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<b>2008-2009 Cycle: Conclusion</b>				<b>Summaries Provided for President's Report to DBOT and as Updates to the College's Strategic Plan</b>							
<b>Conclude Review of Previous Year Initiatives &amp; IE Data</b>											
<b>2009-2010 Cycle: Strategic Objectives-Based Activities</b>											
<b>Implementation, Monitoring, and Adjustment of Current-Year Initiatives; Progress Reports and Results Evaluation in SPOL</b>											
<b>Data Aggregation for Next Planning Cycle</b>				<b>2010-2011 Cycle: Strategic Development</b>							
				<b>Development of Unit-level Objectives; Review and Prioritization by PBC; "Closing the Loop" Recommendations by IEC; Budget Development</b>							

### Background and Overview

PSC has been evolving its planning and institutional effectiveness processes for several years (see [2006 Planning Summary Report to the DBOT](#)). This development was affected by two periods of significant change in the College's senior leadership configuration.

- 1. Between 2003 and 2004, and under the previous President, two new vice-presidents were hired to lead, both the academic and the business services of the College. In addition, a new Human Resource Director joined the leadership team in 2005.
- 2. The arrival of the current President, Dr. Eileen Holden, in 2006, led to 18 months of restructuring efforts and a second, complete turnover across the college's senior leadership positions (Academic Services Vice President, Business Services VP/CFO, Chief Information Officer, Associate Vice President of Effectiveness, Planning, and Development, Human Resource Director) between 2007 and 2009 ([PSC Organizational Chart](#)).

Moving institutional processes from a district-centered structure to more campus-based authority, in combination with significant leadership changes, is always a challenging enterprise and requires substantial efforts in organizational realignment. Particularly the synchronization of inter-departmental and cross-functional planning and improvement-centered communications continues to lead to adjustments of institutional operations and college-wide planning efforts.

Despite those challenges, a great deal of progress in regards to planning has been made over the last 4 years and the vast majority of college constituencies understands now more than ever that continuous change will remain the paradigm shaping the face of higher education and PSC for the foreseeable future. This understanding has been amplified by the activities of the PBC (minutes: [February 2008](#), [May 2008](#), [June 2009](#)) in regards to the impact of reduced state funding on institutional resources and identifying ways "to do more with less" and "working smarter, not just harder."

More specifically, as a result of the dialogue, the College decided in July 2009 to merge its Planning

Council and Budget Council into a single entity and shift the somewhat more departmental/unit based annual planning process towards an integrated system of campus-centered and district-based strategic initiatives. At the same time, the new PBC (minutes: [July 2009](#)) was expanded to incorporate an even broader participation by all College constituencies and facilitate a fully integrated planning and budgeting approach utilizing a more detailed [Planning Review Process](#) that will be fully implemented over the next two years.

More importantly, in 2007 PSC moved forward with the [adaptation of the Nichols Model](#), which illustrates the general framework for the College's planning and Institutional Evaluation processes. The [Nichols Institutional Effectiveness Model](#) comprises four distinct elements: (1) the establishment of an "expanded" statement of institutional purpose, which includes the mission statement and institutional goals; (2) identification of intended results for all functions of the institution which includes instruction, community service, student services, administrative services, etc. Additionally, a detailed design at the department, unit, program or service area involves formulating statements of intended outcomes or objectives and then linking those to outcomes/objectives to the institution's purposes and goals and designing assessment criteria and procedures for each outcome/objective; (3) assessment of the extent to which these results are achieved; and (4) adjustments to the institution's purpose, intended results, or activities that are made based on assessment findings. Assessment results can be used both to improve effectiveness and to demonstrate accomplishments.

Within this framework, the PBC is a key component of the College's planning process. Its purpose is to advise the President on matters related to PSC's [planning process](#). The Council is actively involved in determining future plans and serves as an important link between the college community, the Institutional Effectiveness Council (IEC), and other college committees. Council members are liaisons for the various areas of the College and act as experts on planning within their areas. Their tasks include training others to plan and act as a resource within their area of responsibility. During the annual planning cycle, the CPC also creates sub-committees to more effectively coordinate all activities pertinent to closing the annual planning and budgeting loop.

Guided by the Nichols Model, PSC has embarked upon the following steps:

**I. Establishment of an Expanded Statement of Institutional Purpose and Strategic Goals**

In April 2009 ([DBOT Meeting Minutes](#)), the institution expanded its mission statement to reflect the offering of the newly added Bachelor of Applied Science Degree ([SACS Approval Letter - August 2009](#)). This initiative acknowledged the need for highly qualified faculty and the need to train our students for their employment and living in a global community.

*Polk State College is a quality-driven educational institution providing access to affordable associate and baccalaureate degrees, career certificates, and workforce development programs, delivered by a diverse, qualified faculty and staff who are committed to student learning and achievement through the consistent practice of collaboration and a focus on excellence.*

### Strategic Planning 2006-2009

Following the reorganization during academic years 2006/2007 and 2007/2008, the College councils engaged in a thorough review of planning, budgeting, and institutional effectiveness practices. The review of *College Goals* led to a revised set of *Core Objectives* and *Core Values*, both aggregated as part of a College-wide review process that involved all layers of faculty, staff and administration. Table 2.5-2 shows the *College Goals and Core Objectives* with the most recently added Objective 1.6, which was approved as part of the College's review process during spring 2009. The College's Core Values can be found on page 4 of the [Strategic Plan 2007-2012](#).

**Table 2.5-2 College Goals and Core Objectives**

<p><b>PSC's Strategic Imperative:</b> All administrative and educational decisions will be learning-centered and student-centered and will be guided by our <i>Core Values</i>.</p>
<p><b>1. Enhance the College's contributions to Polk County through quality programs and services that ensure the highest level of student achievement.</b></p> <p>1.1. Improve student access by adding new PSC campus locations.  1.2. Increase student retention and annual FTE enrollment across credit and non-credit courses.  1.3. Enhance student success, particularly across all levels of remedial education.  1.4. Improve quality and effectiveness of internal business processes and support services.  1.5. Increase proportion of underserved and underrepresented populations enrolling at PSC.  1.6. Provide affordable and accessible associate degrees and baccalaureate degrees.</p>
<p><b>2. Expand and create partnerships with business, industry, and education that enhance the College's mission and vision.</b></p> <p>2.1. Increase number of business partners and College/Foundation sponsors.  2.2. Expand cooperation between PSC and the Polk County School District.  2.3. Increase and leverage strategic collaboration between consortium schools.</p>
<p><b>3. Recruit and retain a diverse faculty and staff that reflect the community through a hiring, compensation, and professional development system that values all employees.</b></p> <p>3.1. Increase success of diversity-centered hiring and retention practices.  3.2. Advance organizational climate, teamwork, and trust among College employees.  3.3. Increase leadership across all areas to continuously improve College environment.</p>
<p><b>4. Develop and execute a comprehensive branding and marketing plan to enhance the College's image as a world-class provider of education.</b></p> <p>4.1. Enhance PSC's image as the top choice for Polk County high school students/graduates.  4.2. Enhance PSC's image as the <i>Number-1</i> postsecondary education source for the community.  4.3. Enhance PSC's image as the most prominent workforce education provider in Polk County.</p>

## II. Identification of Intended Results for All Functions

Another change connected to the integrated planning approach is the College's organization and

function of the Institutional Effectiveness Council (IEC) which was reestablished in 2007 to function as an oversight committee for institution-wide review and evaluation efforts, to monitor progress across institutional effectiveness measures and develop resource request directly based upon improvement needs and priorities. This change was accompanied by the implementation of the College's Strategic Planning Online ([SPOL](#)) application, designed to close the loop in the endeavor to connect the development and execution of strategic goals directly to the fiscal opportunities emerging from the priorities set by the District Board of Trustees (DBOT), President's Staff, and the PBC.

During the 2006/2007 planning process for 2007/08, a detailed [SWOT Analysis](#) by each planning unit, which identified trends, strengths, and challenges from a unit-level perspective. Building on this analysis, planning units defined their objectives for the next fiscal year and prioritized budget recommendations to the Budget Council ([PSC Strategic Planning Summary 2007/2008](#)). As a result, and based on the rigorous examination of all organizational aspects of planning and budgeting, the College developed and published its comprehensive [2007 to 2012 Strategic Plan](#), which comprehensively supports the institution's mission, vision, and core values.

In 2008, the College continued to strengthen the integration of its annual planning and budgeting processes. Departmental staff gave special attention to the development of strategic initiatives that advance the College's goals and objectives without adding cost. This was particularly difficult since PSC had to respond to strong enrollment increases while facing lower state appropriations, which traditionally covered about 65 percent of service costs. However, the involvement of the IEC in its coordination efforts, create a cohesive institutional approach to the described assessment processes; a more detailed explanation of the connection between the institution's IEC and its coordination of the above described activities is presented in the next section of this compliance statement.

**PSC's Planning, Budgeting and IE Process**

The IEC serves as the overall coordinating body for institutional effectiveness. It provides an on-going, comprehensive, broad-based, and institutionally-integrated system for assessment and evaluation. Its main purpose is to provide governance for improving institutional and student success, and to demonstrate the degree to which PSC has been effective in fulfilling or achieving its stated mission and goals. It involves a process of continually reviewing and articulating the mission and goals of the College, defining and assessing intended outcomes, analyzing assessment data, and using the results for improving educational programs and services. The annual review of institutional effectiveness has become an integrated part of the institutional planning and budgeting process, and follows the general timeline shown in Table 2.5-3 below. This cycle is facilitated by the Office for Institutional Research, Effectiveness, and Planning ([IREP](#)), which supplies most of the data used for the annual review of key performance indicators to the College audiences involved.

**Table 2.5-3 PSC's Annual Planning, Budgeting & IE Timeline**

Month	Actions and Processes
	End-of-Year Status Reports due. Each unit completes a results summary on its

<b>July</b>	planning objectives for the previous year in SPOL. These reports are used to evaluate the College's progress toward its goals.
<b>August</b>	The IREP Office aggregates College performance data, updates existing accountability measures, verifies unit-level indicators, and summarizes the findings in a data report to the College's key councils/committees and President's Staff.
<b>September</b>	First PBC and IEC meetings for the academic year. Focus is on planning relevant updates and reviews of funding, funding objectives, and prioritization across planning assumptions. Orientation of new council members begins.
<b>October</b>	Presentation and review of key College performance indicators to PBC and IEC. Units hold planning meetings and conduct unit planning with Strategic Planning Online (SPOL) application. President's Progress Report to the DBOT is being prepared.
<b>November</b>	PBC, IEC, and IREP Office work with units to promote planning and assist in the development of College unit strategies. Campus and District Planning Clusters and PBC meet to review unit plans and discuss strategic priorities.
<b>December</b>	The College and its committees review strategic planning updates and planning unit strategies. Priorities are compared with performance objectives and funding expectations. Comments and suggestions to college units.
<b>January</b>	Final review of unit strategies is completed. Revised unit plans are submitted to SPOL. The PBC meets to review budget situation and outlook, assess enrollment trajectories, and forward fiscal framework for further review and decision-making to College units.
<b>February</b>	PBC reviews objectives and prioritizes College-wide strategies. First recommendations are made to President, President's Staff, IEC, ITAC, and other relevant College entities/committees. Review of mid-year/fall planning data.
<b>March</b>	Select IE review summaries for Institutional Effectiveness Council. IEC meets to discuss performance measures, strategy adoptions, assessment development, and progress of Taskforces. Update on funded and fundable strategies.
<b>April</b>	Planning and Budget Council meets to review state budget updates, assess impact on College budget, review impact on funded strategic priorities, and make final recommendations to inform the College budgeting process.
<b>May</b>	Start aggregation of assessment and College performance data for previous reporting year. Compare to performance indicators and benchmark goals to inform end-of-year reporting. Review/compare results during IEC meeting.
<b>June</b>	Finalize next year's budget. Prepare and conduct planning and budget presentation to the District Board of Trustees. Review information needs and other College requirements to adjust/improve next year's planning process.

### III. Assessment of the Extent to which These Results are Achieved

Despite identified challenges and due to collaborative efforts across all College units, 53% of the more than 50 strategic initiatives for 2007/2008 were completed without additional monies; of those remaining, 40% were extended into the next two fiscal years and only 7% had to be cancelled due to funding shortages. While the majority of initiatives focused on student success and retention, other initiatives addressed by a broad array of measures including community and business partnerships, enhanced support for faculty and staff, and improvements in branding and marketing (for more detail see [DBOT Retreat Slides February 2008](#)). Throughout the process, PSC affirmed its commitment to providing an excellent academic program and maintaining its sense of community, while adjusting to the many changes in higher education and workforce development.

#### Strategic Planning Online

Moreover, during the 2007/2008 planning cycle for fiscal year 2008/2009, the College moved from a partially paper-based planning process to an integrated planning software application that was previously piloted by other state colleges in Florida. The *Strategic Planning Online* (SPOL) solution is specifically designed to automate the strategic planning process (manage strategic objectives, institutional goals, and accreditation requirements), while ensuring that budgets are supporting the strategic planning effort (see [SPOL User Manual](#)). It enables planning units to tie budget requests directly to strategic plans and accreditation requirements; it therefore assists with the development of a culture of planning with a unified understanding of the goals, and increases the transparency and collaboration in planning efforts by involving the entire institution in the strategic planning process.

While this software application was installed during fall 2007, the full implementation of SPOL is more of a phase-in, step-wise process. Due to reengineering efforts pertaining to the College's Enterprise Resource Planning (ERP) system, modifications of the chart of accounts, and budget completion timelines based on the continuous decrease in state funding, the full integration of the budget module has been postponed until fall 2009. The College is also implementing SPOL's accreditation component and the new assessment module, which is scheduled for pilot-testing and customization during the second half of the Fall Term 2009.

At this time, most departments are effectively using the planning module, have completed their [2007/2008](#) and [2008/2009](#) results summaries, have worked on their 2009/2010 status reports ([see previous year example](#)), and are underway to finalize the planning for fiscal year 2010/2011. To illustrate the planning unit outputs, the following SPOL-generated example reports are provided:

- [Example 1](#): Planning Results Summary Report, by Objective Purpose, FY 2008-2009
- [Example 2](#): Strategic Planning Results Report, Director of Nursing, FY 2007-2008
- [Example 3](#): Planning Unit Status Report Summary, Director of PTA Program, FY 2008-2009
- [Example 4](#): Summary Status Report for all Units, FY 2008-2009
- [Example 5](#): Planning Overview, SPOL Administrative Screens with Planning Parameters

With the full implementation of SPOL, particularly involving the assessment and accreditation related modules, PSC will achieve another milestone in automating and more effectively integrating

its IE process. Specifically, it will enable academic coordinators and program directors to post assessment results directly into an electronically-shared assessment repository and produce the subsequent outcome summaries and feedback reports with higher efficiency. In times where resources are spread very thin and every additional step in an administrative or organizational process can produce costly "bottlenecks," such progress is expected to strongly benefit all aspects of PSC's mission.

### Core Evaluation and Assessment Processes

While departmental objectives and strategies are established and measured on an institutional planning unit level, there are several overarching cycles that are mainly governed by the IREP Office and feed into the annual planning and review process of the College. Overall, there are six distinct areas of related IE activities:

1. Planning Review: The College's Strategic Plan is currently in the third year of its 5-year cycle. Typically, there would be a one year latency period in between strategic plans that is used for a more detailed review of environmental and College data. During this time the previous strategic plan would still provide some orientation markers for all planning units, unless some goals and measures are explicitly excluded based on data at hand. While PSC's strategic plan is defined as a "rolling plan", meaning that certain sub-goals/objectives can be adjusted annually, the current plan "expires" with fiscal year 2011/2012. The following fiscal year will be used for the development of a new strategic plan, which will involve all College constituencies, its advisory boards, community stakeholders, and the DBOT as the ultimate decision-making entity. Other aspects of the strategic planning process at PSC are described above and can be reviewed within the *Strategic Plan 2007 to 2012* document.

2. Gen-Ed Review: The review of student learning outcomes across the [General Education \(A.A.\) curriculum](#) is currently in its second year of a proposed 4-year cycle. It has to be noted, however, that the current cycle is somewhat different due to mentioned changes in academic leadership at PSC and the recommendation of state-wide General Education Goals (see [GenEd Comparison Sheet](#)). As a result, the College engaged between 2007 and 2008 in a complete redesign of its General Education Goals, which led to a trickle-down effect of change, including a comprehensive review of all Basic Course Information (BCI) sheets ([see example](#)) that detail the course content and learning outcomes, and the development of new PSC Assessment forms that are currently used to conclude the remapping of [PSC's Gen-Ed Matrix](#) (scheduled to be completed by the end of Spring Term 2010). As a result, the assessment and evaluation schedule ([Gen-Ed Cycle](#)) has been shortened for some program areas in order to provide new Gen-Ed data for the ongoing Gen-Ed review and SACS reaffirmation process. More detail about the pertaining forms and assessment documents of PSC's *Gen-Ed Review (Report 2010)* as well as more information about PSC's underlying [General Education Matrix](#) are provided in the narrative to Comprehensive Standard 3.3.1.1.

3. Workforce Program Review: This assessment area pertains mainly to the College's A.S. and A.A.S. degrees and certificate programs. Since most of these programs face additional mandates from their respective professional accrediting bodies, which very often exceed SACS standards in many details, their assessment follows by necessity those specific compliance timelines and content

requirements. Starting with the SPOL Assessment Module implementation during fall 2009, all programs will use, however, the new, central assessment repository to post their IE and accreditation compliance data. In addition, a recently developed [Basic Program Review Form](#) and a unified [Performance Success Indicator](#) sheet are being used to facilitate the administrative aspects of the program review process. Program assessment and review outcomes are summarized in the most recent [2009 Program Review](#). Additional explanations can be found in the narrative to Comprehensive Standard 3.3.1.1.

4. Educational Support Review: Many assessment and review activities take place as part of department-internal, service-level reviews that use student surveys, utilization data, and focus group results. In addition, the IREP Office administers College-wide surveys on a regular basis and provides reports via the Office's website ([www.polk.edu/](http://www.polk.edu/)) or by direct dispersal to the department. In particular, the [ACT Student Opinion Survey](#) and the Community College Survey of Student Engagement ([CCSSE](#)) have been very instrumental in assessing student perceptions and experiences of educational support services at PSC. Additional feedback has been received via PSC's *Freshmen Survey* and the College's *Graduation Survey*. All reports pertaining to PSC students' experiences are summarized in the annual [2009 Student Perceptions Report](#). Additional examples and detail information is provided in the narrative to Comprehensive Standard 3.3.1.2.

5. Administrative Service Review: Evaluation activities for this area reflect mechanisms similar to those described above in *Section 4: Educational Support Review*. In addition, a College-wide climate survey, the *Personal Assessment of the College Environment (PACE 2003 and 2006)* was administered. Its results have served, combined with the respective sections of the ACT and CCSSE survey reports, as benchmarks for improvements across administrative support services.

During fall 2009, the PACE instrument was replaced with PSC's internally developed [survey tool](#), which reflected the goals of an earlier Faculty Senate initiative, aimed to engage in a more detailed assessment of administrative services, and the World Class Forums conducted by PSC's Corporate College in 2007/08, to identify and specify the organizational aspects of what defines the College's vision "to become a world class college and Florida's leader in workforce development." The new instrument provided more differential insights into PSC's workflow efficiencies, leadership development needs, and other perceptions of the organizational environment within and across the core functional areas of the College. A summary report is scheduled to be published in March 2010.

In addition, and as part of process realignments associated with a change of the College's reporting and resource management system, two business process analysis documents have assisted PSC with adjusting workflow to the new system's (*Genesis*) capabilities. The [2004 Administrative Processes Summary Report](#) facilitated adjustments before and during implementation, while the [2007 Business Practices Review](#) followed up to help determining next steps across post-implementation efforts. A more detailed description of the various assessments and other measures used to inform improvements across administrative support services can be found in the narrative to Comprehensive Standard 3.3.1.3.

6. State Accountability Review: Underlying data is provided by the FLDOE, including comparative information across the Florida College System. This data is also used within the state's funding

calculations and is part, in form of a [Key Performance Success Indicator Dashboard](#), of the President's annual evaluation by the DBOT. Data and cross-college rankings are published as part of [PSC's FactBook](#), are part of accountability-specific summaries provided to College audiences ([example](#)), and are published in more detail in the College's *Comparative Assessment Measures Report (2009)*. To show an overarching view of the IE-related timelines, the most essential review activities and schedules have been listed in the [Summary of Institutional Effectiveness Activities](#). Additional examples and explanations as to the utilization of results and additional IE activities are provided in the section below.

Beyond the regular/ongoing institutional effectiveness and assessment activities, other, sometimes cyclical, evaluation processes take place. The following are some additional examples of instruments used to further demonstrate how institutional effectiveness at PSC is intricately woven into the fabric of the College's planning and improvement practices: [2007 Economic Impact Study \(EIS\)](#) ; [2007 Clear Springs Economic Impact and Workforce Analysis](#); [2004 Polk County Business Survey Report](#); [2007 Polk County Business Survey Report](#). Further activities and applications addressing the use of the various data sources are discussed in section IV-Adjustments to the Institution's Purpose

#### **IV. Adjustments to the Institution's Purpose, Intended Results, Or Activities Are Made Based on Assessment Findings**

##### **Closing the Loop across IE Activities**

As indicated earlier, student learning outcomes are defined for all A.S./A.A.S. degree programs and are found in program materials published for students. These outcomes, as well as overall program outcomes and the methods for analyzing the achievement of these outcomes through established performance indicators, are part of detailed program evaluation plans that are in place for every A.S./A.A.S. degree program at PSC. The evaluation plans are at varying stages of implementation, depending on a program's assessment cycles and its specific accreditation requirements. Curriculum mapping of core courses for each program can be found in the annual [PSC Program by Course Matrix](#), while improvement recommendations and activities for each program are documented in the annual [program review](#).

As indicated earlier, General Education Goals for the A.A. degree have been revised during the previous two academic years and can be found on [page 48](#) of the current PSC Catalog. The resulting student learning outcomes serve as the source for the objectives of designated General Education core courses. These core courses are ones that all students are required to complete as part of the A.A. degree and have individual student learning outcomes that are directly linked to the established General Education Goals of the College (See details in C.S. 2.7.2, 2.7.3, 3.4.10, 3.5.1, 3.5.3. and 4.2). Associated with each student learning outcome are measures and success indicators that determine the extent to which the desired student learning outcomes have been achieved. These measures provide the framework for faculty to develop improvement strategies. A summary of current assessment measures, the extent to which they are meeting expectations, and improvement focus areas for those courses where student learning outcomes have not met the established course-level standards, is published in PSC's [Gen-Ed Review Report 2010](#).

Additional assessment examples are provided in the narrative to Comprehensive Standard 3.3.1.1.

Selected measures identified in the [State Accountability Reports](#) serve as A.A. program outcomes, which are similar in fashion compared to the A.S. program outcomes. The Accountability Report includes five multi-part measures of institutional functions, from high school enrollment data, to College Preparatory course success. The DBOT, the President, the Vice President for Academic and Student Services, and the academic deans monitor this accountability data as part of the College's planning and evaluation processes and ensure that improvement strategies are deployed and adequately supported. A comprehensive overview of all accountability data and additional comparative measures is provided in the [2009 Comparative Assessment Measures Report](#).

Strategic initiatives of all institutional planning units are recorded in SPOL and linked to the College's mission and goals by selecting in the application the primary College Goal(s) any given initiative or objective supports. Unit managers are encouraged to conduct quarterly status updates (see earlier example of [SPOL status reports](#)) on all of their objectives, these are reviewed twice a year. In addition, end-of-fiscal year results must be provided, including a mandatory section that indicates how results will be used in order to achieve the objective's desired outcome. As mentioned earlier, several case/report examples are provided and discussed in Comprehensive Standard 3.3.1.

As previously mentioned, additional assessments are conducted in concert with all the regular/ongoing institutional effectiveness and assessment activities. The following examples are designed to illustrate how institutional effectiveness at PSC is intricately woven into the fabric of the College's continuous improvement practices:

- A *Nursing Program Evaluation* takes place every three to four years and helps to inform faculty about student perceptions relevant to potential adjustments of the curriculum, pervasive bottlenecks, or issues across clinical instruction, as well as other information pertinent to the Program. The last two data reports (see [2008 Nursing Program Summary Report](#)) led to several curriculum and course-sequencing redesign measures that aim to improve program retention and success rates. A recent [follow-up analysis](#) helped to identify to what extent student failures in particular courses are significant precursors of program failure during the subsequent segments of the nursing program.
- [CCSSE report](#) results have been utilized by many support areas, such as the Teaching/Learning Computing Centers and Student Services. As a result of an additional internal data analysis differentiating the needs of traditional and nontraditional students more carefully, the Student Services Department has diversified its services to close a perceived gap in the areas of counseling and career-oriented advising.
- The results of the [2006 PACE Survey](#) assessing PSC's institutional culture and organizational environment stipulated leadership training and communication development efforts that have been deployed over the last years. The limitations of this off-the-shelf survey instrument also led to a Faculty Senate initiative that combined the "lessons-learned" from the PACE studies with the desired metrics of organizational functioning and elements of Florida's Sterling Quality Awards (a state equivalent to the national Baldrige Award) to pursue a charted course of institutional excellence as a precursor towards the College's vision of becoming a world-

class college (see also Section 5. above).

- The results of the [2007 Economic Impact Study](#) (EIS) that reflect the College's contribution to the local economy have not only attracted positive press coverage, but were also able to enhance local community involvement and facilitate the legislative support of several construction projects that will help the College to provide more diversified services with broader access at a lower cost to the public.
- The [Polk County Business Survey](#) (PCBS) serves as both an environmental scanning mechanism and a reality check for the local "state of education" from a business perspective. Survey data from 2004, and 2007 assisted internal and external audiences with grant development, and also facilitated the dialogue between education and business audiences with the shared aim to develop a high-performance educational environment in support of high-skill/high-wage economic development measures. The next survey is planned for the fall of 2010.

Overall, a significant body of systematic and ad hoc research activity takes place at PSC to inform college-wide planning and institutional effectiveness related decision-making. A wide range of report items is also available to the public and to College audiences via PSC's [IREP website](#).

#### Evidence

-  [PSC Strategic Plan 2007-2012 up2 \(final\)](#)
-  [PSC Annual Planning Model \(2008-2009\)](#)
-  [PSC SPOL Users By Planning Unit](#)
-  [Strategic Planning Online \(live link\)](#)
-  [PSC Strategic Planning Online \(SPOL\)](#)
-  [PSC Planning and Budget Council 2009-2010](#)
-  [PSC Institutional Effectiveness Council 2009-2010](#)
-  [PSC IE-Report 2009](#)
-  [Integrated Planning Timeline](#)  
Planning Process, Overlapping Schedule
-  [2007-2008 Planning Summary for DBOT](#)
-  [PSC Organizational Chart 2010](#)
-  [Planning Budget Council Minutes February 2008](#)
-  [Planning Budget Council Minutes May 2008](#)
-  [Planning Budget Council Minutes June 2009](#)
-  [Planning Budget Council Minutes July 2009](#)
-  [PSC Planning Review Process](#)
-  [PSC IE-Framework](#)
-  [Nichols' IE Model](#)
-  [DBOT Minutes 2009-04](#)

DBOT Minutes: Mission Change Approval



[SACS BAS approval 7-13-09](#)

SACS Approval of BAS Degree Implementation



[PSC Unit SWOT Example from 2007-08 Strategic Summary](#)



[PSC Unit SWOT and Strategies for 2007-08](#)



[IREP org chart](#)

Org Chart: Office of Institutional Research, Effectiveness, and Planning



[DBOT Febraury 2008 Slides](#)



[SPOL User Manual](#)



[2007-2008 SPOL Planning Result Report](#)



[2008-2009 SPOL Planning Results Report \(by unit\)](#)



[2008-2009 SPOL Status Reports for all Units](#)



[2008-2009 SPOL Planning Results Report \(by purpose\)](#)



[SPOL Example - Strategic Planning Results for Nursing](#)



[SPOL Example - Planning Unit Status Reports for PTA](#)



[SPOL Planning Administration Screens](#)



[GenEd Curriculum 2009-2010 Catalog](#)



[General Education Change](#)



[PSC BCI Example MAC1105](#)



[GenEdCycle](#)



[PSC 2007-2008 GenEd Cycle](#)



[PSC GenEd Review Report 2010](#)



[PSC General Education Goals Matrix 2008-2009](#)



[PSC Basic Program Review Form 2009](#)



[PSC Program Success Indicator Form 2009](#)



[2009 Prog Succ Ind Blank](#)



[PSC 2009 Program Review](#)



[PSC Website](#)



[PSC ACT 2006 Report](#)



[PSC CCSSE 2007 Summary Report](#)



[PSC 2009 Student Perceptions Report](#)



[PSC PACE 2003 Report](#)



[PSC PACE 2006 Report](#)



[PSC 2009 Employee Survey](#)



[PSC Business Process Assessment 2004](#)



[PSC Business Process Assessment 2007](#)



[PSC Accountability Scorecard 2008](#)



[PSC 2008-2009 FactBook](#)



[PSC 2009 Comparative Measures Report](#)



[TRIO Status Report SPOL Example](#)

-  [PSC Summary of 2007-2012 IE Activities](#)
-  [PSC Economic Impact Study 2007](#)
-  [PSC Clear Springs Economic Impact Analysis](#)
-  [PCBS Report 2004](#)
-  [The 2007 Polk County Business Survey Report](#)
-  [Accountability 2006 \(IEC Handout\)](#)
-  [PSC Program Matrices](#)
-  [PSC Nursing 2008 Program Assessment](#)
-  [PSC Nursing Course Study 2009](#)
-  [Assessment Coordinators 2009-10](#)
-  [09-10 PSC CATALOG](#)
-  [PSC IREP Website](#)