and Dissatisfied = 1, graduates ($n = 63$) reported their overall satisfaction with the program at **2.46**. Of the respondents, none expressed overall dissatisfaction and only 1 expressed *dissatisfied* with any of the program elements. In the same survey, graduates ($n = 42$) ranked their overall academic and/or career preparation slightly higher, with an average score of **4.55 on a 5-item Likert scale**, with no respondent recording a neutral or negative opinion.

In addition, 85.7% of the 63 respondents reported that they anticipated professional advancement with either their current employers or with a new employer, while 7.9% reported anticipating no change in professional stature and 6.3% reporting that they are currently unemployed. It should be pointed out that economic conditions during the 2013-2014 academic year in the five-county area served by FSW, while significantly improved from the recessionary period of the prior years, were still marked by an unemployment rate higher than average and a business growth rate somewhat lower than average, particularly in the more rural portions of the College's service area.

The mission of the program is also supported by the fact that 23.8% of the survey respondents, or 15 graduates, reported that they had been accepted to and enrolled in graduate degree programs. An additional 6 graduates (9.5%) expressed a desire to pursue

graduate education, but had indefinite plans and an additional 47.6% were undecided about graduate school. Only 12 respondents (19%) indicated that they did not plan to pursue a graduate degree at this time.

FSW also conducts follow up surveys of its BAS, Supervision and Management graduates. Of the 23 respondents to this year's survey, 34.8% reported a salary increase of 5% or more attributable to having earned the baccalaureate degree. In addition, 30.4% reported earning a salary of \$40,000 per year or higher.

Students enrolled in the final term of the BAS program participate in a Capstone project and compete in a global business simulation project. FSW students consistently rank in the top 100 of over 2500 teams and 150 institutions. These participating institutions include the University of Maryland, Albany State University, University of Wisconsin, St. Leo University, Oklahoma State University, Pace University, California State University, and Clemson University. In the spring term of 2014, ten (10) FSW Supervision and Management student teams placed in the top 100 in the same week and most of these teams demonstrated repeated high placements. More information regarding this experience can be obtained through *Glo Bus* (Global Business) at <http://www.glo-bus.com> and <http://www.glo-bus.com/stats/top20.html?id=1220>.

The program has maintained consistent enrollment during the academic year. Nonetheless, during the 2013-2014 academic year, a stronger focus was placed on retention, student success, and academic quality assessment. The program employs a Coordinator of Student Retention and Success to orient new students and implement strategies to actively monitor student progress and persistence to graduation. Through the program review process, the orientation program has been noted as a positive student success strategy. Content includes an introduction to college resources such as library and technology support, how to register and navigate the online environment, academic expectations, graduation requirements, and faculty and staff specific to the program. As a result, newly admitted baccalaureate students continue to attend orientation sessions prior to enrollment in upper division courses.

Faculty has also surveyed students during the 2013-2014 academic year as to their preferred method(s) of course delivery, class meeting days and times, course offerings, potential new elective courses, and other suggestions they may have for program improvement. Since FSW opened its first on-campus student housing in August 2012, the makeup of the student body will likely evolve and the faculty and administration believe that the program should evolve accordingly.

During the 2010-2011 academic year, the Supervision and Management program established an inaugural chapter of Sigma Beta Delta Honor Society and initiated the first group of participants. During the 2013-2014 academic year, 20 students were graduated with membership in the Sigma Beta Delta Honor Society.

School of Education

BS, Elementary Education
BS, Middle Grades Language Arts Education
BS, Middle Grades Mathematics Education
BS, Middle Grades Science Education
BS, Secondary Education Biology
BAAC-03

August 2014

- **Status of faculty hires, equipment/materials purchases, and recruiting activities by baccalaureate program.**

The School of Education measures its success in three areas: teacher candidate, program and unit. Internal and external data provide evidence that more than 1000 teachers will need to be hired during the upcoming 2014-2015 academic year in the five county region served by Florida SouthWestern State College. The School of Education in conjunction with other local universities graduated an estimated 300 teachers. This leaves a gap of more than 700 teachers. Not only is the School of Education providing quality teachers, they are serving the local communities by requiring each teacher candidate to complete 30 service learning hours prior to their final internship. These graduation requirements maintain that students participate in activities that support our local schools and community centers. Kappa Delta Epsilon further assist the SOE in meeting the college and school mission by providing ethically and socially conscious opportunities that foster creativity, innovation and diversity in Southwest Florida. Examples of such activities are Hit Literacy Out of the Park wherein KDE partnered with the Boston Red Sox to collect thousands of books for local schools during one of the Red Sox training games. KDE has also worked with the Ronald McDonald House and our local school foundations to stuff backpacks with much needed school supplies.

The School of Education employs seven full-time faculty members and approximately 35 adjuncts. During the 2013-2014 academic year, an additional Elementary Education position was created and filled to support the existing teacher candidates and anticipated growth. Additionally, the unit expanded from one Department Chair to two Coordinators position. The first position is filled by the former Department Chair and oversees Early Childhood and Elementary Education. The second Coordinator has responsibility for the five Middle and Secondary Education programs. Additionally, a new faculty member was hired to replace the retiring Early Childhood faculty. The new position will assist with the return of the AS, Early Childhood degree program anticipated to start in the Fall 2014.

The School of Education has retained the positions of Coordinator of Assessment and Student Success and Director of Field Experiences. The Director of Dual Enrollment and both the Lee Campus and Charlotte Campus principals for the high performing Collegiate High Schools report to the Dean of the School of Education. The Collegiate High Schools continue to perform within the top 10 high schools in the state with 90% of students scoring a three or better on the FCAT writes in 2013-2014.

In 2014, the School of Education secured Common Core Grant funds through a consortium of State Colleges and University allowing for three additional staff positions: a part-time Staff Assistant and two Coordinator positions. These positions have been filled with personnel for the period of one year. In conjunction with the grant, the School of Education established a Professional Learning Academy that will serve teachers, community members, teacher candidates, and education professionals in obtaining professional development related to Clinical Educator training, parents college, ESOL trainings, Florida Standards training and more. Additional positions for the Professional Learning Academy will be established based on funds generated from trainings.

To keep pace with the local school districts and the national movement to enhance the teacher evaluation process, all faculty in the SOE were provided an iPad to conduct final internship evaluations. The data from these evaluations is integrated into Live Text, an on-line assessment and accreditation module. An estimated \$5000-\$7000 was spent upgrading technology, materials, and

consumables in the Curriculum Library housed in the School of Education. All faculty, staff, graduates, and mentor teachers have access to the Curriculum Library.

In addition to college wide recruitment efforts, the faculty and staff in the SOE collected enrollment surveys from potential candidates in lower division education courses, manned information tables, hosted numerous information sessions, and created two 10K degree offerings in Secondary Biology and Middle Grades Science.

- **Evidence that the college has maintained its primary mission and responsibility requirements as outlined in section 1007.33(2)-(3), F.S.**

Mission

Florida SouthWestern State College's School of Education provides a rigorous learning environment ensuring teacher candidates will achieve their greatest potential through Principles of Excellence. Building on a strong pedagogical, ethical and socially conscious foundation that fosters creativity and innovation, Florida SouthWestern State College's School of Education produces graduates equipped to contribute to the diverse community of life-long learners in Southwest Florida.

Vision

Florida SouthWestern State College will mentor reflective practitioners endowed to educate 21st century learners in a world-class global environment.

Principles of Excellence

The teacher candidate will...

- Synthesize academic content, pedagogical skills and educational technology to instruct digital natives.
- Continually explore new methods, best practices and instructional designs to impact p-12 learning.
- Employ strong written, verbal and non-verbal communication skills.
- Emulate and foster caring and ethical behavior in order to build teaching and learning environments that build upon the strengths of students' diverse cultures and learning styles.
- Collaborate with key stakeholders, such as; administrators, colleagues, parents and leaders in the local community.
- Engage in reflective practice with an understanding that learning is a lifelong process.

School of Health Professions

BAS, Cardiopulmonary Sciences

- **Status of faculty hires, equipment/materials purchases, and recruiting activities by baccalaureate program.**

Effective Fall 2012, the College created a five Schools structure. The College's inaugural School of Health Professions houses the Department of Cardiopulmonary and Emergency Care Programs. The Department includes 4 associate degrees: Respiratory Care, Cardiovascular Technology, Emergency

Medical Services, and Fire Science Technology, 3 college credit certificates, and the BAS in Cardiopulmonary Sciences.

There are currently five faculty members qualified to teach in the upper division courses for the BAS in Cardiopulmonary Sciences. Two of those faculty members are full-time faculty who teach in one of the two AS degree feeder programs (Cardiovascular Technology and Respiratory Care) as well as Upper Division courses. Both are masters prepared with extensive experience in Cardiovascular Technology or Respiratory Care. One adjunct faculty member, also masters prepared, teaches only in the BAS, Cardiopulmonary Sciences Program. The Program Director, who holds a doctorate as well as the terminal degree in Cardiopulmonary Sciences, teaches and provides administrative oversight for the program. A fifth faculty member was hired as an adjunct, this academic year. She holds an MD as well as the RCIS and RRT credentials. She team taught a Research Methods course with the Program Director in the Spring semester and will teach in additional courses in the Fall 2014 semester.

This academic year, three faculty members are engaged in a two year projects with e-learning to convert 10 blended format CPS courses to the on-line format. Material and equipment costs have been minimal. Faculty receive on-campus training with the curriculum management system (CANVAS).

- **Evidence that the college has maintained its primary mission and responsibility requirements as outlined in section 1007.33(2)-(3), F.S.**

The College's Mission Statement is as follows:

The mission of Florida SouthWestern State College is to inspire learning; prepare a diverse population for creative and responsible participation in a global society; and serve as a leader for intellectual, economic, and cultural awareness in the community

The School of Health Profession's Department of Cardiopulmonary and Emergency Care Program mission is to prepare qualified entry-level professional Respiratory Care and Cardiovascular Technologists to work in diverse healthcare settings at the associate degree level and to provide advanced education through the BAS program in Cardiopulmonary Sciences. Local and Regional partnerships and support are integral to the mission's success.

- **A brief summary of successes and/or unique features of each baccalaureate program, including program completions, placements, and surveys of graduates and employers.**

The BAS degree in Cardiopulmonary Sciences has enrolled 96 students, to-date. Twelve graduates have reported post graduate success inclusive of greater diagnostic responsibility in the acute care setting, advancement to managerial status, within their organization or the military, acceptance to graduate school including additional acceptance into advanced practitioner programs for Physician's Assistant. Newly enrolled students, this year, have completed their AS degrees at either Florida SouthWestern State College or other Florida state colleges. Florida SouthWestern State College is the first college in the state to provide a degree completion track for both Respiratory Therapists (the traditional feeder group) and Cardiovascular Technologists. It should be noted that a newly approved BS in Cardiopulmonary Sciences Program, at Valencia College (2013), has adopted a curriculum and admissions policy similar to the Florida SouthWestern Program. Most notably it is the second program within the state to recruit and accept both RCIS and RRT prepared AS degree graduates. <http://catalog.valenciacollege.edu/degrees/bachelorofscience/astobscardiopulmonarysciences/>

Enrollment in the new BAS Cardiopulmonary Sciences is projected to increase. Professional standards of Respiratory Care are demanding more advanced degrees for the professional therapist with goals of moving entry level from the AS to the BS degree. Due to this trend in the profession, more AS graduates are transitioning immediately into the BAS program. The College has created a proactive counseling plan for entering AS degree Respiratory Care and Cardiovascular Technology students to stress the importance of the advanced baccalaureate degree.

BSN, Nursing

- **Status of faculty hires, equipment/materials purchases, and recruiting activities by baccalaureate program.**

Effective Fall 2012, the College created a five Schools structure. The Department of Nursing is housed in the College's inaugural School of Health Professions. Over the past year, enrollment in the RN to BSN program has increased. Two additional master's prepared adjunct faculty were hired to teach additional sections of courses. In June 2013, the associate director of nursing resigned and the College immediately hired an interim associate dean of nursing to parallel the new School organization.

Material and equipment costs have been minimal. Most of the courses are taught online and faculty receive on-campus training with the curriculum management system (CANVAS). The RN to BSN program continues to be housed in a state of the art Nursing Building with 58,000 square feet of teaching and simulation education center space. Students have access to these areas. RN to BSN faculty and clerical staff are also located in the Nursing building.

Enrollment in the RN to BSN program has steadily increased over the past year. Professional standards of Nursing are demanding more advanced degrees for the professional nurse with goals of moving entry level from the AS to the BS degree. Due to this trend in the profession, more AS graduates are transitioning immediately into the RN to BSN program. Over 200 students graduate from the AS nursing program each year. The College has created a proactive counseling plan for entering AS degree nursing students to stress the importance of the BSN degree. Major hospital systems in the SWFL region are selecting only BSN prepared nurses for employment in their facilities.

- **Evidence that the college has maintained its primary mission and responsibility requirements as outlined in section 1007.33(2)-(3), F.S.**

The College's Mission Statement is as follows:

The mission of Florida SouthWestern State College is to inspire learning; prepare a diverse population for creative and responsible participation in a global society; and serve as a leader for intellectual, economic, and cultural awareness in the community. (*Mission statement approved by the District Board of Trustees April 27th, 2010*)

The School of Health Profession's Department of Nursing Mission is to prepare qualified entry-level professional nurses to work in diverse healthcare settings at the associate degree level and to provide advanced education through the RN to BSN program for Registered Nurses. Local and Regional partnerships and support are integral to the mission's success.

- **A brief summary of successes and/or unique features of each baccalaureate program, including program completions, placements, and surveys of graduates and employers.**

Enrollment and student satisfaction with the RN to BSN program continues to be stellar. Results of student evaluations show high satisfaction with the quality of online instruction provided in the RN to BSN curricula. High satisfaction with the unique non-traditional course formats to allow continued student employment is also an attraction for our program. Employers have voiced 100% satisfaction with the RN to BSN graduates and their knowledge and skills. The incorporation of evidenced-based research and critical thinking concepts in the curriculum continues to be a strength of the RN to BSN program.

Enhancements to the RN to BSN program will continue. The curriculum will be reviewed this year to ensure that it continues to be in alignment with the best practices of the profession.

June 20, 2014

Florida Department of Education
Office of the Commissioner
Turlington Bldg.
325 W. Gaines St., Ste. 1514
Tallahassee, FL 32399-0400

Dear Florida Department of Education:

This correspondence is to inform the Florida Department of Education, Office of the Commissioner that at its September 24, 2013 meeting the Edison State College District Board of Trustees voted to change the name of Edison State College to **Florida SouthWestern State College**.

The name change is effective July 1, 2014.

Please note this is a change in name only and does not reflect any changes in the mission, programs, governance, or resources of the institution.

Sincerely,



Dr. Jeff Allbritten, President

Cc: Dr. Denis Wright, Provost
Dr. Erin Harrel, Dean, School of Education
Dr. Jeff Stewart, Vice President
Dr. Susan Hibbard, Director of Accountability
Ms. Barbara Miley, Coordinator of Accountability

8099 College Parkway
Ft. Myers, FL 33919

P 239.489.9211
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www.FSW.edu



RECEIVED

JUL 15 2013

July 10, 2013

EDISON STATE COLLEGE
PRESIDENT

Dr. Jeffery S. Allbritten
President
Edison State College
8099 College Parkway, SW
Fort Myers, FL 33919

Dear Dr. Allbritten:

The following action regarding your institution was taken at the June 2013 meeting of the Board of Trustees of SACS Commission on Colleges:

The Commission on Colleges reaffirmed accreditation and removed the institution from Probation following review of a First Monitoring Report and a Special Committee Report. No additional report was requested. Your institution's next reaffirmation will take place in **2022** unless otherwise notified.

Please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **August 15, 2013**, and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of the "Fifth-Year Interim Report" due five years before the next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:ch

cc: Dr. Barry D. Goldstein
Ms. Marjorie Starnes-Bilotti, Chair, Board of Trustees

COLLEGE: FLORIDA SOUTHWESTERN STATE COLLEGE
 UPPER LEVEL PLANNED EXPENDITURES AND SOURCES OF FUNDS
 BACCALAUREATE DEGREE PROGRAM COLLEGE OPERATING BUDGET AS AUTHORIZED IN CONFERENCE REPORT ON HOUSE BILL 5001, SPECIFIC
 APPROPRIATION 126
 FISCAL YEAR 2014-15

| PLANNED EXPENDITURES | GENERAL LEDGER CODE | FY 2014-15 | | TOTAL |
|--|---------------------|----------------------|--------------------|--------------------|
| | | UNRESTRICTED SOURCES | RESTRICTED SOURCES | |
| PERSONNEL COSTS | | | | |
| EXECUTIVE MANAGEMENT | 51000 | \$0 | \$0 | 0 |
| INSTRUCTIONAL MANAGEMENT | 51100 | 245,125 | 0 | 245,125 |
| INSTITUTIONAL MANAGEMENT | 51200 | 0 | 0 | 0 |
| EXECUTIVE, ADMINISTRATIVE, MANAGERIAL SABBATICAL | 51400 | 0 | 0 | 0 |
| EXECUTIVE, ADMINISTRATIVE, MANAGERIAL REGULAR PART-TIME | 51500 | 0 | 0 | 0 |
| INSTRUCTIONAL | 52000 | 635,097 | 0 | 635,097 |
| INSTRUCTIONAL - OVERLOAD/SUPPLEMENTAL | 52100 | 136,947 | 0 | 136,947 |
| INSTRUCTIONAL - SUBSTITUTION | 52200 | 0 | 0 | 0 |
| INSTRUCTIONAL - PARA-PROFESSIONAL/ASSOCIATE/ASSISTANT | 52300 | 0 | 0 | 0 |
| INSTRUCTIONAL - SABBATICAL | 52400 | 0 | 0 | 0 |
| INSTRUCTIONAL (PHASED RETIREMENT) | 52500 | 0 | 0 | 0 |
| INSTRUCTIONAL (PHASED RETIREMENT) - INSTRUCTOR/PROFESSOR | 52501 | 0 | 0 | 0 |
| INSTRUCTIONAL (PHASED RETIREMENT) - LIBRARIAN | 52502 | 0 | 0 | 0 |
| INSTRUCTIONAL (PHASED RETIREMENT) - COUNSELOR | 52503 | 0 | 0 | 0 |
| INSTRUCTIONAL (PHASED RETIREMENT) - REGULAR PART-TIME (FRS PARTICIPANT) | 52504 | 0 | 0 | 0 |
| OTHER PROFESSIONAL | 53000 | 49,522 | 0 | 49,522 |
| OTHER PROFESSIONAL - OVERLOAD/SUPPLEMENTAL | 53100 | 10,000 | 0 | 10,000 |
| OTHER PROFESSIONAL - SUBSTITUTION | 53200 | 0 | 0 | 0 |
| OTHER PROFESSIONAL - PARA-PROFESSIONAL/ASSOCIATE/ASSISTANT | 53300 | 0 | 0 | 0 |
| OTHER PROFESSIONAL - REGULAR PART-TIME | 53500 | 0 | 0 | 0 |
| TECHNICAL, CLERICAL, TRADE AND SERVICE | 54000 | 54,977 | 0 | 54,977 |
| TECHNICAL, CLERICAL, TRADE AND SERVICE - OVERTIME | 54100 | 0 | 0 | 0 |
| TECHNICAL, CLERICAL, TRADE AND SERVICE - REGULAR (PART-TIME) | 54500 | 0 | 0 | 0 |
| OPS - OTHER PERSONNEL - EXECUTIVE, ADMINISTRATIVE, MANAGERIAL | 55000 | 0 | 0 | 0 |
| OPS - INSTRUCTIONAL | 56000 | 0 | 0 | 0 |
| OPS - INSTRUCTIONAL/ADJUNCT INSTRUCTOR | 56001 | 245,410 | 0 | 245,410 |
| OPS - LIBRARIAN | 56002 | 0 | 0 | 0 |
| OPS - COUNSELOR | 56003 | 0 | 0 | 0 |
| OPS - PARA-PROFESSIONAL | 56006 | 0 | 0 | 0 |
| OPS - INSTRUCTIONAL SUBSTITUTES | 56100 | 0 | 0 | 0 |
| OPS - OTHER PROFESSIONAL PART-TIME | 56500 | 0 | 0 | 0 |
| OPS - TECHNICAL, CLERICAL, TRADE AND SERVICE | 57000 | 0 | 0 | 0 |
| STUDENT EMPLOYMENT - INSTITUTIONAL WORK STUDY | 58000 | 0 | 0 | 0 |
| STUDENT EMPLOYMENT - COLLEGE WORK STUDY PROGRAM | 58100 | 0 | 0 | 0 |
| STUDENT EMPLOYMENT - COLLEGE WORK EXPERIENCE PROG. | 58200 | 0 | 0 | 0 |
| STUDENT EMPLOYMENT - STUDENT ASSISTANTS | 58300 | 7,175 | 0 | 7,175 |
| STUDENT EMPLOYMENT - OTHER GOVERNMENTAL SOURCES | 58400 | 0 | 0 | 0 |
| EMPLOYEE AWARDS | 58500 | 0 | 0 | 0 |
| SOCIAL SECURITY CONTRIBUTIONS | 59100 | 89,950 | 0 | 89,950 |
| RETIREMENT CONTRIBUTIONS | 59200 | 83,827 | 0 | 83,827 |
| ACCRUED LEAVE EXPENSE (COMPENSATED ABSENCES) | 59300 | 0 | 0 | 0 |
| ACCRUED SEVERANCE PAY EXPENSE | 59400 | 0 | 0 | 0 |
| OTHER BENEFITS - TAXABLE | 59500 | 9,990 | 0 | 9,990 |
| OTHER BENEFITS | 59600 | 0 | 0 | 0 |
| INSURANCE BENEFITS | 59700 | 133,599 | 0 | 133,599 |
| TUITION BENEFITS & REIMBURSEMENT | 59800 | 0 | 0 | 0 |
| PERSONNEL EXPENSE CONTINGENCY (BUDGET ONLY) | 59900 | 0 | 0 | 0 |
| TOTAL PERSONNEL COSTS | | \$1,701,619 | \$0 | \$1,701,619 |
| CURRENT EXPENSE | | | | |
| TRAVEL | 60500 | \$6,300 | \$0 | 6,300 |
| FREIGHT AND POSTAGE | 61000 | 0 | 0 | 0 |
| TELECOMMUNICATIONS | 61500 | 0 | 0 | 0 |
| PRINTING | 62000 | 0 | 0 | 0 |
| REPAIRS & MAINTENANCE | 62500 | 0 | 0 | 0 |
| RENTALS | 63000 | 450 | 0 | 450 |
| INSURANCE | 63500 | 0 | 0 | 0 |
| UTILITIES (NOT DESIGNATED BELOW) | 64000 | 0 | 0 | 0 |
| HEATING FUELS | 64001 | 0 | 0 | 0 |
| WATER & SEWER | 64002 | 0 | 0 | 0 |
| ELECTRICITY | 64003 | 0 | 0 | 0 |
| GARBAGE COLLECTIONS | 64004 | 0 | 0 | 0 |
| FUEL, VEHICULAR | 64005 | 0 | 0 | 0 |
| HAZARDOUS WASTE REMOVAL | 64006 | 0 | 0 | 0 |
| STORM WATER RUNOFF FEES | 64007 | 0 | 0 | 0 |
| OTHER SERVICES | 64500 | 34,593 | 0 | 34,593 |
| WORKFORCE/WAGES | 64600 | 0 | 0 | 0 |
| SERVICE PROVIDER CONTRACTS - WORKFORCE/WAGES | 64700 | 0 | 0 | 0 |
| PROFESSIONAL FEES | 65000 | 0 | 0 | 0 |
| EDUCATIONAL, OFFICE/DEPARTMENT MATERIALS AND SUPPLIES | 65500 | 26,997 | 0 | 26,997 |
| DATA SOFTWARE - NON-CAPITALIZED | 65700 | 0 | 0 | 0 |
| MAINTENANCE AND CONSTRUCTION MATERIALS AND SUPPLIES | 66000 | 0 | 0 | 0 |
| OTHER MATERIALS AND SUPPLIES | 66500 | 4,500 | 0 | 4,500 |
| LIBRARY RESOURCES | 67000 | 0 | 0 | 0 |
| PURCHASES FOR RESALE | 67500 | 0 | 0 | 0 |
| INDIRECT COST EXPENSE | 67600 | 0 | 0 | 0 |
| ADMINISTRATIVE COST POOL ALLOCATION | 67700 | 0 | 0 | 0 |
| SCHOLARSHIPS AND WAIVERS | 68000 | 0 | 0 | 0 |
| INTEREST ON DEBT | 68500 | 0 | 0 | 0 |
| PAYMENT ON DEBT PRINCIPAL | 69000 | 0 | 0 | 0 |
| MANDATORY TRANSFERS OUT | 69110 | 0 | 0 | 0 |
| MANDATORY TRANSFERS OUT | 69120 | 0 | 0 | 0 |
| MANDATORY TRANSFERS OUT | 69180 | 0 | 0 | 0 |
| NONMANDATORY TRANSFERS OUT | 69210 | 0 | 0 | 0 |
| NONMANDATORY TRANSFERS OUT | 69270 | 0 | 0 | 0 |
| OTHER EXPENSES | 69500 | 0 | 0 | 0 |
| PRIOR YEAR CORRECTIONS | 69600 | 0 | 0 | 0 |
| CURRENT EXPENSE CONTINGENCY (BUDGET ONLY) | 69900 | 0 | 0 | 0 |
| TOTAL CURRENT EXPENSE | | \$72,840 | \$0 | \$72,840 |

COLLEGE: FLORIDA SOUTHWESTERN STATE COLLEGE
 UPPER LEVEL PLANNED EXPENDITURES AND SOURCES OF FUNDS
 BACCALAUREATE DEGREE PROGRAM COLLEGE OPERATING BUDGET AS AUTHORIZED IN CONFERENCE REPORT ON HOUSE BILL 5001, SPECIFIC
 APPROPRIATION 126
 FISCAL YEAR 2014-15

| CAPITAL OUTLAY | FY 2014-15 | | | TOTAL |
|---|---------------------|----------------------|--------------------|--------------------|
| | GENERAL LEDGER CODE | UNRESTRICTED SOURCES | RESTRICTED SOURCES | |
| MINOR EQUIPMENT - NON-CAPITALIZED, NON INVENTORIED | 70500 | \$0 | \$0 | 0 |
| MINOR EQUIPMENT - NON CAPITALIZED INVENTORIED | 70600 | 0 | 0 | 0 |
| FURNITURE AND EQUIPMENT | 71000 | 0 | 0 | 0 |
| DATA SOFTWARE | 72000 | 0 | 0 | 0 |
| BUILDINGS AND FIXED EQUIPMENT | 75000 | 0 | 0 | 0 |
| ARTWORK/ARTIFACT | 73050 | 0 | 0 | 0 |
| REMODELING AND RENOVATION, NON-CAPITALIZED REPAIRS & MAINTENANCE, AND OTHER STRUCTURES AND IMPROVEMEN | 76000 | 0 | 0 | 0 |
| LAND | 77000 | 0 | 0 | 0 |
| OTHER STRUCTURES, LAND IMPROVEMENTS | 79000 | 0 | 0 | 0 |
| CAPITAL OUTLAY CONTINGENCY (BUDGET ONLY) | 79900 | 0 | 0 | 0 |
| TOTAL CAPITAL OUTLAY | | \$0 | \$0 | \$0 |
| GRAND TOTAL EXPENDITURES | | \$1,774,459 | \$0 | \$1,774,459 |

| SOURCES OF FUNDS | GENERAL LEDGER CODE | FY 2014-15 | | TOTAL |
|---|---------------------|----------------------|--------------------|--------------------|
| | | UNRESTRICTED SOURCES | RESTRICTED SOURCES | |
| 1. SPECIAL STATE NONRECURRING | | \$0 | \$0 | 0 |
| 2. UPPER LEVEL - RESIDENT STUDENT FEES | | 1,674,464 | 0 | 1,674,464 |
| UPPER LEVEL - NONRESIDENT STUDENT FEES | | 45,909 | 0 | 45,909 |
| UPPER LEVEL - OTHER STUDENT FEES | | 54,086 | 0 | 54,086 |
| 3. CONTRIBUTIONS OR MATCHING GRANTS | | 0 | 0 | 0 |
| 4. OTHER GRANTS OR REVENUES (PLEASE PROVIDE A BRIEF EXPLANATION IN THE SPACE BELOW)** | | 0 | 0 | 0 |
| 5. FLORIDA COLLEGE SYSTEM PROGRAM FUNDS (CURRENT YEAR) | | 0 | 0 | 0 |
| 6. UNRESTRICTED FUND BALANCE | | 0 | 0 | 0 |
| 7. RESTRICTED FUND BALANCE FROM PRIOR BACCALAUREATE APPROPRIATIONS | | 0 | 0 | 0 |
| 8. INTEREST EARNINGS | | 0 | 0 | 0 |
| 9. AUXILIARY SERVICES | | 0 | 0 | 0 |
| 10. FEDERAL FUNDS - OTHER | | 0 | 0 | 0 |
| TOTAL SOURCES OF FUNDS | | \$1,774,459 | \$0 | \$1,774,459 |

PLEASE PROVIDED A BRIEF EXPLANATION OF THE OTHER GRANTS AND REVENUES:



DAVID W. MARTIN, CPA
AUDITOR GENERAL

AUDITOR GENERAL STATE OF FLORIDA

G74 Claude Pepper Building
111 West Madison Street
Tallahassee, Florida 32399-1450



PHONE: 850-412-2722
FAX: 850-488-6975

The President of the Senate, the Speaker of the
House of Representatives, and the
Legislative Auditing Committee

INDEPENDENT AUDITOR'S REPORT

Report on the Financial Statements

We have audited the accompanying financial statements of Edison State College, a component unit of the State of Florida, and its discretely presented component unit as of and for the fiscal year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the blended and discretely presented component units, as described in note 1 to the financial statements. The financial statements of Edison State College Financing Corporation, a blended component unit, represent 15.3 percent, 55.2 percent, 3.3 percent, and 2.5 percent, respectively, of the assets, liabilities, net position, and revenues, reported for Edison State College. The financial statements of the discretely presented component unit represent 100 percent of the transactions and account balances of the discretely presented component unit columns. Those financial statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the blended and discretely presented component units, is based solely on the reports of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, based on our audit and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of Edison State College and of its discretely presented component unit as of June 30, 2013, and the respective changes in financial position and, where applicable, cash flows thereof for the fiscal year then ended, in accordance with accounting principles generally accepted in the United States of America.

Other Matter

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that **MANAGEMENT'S DISCUSSION AND ANALYSIS, SCHEDULE OF FUNDING PROGRESS – OTHER POSTEMPLOYMENT BENEFITS PLAN, and NOTES TO REQUIRED SUPPLEMENTARY INFORMATION**, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report on our consideration of Edison State College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, rules, regulations, contracts, and grant agreements and other matters included under the heading **INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF THE FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Edison State College's internal control over financial reporting and compliance.

Respectfully submitted,



David W. Martin, CPA
Tallahassee, Florida
March 24, 2014