

4.1 The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. (Student achievement)

Compliance Status: Compliant

Narrative

Polk State College uses multiple measures to evaluate student success and student achievement across all educational programs. Included in those measures are course completion data, state licensing pass rates, and job placement information where appropriate. In addition, the College systematically evaluates its performance across state accountability measures and other performance indicators in support of fulfillment of its mission:

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 diverse, qualified faculty and staff who are committed to student learning and achievement through the consistent practice of collaboration and focus on excellence.

At the heart of the evaluation process is the College's [Educational Program Assessment \(EPA\) Model](#), which is designed to apply triangulation as an overarching method of assessment (see also *Comprehensive Standard 3.1.1.1*). The main dimensions for triangulation that PSC uses for outcome assessment and performance documentation are expressed in Figure 4.1-1 (below) and are documented in the College's annual *Institutional Effectiveness Report (IER)*.

Figure 4.1-1 PSC's Educational Program Assessment Model

The College's 2009 IER document contains only high-level summaries or overviews of each of the more in-depth reports associated with the core sections of the EPA. It should be seen as both an annotated index and an

executive overview for navigating the content of the seven foundation reports:

1. [PSC Institutional Effectiveness Report 2009](#) - This is an executive overview and annotated index of the six main reports (IER sections) listed below. The FactBook Summary is provided in the form of the most recent College FactSheet.
2. [PSC FactBook 2008-2009](#) - This document contains the annual enrollment updates, selected student demographics, and other information by campus, as well as longitudinal summaries of completion, accountability, and college readiness data.
3. [PSC General Education \(GenEd\) Review 2010](#) - This assessment summarizes the previous two years of Student Learning Outcomes (SLO) for courses of the GenEd curriculum in the form of a GenEd Outcomes Matrix and individual course assessment results.
4. [PSC Program Review 2009](#) - This document shows program review summaries for the Associate in Science (AS) and, Associate in Applied Science (AAS) degree programs, and certificate programs. Each program section also contains a multi-year enrollment and completions summary.
5. [PSC Comparative Assessment Measures 2009](#) - This report provides state-wide data summaries, including State Accountability Measures and Articulation Reports. In addition, five years of IPEDS' Data Feedback Reports are published here.
6. [PSC Assessment Support Measures 2009](#) - This document contains differential multi-year student pass rate information, enrollment history for PSC and all federal aid eligible courses, and a three-year cost analysis summary.
7. [PSC Student Perceptions 2009](#) - Summarized in this report are PSC students' evaluations of instruction, the PSC freshmen and graduation surveys, and executive summaries of the last surveys of student opinion (ACT 2006) and student engagement (CCSSE 2007).

In addition, several addendums to the IER show the results of the annual FETPIP reports and the federal Perkins measures. All these measures are discussed in more detail further below.

While all academic units are responsible for determining assessment measures appropriate to their specific program goals and also for providing an annual evaluation of the degree of goal attainment based on the available program assessment information, individual responsibilities for the assessment of educational programs at PSC are determined by program type.

Evaluation of AA degree program components is a collaborative process involving the district office, academic deans, departments, and [Assessment Coordinators](#) (AC); this ensures coordinated assessment activities across the General Education Curriculum. For AS and, AAS degree programs, and certificate programs, this is the responsibility of the [program directors](#) who are in charge of the respective areas/programs.

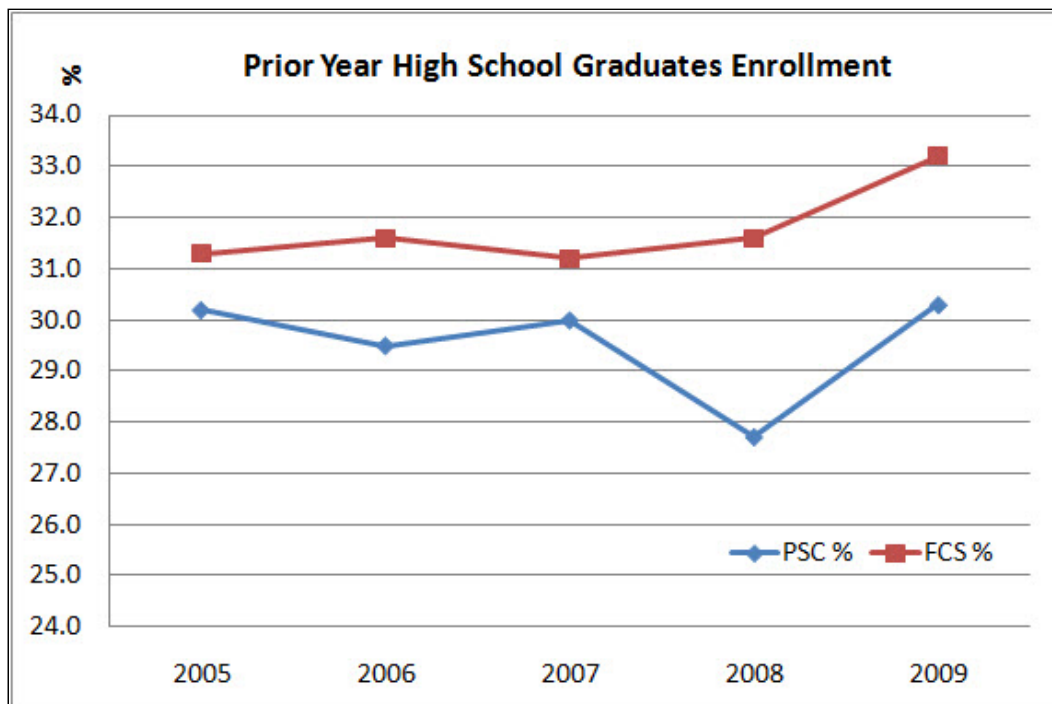
Several key performance indicators are aggregated into an executive [Accountability Scorecard](#), which is part of the College President's annual evaluation by the District Board of Trustees (DBOT). Furthermore, the measures are annually reviewed by the College's [Institutional Effectiveness Council](#) (IEC), which in return provides improvement recommendations to PSC's [Planning and Budget Council](#) (PBC) and other relevant College constituencies.

Accountability Measures

At PSC, the results for The Florida College System's (FCS) [lower division accountability measures](#) are reported over a five-year period and fall into five areas: (M-1) *Retention and Success Rates*; (M-2) *Performance of Associate of Arts (AA) transfer students in the State University System (SUS)*; (M-3) *Placement of Vocational Program completers*; (M-4) *Success Rates of students in college preparatory reading, writing, and mathematics*; and (M-5) *Student performance on the College Level Academic Skills Test (CLAST) or CLAST Alternative*. The specific definitions and results for each measure are shown below.

M-1.1 High school continuation as measured by the percentage of high school graduates who enroll in The Florida College System within a year of graduation. While 2009 PSC data shows improvement compared to last year, there is still an almost 3% gap between the FCS average and the College's enrollment rate.

Figure 4.1-2 PSC-System Comparison for State Accountability Measure M-1.1



M-1.2 Retention and success rates as measured separately for First Time in College (FTIC) students in AA degree programs, AS/AAS degree programs, and Postsecondary Vocational Certificates programs (PSVC). While PSC's AS/AAS program retention rate has improved for two consecutive years, the AA program and PSVC/ATD (Applied Technology Diploma) program retention rate shows the opposite pattern. However, student success rates for PSC are higher than the system averages in all three degree areas.

Figure 4.1-3 PSC-System Comparison for State Accountability Measure M-1.2 (1)

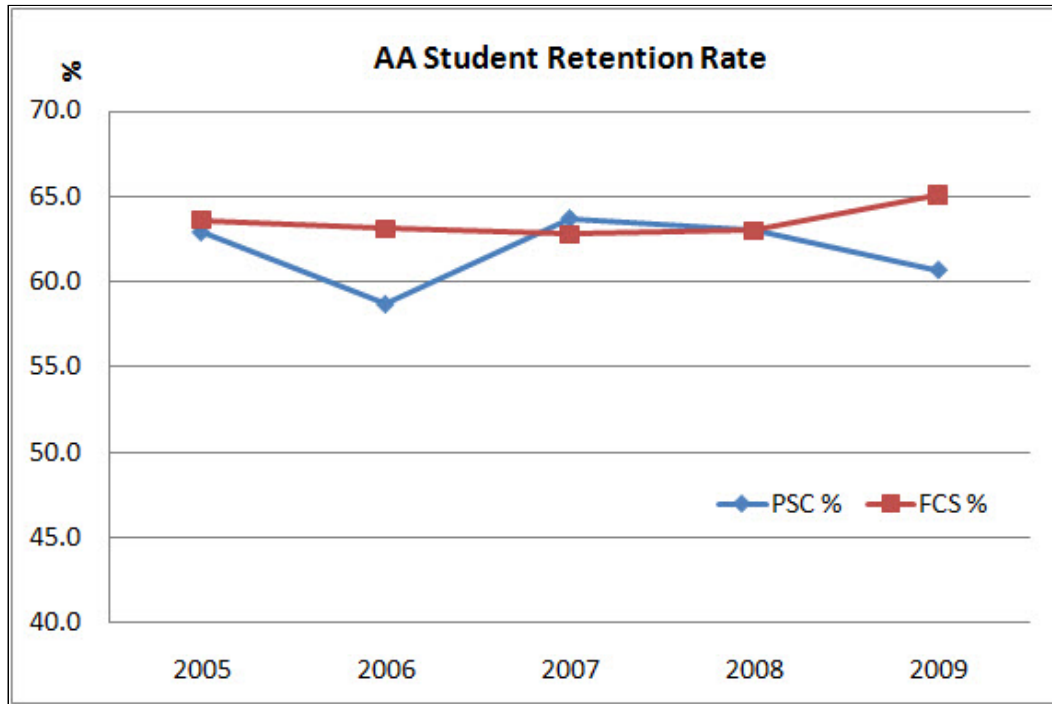


Figure 4.1-4 PSC-System Comparison for State Accountability Measure M-1.1 (2)

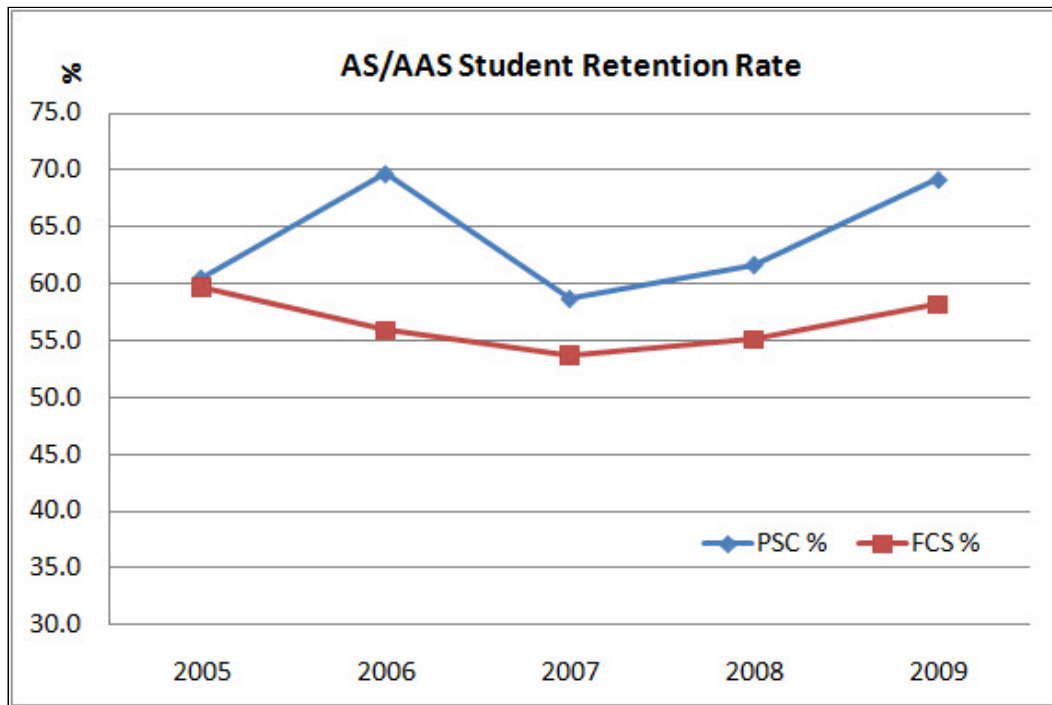


Figure 4.1-5 PSC-System Comparison for State Accountability Measure M-1.1 (3)

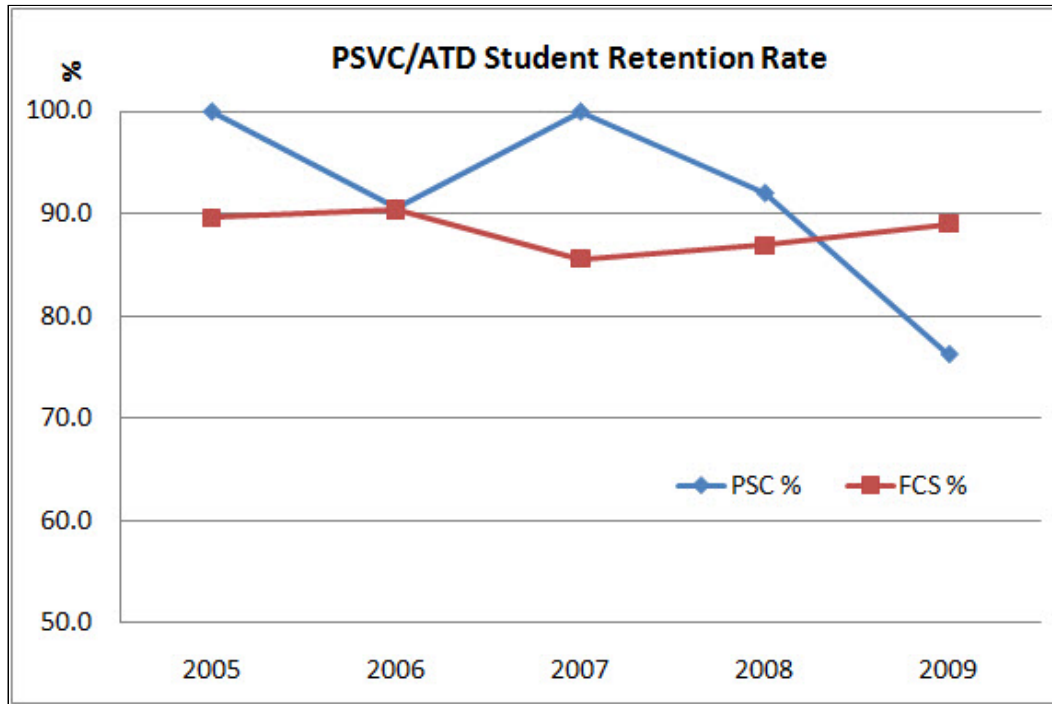


Figure 4.1-6 PSC-System Comparison for State Accountability Measure M-1.1 (4)

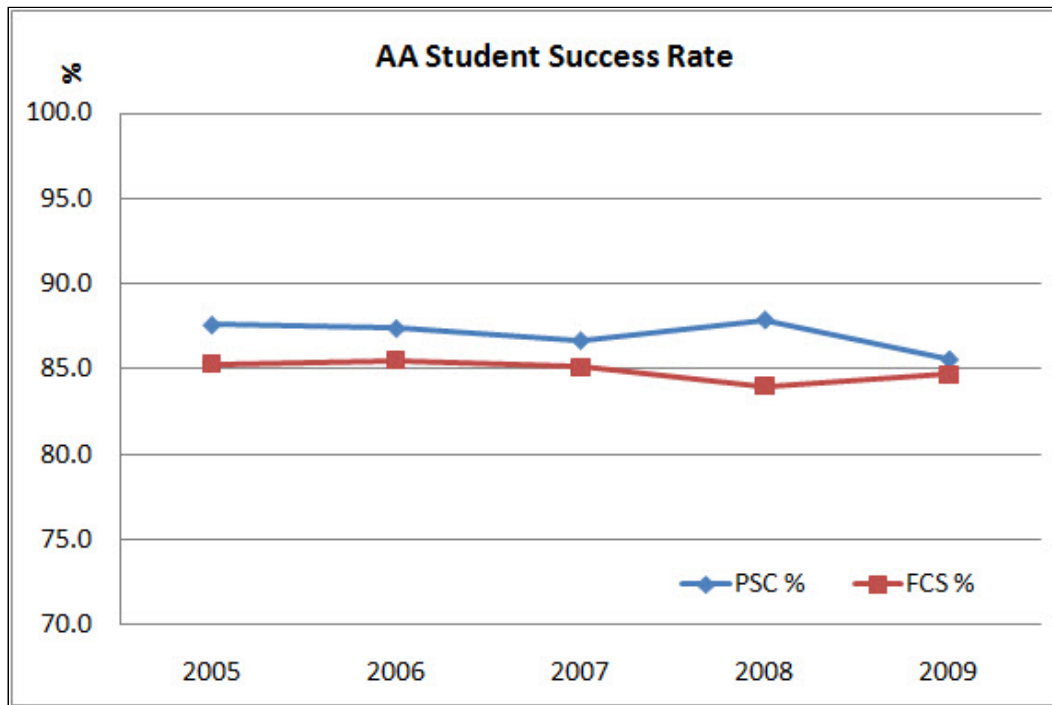


Figure 4.1-7 PSC-System Comparison for State Accountability Measure M-1.1 (5)

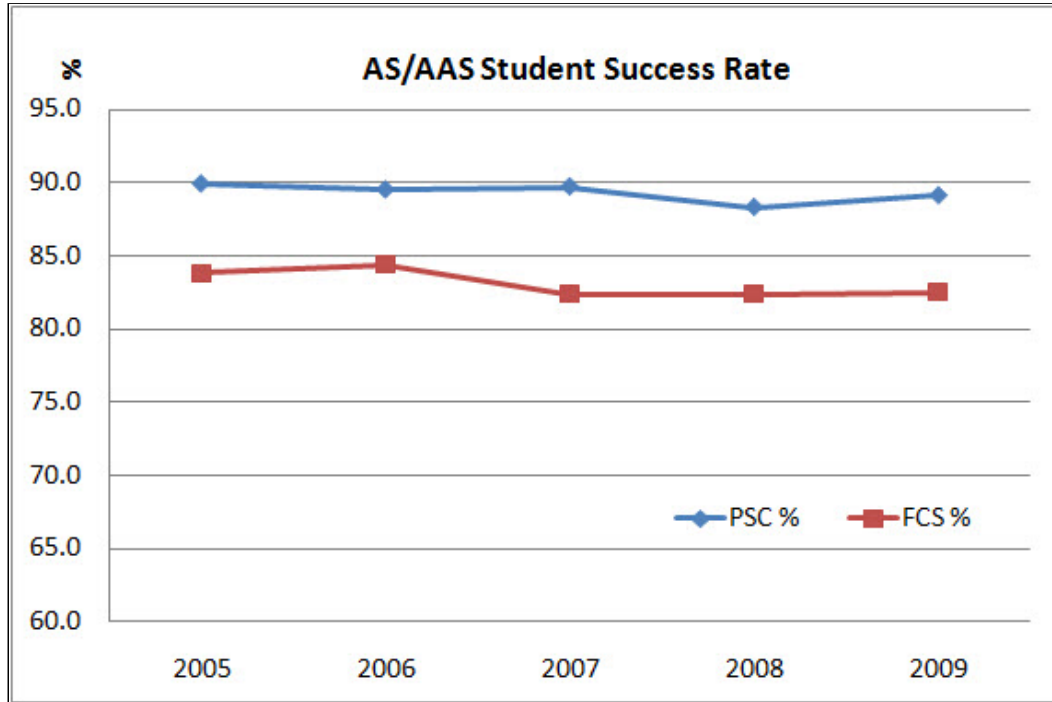
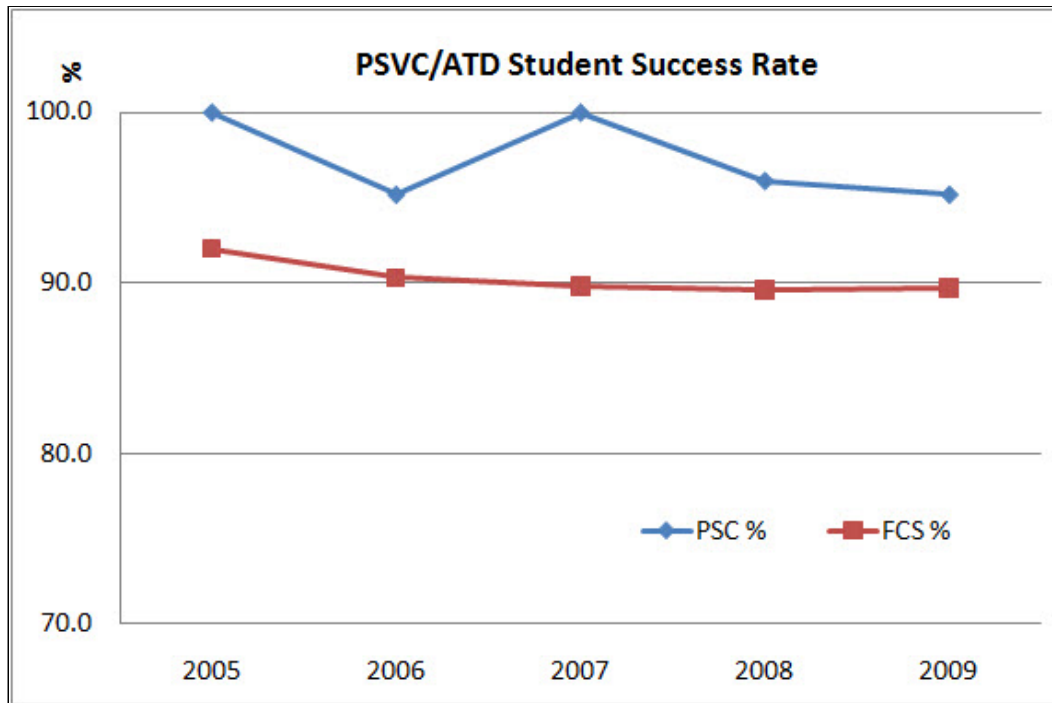
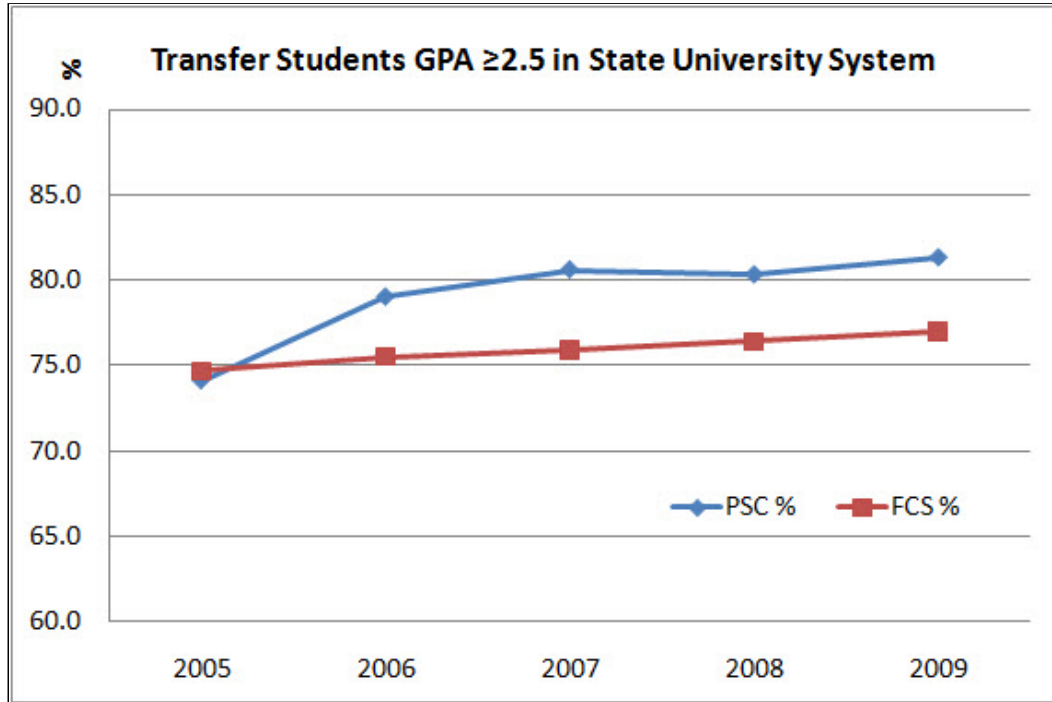


Figure 4.1-8 PSC-System Comparison for State Accountability Measure M-1.1 (6)



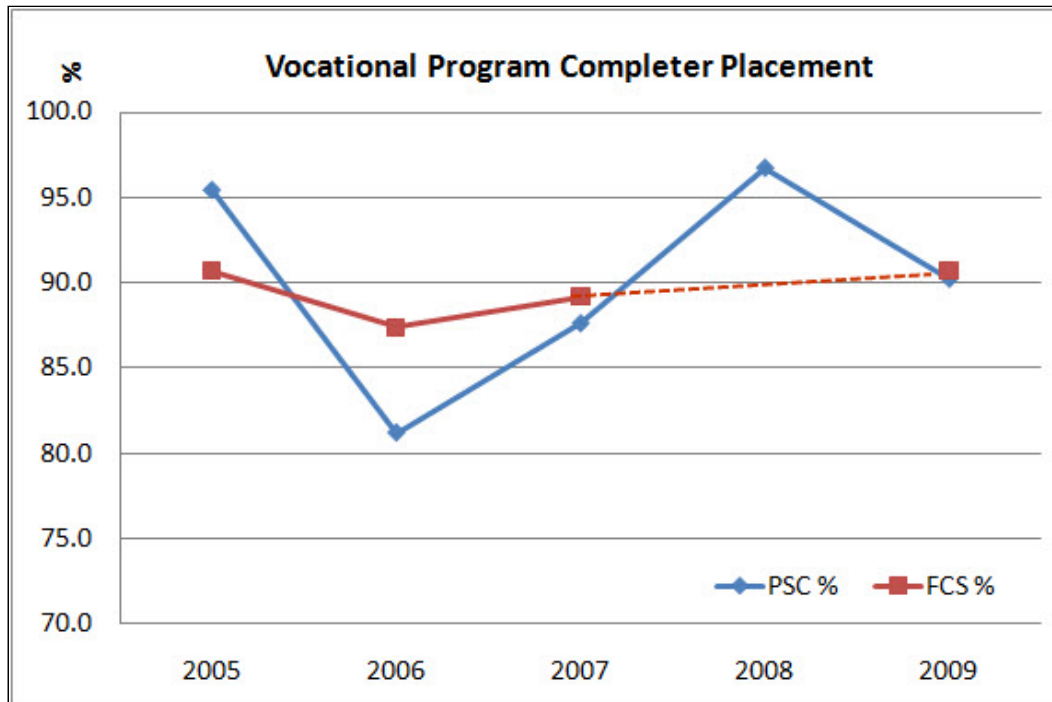
M-2 AA degree student transfer performance as the percentage of students who transfer to a state university and have a Grade Point Average (GPA) of 2.5 or above. Traditionally, a proportion of PSC students effectively transfer and succeed at SUS institutions; additionally the College has exceeded the FCS average in this measure for four years in a row.

Figure 4.1-9 PSC-System Comparison for State Accountability Measure M-2



M-3 Placement rate of vocational programs as the percentage of PSAV Certificate completers who were employed in a job related to their program. It is very likely that the College will experience stronger than usual fluctuations in this measure due to the local labor market conditions and shortages of the state-wide placement tracking mechanisms currently in place.

Figure 4.1-10 PSC-System Comparison for State Accountability Measure M-3



M-4.1 Success Rates of Students in College Preparatory Reading, Writing, and Mathematics. While

success rates of remedial reading completers continue to be above state averages, the recent drop below FCS values for remedial writing and math completers validates the need to be attentive regarding next year's data.

Figure 4.1-11 PSC-System Comparison for State Accountability Measure M-4.1 (1)

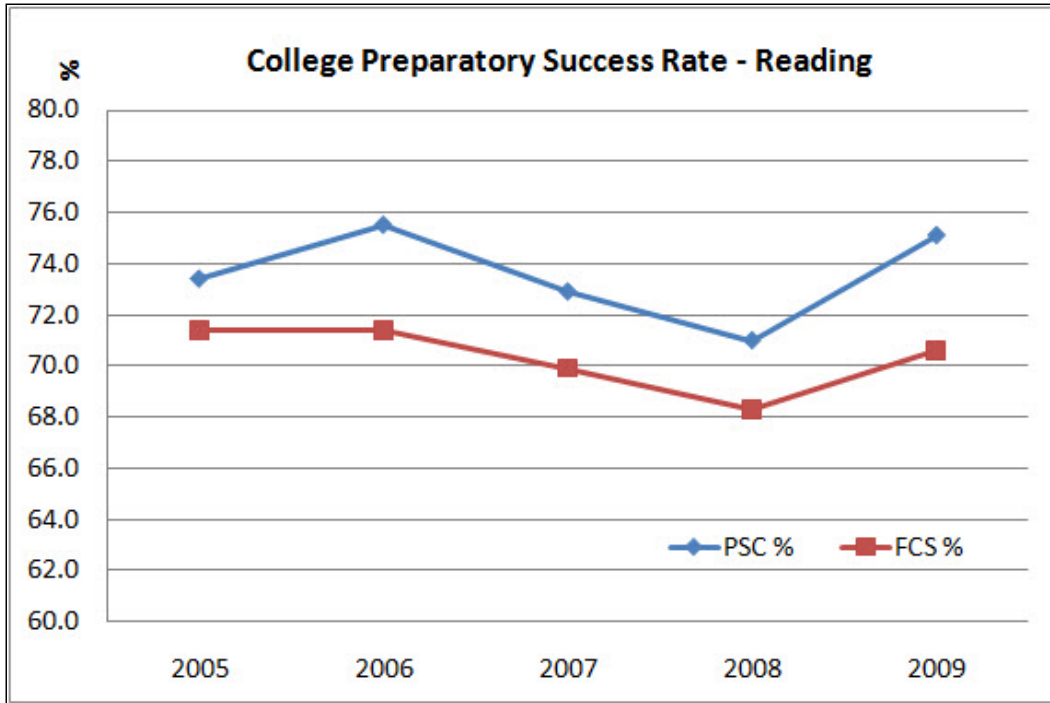


Figure 4.1-12 PSC-System Comparison for State Accountability Measure M-4.1 (2)

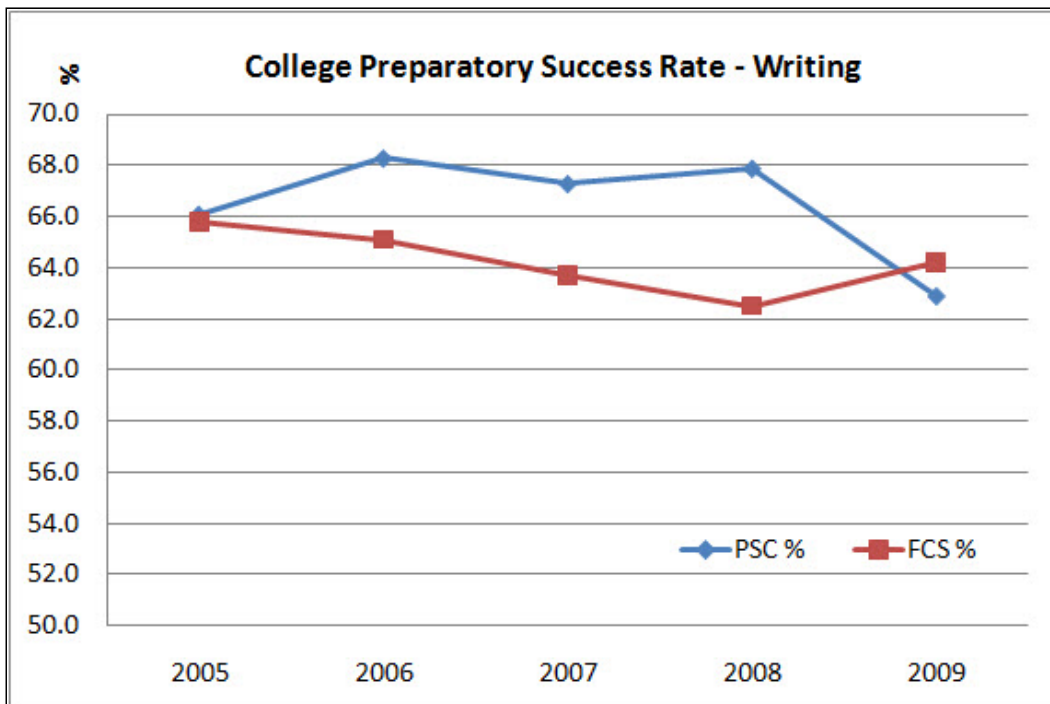
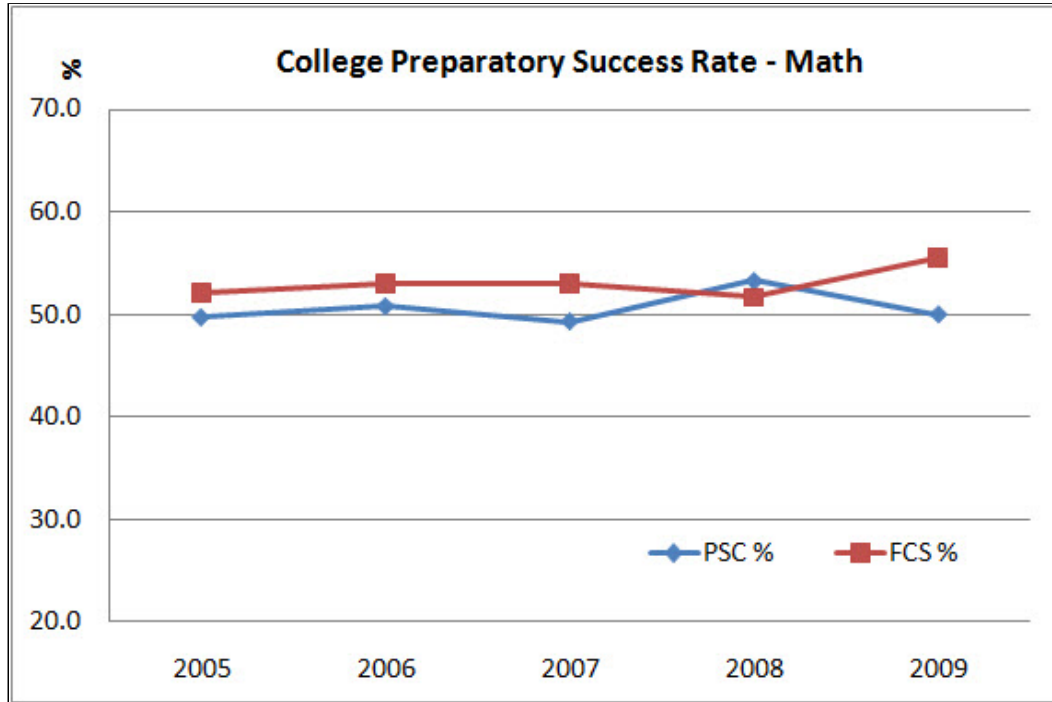


Figure 4.1-13 PSC-System Comparison for State Accountability Measure M-4.1 (3)



M-4.2 College Preparatory Retention and Success Rates for AA degree seeking students who completed at least 18 college credits during the tracking period and completed all college preparatory requirements. After two years of improvements, both measures show a decline compared to Academic Year 2008; these measures need to be closely monitored.

Figure 4.1-14 PSC-System Comparison for State Accountability Measure M-4.2 (1)

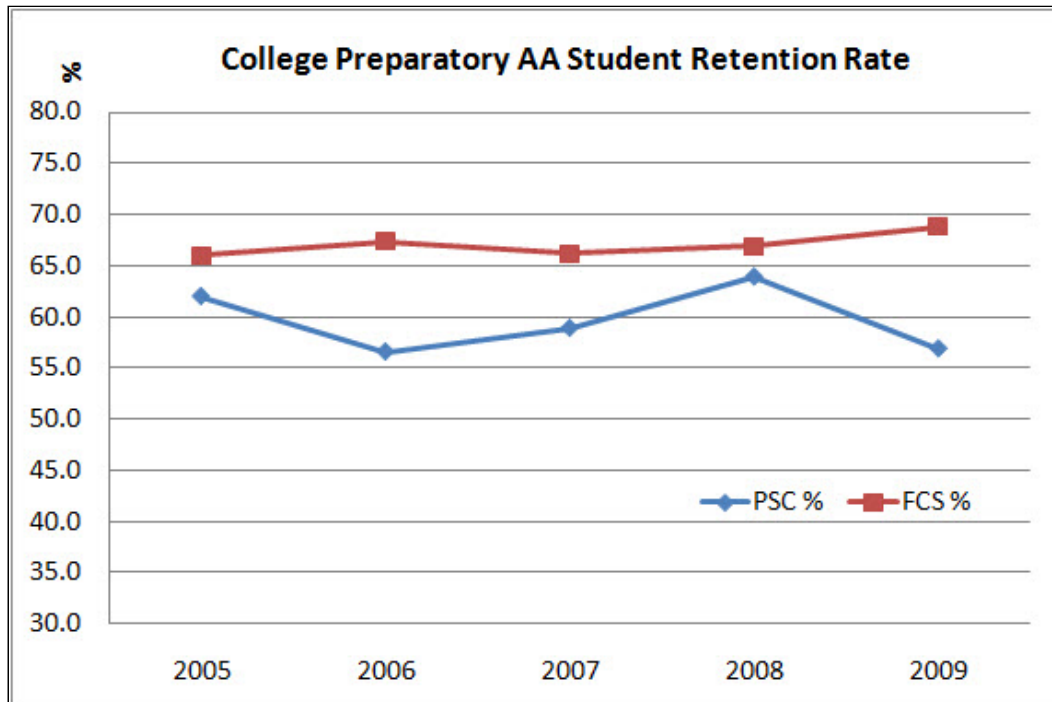
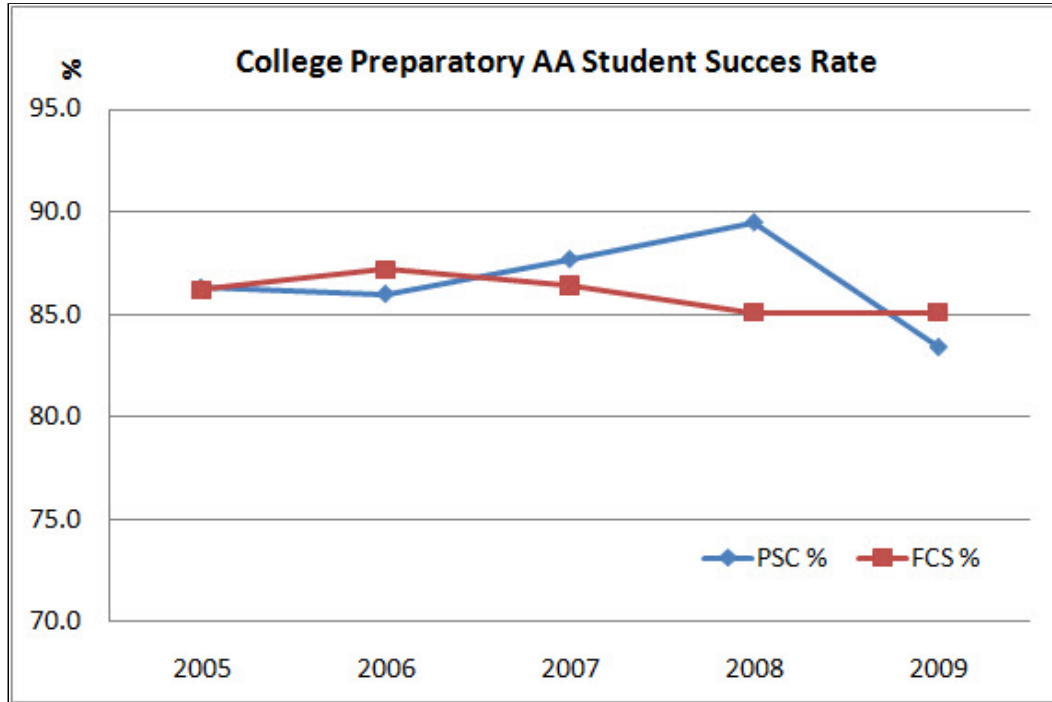


Figure 4.1-15 PSC-System Comparison for State Accountability Measure M-4.2 (2)



M-5 College Level Academic Skills Performance. This measure is defined as the percentage of students who passed the CLAST (or CLAST Alternative) after completing 60 or more college credit hours. For the third year in a row, the PSC values have been almost identical to the state averages in this measure, with PSC students who require remediation performing at the same degree below their peers in the state; PSC students not requiring remediation performed above state means for that group.

Figure 4.1-16 PSC-System Comparison for State Accountability Measure M-5 (1)

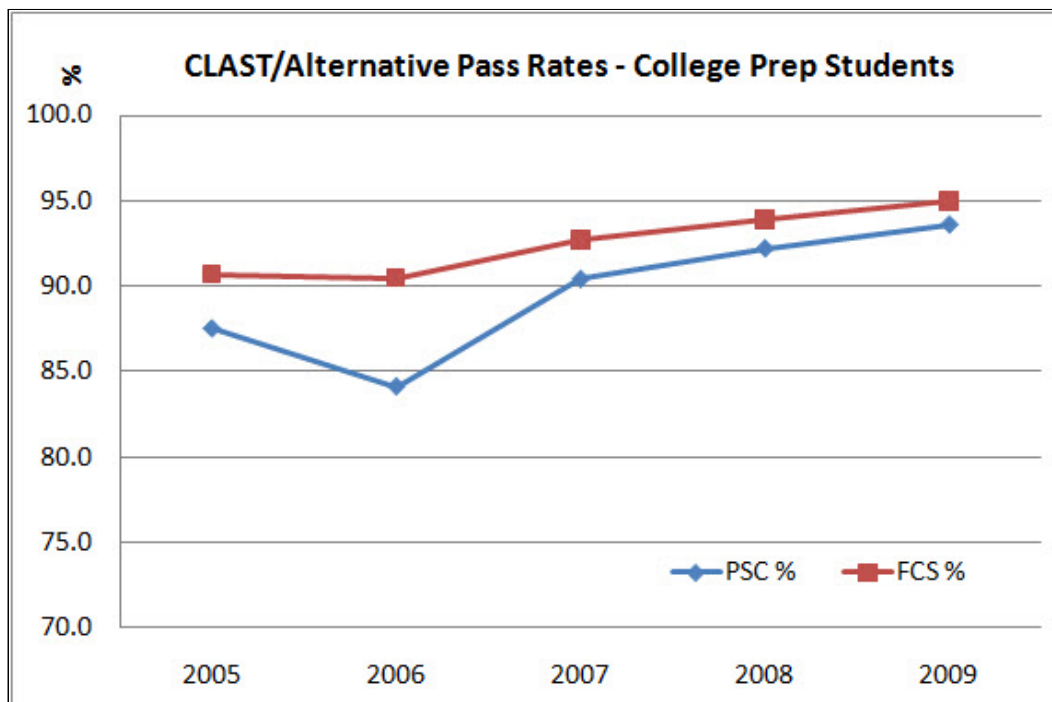


Figure 4.1-17 PSC-System Comparison for State Accountability Measure M-5 (2)

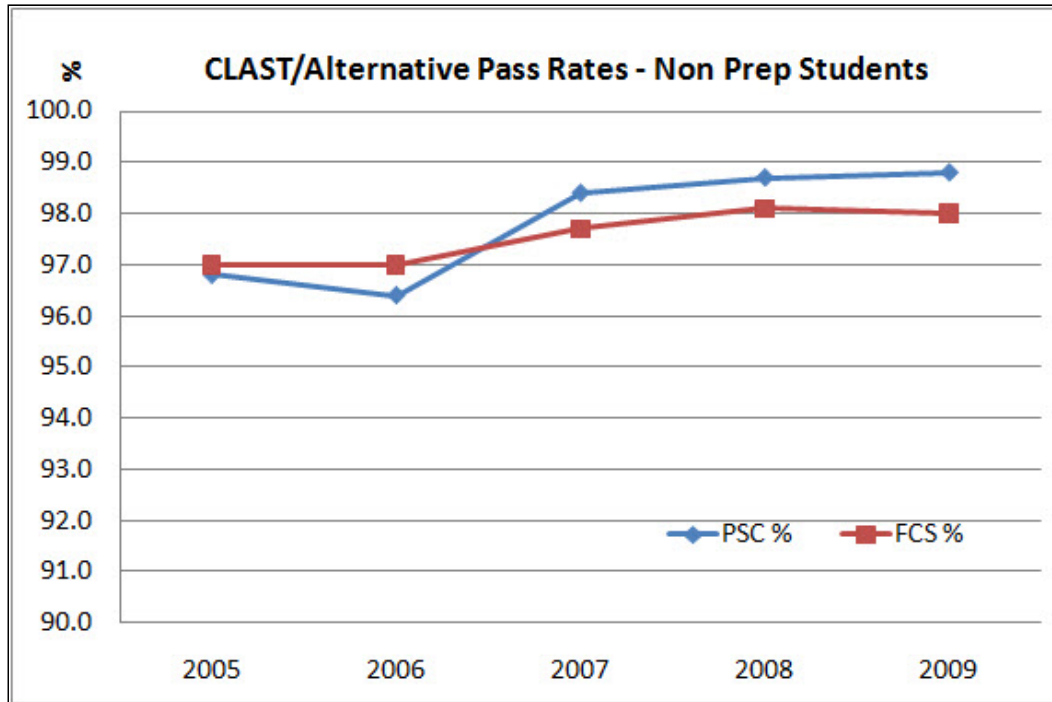
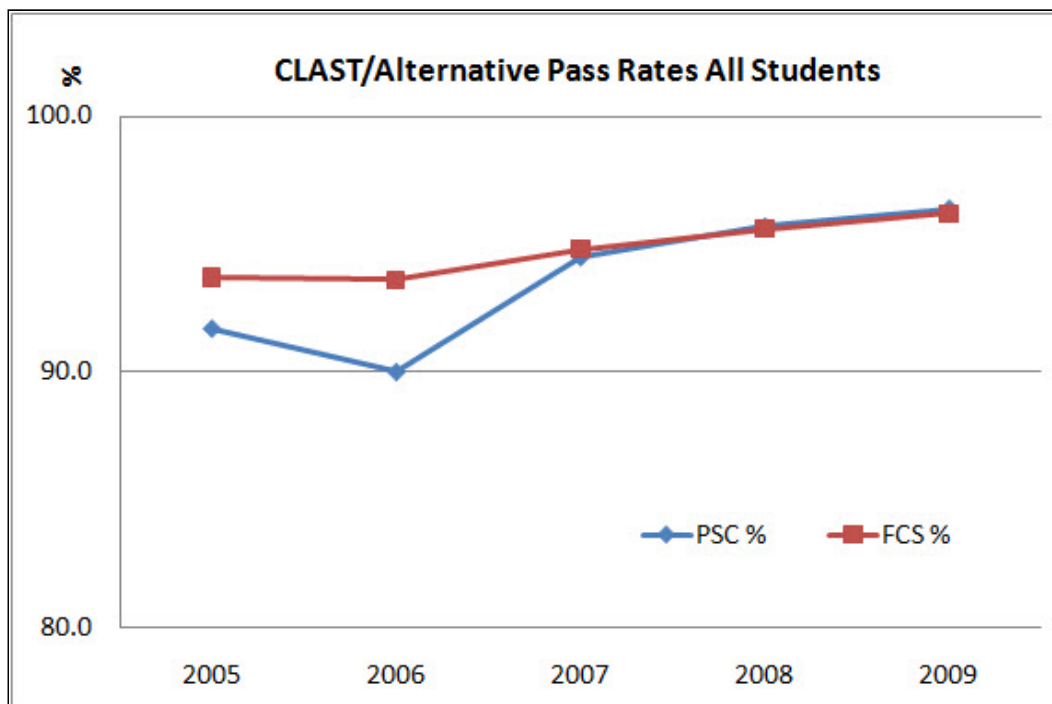


Figure 4.1-18 PSC-System Comparison for State Accountability Measure M-5 (3)



In summary, the state accountability measures show mixed results for PSC. In eight of the 17 measures the data for PSC students are below state college averages; in seven measures the data are above state averages. In two measures it is virtually identical. While some results certainly reflect the general college readiness of local high school graduates, other areas indicate the need for close monitoring and potential opportunities for the College to improve.

Table 4.1-1 summarizes a 5-year period of accountability measures. Where the PSC measure is better than the system's average, an X is placed into the plus (+) column; every time the PSC value is lower than the system's average, an O is placed into the minus (-) column. For each year, the *Balance Sheet* row shows in how many accountability measures the College succeeded or failed. The *Average Gain/Loss Scores* row shows under a) the difference between gains and losses (where a positive number indicates a gain), and under b) the percentage difference between the average PSC score and the average system score across all accountability measures (where a number lower or equal to one, indicates improvement needs).

Table 4.1-1 PSC Accountability Summary 2005-2009

Accountability Measure:	2005		2006		2007		2008		2009	
	-	+	-	+	-	+	-	+	-	+
High School Graduates Enrolled	O		O		O		O		O	
Retention Rate A.A	O		O			X	-	-	O	
Success Rate A.A.		X		X		X		X		X
Retention Rate A.S./A.A.S.		X		X		X		X		X
Success Rate A.S./A.A.S.		X		X		X		X		X
Retention Rate P.S.V.C.		X		X		X		X	O	
Success Rate P.S.V.C.		X		X		X		X		X
GPA A.A. Transfers - 2.5 & Above	O			X		X		X		X
Voc. Prgrm Placement Completers		X	O		O			X	O	
College Prep Success Rate Reading		X		X		X		X		X
College Prep Success Rate Writing		X		X		X		X	O	
College Prep Success Rate Math	O		O		O			X	O	
College Prep Retention Rate A.A.	O		O		O		O		O	
College Prep Success Rate A.A.		X	O			X		X	O	
CLAST Performance College Prep	O		O		O				O	
CLAST Performance Non-C-Prep	O		O			X		X		X

CLAST Total Performance	O		O		O		X		X	
Balance Sheet:	-8	+9	-9	+8	-6	+11	-2	+13	-9	8
Average Gain/Loss Scores:	a) 1.0		a) -1.0		a) 5.0		a) 11.0		a) -1.0	
	b) 1.2		b) -0.1		b) 2.1		b) 2.6		b) -0.5	

As indicated earlier, the annual updates of accountability measures are part of PSC's [Annual Accountability Report](#), which is available as a hardcopy and is also published on the College's Institutional Research, Effectiveness, and Planning (IREP) [website](#). Selected accountability data is part of the College's annual [FactBook](#), its [Comparative Assessment Report](#), and, as indicated earlier, it is part of the President's annual [Accountability Dashboard](#).

Program and Course-Level Reports

In addition to the state's accountability measures, the College's FactBook also summarizes PSC's annual enrollment and completion data in Sections [4.1-4.3](#), which show the degree-specific detail for a multi-year period across all programs offered at the College. A longitudinal summary of completion by program category is provided in Table 4.1-2 below. It shows that over the last four reporting years (Academic Years 2004/2005 through Academic Year 2008/2009) PSC's number of program completers (1,400 in 2008/09) has increased by over 50%.

Further analysis reveals that the number of AA degree program completers showed a 39.2% growth, while the number of AS degree program completers increased by 34.8% over the same time period. The two certificate programs adding significant growth to the 2008/2009 Academic Year completion count were the 156 completers of the Educator Preparation Institute (EPI) and the 126 Emergency Medical Technicians who completed the program with an Advanced Technical Diploma (ATD). The number of PSAV certificate completers has slightly declined as a result of public sector spending cuts that influence the size of criminal justice programming. The numbers for the AAS degree program completers remained largely unchanged.

Table 4.1-2 PSC Completions History

PSC COMPLETIONS BY DEGREE/CERTIFICATE TYPE								
Year/Semester	AA	AS	AS CERT	PSAV	ATD	AAS	EPI	TOTAL
1964 thru Summer 1998	14,893	5,470						20,363
Fall 1998	117	85						202
Spring 1999	168	100		51				319
Summer 1999	156	19		20				195
Fall 1999	119	77		90				286
Spring 2000	161	98		26				285
Summer 2000	147	16		21				184

Fall 2000	144	80		24				248
Spring 2001	185	93		1				279
Summer 2001	192	24		87				303
Fall 2001	152	88	629	38				907
Spring 2002	182	93	9	42	15			341
Summer 2002	176	28	7	52	9	9		281
Fall 2002	172	80	1	46	19	21		339
Spring 2003	156	68	4	42	27	7		304
Summer 2003	166	20	17	101	11	9		324
Fall 2003	153	74	8	47	25	32		339
Spring 2004	163	47	4	16	23	17		270
Summer 2004	165	23	15	85	0	7		295
Fall 2004	147	57	3	34	11	36		288
Spring 2005	196	84	1	33	19	16		349
Summer 2005	139	15	3	49	0	10		216
Fall 2005	170	97	16	26	26	24		359
Spring 2006	220	93	3	56	20	17		409
Summer 2006	185	24	5	17	0	12		243
Fall 2006	177	92	6	63	12	30	1	381
Spring 2007	217	107	4	26	0	16	20	390
Summer 2007	165	26	35	33	34	10	44	347
Fall 2007	235	96	7	55	57	39	22	511
Spring 2008	254	109	3	43	25	15	42	491
Summer 2008	228	12	21	0	30	7	65	363
Fall 2008	235	96	7	55	57	39	22	511
Spring 2009	244	113	4	42	39	15	69	526
TOTAL	20,579	7,604	812	1,321	459	388	285	31,448

These data are augmented by the College's program review, which provides a more detailed evaluation of all AS and, AAS degree programs and certificate programs. It contains multi-year enrollment and completion information as well as student demographics and course success information as part of the [Program Success Indicator \(PSI\)](#) Reports compiled for each program. Based on PSI data, program advisory board recommendations, and other feedback received by students and employers, individual program directors complete a [Basic Program Review \(BPR\)](#) Form annually. Both report components are published in PSC's [2009 Program Review](#), which is a core component of the College's IER.

The annual IE report collection also contains assessment summaries across student learning outcomes measures for all eight of the College's [GenEd goals](#) as part of the [General Education Review](#). A summary of the most recent results is provided in Table 4.1-3 below.

Table 4.1-3 PSC General Education Assessment Results 2008-2009

PSC GenEd Summary Data 2008/2009 - Average Outcomes by GenEd Goal								
	Communication	Critical Thinking	Scientific Reasoning	Information Literacy	Diversity	Culture	Ethics	Social Responsibility
Average Value	82.5%	72.0%	64.6%	71.3%	74.5%	76.0%	76.6%	84.9%
Lowest Value	54.7%	34.9%	26.5%	41.3%	45.0%	45.0%	45.0%	81.2%

Furthermore, the [2009 Assessment Support Measures](#) Report sections show college-wide grade distribution data, course-level pass rates, pass-rates by instructor, pass rate comparisons by course delivery mechanism, and course/section-level headcount enrollment summaries. Table 4.1-4 provides an overview of three years of course pass rate history for the College, for each campus, and for each academic department. A slight trend towards improved pass rates and lower proportions of course withdrawal is visible; this offers an encouraging motive for even more engagement in program review and course redesign activities that assist in advancing the desired student learning outcomes.

Table 4.1-4 PSC Three-Year Pass Rate Summary 2006/2007-2008/2009

3-Year Summary		Seats	A-C Pass Rate	A-D Pass Rate	Withdrawal Rate
AY 2006 - 2007	PSC Total	43,829	73.6%	78.3%	12.1%
	Lakeland	22,174	72.3%	77.5%	12.4%
	Winter Haven	20,696	74.4%	78.8%	11.9%
	Arts	1,545	84.0%	85.6%	7.1%
	Developmental	5,020	60.3%	63.1%	16.3%
	RN & Allied Health	2,768	86.2%	91.0%	4.4%
	Humanities	2,680	79.6%	83.6%	6.9%
	Letters	7,411	75.9%	80.4%	11.1%
	Mathematics	5,709	55.9%	65.4%	21.7%
	Natural Sciences	5,517	72.4%	78.8%	15.4%
	Social Sciences	6,696	76.0%	80.6%	10.7%
	Business and Tech.	4,563	83.0%	85.6%	8.0%
	AY	PSC Total	49,969	74.3%	79.0%
Lakeland		25,691	73.4%	78.7%	11.8%
Winter Haven		22,563	74.7%	78.9%	11.8%
Arts		1,690	83.6%	85.2%	7.4%
Developmental		6,383	63.7%	66.6%	16.0%
RN & Allied Health		2,711	86.6%	91.1%	4.3%

2007 - 2008	Humanities	3,090	77.8%	82.1%	6.1%
	Letters	8,372	77.7%	82.2%	9.9%
	Mathematics	6,253	58.5%	68.1%	19.4%
	Natural Sciences	6,306	72.5%	78.2%	16.0%
	Social Sciences	7,440	76.3%	81.3%	10.1%
	Business and Tech.	4,739	81.5%	83.9%	8.8%
AY 2008 - 2009	PSC Total	56,549	74.7%	79.4%	10.6%
	Lakeland	30,318	74.1%	78.9%	10.6%
	Winter Haven	25,104	75.0%	79.8%	10.8%
	Arts	1,987	83.1%	85.0%	8.3%
	Developmental	7,394	65.5%	68.6%	11.9%
	RN & Allied Health	3,357	83.3%	89.4%	4.5%
	Humanities	3,408	78.1%	81.9%	7.6%
	Letters	9,737	77.4%	81.7%	9.6%
	Mathematics	6,946	57.2%	67.1%	20.5%
	Natural Sciences	7,342	75.3%	80.4%	13.2%
	Social Sciences	8,106	75.9%	81.1%	9.0%
	Business and Tech.	5,667	83.3%	85.8%	7.2%

An additional section of the annual IER is devoted to students' perceptions of the College and their instructional experiences at PSC. The [2009 Student Perceptions Report](#) presents the responses of PSC graduates completing the survey just before the fall 2008, spring 2009, and fall 2009 graduation. Results displayed in Table 4.1-5 are noteworthy, since they show how much students believe that their educational experience at PSC contributed to personal growth in each of the areas listed. The five bolded items indicate where this contribution was perceived as being particularly strong.

Table 4.1-5 Results of PSC Graduation Survey 2007 through 2009

25. How much did your educational experience at PSC contribute to your personal growth in each area?	Very Much	Somewhat	Very Little	Doesn't Apply
Writing Effectively	49%	40%	7%	4%
Speaking Effectively	43%	40%	10%	7%
Understanding Written Information	47%	39%	9%	5%
Working Independently	52%	33%	9%	6%
Following Directions	50%	34%	8%	8%
Working Cooperatively in a Group	48%	37%	9%	6%
Organizing Your Time Effectively	56%	33%	7%	4%

Learning on Your Own	57%	32%	6%	5%
Managing Personal/Family Finances	35%	32%	16%	17%
Understanding Consumer Issues	33%	38%	12%	17%
Caring for Your Own Physical and Mental Health	43%	36%	11%	10%
Planning and Carrying Out Projects	49%	39%	7%	6%
Persisting at Difficult Tasks	58%	32%	6%	4%
Leading/Guiding Others	44%	39%	9%	8%
Recognizing Your Rights, Responsibilities, and Privileges as a Citizen	42%	35%	12%	11%

Vocational Placement and Licensure Pass Rates

As indicated above, overall vocational placement rates for the College are part of state accountability measure three. While, statewide averages for comparative purposes have not longer been provided since 2007, more detailed job placement information is available as part of the Florida Education and Training Placement Information Program (FETPIP) system ([website](#)):

"The Florida Education and Training Placement Information Program (FETPIP) is a data collection and consumer reporting system established by Florida Statutes Section 1008.39 to provide follow-up data on former students and others. The information provided describe civilian and federal employment and earnings, continuing education experiences, military service and other measures that help answer accountability issues. The data also facilitates demographic and performance comparisons and demonstrates trends over time. FETPIP supports the Department of Education's goals and strategic imperatives by providing accurate and comprehensive outcome information to Florida's education, workforce development and social service programs in a timely manner."

The College particularly monitors the annual FETPIP information that provides transfer data for AA degree program completers and differential outcome data for vocational program areas, including comparative placement rates for those completing or leaving the program. The data is summarized in the annual FETPIP Reports ([2007](#), [2008](#)) for the College.

This information is being augmented by follow-up communications from program directors with program completers and employers to improve outcomes measures as defined by the Perkins IV Grant Requirements (see [2009/10 FDOE Update](#)) for programs that enroll postsecondary students who elect to enroll in career and technical programs.

Table 4.1-6 compares PSC with system-wide data ([FCS](#)) in the six main Perkins evaluation categories. Overall, results are very favorable for PSC program completers across most measures with the exception of student transfer/retention and non-traditional completion rates for PSAV Certificate completers. This data subset is particularly plagued by tracking problems in the attempt to improve data accuracy. A complete state-wide college comparison for 2008 and 2009 is also available as a [data summary report](#).

Table 4.1-6 Perkins Measures Summary

PSC-FCS Comparison of Perkins Measures			
2007/08-2008/09 Average	Technical Skill	Completion	Student Retention/

	Attainment		Transfer
PSC - PSAV Certificate Completers	70.7%	64.8%	18.4%
FCS - PSAV Certificate Completers	70.4%	67.7%	48.2%
PSC - PSV Credit Completers	40.8%	54.9%	67.2%
FCS - PSV Credit Completers	39.7%	47.3%	70.8%
2007/08-2008/09 Average	Placement	Non-Traditional Participation	Non-Traditional Completion
PSC - PSAV Certificate Completers	92.6%	21.4%	37.2%
FCS - PSAV Certificate Completers	77.5%	10.9%	49.2%
PSC - PSV Credit Completers	91.7%	11.0%	39.5%
FCS - PSV Credit Completers	85.2%	12.5%	33.0%

Moreover, licensure pass rates, which offer additional external means to evaluate program performance to see if students have indeed acquired the skills necessary to succeed in their chosen professions, are reviewed by program directors regularly. All of PSC's Allied Health programs are already accredited or have initiated their program-specific accreditation processes and have provided measures of student achievement in form of Program Licensure Pass Rates.

Table 4.1-7 shows the results of *PSC Nursing Program* graduates across the last five years of the *National Council Licensure Examination for Registered Nurses (NCLEX)* results. Despite a 2008 drop in passing percentage below the 90% margin, PSC graduates scored on average better than their peers at the state and national level each year. Additional licensure pass rate data for other programs are shown in Table 4.1-8.

Table 4.1-7 PSC Nursing Licensure Pass Rate Results

Reporting Period	PSC Graduates	PSC Passing Percent	State Average	National Average
1/01/2009 - 6/30/2009	123	92.68	90.23	90.79
1/01/2008 - 12/31/2008	156	89.74	84.94	86.73
1/01/2007 - 12/31/2007	148	92.57	83.22	85.47
1/01/2006 - 12/31/2006	138	94.93	85.52	88.11
1/01/2005 - 12/31/2005	96	97.89	85.73	87.29

Table 4.1-8 PSC Licensure/State Exam Pass Rates

PSC PROGRAMS - LICENSURE/STATE EXAM PASS RATES - 5 YEAR SUMMARY										
	2005		2006		2007		2008		2009	
Program	Students Total/Passed	Percent Passed	Students Total/Passed	Percent Passed	Students Total/Passed	Percent Passed	Students Total/Passed	Percent Passed	Students Total/Passed	Percent Passed
Emergency Medical	13/13	100%	12/12	100%	15/15	100%	16/16	100%	21/18	85.7%

Services										
Health Information Management	4/3	75%	2/2	100%	5/5	100%	4/4	100%	1/1	100%
Physical Therapy Assistant	7/7	100%	13/10	76.9%	8/6	75.0%	17/16	94.1%	14/13	92.9%
Occupational Therapy Assistant	9/9	100%	11/11	100%	12/12	100%	9/9	100%	8/7	87.0%
Radiography	20/20	100%	20/20	100%	19/18	94.7%	14/14	100%	14/13	92.9%
Respiratory Care							5/5	100%	6/6	100%
Cardiovascular Technology								8/7	87.5%	
Criminal Justice	130/114	87.6%	152/139	91.4%	202/185	91.6%	100/88	88.0%	227/197	86.8%

In summary, PSC's programs show on average good to excellent results with regard to student achievement, course completion, licensure pass rates, and vocational placement. In addition, and as the results of the various student surveys (see [2009 Student Perceptions Report](#)) have indicated, students report not only a high level of satisfaction with PSC, but they have also identified significant areas of contribution from their PSC education that have provided personal and professional growth.

Evidence

-  [PSC Educational Program Assessment Model \(EPA\)](#)
-  [PSC Educational Program Assessment \(EPA\) Model](#)
-  [PSC IE-Report 2009](#)
-  [PSC 2008-2009 FactBook](#)
-  [PSC GenEd Review Report 2010](#)
-  [PSC 2009 Program Review](#)
-  [PSC 2009 Comparative Measures Report](#)
-  [PSC 2009 Support Measures \(final\)](#)
-  [PSC 2009 Student Perceptions Report](#)
-  [Assessment Coordinators 2009-10](#)
-  [Program Directors](#)
-  [PSC Accountability Scorecard 2009](#)
-  [PSC Institutional Effectiveness Council 2009-2010](#)
-  [PSC Planning and Budget Council 2009-2010](#)

-  [FLDOE Accountability Report 2009-03](#)
-  [FDOE Accountability Graph 1](#)
-  [FDOE Accountability Graph 2](#)
-  [FDOE Accountability Graph 3](#)
-  [FDOE Accountability Graph 4](#)
-  [FDOE Accountability Graph 5](#)
-  [FDOE Accountability Graph 6](#)
-  [FDOE Accountability Graph 7](#)
-  [FDOE Accountability Graph 8](#)
-  [FDOE Accountability Graph 9](#)
-  [FDOE Accountability Graph 10](#)
-  [FDOE Accountability Graph 11](#)
-  [FDOE Accountability Graph 12](#)
-  [FDOE Accountability Graph 13](#)
-  [FDOE Accountability Graph 14](#)
-  [FDOE Accountability Graph 15](#)
-  [FDOE Accountability Graph 16](#)
-  [FDOE Accountability Graph 17](#)
-  [PSC 2009 Accountability Reports](#)
-  [IREP State Accountability Reports \(website\)](#)
-  [PSC 2009 Comparative Measures Report](#)
-  [PSC Accountability Scorecard 2009](#)
-  [PSC 2008-2009 FactBook](#)
-  [PSC Program Success Indicator Form 2009](#)
-  [PSC Basic Program Review Form 2009](#)
-  [General Education Change](#)
-  [Florida Education and Training Information Program \(FETPIP\)](#)
-  [FETPIP 2007](#)
-  [FETPIP 2008](#)
-  [FLDOE Accountability Report 2009-03](#)
-  [Perkins Guidelines 2009-10](#)
-  [Perkins Measures 2008 and 2009](#)
-  [Perkins State Performance Data](#)