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Report 2009



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January 2010 • Office of Institutional Research, Effectiveness, and Planning

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## PSC 2009 Institutional Effectiveness Report (IER)

### Institutional Effectiveness Overview

*Institutional Effectiveness* (IE) has become both a key focus area of evaluation-based planning and a source of organizational development initiatives across institutions of higher education for good reasons. In December 2001, the College Delegate Assembly of the Southern Association of Colleges and Schools (SACS) approved the new *Principles of Accreditation*. Published with the subtitle *Foundations for Quality Enhancement*, these principles established that “The first task of the Commission when considering accreditation status is to determine the institution’s integrity and its commitment to quality enhancement.”

This focus on continuous improvement of quality and effectiveness is also underlined by the fact that institutional effectiveness is one of the twelve core requirements, or “basic qualifications that an institution must meet to be accredited”. The respective sections of the *Principles of Accreditation* currently read as follows:

**Section 2.5:** The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of institutional mission and goals that

- (1) results in continuing improvement, and
- (2) demonstrates that the institution is effectively accomplishing its mission.

**Section 3.3.1:** The institution identifies expected outcomes, assesses whether it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

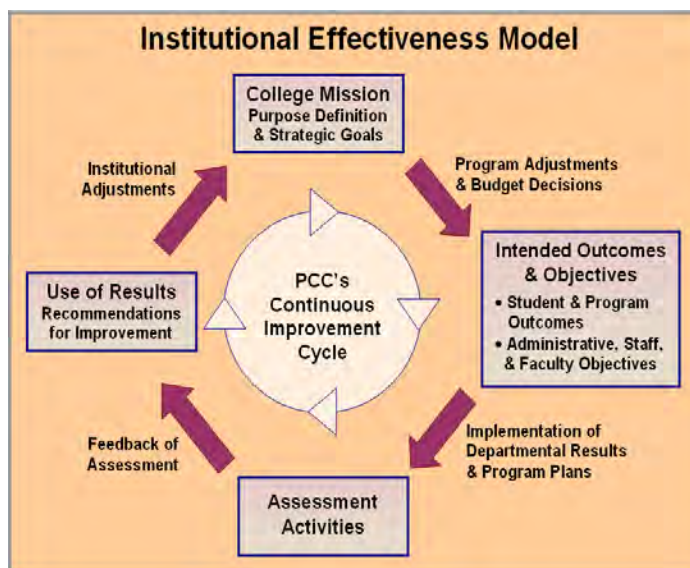
- 3.3.1.1 educational programs, including student learning
- 3.3.1.2 administrative support services
- 3.3.1.3 educational support services
- 3.3.1.4 research, if appropriate to the mission ...
- 3.3.1.5 community/public service, if appropriate to the mission of the institution

**Section 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. (Federal Requirement)

Institutional effectiveness is best described as an on-going, college-wide process of planning and outcomes assessment, documenting that the college is achieving its mission and goals, and assisting in the continuous improvement of its programs and services.

PSC uses the IE framework (figure to the right) as a model to provide a foundation for planning and assessment activities. The model guides the continuous development of PSC’s IE cycle since academic year 2006/2007.

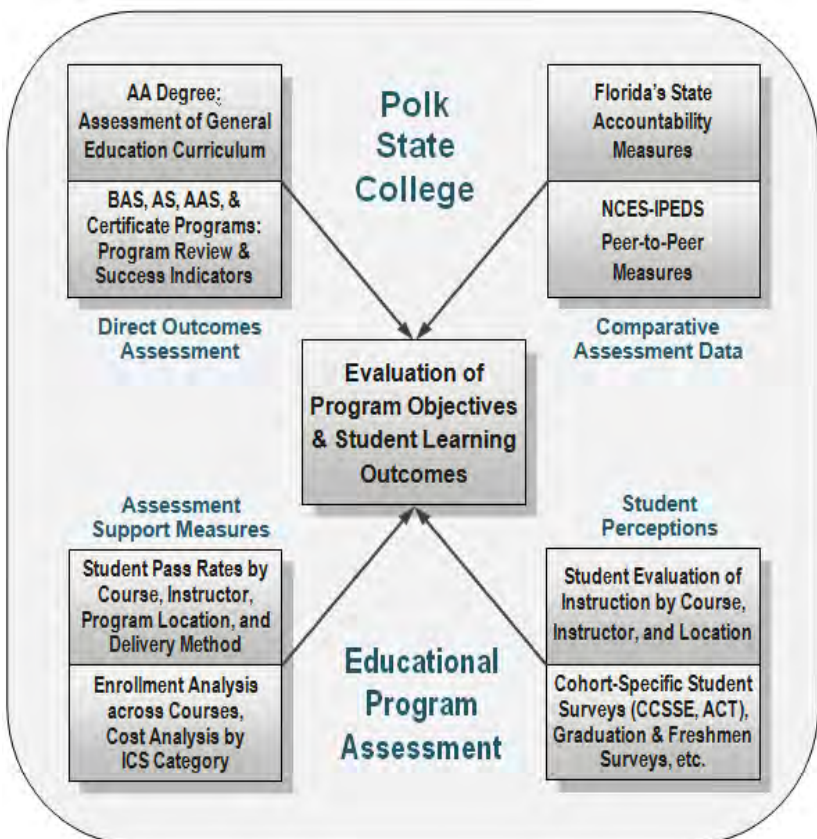
This report provides a comprehensive summary of key assessment measures at PSC, organized by the dimensions of the College’s Educational Program Assessment (EPA) model, to inform continuous improvement strategies.



## PSC Educational Program Assessment Model (EPA)

PSC's college-wide assessment process applies triangulation as overarching methodology of assessment. Triangulation uses at least three different types of data to address potential validity problems often inherent to singular assessment measures. By using multiple sources of data generated by multiple methods of analysis, the reliability of the assessment results is typically strengthened. A common example for triangulation would be using direct outcomes assessment of student learning outcomes in combination with student's course/program evaluations, and course/program pass or completion rates.

The various dimensions for triangulation PSC uses for outcome assessment and performance documentation is illustrated by the College's *Educational Program Assessment (EPA) Model* shown to the right. For each component of the model the Institution creates and reviews assessment-area-specific institutional effectiveness reports that combine into the annual IE Report of the College.



## Organization of this Report

This 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 six foundation reports:

- PSC FactBook 2008-2009
- PSC General Education Review 2010
- PSC Program Review 2009
- PSC Comparative Assessment Measures 2009
- PSC Assessment Support Measures 2009
- PSC Student Perceptions 2009

The individual sub-section of this document provide a three-page overview and the table of contents for each of the comprehensive reports listed above. In some cases a summary of findings has been provided, in other cases it is necessary to review the complete report to ascertain the information needed for effective data-informed decision-making.



# Polk State College

- 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.
- Vision** Polk State College will be a world class college and Florida's leader in workforce development.
- Core Values** Collaboration, Commitment, Diversity, Excellence, Integrity, Leadership, and Service.
- Enrollment** Annually over 20,000 credit & non-credit students.

## Fact Sheet 2009/2010



**Annual total budget 2009-2010:**  
\$ 51,417,760

**Projected amount to be spent on technology improvements 2009-2010:**  
\$ 2.2 Million

### Value of scholarships awarded by Foundation and Financial Aid 2008-2009:

• Foundation Endowed:	\$ 159,550
• Foundation Private/Restricted:	\$ 538,156
• Foundation Hospital Partnership:	\$ 389,973
• Financial Aid Academic Merit:	\$ 62,009
• Financial Aid Public Service:	\$ 61,240
• Financial Aid Fine Arts/Other	\$ 27,029
• Financial Aid Athletics:	<u>\$ 121,452</u>
<b>Total:</b>	<b>\$1,359,409</b>

### Total number of degrees and certificates awarded 2008-2009: 1,356

• Associate in Art Degrees:	662
• Associate in Science/Associate in Applied Science Degrees:	300
• Applied Technical Degrees:	100
• Certificates:	294

**Total number of PSC employees for 2008-09 (# of W-2's): 1,249**

**Grants received 2008-2009: \$6,599,039 (PSC), \$4,212,013 (Corporate College)**

**Number of students/clients who received training and/or classes from Corporate College 2008-09: over 12,600 (including 3<sup>rd</sup> party contracts)**

## Two Campuses, Two Centers and More to Come...

### Winter Haven:

- Replacement Cost of Buildings: \$58,662,186
- Current Value of the Land: \$13,959,000
- Acres: 99 – Number of buildings: 14
- Volumes in Library: 91,243
- Titles in Library: 73,488

### Lakeland:

- Replacement Cost of Buildings: \$50,611,849
- Current Value of the Land: \$22,600,000
- Acres: 133 – Number of Buildings: 3
- Volumes in Library: 41,907
- Titles in Library: 30,826

### Both Campuses:

- PSC square footage under roof: 288,689
- eBooks from Library Catalog: 75,510
- Databases available from both campuses: 126
- Digital Videos Library Titles: 422

### Airside Center, SW Lakeland:

- Square footage for PSC: 25,000
- Long-term lease with City of Lakeland
- Corporate College & Medical Imaging Complex

### Lake Wales, JD Alexander Center:

- Acres: 0.83 – Number of Buildings: 1
- Square footage under roof: 15,248
- Replacement Cost of Building: \$3,297,931



#### Credit Students

PSC Fiscal Year 2008-09	12,342
Lakeland Campus	7,976
Winter Haven Campus	7,124

#### Non-Credit Students

PSC Fiscal Year 2008-09	8,113
Lakeland Campus	5,154
Winter Haven Campus	1,883

Student Demographics:	Male	Female
2008-2009	36.1%	63.9%
Full-Time Students	42.3%	57.7%
Part-Time Students	33.8%	66.2%

Age	Percent
<20	34.5%
20-21	15.8%
22-24	12.3%
25-29	12.0%
30-34	8.0%
35-39	6.2%
40-49	7.8%
50+	3.4%

## More Academic Facts...

### Number of students attending PSC's Charter High Schools:

#### Lakeland:

Collegiate High School - 220

#### Winter Haven:

Chain of Lakes High School – 237

### Total number of academic programs:

- 97 AA Degree Advising Tracks
- 30 AS Degrees
- 27 AAS Degrees
- 02 Applied Tech Degrees
- 15 Certificates
- 03 Baccalaureate Concentrations

**174 Academic Programs**

# PCC Enrollment History (FTE)

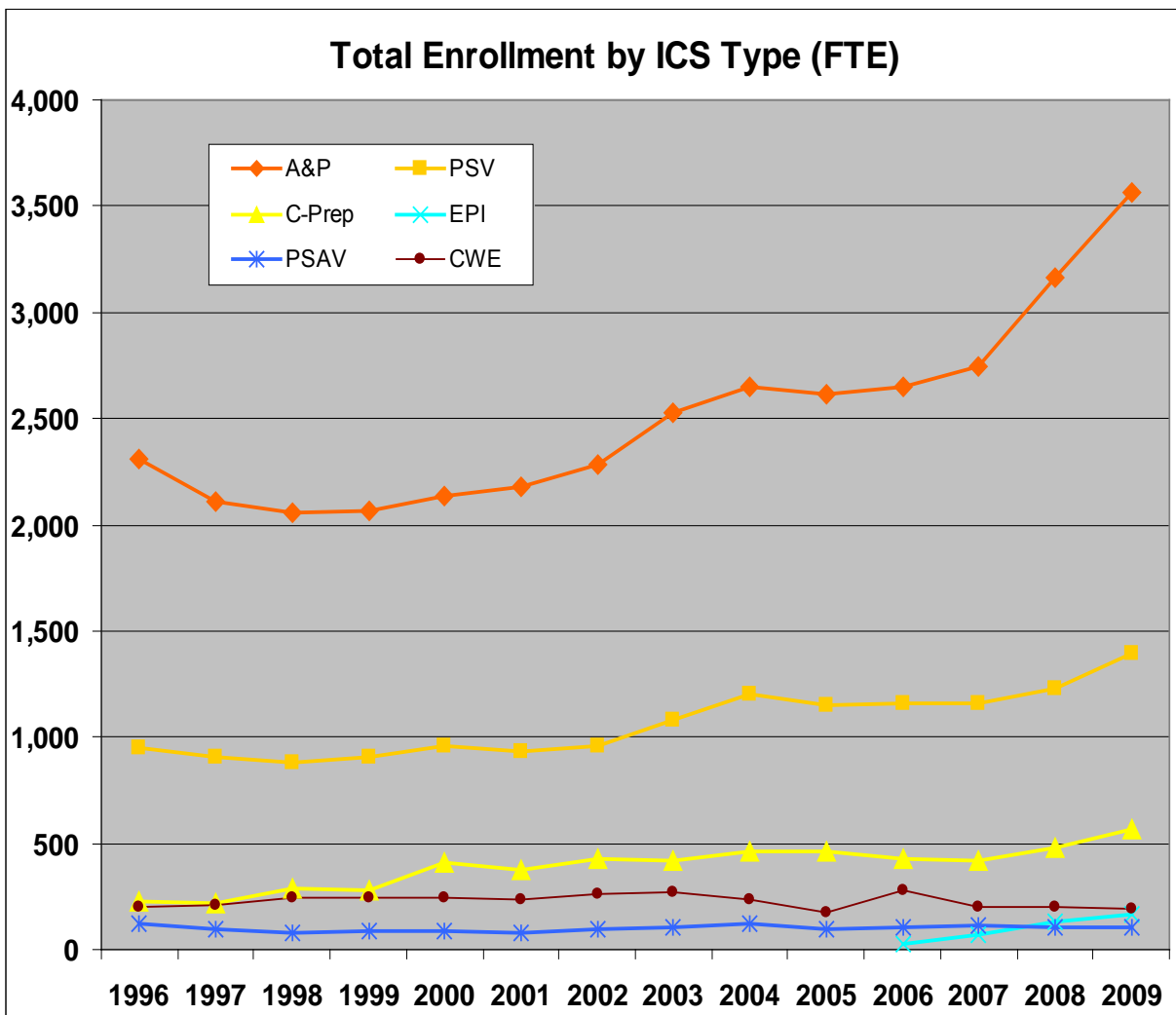
6-19-2009

After Certification of State Reports – Spring Term 2008-2009

FTE	A&P	PSV	PREP	EPI	Σ Credit	PSAV	CWE	Total
2005-2006	2,650.3	1,155.3	429	29.9	<b>4,264.5</b>	101.5	275.5	<b>4,641.5</b>
2006-2007	2,745.9	1,158.9	415.1	72.0	<b>4,391.9</b>	109.8	200.7	<b>4,702.4</b>
2007-2008	3,163.5	1,230.0	481.3	129.4	<b>5,004.2</b>	105.0	203.9	<b>5,313.1</b>
2008-2009	3,568.3	1,396.1	565.7	166.6	<b>5,696.7</b>	103.3	192.1	<b>5,992.1</b>
% of Last Year	112.8%	113.5%	117.5%	128.7%	<b>113.8%</b>	98.4%	94.2%	<b>112.8%</b>

**Note: In 2008/09 an additional 73.6 FTE were generated by students paying out-of-state tuition**

Legend	<b>A&amp;P</b>	= Advanced & Professional; Primarily AA Degrees & Dual Enrollment
	<b>PSV</b>	= Postsecondary Vocational; Primarily AS & AAS Degrees & Certificates
	<b>PREP</b>	= College Preparatory; Remedial Education In English, Reading, & Math
	<b>EPI</b>	= Educator Preparation Institute; Alternative Teacher Certification
	<b>PSAV</b>	= Postsecondary Adult Vocational; Primarily Institute of Public Safety
	<b>CWE</b>	= Continued Workforce Education; Corporate College Course



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## Polk State College – 2010 General Education Review Summary

This General Education (GenEd) report summarizes assessment data collected from spring term 2008 to fall term 2009 in response to the modified GenEd goals established for PSC in 2007. In the process, faculty teaching courses of the GenEd curriculum defined specific Student Learning Outcomes (SLO) that reflected those GenEd goals (see Table below), developed methods and measurements to assess the extent to which their students are achieving them, and applied those measures as part of their course-specific assessment initiatives.

<b>1. Communication:</b> Demonstrate the ability to read, write, speak, and listen effectively, utilizing Standard English.
<b>2. Critical Thinking:</b> Demonstrate the ability to reflect on, analyze, synthesize, and apply information through problem solving.
<b>3. Scientific and Quantitative Reasoning:</b> Apply mathematical and scientific principles and methods to solve abstract and real-world problems.
<b>4. Information Literacy:</b> Demonstrate the ability to access, evaluate, incorporate, organize, and document information.
<b>5. Diversity:</b> Demonstrate an ability to work with diverse people and show respect for their values, ideas, rights, and backgrounds.
<b>6. Culture:</b> Demonstrate knowledge of global cultural influences.
<b>7. Ethics:</b> Identify and describe ethical principles and their application.
<b>8. Social Responsibility:</b> Understand behaviors that lead to personal, social, and professional responsibility.

The assessment matrix on the following pages shows aggregated outcomes of all assessment measures across the assessment period. In this matrix the percentage scores indicate the actual results of SLO measures for each course and within each GenEd goal. In many cases, percentages reflect result averages of multiple measures pertaining to the same GenEd goal (either across terms, campuses, or multiple measurement components). In some cases, only one measurement for a single term exists, depending on course frequency and other factors.

Assessment results for 2008-2009 will be reviewed by the AQC's GenEd subcommittee, and will undergo departmental and college-wide review during 2010. A summary analysis shows that on average 75.3% of students enrolled in GenEd courses are achieving the desired student learning outcomes across those portions of the GenEd curriculum that faculty has associated with the PSC's eight GenEd goals. Table 3 below summarizes the preliminary findings.

	Communication	Critical Thinking	Scientific Reasoning	Information Literacy	Diversity	Culture	Ethics	Social Responsibility
<b>Average Value</b>	82.5%	72.0%	64.6%	71.3%	74.5%	76.0%	76.6%	84.9%
<b>Lowest Value</b>	54.7%	34.9%	26.5%	41.3%	45.0%	45.0%	45.0%	81.2%

Individual course assessment summaries are also available starting on page 8 of the comprehensive GenEd Review Report 2010. The report also contains a set of matrices mapping college-level communications and math skills to those two PSC curriculum areas are following the *Communications Course Assessments* (GenEd Review Report: page 12) and the *Mathematics Course Assessments* sections (GenEd Review Report: page 23).

PSC General Education Goals ==>		1. Communication	2. Critical Thinking	3. Scientific Reasoning	4. Information Literacy	5. Diversity	6. Culture	7. Ethics	8. Social Responsibility
<b>Communications: 9 Credits</b>									
ENC 1101	College Composition I	59.5%	50.2%		50.2%				
ENC 1102	College Composition II	86.0%	86.0%		78.0%			78.0%	
LIT 1000	Introduction to Literature	78.1%	78.1%		78.1%				
<b>Mathematics: 6 Credits</b>									
MAC 1105	College Algebra			73.7%					
MGF 1106	Mathematics for Liberal Arts I		60.8%	62.8%					
MGF 1107	Mathematics for Liberal Arts II		74.9%	80.4%			68.0%		84.3%
MAC 1114	Trigonometry		65.8%	63.9%					
MAC 1140	Precalculus Algebra		61.9%	68.9%	75.8%				
MAC 2233	Applied Calculus I		52.1%	56.4%					
MAC 2311	Calculus I		55.9%	57.5%					
MAC 2312	Calculus II		49.3%	26.5%					
STA 2023	Introduction to Probability & Statistics		73.5%	80.4%					
<b>Humanities: 6 Credits</b>									
HUM 2020	Introduction to Humanities	64.5%	64.5%			53.0%	64.5%		
<b>And one of the following:</b>									
AML 2010/2020	Survey/American Literature	54.7%	54.7%		54.7%				
ARH 1050/1051	Introduction to Art History		76.5%						
ENL 2010/2022	Survey/British Literature	85.0%	100.0%		95.0%				
ENL 2330	Introduction to Shakespeare	100.0%	100.0%		100.0%				
FIL 1000	Introduction to Film		84.0%		90.0%	96.0%	96.0%		
HUM 2250	Contemporary Humanities	84.8%	83.8%		84.8%	81.5%	83.8%	80.0%	83.8%
HUM 2310	World Mythology	81.0%			80.0%	69.0%	95.0%		
HUM 2322	Women in Humanities	Assessment Missing: Course Not Taught During Assessment Period							
LIT 1201	Current Interest Themes in Literature	100.0%	100.0%		100.0%				
LIT 2090	Contemporary Literature	Assessment Missing: Course Not Taught During Assessment Period							
LIT 2110	World Literature through Renaissance	Assessment Missing: Course Not Taught During Assessment Period							
LIT 2120	World Literature: Renaissance to Present	Assessment Missing: Course Not Taught During Assessment Period							
LIT 2380	Women in Literature	Assessment Missing: Course Not Taught During Assessment Period							
LIT 2510	Male Female Images in Literature	Assessment Missing: Course Not Taught During Assessment Period							
MUL 1010	Music Appreciation	Assessment of Student Learning Outcomes is Pending							
ORI 2001	Oral Interpretation	Assessment of Student Learning Outcomes is Pending							
PHI 2010	Introduction to Philosophy		85.0%				85.0%	85.0%	
PHI 2100	Logic		82.0%		82.0%				
PHI 2600	Ethics		88.3%					88.3%	88.3%
REL 2300	World Religions	Assessment of Student Learning Outcomes is Pending							
THE 1030	Introduction to Dramatic Arts I	Assessment of Student Learning Outcomes is Pending							

PSC General Education Goals (Cont.) ==>		1. Communication	2. Critical Thinking	3. Scientific Reasoning	4. Information Literacy	5. Diversity	6. Culture	7. Ethics	8. Social Responsibility
<b>Social Sciences: 6 Credits - One of the following:</b>									
ANT 1000	General Anthropology					86.2%	82.3%	82.5%	
PSY 2012	General Psychology	92.0%	90.0%	90.0%		100.0%	95.0%	90.0%	90.0%
SYG 2000	Introduction to Sociology		76.9%	73.8%	81.2%	82.2%	81.2%		82.2%
SYG 2010	Social Problems		91.0%			75.3%	72.3%		85.7%
<b>And one of the following:</b>									
AMH 1010	U.S. History: 1607-1877		67.3%		75.5%	74.0%	60.5%	60.5%	
AMH 1020	U.S. History: 1877-Today		72.1%		75.3%	70.7%	79.0%	79.0%	
ECO 2013	Principles of Macroeconomics	98.4%	98.4%						
ECO 2023	Principles of Microeconomics	98.1%	98.1%						
POS 1112	State and Local Government	88.8%	86.5%		77.5%	100.0%	100.0%	100.0%	
POS 2041	American National Government		52.0%			55.8%	54.5%		
WOH 1012	World Civilization: To 1500		51.7%		54.0%	54.0%	54.0%	54.0%	
WOH 1022	World Civilization: From 1500		52.0%		45.0%	45.0%	45.0%	45.0%	
<b>Natural Sciences: 9 Credits - One of the following:</b>									
HLP 1081	Wellness Concepts	84.8%	84.8%						83.5%
HSC 1101	Wellness: Nutrition, Personal Growth & Fitness	84.7%	84.7%						81.2%
<b>And two of the following, one of which must have a lab:</b>									
AST 1002	Descriptive Astronomy		56.0%		70.0%				
BSC 1005C	Survey of Biological Science		60.6%	63.6%	50.8%				
BSC 1010C	Principles of Biology I		62.1%	67.8%	70.0%				
BSC 1011C	Principles of Biology II		77.9%	77.8%	69.5%				
BSC 1930	Biological Issues	62.3%	100.0%	62.3%					
BSC 2085C	Anatomy and Physiology I		73.0%	74.3%	82.5%				
BSC 2086C	Anatomy and Physiology II		70.0%	72.5%	87.9%				
CHM 1025C	Introduction to Chemistry		60.2%	60.2%	61.2%				
CHM 1045C	General Chemistry I		61.3%	61.3%	61.3%				
CHM 1046C	General Chemistry II		57.2%	57.2%	57.2%				
ESC 1000	Survey of Earth Science			41.2%	41.3%				
MET 1010	Introduction to Meteorology		Assessment of Student Learning Outcomes is Pending						
OCE 2001C	Oceanography		59.5%	59.5%	69.2%				
PHY 2001C	Basic Concepts of Physics		Assessment of Student Learning Outcomes is Pending						
PHY 2048C	General Physics I with Calculus		Assessment of Student Learning Outcomes is Pending						
PHY 2049C	General Physics II with Calculus		54.9%	54.9%	54.9%				
PHY 2053C	General Physics I		34.9%	34.9%	57.1%				
PHY 2054C	General Physics II		69.5%	69.5%	75.0%				
PSC 1121	Survey of Physical Science			88.0%	68.4%				
PSC 2515	Energy and Humanity		Assessment of Student Learning Outcomes is Pending						
<b>Average SLO Measurement for GenEd Goal</b>		82.5%	72.0%	64.6%	71.3%	74.5%	76.0%	76.6%	84.9%
<b>Lowest SLO Measure within GenEd Goal</b>		54.7%	34.9%	26.5%	41.3%	45.0%	45.0%	45.0%	81.2%

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## Polk State College – 2009 Program Review Summary

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The 2009 Program Review Summary reflects data from the 2008/09 reporting year and compares headcount and FTE information with previous years of data (to the extent the data is available in PSC's data management system, Genesis). Each program section contain a Basic Program Review (BPR) form, which can include one or more pages of referenced information, and one or more Performance Success Indicator (PSI) sheets, which provide data summaries for the respective program components. Both forms are shown on the next pages of this summary.

Each BPR form is designed to discuss factors of program productivity, viability, and quality, to provide a brief description of data utilization for assessment/review purposes, and to summarize any recommendations received by advisory committees and/or other audiences.

Each PSI form shows data for a maximum of five reporting years. Currently the first of the data columns is omitted since the current reporting system was not implemented in 2004/05. To remain consistent with the state's reporting requirements and data publication practices, every reporting year starts with the summer term and ends with the spring term.

The table below provides a more detailed explanation of the first set of fields of the PSI. The difference between row 4 and row 5 indicates how many students have declared that program as their major, but have not enrolled in any of the core courses (rows 1 and 2), which could signal a possible change in the student's primary objectives that has not been captured within the system.

1. N of Discipline Sections	Discipline-specific sections of the required program courses offered
2. Other Core Sections	Other core course sections of the required program courses offered
3. Duplicated Headcount	Total of course seats taken by program enrollees during the year/period
4. Unduplicated Headcount	Number of students with declared major enrolled in any core course
5. N of Declared Majors	Number of students with declared major and recorded in Genesis
6. Discipline Specific FTE	FTE for program enrollees (5.) across discipline courses (1.)
7. Other Core Course FTE	FTE for program enrollees (5.) across other core courses (2.)
8. Gen-Ed Course FTE	FTE for program enrollees (5.) across General Education courses
9. % Sections w/ FT Faculty	Percentage of core sections (1+2.) taught by FT Faculty & FT Overloads
10. Course Success Rate	Total pass rate for core courses
11. Course Failure Rate	Total F percentage for core courses
12. Course Withdrawal Rate	Total W percentage for core courses

Program:	
Program Director:	
Review Period:	
Date of Last Review:	
Campus/Locations:	
Review Committee(s):	
Dean or Chair:	
Description of the Review Process:	
Findings, Explanations, And Justifications In Terms Of Each Of The Following ...	
Program Viability:	
Program Productivity:	
Program Quality:	

Analysis: [Please describe how the data from program assessment/review has been used for program improvement.]	
Advisory Committee Recommendations: [Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]	
Other Recommendations: [Please describe other recommendations and what actions were/will be taken as a result.]	
Approved by:	Date:
Outside Accreditation Agency:	
Accredited Since:	
Next Accreditation Review	
Comments:	

Program/Department:

**Program Enrollment**

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections						
2. Other Core Sections						
3. Duplicated Headcount						
4. Unduplicated Headcount						
5. N of Declared Majors						
6. Discipline Specific FTE						
7. Other Core Course FTE						
8. Gen-Ed Course FTE						
9. % Sections w/FT Faculty						
10. Course Success Rate						
11. Course Failure Rate						
12. Course Withdrawal Rate						

Notes: a) 2005 data not available in Genesis b) Data for 9. Regular Load %/ Overload%

**Program Demographics**

	White	Black	Hispanic	Asian	Other	Unknown
12. Ethnicity						
13. Age						
	Male	Female				
14 Gender						

**Program Outcomes: Number of Graduates**

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09

Notes:

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## PSC Multi-Year Comparative Assessment Measures

### Data Sources – Report Content

This report primarily provides the Comparative Assessment Measures depicted in the Colleges Educational Program Assessment (EPA) model. The sections of this report provide a variety of comparative longitudinal measures from state and federal sources in the following order:

- Excerpts from the Florida College System's 2009 Fact Book show a set of comparative student, employee, and financial data for the system and its 28 colleges.
- A summary of PSC AA transfer measures from the State Articulation Reports, followed by annual discipline-specific data sheets for academic years 2004/05 through 2008/09
- The FLDOE Accountability Measures start with the 2009 State Accountability Report, followed by a PSC-specific data summary for selected accountability measures. The subsequent sections for each individual measure contain a 4-year longitudinal data summary and the underlying state reports used for the aggregate tables.
- The National Center for Education Statistics (NCES) provides annual data feedback reports (DFR) via its Integrated Postsecondary Education Data System (IPEDS). The 5-year DFR contains a collection of comparative peer-to-peer information
- Two reports by the Florida Legislature's Office of Policy Analysis & Government Accountability (OPPAGA) about improvement opportunities for the Florida College System in the area of remedial education conclude the 2009 Comparative Assessment Report.

FLORIDA COLLEGE SYSTEM								
FTE ENROLLMENT: FUNDED, LOWER LEVEL								
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	3-Year Growth	5-Year Growth
Brevard	10,534.9	10,467.7	10,036.2	9,937.2	10,825.0	11,798.5	12.0%	17.6%
Broward	22,682.4	22,959.3	22,219.5	22,088.7	23,018.2	24,804.5	9.4%	11.6%
Central Florida	4,906.0	4,762.5	4,578.2	4,505.7	4,885.9	5,472.9	11.6%	19.5%
Chipola	1,685.5	1,650.8	1,661.6	1,517.7	1,537.0	1,640.2	-2.7%	-1.3%
Daytona	13,390.7	12,825.1	11,794.5	9,742.1	12,042.6	13,097.3	-2.2%	11.0%
Edison	7,241.8	7,120.5	7,090.7	7,266.4	8,094.5	9,122.8	26.0%	28.7%
Fla CC At Jax	20,612.8	19,938.5	19,618.5	20,716.6	22,464.0	24,710.2	19.9%	26.0%
Florida Keys	879.9	810.3	771.5	722.0	789.7	915.7	4.1%	18.7%
Gulf Coast	4,730.7	4,871.5	4,722.9	4,720.2	4,831.6	4,875.2	3.1%	3.2%
Hillsborough	16,550.5	16,816.2	16,395.0	16,622.4	16,880.7	18,660.6	12.7%	13.8%
Indian River	11,974.5	11,328.4	11,968.2	11,425.4	12,098.1	12,461.7	4.1%	4.1%
Lake City	2,442.8	2,509.4	2,381.2	2,290.1	2,335.7	2,111.8	-13.6%	-11.3%
Lake Sumter	2,145.3	2,339.4	2,312.4	2,376.8	2,580.4	2,832.9	32.1%	22.5%
Manatee	6,425.3	6,593.1	6,629.1	6,918.8	7,717.6	8,601.7	33.9%	29.8%
Miami Dade	54,392.9	53,421.2	50,447.4	49,617.3	52,838.9	55,869.4	2.7%	10.7%
North Florida	954.0	1,000.7	1,009.6	956.9	956.4	868.2	-9.0%	-14.0%
Northwest FLA	5,326.0	4,831.7	4,738.1	4,705.0	5,088.7	5,399.2	1.4%	14.0%
Palm Beach	15,633.2	15,875.2	15,405.6	15,930.9	16,624.2	18,453.9	18.0%	19.8%
Pasco-Hernando	4,995.2	5,198.7	5,282.1	5,167.1	5,521.9	6,060.2	21.3%	14.7%
Pensacola	8,663.4	8,348.0	7,932.5	7,883.8	8,389.5	8,673.8	0.1%	9.3%
<b>Polk State College</b>	<b>4,669.1</b>	<b>4,505.6</b>	<b>4,636.1</b>	<b>4,702.4</b>	<b>5,313.1</b>	<b>5,992.1</b>	<b>28.3%</b>	<b>29.2%</b>
St. Johns River	3,764.3	3,786.3	3,687.0	3,862.7	4,190.4	4,528.7	20.3%	22.8%
St. Petersburg	15,620.6	15,650.3	15,304.2	15,402.1	16,086.3	16,966.8	8.6%	10.9%
Santa Fe	11,541.7	11,560.9	11,514.7	11,669.1	11,873.4	11,961.1	3.6%	3.9%
Seminole	11,426.2	11,243.4	10,646.1	9,884.6	10,668.5	12,041.7	5.4%	13.1%
South Florida	3,475.3	3,249.6	3,046.0	2,331.3	2,611.0	2,756.7	-20.7%	-9.5%
Tallahassee	9,617.6	10,257.3	11,012.6	11,344.9	11,455.6	11,937.7	24.1%	8.4%
Valencia	21,512.5	20,896.4	20,872.4	21,615.9	23,815.8	26,436.8	22.9%	26.7%
<b>System</b>	<b>297,795.1</b>	<b>294,818.0</b>	<b>287,713.9</b>	<b>285,924.1</b>	<b>305,534.7</b>	<b>329,052.3</b>	<b>10.5%</b>	<b>14.4%</b>

## PSC Student Performance After Transfer – State Articulation Report Tables 7, 11, and 12

### POLK STATE COLLEGE TRANSFER STUDENTS ATTENDING FLORIDA PUBLIC UNIVERSITIES 5 Year Comparison

YEAR	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2003	20	12	8	11	131	1	180	58	40	710	5	1,176
2004	18	17	10	12	145	1	196	39	35	822	5	1,299
2005	26	11	7	9	150	1	211	48	37	902	1	1,402
2006	21	11	9	10	155	0	227	45	38	946	2	1,464
2007	10	11	12	8	147	0	243	41	35	999	2	1,508

SOURCE: 1) SUS Student Data Course Files 2) State Articulation Report - Table 7

### GPA Attained in Universities of Students Transferring Prior to Earning 60 Semester Hours (P) and Students Transferring After Earning 60 Semester Hours or More (A) 5 Year Comparison

		2003		2004		2005		2006		2007	
		N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
PSC	P	345	2.85	419	2.88	463	2.93	489	2.90	466	2.92
	A	816	3.00	868	3.02	929	3.05	968	3.04	1,034	3.06
SYSTEM		76,648	2.90	79,142	2.91	81,804	2.92	84,665	2.92	86,993	2.94

SOURCE: 1) SUS Student Data Course Files 2) State Articulation Report - Table 11

### Mean Cumulative Grade-Point Averages and Standard Deviations Attained in Universities by PSC AA Transfer Students Attending the University of South Florida (USF) in the Fall 5 Year Comparison of Polk Students Attending USF

	2004/05	2005/06	2006/07	2007/08	2008/09
PSC AA Transfer Students	3.02	3.02	3.03	3.05	3.06
USF Native Students	3.06	3.09	3.10	3.11	3.13

## 2009 ACCOUNTABILITY MEASURES AND GOALS

### from DATA REPORTS AND FORMS

C C #	COMMUNITY COLLEGE	M1/P1 HIGH SCHOOL GRADUATES ENROLLED 2003-2004			M1/P2 AA STUDENT RETENTION Fall 2001 thru Spring 2005			M1/P2 AA STUDENT SUCCESS Fall 2001 thru Spring 2005			M1/P2 AS.AAS STUDENT RETENTION Fall 2001 thru Spring 2005			M1/P2 AS.AAS STUDENT SUCCESS Fall 2001 thru Spring 2005			M1/P2 PSVC.ATD STUDENT RETENTION Fall 2001 thru Spring 2005			M1/P2 PSVC.ATD STUDENT SUCCESS Fall 2001 thru Spring 2005			M1/P2 TOTAL STUDENT RETENTION Fall 2001 thru Spring 2005			M1/P2 TOTAL STUDENT SUCCESS Fall 2001 thru Spring 2005			M2 AA TRANSFERS TO ST.UNIV.SYS with =>2.5 GPA 2002-2003				
		Percent	Rank		Percent	Rank		Percent	Rank		Percent	Rank		Percent	Rank		Percent	Rank		Percent	Rank		Percent	Rank		Percent	Rank		Percent	Rank		Percent	Rank
1	BREVARD	42.6	3		70.7	3		84.0	18		64.3	14		77.8	21		87.5	17		84.4	22		70.9	4		83.5	18		76.2	21			
2	BROWARD	26.4	24		68.8	6		85.9	13		66.6	12		84.8	13		91.2	13		87.3	21		69.3	7		85.7	14		79.0	14			
3	CENTRAL FLA.	30.9	17		61.4	20		88.3	8		52.0	20		82.7	15		96.0	11		88.0	19		61.7	23		87.6	10		79.7	11			
4	CHIPOLA	38.7	10		64.8	14		87.1	12		77.8	3		88.9	8		100.0	1		100.0	1		66.1	12		87.4	12		89.3	1			
5	DAYTONA	39.5	8		68.7	8		84.3	16		51.9	21		77.2	22		90.2	14		93.9	10		65.5	14		83.0	19		79.2	12			
6	EDISON	22.9	26		51.5	28		77.4	25		40.8	27		67.0	27		75.0	25		70.5	26		49.5	28		74.3	26		85.3	3			
7	FLA. CC at JAX	33.8	14		61.6	19		80.1	22		42.9	26		74.7	25		84.0	22		90.0	16		60.1	25		79.9	22		78.0	16			
8	FLORIDA KEYS	21.0	27		57.5	25		92.5	4		71.4	6		85.7	12		100.0	2		100.0	2		64.2	16		92.5	4		66.7	27			
9	GULF COAST	52.4	1		73.8	1		99.3	1		87.1	1		100.0	1		100.0	3		100.0	3		76.2	1		99.4	1		79.1	13			
10	HILLSBOROUGH	28.7	22		53.6	26		77.1	26		50.0	22		75.4	23		85.2	21		88.6	18		54.5	26		77.3	25		75.7	23			
11	INDIAN RIVER	42.2	4		67.1	10		88.4	7		63.0	15		88.0	10		100.0	4		97.8	6		67.7	9		88.8	7		82.0	8			
12	LAKE CITY	33.5	15		61.2	21		82.6	20		56.8	17		78.4	19		72.7	27		68.2	27		62.6	19		79.5	24		76.7	20			
13	LAKE SUMTER	26.7	23		59.1	24		90.0	6		68.6	9		96.1	4		100.0	5		83.3	23		61.0	24		90.7	5		82.5	6			
14	MANATEE	32.1	16		65.4	13		88.1	9		66.5	13		86.9	11		66.7	28		66.7	28		65.6	13		87.8	9		85.5	2			
15	MIAMI DADE	40.5	6		65.8	12		88.1	10		54.3	18		89.6	6		96.1	10		93.2	14		64.2	15		88.5	8		74.6	25			
16	NORTH FLA	25.3	25		62.0	18		79.6	23		50.0	23		75.0	24		87.5	18		87.5	20		62.7	18		79.8	23		77.1	19			
17	OKAL-WALTON	36.2	12		64.2	17		82.0	21		47.1	24		77.9	20		73.9	26		73.9	25		61.7	22		81.0	20		84.0	4			
18	PALM BEACH	30.4	18		67.2	9		90.6	5		70.9	7		88.7	9		88.9	16		88.9	17		68.5	8		90.3	6		76.0	22			
19	PASCO-HERN	29.8	20		64.8	15		99.0	2		68.2	10		100.0	2		100.0	6		96.4	7		66.7	11		99.0	2		82.2	7			
20	PENSACOLA	39.6	7		72.9	2		98.2	3		72.3	5		97.3	3		100.0	7		100.0	4		73.5	2		98.1	3		78.9	15			
21	POLK	30.3	19		60.7	22		85.6	14		69.2	8		89.1	7		76.2	24		95.2	8		62.9	17		86.6	13		81.3	9			
22	SANTA FE	47.4	2		68.8	7		71.9	28		75.0	4		67.7	26		100.0	8		93.8	11		69.6	6		71.8	28		82.8	5			
23	SEMINOLE	29.1	21		69.2	5		87.5	11		62.9	16		84.7	14		91.2	12		93.4	13		70.1	5		87.5	11		75.0	24			
24	SOUTH FLORIDA	38.8	9		59.1	23		83.4	19		84.6	2		92.3	5		100.0	9		100.0	5		62.0	21		84.5	16		77.2	18			
25	ST. JOHNS RIVER	17.9	28		51.6	27		79.6	24		46.9	25		80.8	16		85.7	20		95.2	9		51.8	27		80.4	21		80.6	10			
26	ST. PETERSBURG	36.9	11		70.3	4		84.1	17		67.0	11		79.1	17		86.5	19		93.6	12		71.0	3		83.9	17		77.4	17			
27	TALLAHASSEE	41.4	5		64.8	16		75.7	27		39.4	28		61.9	28		82.4	23		76.5	24		62.1	20		74.1	27		66.0	28			
28	VALENCIA	34.4	13		66.5	11		85.5	15		54.2	19		78.9	18		90.2	15		91.6	15		67.1	10		85.4	15		71.3	26			
Low		17.9			51.5			71.9			39.4			61.9			66.7			66.7			49.5			71.8			66.0				
High		52.4			73.8			99.3			87.1			100.0			100.0			100.0			76.2			99.4			89.3				
SYSTEM		33.2			65.1			84.7			58.2			82.5			89.0			89.7			65.0			84.5			77.0				
POLK		30.3			60.7			85.6			69.2			89.1			76.2			95.2			62.9			86.6			81.3				

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## PSC Assessment Support Measures 2007-2009

This report primarily provides the Comparative Assessment Support Measures depicted in the Colleges Educational Program Assessment (EPA) model. The various sections of this report provide student pass rates, by course, instructor, faculty status, ICS category, department, academic year (3-year comparison), and course delivery method. In addition, a course-level enrollment history and a cost analysis summary are included.

### Student Pass Rates

*Student Pass Rate Reports* are available as part of the College's student reporting and resource management system, *Genesis*. As the most recent 3-year comparison indicates (see Table below), PSC, like many other peer institutions, continues to face the challenge of lower than average pass rates and higher than average withdrawal ratios across its college prep and math courses. However, it can be noted that despite dramatic increases in enrollment, pass rates (with Grade A, B, or C) show on average a slight upward trend, while withdrawal percentages have consistently declined from 12.1% during academic year (AY) 2007 to 10.6% during AY 2009. Also noteworthy are the most recent improvements in both measures across the natural sciences curriculum.

	2007			2008			2009		
	Seats	A-C %	W %	Seats	A-C %	W %	Seats	A-C %	W %
PSC Average	43,829	73.6%	12.1%	49,969	74.3%	11.5%	56,549	74.7%	10.6%
Arts	1,545	84.0%	7.1%	1,690	83.6%	7.4%	1,987	83.1%	8.3%
Developmental	5,020	60.3%	16.3%	6,383	63.7%	16.0%	7,394	65.5%	11.9%
RN & Allied Health	2,768	86.2%	4.4%	2,711	86.6%	4.3%	3,357	83.3%	4.5%
Humanities	2,680	79.6%	6.9%	3,090	77.8%	6.1%	3,408	78.1%	7.6%
Letters	7,411	75.9%	11.1%	8,372	77.7%	9.9%	9,737	77.4%	9.6%
Mathematics	5,709	55.9%	21.7%	6,253	58.5%	19.4%	6,946	57.2%	20.5%
Natural Sciences	5,517	72.4%	15.4%	6,306	72.5%	16.0%	7,342	75.3%	13.2%
Social Sciences	6,696	76.0%	10.7%	7,440	76.3%	10.1%	8,106	75.9%	9.0%
Business & Tech.	4,563	83.0%	8.0%	4,739	81.5%	8.8%	5,667	83.3%	7.2%

### Distance Education Growth and Pass Rates

While the proportion of course sections delivered in the traditional face-to-face format continues to account for the vast majority of classes taught at PSC, the percentage of sections taught via the Internet or blended/hybrid formats has increased from 4.5% during reporting year 2004/05 to 12.5% in 2008/09. Before continuing with the comparison of pass rates, the table below shows the total number of sections for each of the respective reporting years, by delivery type.

Number of PSC Sections by Delivery Type 2005-2009					
Annual Sections	Reporting Year	Face-to-Face	Fully Online	Hybrid/Blended	Total
	2004/2005	2596	117	21	2741
	2005/2006	2459	108	25	2594
	2006/2007	2517	136	53	2708
	2007/2008	2837	229	39	3105
	2008/2009	3006	308	101	3415

Most institutional research data across higher education indicate that pure Internet classes have on average a slightly lower success rate than hybrid or traditional formats, while typically little or no significant differences exist between hybrid and traditional delivery types. The data for PSC follows these patterns to a very large degree. It also confirms findings of higher pass rates for summer terms, which can be attributed to a bigger proportion of transient students as well as the impetus of local students more motivated to complete their degree requirements as soon as possible. The table below shows student pass rates for each delivery type for LAS courses.

<b>PSC Pass Rates - LAS Courses by Delivery Type</b>				
<b>A-C Pass Rates</b>				
<b>Term</b>		<b>Face-to-Face</b>	<b>Fully Online</b>	<b>Hybrid/Blended</b>
2006-2	Spring 2006	70.3%	70.3%	76.8%
2006-3	Summer 2006	79.7%	79.4%	N/A
2007-1	Fall 2006	71.8%	70.5%	76.1%
2007-2	Spring 2007	70.0%	64.3%	66.4%
2007-3	Summer 2007	80.4%	76.0%	78.8%
2008-1	Fall 2007	72.4%	65.6%	69.5%
2008-2	Spring 2008	72.0%	61.7%	77.7%
2008-3	Summer 2008	81.7%	73.1%	85.9%
2009-1	Fall 2008	73.6%	63.8%	72.4%
2009-2	Spring 2009	72.3%	63.7%	72.1%
<b>Summer Term Average</b>		80.6%	76.2%	82.4%
<b>Fall Term Average</b>		72.6%	66.6%	72.7%
<b>Spring Term Average</b>		71.2%	65.0%	73.3%
<b>Overall Average</b>		<b>74.8%</b>	<b>69.3%</b>	<b>76.1%</b>

### Pass Rates by Faculty Status

The first part of this section provides a comparison of student pass rates for full-time and adjunct faculty for the last three years. The table below shows in the first column the faculty employment status, followed by the number of students (not unduplicated) that they taught during that period, the grade percentages for each grade from A to Other, the percentage of students passing with an A-C Grade, followed by the percentage of student using the withdrawal option in the last column. The table provides the 2009 data for the Winter Haven and the Lakeland campus.

<b>2009</b>	<b>Stud.</b>	<b>A%</b>	<b>B%</b>	<b>C %</b>	<b>D%</b>	<b>F %</b>	<b>Other %</b>	<b>A-C %</b>	<b>W %</b>
<b>WH - FT</b>	15,216	36.1%	23.3%	14.2%	4.8%	9.0%	0.7%	<b>73.6%</b>	<b>12.0%</b>
<b>WH - ADJ</b>	10,998	39.1%	26.3%	14.3%	4.0%	7.7%	0.5%	<b>79.7%</b>	<b>8.0%</b>
<b>LK - FT</b>	13,908	27.3%	24.9%	16.9%	6.8%	10.5%	0.4%	<b>69.0%</b>	<b>13.2%</b>
<b>LK - ADJ</b>	15,157	38.5%	25.4%	13.8%	3.3%	10.2%	0.5%	<b>77.7%</b>	<b>8.3%</b>

The patterns are not unusual and reflect a common thread in higher education: in most cases the data for full-time faculty shows a somewhat lower pass rate and a slightly higher withdrawal rate than for their peers in adjunct positions. However, while colleges often encounter 12-15% differentials, the difference in A-C pass rates has declined from an average of 9.5% in 2007 to an average of 6.9% in 2009. At the same time, withdrawal rates in courses taught by full-time faculty have declined from an average of 14.2% in 2007 to 12.5% in 2009. Both percentages indicate an increasing alignment between the two faculty groups regarding the performance evaluation measures applied to assess student learning.

## Cost Analysis

As enrollment growth has continued at PSC, the “economies of scale,” the restructured limits for class sizes, and improved guidelines for adding sections have helped to improve efficiencies. Between 2007 and 2009, the total cost of instruction has increased by almost 29%, while the average instructional cost per FTE has declined by more than 5% as the table below shows. Tables 18-20 in the complete 2009 Assessment Support Measures Report provide the annual detail data summarized below.

<b>POLK STATE COLLEGE</b>	<b>Total Instructional Cost</b>			<b>Instruct. Cost per FTE</b>		
<b>COST ANALYSIS: 3-Year Comparison</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>1.1 ADVANCED &amp; PROFESSIONAL</b>						
1.11.04 Biological Science	628,525	604,445	716,738	6,275	5,749	5,976
1.11.19 Physical Sciences	928,790	1,157,875	1,362,982	5,466	5,598	5,611
1.12.10 Fine & Applied Arts	798,808	909,950	941,122	6,530	6,720	6,436
1.13.11 Foreign Languages	326,320	384,331	426,845	6,255	5,901	4,725
1.13.15 Letters	3,120,887	3,759,868	4,274,833	4,936	4,851	4,684
1.14.08 Education	805,979	855,521	1,031,618	4,296	4,392	4,355
1.16.17 Mathematics	2,730,810	3,009,633	3,258,958	4,993	4,953	4,886
1.17.20 Psychology	1,257,144	1,552,567	1,584,618	4,115	4,390	4,430
1.17.22 Social Sciences	1,363,626	1,556,156	1,760,064	4,448	4,405	4,518
1.18.06 Communications	290,562	323,407	333,618	4,554	4,863	4,621
1.18.16 Library Science	4,506	2,649	3,717	3,072	3,056	2,859
1.18.18 Military Science	4,604	5,990	3,810	3,069	3,046	2,857
1.18.49 Interdisciplinary	1,053,432	1,216,072	1,329,231	4,125	4,090	4,023
<b>TOTAL ADVANCED/PROFESSIONAL</b>	<b>13,313,994</b>	<b>15,338,463</b>	<b>17,028,154</b>	<b>4,849</b>	<b>4,848</b>	<b>4,772</b>
<b>1.2 POSTSECONDARY VOCATIONAL</b>						
1.22.01 Marketing	37,041	29,449	24,856	5,879	4,531	4,465
1.23.01 Health	5,018,075	5,512,925	6,323,690	7,540	7,532	7,609
1.24.01 Family & Consumer Sciences	348,534	312,296	369,791	4,854	5,228	5,036
1.25.01 Business	2,520,483	2,678,142	2,758,748	6,371	6,600	6,088
1.26.01 Industrial	35,846	50,544	66,841	4,822	5,877	4,340
1.27.01 Public Service	49,915	65,311	74,193	4,091	3,690	4,289
<b>TOTAL POSTSECONDARY VOCATIONAL</b>	<b>8,009,892</b>	<b>8,648,668</b>	<b>9,618,120</b>	<b>6,912</b>	<b>7,030</b>	<b>6,890</b>
<b>1.5 EPI</b>						
1.50.01 EPI	291,490	542,360	723,508	4,054	4,191	4,343
<b>TOTAL EPI</b>	<b>291,490</b>	<b>542,360</b>	<b>723,508</b>	<b>4,054</b>	<b>4,191</b>	<b>4,343</b>
<b>1.2 ADULT VOCATIONAL</b>						
1.27.02 Public Service	1,102,327	1,155,910	1,194,082	10,040	11,017	11,543
<b>TOTAL ADULT VOCATIONAL</b>	<b>1,102,327</b>	<b>1,155,910</b>	<b>1,194,082</b>	<b>10,040</b>	<b>11,017</b>	<b>11,543</b>
<b>1.2 CONTINUING WORKFORCE ED.</b>						
1.XX.03 Continuing Workforce Ed	1,623,895	871,027	738,346	8,079	4,277	3,842
<b>TOTAL CONTINUING WORKFORCE ED.</b>	<b>1,623,895</b>	<b>871,027</b>	<b>738,346</b>	<b>8,079</b>	<b>4,277</b>	<b>3,842</b>
<b>1.3 PREPARATORY</b>						
1.31.01 College Prep.	2,020,458	2,184,875	2,549,617	4,972	4,698	4,669
1.31.03 EAP College Prep.	75,101	100,927	123,265	8,632	6230	6,289
<b>TOTAL PREPARATORY</b>	<b>2,095,559</b>	<b>2,285,802</b>	<b>2,672,882</b>	<b>5,048</b>	<b>4,749</b>	<b>4,725</b>
<b>TOTAL INSTRUCTION (CCPF)</b>	<b>26,437,157</b>	<b>28,842,230</b>	<b>31,975,093</b>	<b>5,622</b>	<b>5,428</b>	<b>5,336</b>
<b>UNALLOCATED COST</b>	208,785	237,186	240,966			
<b>TOTAL COST</b>	<b>26,645,942</b>	<b>29,079,416</b>	<b>32,216,059</b>			

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## PSC Student Perceptions 2007-2009

To better understand the changing student experience in a challenging postsecondary educational context, PSC started to introduce multi-dimensional measures of student perceptions concerning the College's instructional environment as early as 1997. The most recent comprehensive surveys have been the *2006 ACT Student Opinion Survey* and the *2007 Community College Survey of Student Engagement (CCSSE)*. Since the complete results of the ACT and CCSSE surveys have been previously published separately, only brief summaries will be provided at the end of the comprehensive 2009 Student Perceptions report, which focuses primarily on summarizing data originating from the following sources:

- **Student Perception of Instruction.** A survey to be completed by students at the end of a course. The form contains 17 statements with a Likert scale response format and four additional open-ended survey questions.
- **PSC Freshmen Survey.** This survey was administered during the Fall 2007 and Fall 2008 terms with First Time in College (FTIC students). Survey results will be provided in aggregated form and for each administration period separately.
- **PSC Graduation Survey.** This section of the report will compare student perceptions from three graduation cohorts: Fall 2008, Spring 2009, and Fall 2009. In addition, a multi-term summary that combines the results of all three administration periods is also provided.

### Student Perception of Instruction

Overall, PSC students' perception of their instructors is highly positive. After converting the response scales into percentage score, only one item shows a score slightly below the 85% margin (#2), while 65% of items score at 90% or higher. The table below summarizes the scores and also shows differences between the two main faculty groups, with significant differences being highlighted.

Student Evaluation Feedback Statement:		Full-time Faculty	Part-time Faculty	Difference FT-PT	PSC Total
The professor...					
1	... knows the subject well.	95.6%	93.6%	0.50%	94.4%
2	... explains ideas clearly.	86.1%	84.7%	-1.96%	85.2%
3	... shows a genuine interest in teaching the class.	93.8%	92.4%	-0.79%	92.9%
4	... is well prepared for class.	92.8%	91.0%	1.09%	91.7%
5	... answers questions effectively.	87.8%	86.5%	-2.23%	87.0%
6	... uses class time effectively.	91.3%	89.8%	-1.05%	90.3%
7	... encourages all students to participate in class.	88.3%	88.1%	0.52%	88.2%
8	... communicates office hours and where his/her office is.	90.0%	86.0%	1.79%	87.5%
9	... is available to answer questions during posted office hours.	93.0%	89.7%	-1.98%	90.9%
10	... tests/assignments relate to the published course objectives.	93.6%	92.4%	0.39%	92.8%
11	... returns assignments in a reasonable amount of time.	91.6%	91.1%	-10.56%	91.3%
12	... has clearly explained what is required to earn a particular grade.	90.9%	90.4%	-7.86%	90.6%
13	... treats students in a professional manner.	93.5%	92.4%	-4.88%	92.8%
14	... uses the textbook effectively.	87.3%	86.9%	-3.57%	87.0%
15	... begins class at the scheduled time.	94.9%	94.4%	0.08%	94.5%
16	... ends class at the scheduled time.	92.5%	91.8%	-0.64%	92.1%
17	I would consider taking a course from this professor again.	85.9%	85.4%	-4.07%	85.6%
Score Average		91.1%	89.8%	-2.07%	90.3%

The table below summarizes the score averages for each departmental group, which shows quite a variety of score variations in both directions, sometimes with a more positive evaluation score for FT faculty, more often with a somewhat higher score for PT faculty. To understand these scores as a *quasi Customer Satisfaction Index* requires to set benchmark targets that reflect desirable and less desirable ranges for those scores. Considering the characteristics and methods of measurement in place, an overall a score of 95% or above should be considered good to excellent. The territory of fair to good scores would be between 90% and 95%, while the range of low to fair scores is above 85% and below 90%. Finally, any feedback area showing a rating average that drops to 85% or below offers great opportunities for improvement.

The second part of the table shows the summary scores for the last three main terms. Next year's assessment needs to identify if the trend of declining FT faculty ratings is pervasive or just a regular fluctuation around otherwise pretty stable mean values.

Department		FT Faculty Ratings	PT Faculty Ratings	Rating Difference (FT-PT)
Arts		93.40%	95.48%	-2.07%
Health Related Professions		90.42%	92.44%	-2.03%
Humanities		92.81%	87.32%	+5.50%
Letters		91.19%	87.27%	+3.92%
Math		89.08%	90.06%	-0.98%
Natural Sciences		89.47%	91.14%	-1.66%
Social Sciences		93.25%	90.69%	+2.57%
Workforce Development		89.61%	90.77%	-1.16%
Remedial English/EAP		89.95%	94.59%	-4.64%
Assessment Term	PSC Total Rating	FT Faculty Ratings	PT Faculty Ratings	Rating Difference (FT-PT)
Fall 2008	90.28%	91.11%	89.80%	+1.31%
Spring 2009	91.15%	90.58%	91.46%	-0.88%
Fall 2009	90.28%	89.27%	90.75%	-1.48%

### PSC Freshmen Survey

To complement the instructional evaluation measures, the College conducts a variety of additional systematic and ad-hoc measures. In order to gain insight into the experiences of freshmen students, PSC conducted *Freshmen Surveys* during the Fall Semesters of 2007 and 2008. Response rates for both surveys have been very encouraging and are discussed in more detail in the full report. Overall, both surveys show rather consistent response patterns. Here are a few highlights:

- On average 68% of freshmen identify PSC as their 1<sup>st</sup> choice for college
- Of the rest, 47% enrolled at PSC despite being accepted at their 1<sup>st</sup> choice college
- Math tutoring and remediation continue to be needed by about 3 out of 4 freshmen
- About 70% of freshmen aim to obtain a baccalaureate or higher degree
- Only 17% of freshmen have no concerns about financing their education
- *Cooperativeness* and the *Drive to Achieve* continue to be ranked as top distinguishing traits
- *Artistic Ability*, *Math*, and *Public Speaking* continue to be ranked as the most lacking traits

- About 63% of freshmen are *First Generation in College* (FGIC) students
- For 66% of freshmen, *Cost* is the most important reason for attending PSC
- Only 10-15% of freshmen believe they will not likely need a job to pay for college

### PSC Graduation Survey

The College's *Graduation Survey* was administered to all PSC program graduates of Fall 2008, Spring 2009, and Fall 2009. Since the demographical and program characteristics for each group of participants have been quite different due to variations in the survey administration at each time, the combined results (column All) are probably more representative for all graduates than any of the single measures. However, several patterns, like very strong satisfaction with academic programs and the College's administrative and educational support service, emerge repeatedly across all groups and will be discussed after the presentation of results in Table 8.

As indicated earlier, respondents to the three graduation surveys administered show a variety of differences in their demographic makeup and program characteristics:

- Most participants of the Fall 2008 (2009-1) survey have been enrolled full time in PSC's nursing program (65%), which is reflected in the much lower proportion of AA degree completers (31%), more female respondents (86%), a higher average age (31), a higher proportion of married students (45%), and a somewhat higher percentage of full-time students (78%).
- The Spring 2009 (2009-2) survey represents the largest and the youngest of the three groups (average age: 26), with the highest proportion of Caucasian ethnicity (76%), male gender (29%), students that entered PSC directly from high school (46%), and live within a 24 mile radius of the College (81%). This group also has the highest number of AA degree completers (68%).
- Respondents to the Fall 2009 (2010-1) survey show the highest proportion of African-American students (22%), the smallest proportion of full-time students (70%), and the fewest students to whom PSC was their first choice at admission (72%). Students in this group also indicated that family and friends were the major source of funds for their education (48%) most often.

Overall, most response variations between survey groups are a result of the differences described above. For example, the lower proportion of AA degrees (2009-1 vs. 2009-2 and 2010-1) is correlated with responses to Question 13: *What is the major reason for continuing your education?* While AA degree completers identify job/career requirements as their main reason, for the majority of AS completers, it is the intent to increase earning power. Similarly, for younger students *Convenient Location* is the most important reason for attending PSC, while for nursing program completers it is the *Good Academic or Vocational Reputation* of the College.

Thus, the data can be used for identifying specific patterns based on the described features of each group and for summary scores that are representative of PSC's full-time and most part-time students. Since the individual result tables provide somewhat self-evident sets of information, the analysis can be limited to a few highlights:

- The results of the Graduation Survey largely validate the findings of the Freshmen Survey
- Over 75% of students indicated that PSC was their 1<sup>st</sup> choice for college
- Over 95% of graduates plan to pursue a baccalaureate or higher degree
- Almost 85% of graduates stated they would choose to attend PSC again
- For 90%, the education received has improved the (non-financial) quality of their lives
- Library and TLCC services are perceived as being good to excellent by 85%
- 90% stated that their education has improved their ability to persist at difficult tasks
- 88% were satisfied/very satisfied with the quality of instruction (vs. 2% dissatisfaction)
- Almost 90% were satisfied or very satisfied with PSC in general

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