Polk State College

PROGRAM REVIEW 2009

Office of Institutional Research, Effectiveness, and Planning

January 2010

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Polk State College – 2009 Program Review Summary

This 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 ore more pages of referenced information, and one or more Performance Success Indicator (PSI) sheets, which provide data summaries for the respective program components.

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

POLK STATE COLLEGE

BASIC PROGRAM REVIEW FORM   **2009/10**

Program:	Accounting Technology (AS and AAS)
Program Director:	Maria Lehoczky
Review Period:	Fall 2008 – Summer 2009
Date of Last Review:	October 2008
Campus/Locations:	Lakeland
Review Participants:	Maria Lehoczky – Program Director, Edna Mitchell – accounting faculty, Kevin Fitzgerald – accounting faculty, John Woodward – accounting faculty, Advisory Committee
Academic Dean:	Dr. Marvin Pippert
Description of the Review Process:	Determination of outcomes to be assessed for the program academic year. Review of performance indicators such as enrollments, number of graduates, graduate and employer surveys, Region 17 targeted occupation list, feedback from advisory committee. Development of a prescriptive plan based upon the program assessment results. Monitor impact of prescriptive plan and adjust as needed based on results. Incorporate and use results as part of the College and program strategic plan.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

See indictors below:

Program Enrollment						
	2004/05	**2005/06**	**2006/07**	**2007/08**	**2008-09**	**Change '06 to '09**
1. N of Discipline Sections		75	80	85	86	15%
2. Other Core Sections		41	57	68	60	46%
3. Duplicated Headcount		49	88	95	88	80%

4. Unduplicated Headcount		24	36	41	42	75%
5. N of Declared Majors		39	64	63	61	56%
6. Discipline Specific FTE		4.9	8.7	9.0	8.6	76%
7. Other Core Course FTE		4.1	5.7	6.8	6.0	46%
8. Gen-Ed Course FTE		5.7	9.2	9.7	8.4	47%

Program enrollment increases are exceeding the projected growth for the occupation. The Targeted Occupation List projects an annual growth of 1.95%.

Program course enrollment continues to grow and has also contributed to the Gen-Ed course FTE growth.

Program enrollment exceeds the State College growth trend for business related programs which is 6.58% increase.

Program Viability:

The program prepares students for occupations in the accounting field for positions in bookkeeping, payroll accounting, accounts receivable and accounts payable.

Workforce Demand:

Two of the applicable SOC codes, 132011 and 433031, are on the Region 17 Targeted Occupation List. Projected growth for the above mentioned occupation clusters is 1.95% and .82%, respectively. Accounting is classified as a high skill/high wage occupation. Average salary range for the occupational field is from $ 31,200 to $ 59, 800 per year.

Enrollment numbers continue to support the projected number of opening per year. The number of projected openings per year is 75 for accounting positions and 102 for bookkeeping clerks.

Prospective employers have been in contact with the department for recommended potential employees.

Program Quality:

Faculty:

% Sections w/FT Faculty		78%/12%	66%/8%	67%/7%	65%/6%

The program currently employs 3 full time faculty and 4 adjunct faculty members. All faculty members

possess a Master's degree and have 18 graduate credits in the field of accounting. This discipline continues to be difficult to staff with credentialed faculty.

At least 65 percent of the courses are taught by full-time faculty. The trend in the reduction of sections taught by full time faculty is due to the increase in the number of sections offered. The number of increased sections is due to enrollment numbers, increased service to students at the Airside Center and initial offering of hybrid courses.

Pass and Withdrawal Rates:

Course Success Rate		90%	85%	87%	83%	
Course Failure Rate		2%	6%	5%	9%	
Course Withdrawal Rate		8%	9%	7%	8%	

Course failure rate may be reflective of the change in full-time faculty. New faculty members have initiated a more comprehensive assessment of the course learning outcomes. While pass rates may have shifted, the withdrawal rate has remained consistent.

Student Feedback:

Student feedback regarding the instruction of courses has been generally positive. Feedback regarding the program outcomes has been inconsistent due to the lack of response to graduate surveys. Lack of response to graduate surveys has prevented a thorough survey of employers. The form of delivery of this assessment method is to be evaluated for more effective assessment of the program.

Advisory Feedback:

Advisory Council has positive feedback regarding the existing courses. Suggestions have included an increased focus on bookkeeping courses, bookkeeping certifications, micro-computer course to include both Quickbooks and Peachtree.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

Curriculum:

The following modifications to the program curriculum are currently under development:

- Peachtree is being incorporated into the ACG 2450 course content.

- Program modification is under development by full-time faculty to incorporate a bookkeeping concentration into the program.

- Courses are being designed to prepare students for bookkeeping certification.

Assessment of Courses:

A program wide course assessment of learning outcomes has been developed and is under implementation for the fall of 2009. Pre and post assessment has been developed for each accounting course.

Student Feedback:

Devise a more effective means of administering the graduate survey. Possible means are incorporating it as part of the last accounting course or as a step in the graduation process. Both of these means are to be discussed with faculty, student services and the Registrar regarding their feasibility.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

Advisory Council has positive feedback regarding the existing courses. Suggestions have included an increased focus on bookkeeping courses, bookkeeping certifications, micro-computer course, ACG 2450 to include both Quickbooks and Peachtree.

Under current development based on the recommendations:

- Peachtree is being incorporated into the ACG 2450 course content.

- Program modification is under development by full-time faculty to incorporate a bookkeeping concentration into the program.

- Courses are being designed to prepare students for bookkeeping certification.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

In support of the strategic plan for the program, the following measures will continue to be of focus for the 2009/2010 academic year.

- Continued recruitment of credentialed and experienced accounting faculty to insure the quality of the program and increased student success rate.

- Continued partnership with the School Board through articulated credit by exam.

- Continue to develop hybrid courses within the program to help increase student access.

Polk State College

Program Success Indicators   2008/2009

Program/Department:	**ACCOUNTING TECHNOLOGY**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		75	80	85	86	15%
2. Other Core Sections		41	57	68	60	46%
3. Duplicated Headcount		49	88	95	88	80%
4. Unduplicated Headcount		24	36	41	42	75%
5. N of Declared Majors		39	64	63	61	56%
6. Discipline Specific FTE		4.9	8.7	9.0	8.6	76%
7. Other Core Course FTE		4.1	5.7	6.8	6.0	46%
8. Gen-Ed Course FTE		5.7	9.2	9.7	8.4	47%
9. % Sections w/FT Faculty		78%/12%	66%/8%	67%/7%	65%/6%	
10. Course Success Rate		90%	85%	87%	83%	
11. Course Failure Rate		2%	6%	5%	9%	
12. Course Withdrawal Rate		8%	9%	7%	8%	

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	74%	13%	2%	6%	0%	5%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	13%	18%	10%	26%	23%	10%
	Male	**Female**				
14 Gender	30%	70%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25020		3	6	2	1
AAS	A5020		2	1	2	2

Notes:

Program:	Business Administration and Management (AS and AAS)
Program Director:	Maria Lehoczky
Review Period:	Fall 2008 – Summer 2009
Date of Last Review:	October 2008
Campus/Locations:	Lakeland
Review Participants:	Maria Lehoczky – Program Director, LaTrice Moore – Faculty, Advisory Committee
Academic Dean:	Dr. Marvin Pippert
Description of the Review Process:	Determination of outcomes to be assessed for the program academic year. Review of performance indicators such as enrollments, number of graduates, graduate and employer surveys, Region 17 targeted occupation list, feedback from advisory committee. Development of a prescriptive plan based upon the program assessment results. Monitor impact of prescriptive plan and follow up as needed based on results. Incorporate and use results as part of the College and program strategic plan.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

See success indicators below:

Program Enrollment						
	2004/05	**2005/06**	**2006/07**	**2007/08**	**2008-09**	**Change '06 to '09**
1. N of Discipline Sections		74	80	86	90	22%
2. Other Core Sections		135	195	210	126	-7%
3. Duplicated Headcount		296	317	273	229	-23%
4. Unduplicated Headcount		126	155	134	108	-14%
5. N of Declared Majors		218	348	265	199	-9%
6. Discipline Specific FTE		29.6	31.7	27.3	22.8	-23%
7. Other Core Course FTE		13.5	19.5	21.0	12.6	-7%
8. Gen-Ed Course FTE		33.5	62.7	54.5	33.3	-1%

Enrollment growth for business related programs in the State College system is 6.58%.

Further analysis is needed to be conducted to determine the correlation between the growth in the AA business program and the AS business program. Discussions with students have indicated that they changed their primary objective to the AA business program. This may be a factor in the decline of the enrollment numbers. If they have shifted programs, then further investigation needs to be conducted to determine the reason for the shift.

Program Outcomes: Number of Graduates						
	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25030		1	4	3	6
AAS	A5041, A5042, A5043		15	12	10	10

Program graduate reduction may be indicative of the of shift of students from the AAS program to the AS program when the program was first introduced.

Program Viability:

Program Demographics:

	White	Black	Hispanic	Asian	Other	Unknown
12. Ethnicity	67%	18%	10%	1%	1%	3%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	18%	25%	16%	20%	14%	7%
	Male	**Female**				
14 Gender	37%	63%				

Program demographics are reflective of Polk County demographics in regards to ethnicity. The program does include a non-traditional student in regards to gender.

Workforce Demand:

The program prepares students for occupations in the areas of general business, marketing, and insurance.

The program prepares students for a wide variety of occupations which are on the Region 17 Targeted Occupation List. Projected growth for the above mentioned occupation clusters ranges from 0.80% to 2.5 %. The salary range for the occupational positions is from $ 33,280 to $ 60,320 per year. This salary range varies based upon the position. Several of the occupations are classified as high salary/high wage positions.

Program Quality:

Faculty:

The program currently employs 1 full time faculty and 11 adjunct faculty members. All faculty members possess a Master's degree and have 18 graduate credits in the field of business, management and marketing. The marketing discipline continues to be difficult to staff with credentialed faculty.

% Sections w/FT Faculty		80%/10%	65%/8%	66%/7%	63%/8%	

At least 63 percent of the courses are taught by full-time faculty. The trend in the reduction of sections taught by full time faculty is due to the increase in the number of sections offered. The number of increased sections is due to increased service to students at the Airside Center and the offerings of hybrid and online classes. Hybrid and online classes continue to increase in enrollment for all course sections.

Student Pass/Fail Rate:

Course Success Rate		92%	91%	90%	85%	
Course Failure Rate		4%	3%	6%	9%	
Course Withdrawal Rate		4%	6%	4%	6%	

Course failure rate may be reflective of the change in full-time faculty. New faculty members have initiated a more comprehensive assessment of the course learning outcomes. There has also been an increase in adjunct faculty members over the past 3 years. While pass rates may have shifted, the withdrawal rate has remained consistent. Further research needs to be conducted to determine the impact of online course offerings on the pass rate.

Student Feedback:

Student feedback regarding the instruction of courses has been generally positive. Feedback regarding the program outcomes has been inconsistent due to the lack of response to graduate surveys. Lack of response to graduate surveys has prevented a thorough survey of employers. The form of delivery of this assessment method is to be evaluated for more effective assessment of the program.

Advisory Feedback:

 Advisory committee has suggested that the financial services program be shifted to the AAS business program as a specialization. The committee was supportive of the addition of the practicum courses to the program curriculum.

The following courses were suggested as elective courses:

- Negotiations Skills

- Introduction to International Business

- Introduction to Management information Systems

These courses are core requirements of the Supply Chain Management program and would thus not require additional resources.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

Enrollment and Retention:

Further analysis is needed to be conducted to determine the correlation between the growth in the AA business program and the AS business program. If there is s shift, further research will need to be conducted to determine the causes for the shift.

Program promotion is to be increased through brochures and a more substantial web site presence.

Increased awareness of online course offerings through promotional material such as the brochure, web site and display boards.

Assessment of Courses:

A program wide course assessment of learning outcomes has been developed. Master program assessment test is to be administered as part of the practicum course.

Student Feedback:

Devise a more effective means of administering the graduate survey. Possible means are incorporating it as part of the practicum course or as a step in the graduation process. Both of these means are to be discussed with faculty, student services and the Registrar regarding their feasibility.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

The feasibility of adding finance as a specialization to the AAS program is to be further researched.

Courses to added as an elective to both programs:

- Negotiations Skills

- Introduction to International Business

- Introduction to Management information Systems

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

In support of the strategic plan for the program, the following measures will continue to be of focus for the 2009/2010 academic year.

- Continued recruitment of credentialed and experienced faculty to insure the quality of the program and increased student success rate.

- Continued partnership with the School Board through articulated credit by exam.

- Continue development of online in the program to help increase student access to the program. Promote the accessibility of the online program through the web site and the program brochure.

Program/Department:	**BUSINESS ADMINISTRATION and MARKETING**					

Program Enrollment						
	2004/05	**2005/06**	**2006/07**	**2007/08**	**2008-09**	**Change '06 to '09**
1. N of Discipline Sections		74	80	86	90	22%
2. Other Core Sections		135	195	210	126	-7%
3. Duplicated Headcount		296	317	273	229	-23%
4. Unduplicated Headcount		126	155	134	108	-14%
5. N of Declared Majors		218	348	265	199	-9%
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7. Other Core Course FTE		13.5	19.5	21.0	12.6	-7%
8. Gen-Ed Course FTE		33.5	62.7	54.5	33.3	-1%
9. % Sections w/FT Faculty		80%/10%	65%/8%	66%/7%	63%/8%	
10. Course Success Rate		92%	91%	90%	85%	
11. Course Failure Rate		4%	3%	6%	9%	
12. Course Withdrawal Rate		4%	6%	4%	6%	

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	67%	18%	10%	1%	1%	3%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	18%	25%	16%	20%	14%	7%
	Male	**Female**				
14 Gender	37%	63%				

Program Outcomes: Number of Graduates						
	P-Code	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**
AS	25030		1	4	3	6
AAS	A5041, A5042, A5043		15	12	10	10

Notes:

POLK STATE COLLEGE

BASIC PROGRAM REVIEW FORM 2009/10

Program:	Cardiovascular Technology Program
Program Director:	Kevin Ferrier
Review Period:	Annually performed in August to coincide with JRC-CVT review
Date of Last Review:	Currently collecting data for August 2010
Campus/Locations:	Airside
Review Participant(s):	CVT Advisory Board, Affiliate Employers, Graduates, Program Staff
Dean or Chair:	Dr. Marvin Pippert
Description of the Review Process:	Annual review (August) through resource assessment matrix to JRC-CVT.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Viability:

As student and public awareness increase, more student applications will be processed. To date, 50% of inaugural class has been placed in the workforce, 25% have continued to additional education programs, and 25% continue to seek employment.

Program Productivity:

Since the program's inception and as awareness of the career path increases, the enrollment too has increased.

Inaugural class graduated August 2009: 8 students

Class of 2010: 10 students

Class of 2011: 12 students

Program Quality:

Assessment on-going with data to be submitted to Joint Review Commission for Cardiovascular Technology (JRC-CVT) in 8-2010: To date, 50% of graduates have successfully passed the licensing exam and the remaining 50% continue additional preparation prior to sitting for licensure.

CVT Program is up for Initial Accreditation at the 10-2009 Board Meeting.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

During the site evaluation by the JRC-CVT, the CVT Program (invasive cardiology track) has met all standards put forth by The Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The Resource Assessment Matrix (attached to this document) describes the process and tools utilized to perform the program analysis and will be required to be submitted annually to the JRC-CVT.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

Copies of the CVT Advisory Committee minutes have been forwarded to the Office of Institutional Research. The results of the seven capacity constraints initially listed for the CBJT Grant are described and have been completely addressed.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

Approved by: Kevin Ferrier	Date: 10-23-9009

Outside Accreditation Agency:	Joint Review Commission for Cardiovascular Technology (JRC-CVT)
Accredited Since:	Up for initial accreditation in 10-2009
Next Accreditation Review	N/A

Comments: CVT Program is up for Initial Accreditation at the 10-2009 JRC-CVT Board Meeting.

APPENDIX A - Resources Assessment
(Matrix Format)

Programs holding Accreditation are required to complete Resource Assessment at least annually (Standard III.D). Programs seeking Initial Accreditation are required to complete at least columns B, C, and D of this matrix (Purpose, Measurement System, and Dates of Measurement) or complete the same information using the alternative full-page forms. Listed Purpose statements and Measurement Systems are minimally required. Programs may write additional Purpose statements and/or add Measurement Systems for resource(s). (see resource survey instruments at www.jrccvt.org/evaluation systems.htm)

#	(A) RESOURCE	(B) PURPOSE (S) (Role(s) of the resource in the program)	(C) MEASUREMENT SYSTEM * (types of measurements)	(D) DATE (S) OF MEASUREMENT	(E) RESULTS and ANALYSIS (Include the # meeting the cut score and the # that fell below the cut score)	(F) ACTION PLAN / FOLLOW UP (What is to be done, Who is responsible, Due Date, Expected result)
1	FACULTY	Provide instruction, supervision, and timely assessments of student progress in meeting program requirements. Work with advisory committee, administration, clinical affiliates and communities of interest to enhance the program.	1. Program Personnel Resource Survey 2. Student Resource Survey 3. PCC Student Perception of Instruction Survey 4. Faculty Evaluation	1. Annual-August 2. Annual-August 3. End of each term 4. Semi-annual	Select from drop down: 1. Data to be collected 8-09 2. Initial Data submitted directly to JRC-CVT 3. Data to be collected 8-09 4. Data to be collected 8-09 and 2-10	Select from drop down:
2	MEDICAL DIRECTOR (S)	Provide input necessary to ensure medical components of curriculum, both didactic and supervised practice, meet current standards of medical practice.	1. Program Personnel Resource Survey 2. Student Resource Survey	1. Annual-August 2. Annual-August	Select from drop down: 1. Data to be collected 8-09 2. Data to be collected 8-09	Select from drop down:

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#	Category	Description	Measures	Frequency	Notes	
		Work directly with students sufficiently to verify the adequacy of the educational process.				Select from drop down:
3	SUPPORT PERSONNEL (clerical, academic, ancillary)	Provide support personnel/services to ensure achievement of program goals and outcomes (e.g. admissions, registrar, advising, tutoring, clerical)	1. Program Personnel Resource Survey 2. Student Resource Survey 3. PCC Career Personnel Performance Review	1. Annual-August 2. Annual-August 3. Annual-December	Select from drop down: 1. Data to be collected 8-09 2. Data to be collected 8-09 3. Data to be collected 12-09	Select from drop down:
4	CURRICULUM	Provide specialty core and support courses to ensure the achievement of program goals and learning domains.	1. Program Personnel Resource Survey 2. Student Resource Survey 3. PCC Student Perception of Instruction	1. Annual-August 2. Annual-August 3. End of Terms	Select from drop down: 1. Data to be collected 8-09 2. Data to be collected 8-09 3. Data to be collected 6-09	Select from drop down:
5	FINANCIAL RESOURCES (fiscal support, acquisition /maintenance of equipment /supplies, continuing education)	Provide fiscal support for personnel, acquisition and maintenance of equipment/supplies, and faculty/staff continuing education.	1. Program Personnel Resource Survey 2. Student Resource Survey 3. Program Grant Budget Analysis	1. Annual-August 2. Annual-August 3. Quarterly Reports to US DoL	Select from drop down: 1. Data to be collected 8-09 2. Data to be collected 8-09 3. Data is collected each quarter and submitted electronically to U.S. DoL-ETA	Select from drop down:
6	FACILITIES (classroom, lab, offices, ancillary); EQUIPMENT	Provide adequate classroom, laboratory, and ancillary facilities for students and faculty.	1. Program Personnel Resource Survey 2. Student Resource Survey	1. Annual-August 2. Annual-August 3. End of Terms	Select from drop down: 1. Data to be collected 8-09 2. Data to be collected 8-09 3. Data to be collected 6-09	Select from drop down:

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#	Category	Description	Data Sources	Timing	Status
	/SUPPLIES	Provide a variety of equipment and supplies to prepare students for clinical experiences.	3. Clinical Instructior/Institution Evaluation (students)		Select from drop down:
7	CLINICAL RESOURCES (affiliations)	Provide a variety of clinical experiences to achieve the program goals and outcomes.	1. Program Personnel Resource Survey 2. Student Resource Survey 3. Clinical Instructior/Institution Evaluation (students)	1. Annual-August 2. Annual-August 3. End of Terms	Select from drop down: 1. Data to be collected 8-09 2. Data to be collected 8-09 3. Data to be collected 6-09
8	LEARNING RESOURCES (print, electronic reference materials; computer resources)	Provide learning resources to support student learning and faculty instruction.	1. Program Personnel Resource Survey 2. Student Resource Survey	1. Annual-August 2. Annual-August	Select from drop down: 1. Data to be collected 8-09 2. Data to be collected 8-09
9	FACULTY/STAFF CONTINUING EDUCATION	Provide time and resources for faculty and staff continuing education to maintain current knowledge and practice.	1. Program Personnel Resource Survey	1. Annual-August	Select from drop down: 1. Data to be collected 8-09

The following are optional resource evaluations:

#	Category	Description	Data Sources		Status
10	PHYSICIAN INSTRUCTIONAL INVOLVEMENT	Provide physician-student instructional interaction to ensure confident, professional working	1. Program Personnel Resource Survey (Section X) 2. Student Resource Survey (Section IX)	Select from drop down:	Select from drop down:

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Polk State College

Program/Department:	**CARDIOVASCULAR TECHNOLOGY**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections				3	8	167%
2. Other Core Sections				0	0	0%
3. Duplicated Headcount				27	78	189%
4. Unduplicated Headcount				9	21	133%
5. N of Declared Majors				9	21	133%
6. Discipline Specific FTE				3.3	8.7	164%
7. Other Core Course FTE				0.0	0.0	0%
8. Gen-Ed Course FTE				0.8	1.6	100%
9. % Sections w/FT Faculty				0%/33%	0%/63%	
10. Course Success Rate				100%	100%	
11. Course Failure Rate				0%	0%	
12. Course Withdrawal Rate				0%	0%	

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	81%	5%	0%	5%	0%	9%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	0%	47%	10%	24%	19%	0%
	Male	**Female**				
14 Gender	38%	62%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25565				0	0

Notes:

BASIC PROGRAM REVIEW FORM 2009/10

Program:	Computer Information Systems Analysis AS-25240 & AAS-A5240
Program Director:	Ernie B. Ivey
Review Period:	October 2008 – October 2009
Date of Last Review:	November 2007
Campus/Locations:	Lakeland
Review Committee(s):	*Gary DeWitt IT Director – Florida Natural Growers Pat Mongoven Information Service - Winter Haven Hospital Kathy Rubo Director of Systems Development – Badcock Brian Terrell Director Data Warehousing – Publix
Dean or Chair:	Marvin Pippert
Description of the Review Process:	Information from Genesis and the Institutional Research Department

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Viability:

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		85.0	96.0	94.0	95.0	12%
2. Other Core Sections		15.0	13.0	14.0	20.0	33%
3. Duplicated Headcount		47.0	72.0	64.0	97.0	106%
4. Unduplicated Headcount		24.0	34.0	29.0	41.0	71%
5. N of Declared Majors		47.0	67.0	52.0	50.0	6%
6. Discipline Specific FTE		4.9	7.2	6.4	9.7	98%
7. Other Core Course FTE		1.5	1.3	1.4	2.0	33%
8. Gen-Ed Course FTE		7.0	9.7	10.7	9.3	33%
9. % Sections w/FT Faculty		56%/15%	39%37%	53%/23%	36%/24%	
10. Course Success Rate		89%	83%	73%	82%	
11. Course Failure Rate		7%	11%	19%	13%	
12. Course Withdrawal Rate		4%	6%	8%	5%	

Program Outcomes: Number of Graduates						
	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25240		2	7	2	1
AAS	A5240		2	1	1	1

Computer Information Systems Analysis is listed on the High Skills/High Wages occupation report or the 2008-09 Target Occupation List. The target is working age population with an approximate age of 18-55 without regard to race and ethnicity. Polk State College maintains an "Open-Door" policy for admission to the College. Prospective students with a standard high school diploma or GED certificate are eligible for admission. We have also created a Collegiate High School track that gives PSC a comparative advantages and uniqueness that no other college has in this area.

Program Productivity:

This program prepares students for careers as data processors in organizations that have small computer environments. Students will learn how to analyze business situations, and design, develop and write computer programs for business. Students will also learn how to analyze problems using logic/analysis tools, code into computer language, and maintain microcomputer programs.

From the feedback of our advisory committee, there is a growing need for developer in this area. The committee would like to see PSC offer a Bachelor Degree in conjunction with our Business program. We can call it "Business Intelligence". This program is also seeking to add a Health Information Technology degree track that has the endorsements of both Lakeland Regional and Winter Haven Hospital.

Program Quality:

Number of program faculty: 6   Full-time: 1   Part-time: 5

Faculty is encouraged to attend conferences to enhance their skill and to stay current on new technology trends.
We also have articulation agreements with PCB for three of our lower level classes (CGS1061C, CGS1100 and CGS1510C) to assist high school students to complete our program sooner.

Our program is working an internship program with Lakeland Region Hospital. This could easy expand to other medical facilities.

Program Demographics						
	White	Black	Hispanic	Asian	Other	Unknown
12. Ethnicity	72%	12%	12%	2%	0%	2%
	>20	20-24	25-29	30-39	40-49	50+
13. Age	20%	22%	16%	16%	14%	12%
	Male	Female				
14 Gender	54%	46%				

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

1) Continue to monitor program enrollment and be prepared to make course modifications if need on the advice of our advisory committee.
2) Have updated the program brochure to reflect AQC changes to promote enrollment increase.

3) Added a High School Curriculum Component The Chain of Lakes Collegiate High School Computer Information Systems careers tack for Developers.

4) Need to work on increasing the number of graduates in the program.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

Was advised to combine CGS 1510C Electronic Spreadsheet I and CGS2511C Electronic Spreadsheet II. Committee felt like this was overkill and could be achieve in a short time. The new course is create is CGS1510C Spreadsheet Fundamentals. We also add a SQL class on the recommendation of the Advisory Committee (CTS 2433 Programming in SQL).
 It was suggested that at least a couple of courses in Professional Communications (including Public Speaking) and Technical Writing should be requirements for the As - CIS and the BAS – Supervision degrees.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

1. Continue to Build Relationship with our Business Partners and the Polk County School Board

2. Continue to enhance the Computer Information Systems program that promotes the highest level of student learning and achievement.

3. Committed to leading the way with the most current technology trends with the least bloodshed possible.

4. Need to hire a least one full-time professor for the Lakeland campus.

Polk State College

Program Success Indicators
2008/2009

Program/Department:	**COMPUTER INFORMATION SYSTEMS ANALYSIS**					

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		85.0	96.0	94.0	95.0	12%
2. Other Core Sections		15.0	13.0	14.0	20.0	33%
3. Duplicated Headcount		47.0	72.0	64.0	97.0	106%
4. Unduplicated Headcount		24.0	34.0	29.0	41.0	71%
5. N of Declared Majors		47.0	67.0	52.0	50.0	6%
6. Discipline Specific FTE		4.9	7.2	6.4	9.7	98%
7. Other Core Course FTE		1.5	1.3	1.4	2.0	33%
8. Gen-Ed Course FTE		7.0	9.7	10.7	9.3	33%
9. % Sections w/FT Faculty		56%/15%	39%37%	53%/23%	36%/24%	
10. Course Success Rate		89%	83%	73%	82%	
11. Course Failure Rate		7%	11%	19%	13%	
12. Course Withdrawal Rate		4%	6%	8%	5%	

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	72%	12%	12%	2%	0%	2%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	20%	22%	16%	16%	14%	12%
	Male	**Female**				
14 Gender	54%	46%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25240		2	7	2	1
AAS	A5240		2	1	1	1

Notes:

Program:	COMPUTER NETWORK ENGINEERING TECHNOLOGY AS 25261, 25263, 25264, 25265, 25266, 25267 AAS – A5261, A5263, A5264, A5265, A5266, A5267
Program Director:	Clifford Bennett
Review Period:	October 2008 – October 2009
Date of Last Review:	November 2007
Campus/Locations:	Lakeland
Review Committee(s):	Cliff Bennett – Program Coordinator Brian Hartpence – HS Faculty John Huff- Faculty Hiep Nguyen Director of Information Technology - City of Winter Haven Meryl Crews IT Operations Director – Summit Consulting Tom Larson Director, IT Publix Supermarkets, Inc Ron Mallory Director IT Infrastructure – Badcock
Dean or Chair:	Dr. Marvin Pippert
Description of the Review Process:	Reassess the program outcome for the coming academic year. Review the performance indicators such as enrollments, numbers of graduates, Information from Genesis and the Institutional Research Department

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

Program Enrollment						
	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		39	47	58	54	38%
2. Other Core Sections		14	25	31	55	293%
3. Duplicated Headcount		206	212	297	394	91%
4. Unduplicated Headcount		70	66	85	110	57%
5. N of Declared Majors		112	129	114	137	22%
6. Discipline Specific FTE		23.9	21.7	29.7	39.4	65%
7. Other Core Course FTE		1.9	2.6	3.1	5.5	189%
8. Gen-Ed Course FTE		18.3	20.8	17.7	18.0	-2%

Program enrollment increases are exceeding the projected growth for the occupation. The targeted Occupation List project an annual growth of 3.25 percent.

Program Viability:

These programs are listed on in the Workforce Region 17 Targeted Occupations Lists and are considered as High Skills/ High Wage positions.

Program Outcomes: Number of Graduates		2004-05	2005-06	2006-07	2007-08	2008-09
	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25261,25263, 25264,25265, 25266,25267,		11	14	5	14
AAS	A5261,A5263,A5264,A5265,A5266,A5267		1	4	1	3

The projected annual need for Computer Support Specialist is 20, Network and Computer Systems Administrators is 11, and Computer Systems Analyst is 16.

Program Quality:

% Sections w/FT Faculty		78%/17%	49%/28%	53%/22%	50%/41%

The program currently employs 3 full time faculty and 6 adjunct faculty members. All faculty members hold industry certifications in the areas they instruct.

All faculty members have actual field experience in the private sector.

Around 50% of the classes are taught by full-time faculty.

Faculty are encouraged to attend conferences to enhance their skills and to stay current with new

Course Success Rate		93%	94%	94%	93%	
Course Failure Rate		6%	5%	3%	2%	
Course Withdrawal Rate		1%	1%	3%	5%	

Course failure rates are continuing to decline because of recommendations from the advisory committee to make sure classes are real-world with hands-on. Around 80% of our classes now have hands-on labs.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

1. We need to increase the percentage of classes taught by full time faculty.

2. We are adding new course materials to the program to continue the increase in enrollments.
   a. Storage Training
   b. VM –Ware Training

3. We need to lower the withdrawal rate. We are looking into a different method of student evaluation that would include information to retain students.

Program Demographics						
	White	**Black**	**Hispanic**	**Asian**	**Other**	**Unknown**
12. Ethnicity	72%	11%	8%	4%	0%	4%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	15%	32%	17%	23%	9%	4%
	Male	**Female**				
14 Gender	93%	7%				

4. The percentage of females and minorities must be increased. The changes in demographics being projected by the USDOL indicate that the importance of these groups to the continued growth of the industry is crucial.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

1. Increase Linux Training.

   a. We have added 3 additional Linux courses to our degree track. We have also partnered with USFP and the National Science Foundation to develop online Linux training programs.

2. Increase the awareness of PSC offerings.

   a. We have created a website (www.pscit.org) that is designed to advertise our programs to the community.

3. There is a need for business mentoring programs.

   a. We have developed a formal mentoring program and have hired an employ to help implement it.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

1. Continue to build the relationship with the Polk County School Board. We currently have articulation agreements in place with the PCSB.

2. We need to move more of our classes online without losing our hands-on base. We recently purchased a server that will allow us to develop Microsoft classes for online delivery.

Polk State College

Program Success Indicators

2008/2009

Program/Department:	**COMPUTER NETWORK ENGINEERING TECHNOLGY**

Program Enrollment						
	2004/05	**2005/06**	**2006/07**	**2007/08**	**2008-09**	**Change '06 to '09**
1. N of Discipline Sections		39	47	58	54	38%
2. Other Core Sections		14	25	31	55	293%
3. Duplicated Headcount		206	212	297	394	91%
4. Unduplicated Headcount		70	66	85	110	57%
5. N of Declared Majors		112	129	114	137	22%
6. Discipline Specific FTE		23.9	21.7	29.7	39.4	65%
7. Other Core Course FTE		1.9	2.6	3.1	5.5	189%
8. Gen-Ed Course FTE		18.3	20.8	17.7	18.0	-2%
9. % Sections w/FT Faculty		78%/17%	49%/28%	53%/22%	50%/41%	
10. Course Success Rate		93%	94%	94%	93%	
11. Course Failure Rate		6%	5%	3%	2%	
12. Course Withdrawal Rate		1%	1%	3%	5%	

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	72%	11%	8%	4%	0%	4%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	15%	32%	17%	23%	9%	4%
	Male	**Female**				
14 Gender	93%	7%				

Program Outcomes: Number of Graduates						
	P-Code	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**
AS	25261,25263, 25264,25265, 25266,25267,		11	14	5	14
AAS	A5261,A5263, A5264,A5265, A5266,A5267		1	4	1	3

Notes:

Program:	COMPUTER SPECIALIST CERTIFICATION 68320
Program Director:	Clifford Bennett
Review Period:	October 2008 – October 2009
Date of Last Review:	November 2007
Campus/Locations:	Lakeland
Review Committee(s):	Cliff Bennett – Program Coordinator Brian Hartpence – HS Faculty John Huff- Faculty Hiep Nguyen Director of Information Technology - City of Winter Haven Meryl Crews IT Operations Director – Summit Consulting Tom Larson Director, IT Publix Supermarkets, Inc Ron Mallory Director IT Infrastructure – Badcock
Dean or Chair:	Dr. Marvin Pippert
Description of the Review Process:	Reassess the program outcome for the coming academic year. Review the performance indicators such as enrollments, numbers of graduates, Information from Genesis and the Institutional Research Department

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

See material below:

Program Enrollment						
	2004/05	**2005/06**	**2006/07**	**2007/08**	**2008-09**	**Change '06 to '09**
1. N of Discipline Sections		20	25	29	27	35%
2. Other Core Sections		0	0	0	0	0%
3. Duplicated Headcount		8	26	15	15	88%
4. Unduplicated Headcount		2	11	6	6	200%
5. N of Declared Majors		7	14	8	8	14%
6. Discipline Specific FTE		0.9	2.6	1.5	1.5	67%
7. Other Core Course FTE		0.0	0.0	0.0	0.0	0%
8. Gen-Ed Course FTE		0.6	0.7	0.4	0.3	-42%

This certificate was specially designed to provide training for entry workers and was built around the Microsoft MCSE certification. It was designed to prepare technicians for entry into a wide verity of computer network and telecommunication support positions. The targeted age population for this program is 18-55 and PSC's "Open-Door" policy provides access without regards to race, gender, or ethnicity.

Program Viability:

This program has been modified:

Microsoft has recently modified the certification tracks that supported this certificate. We have deleted the current track and replaced it with two new certificates; 68370 and 68380. These new certifications should add new value to the Microsoft courses that made up the core of the old 68320 offering. The following denote the changes:

a. A new program: Windows Server 2008 MCITP Network Administrator Certificate 68370.

b. A new program: Windows Server 2008 MCITP Enterprise Administrator Certificate: 68380

c. The two new certifications allow us to differentiate between two distinct groups of users; network administrators and enterprise administrators.

d. This also allows us to offer these new certificates as upgrades to the old MCSE tracks.

Without these changes, this program would continue to decline.

Program Quality:

All faculty members have actual field experience in their areas of study.

Around 50% of the classes are taught by full-time faculty.

Faculty holds industry certifications in the courses be taught.

Faculty are encouraged to attend conferences to enhance their skills and to stay current with new technologies

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

1. There is a need to monitor the program and make course modifications to stay current and meet the needs of the business community. We have begun a push to encourage students that take these courses to take the certification exams.

2. We will work to increase enrollments by creating online courses designed for working professionals.

3. We will develop and implement a website to make the community aware of Microsoft programs. This site has become the point of entry into all of our NET programs. The Microsoft certifications have a key profile on the site. This should increase community awareness of these certification tracks.

4. We have recently updated this program to include newer Microsoft certifications, thereby increasing the value of the certificate.

Program Outcomes: Number of Graduates						
	P-Code	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**
CERTIFICATE	68320		0	1	0	0

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

1. Update the courses to newer Microsoft certifications.

    a. We have updated these courses in the new 2009/2010 catalog.

2. Market these to the business community but you will need to redesign the delivery method.

    a. We are actively running an accelerated MCSE track designed for industry professionals. There are 13 students in the track. If successful, we continue the program and offer the remaining courses for this certification in a similar format.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

1. Repackage the certification track and market it as an update package for people holding NT4.0, 2000, and 2003 level certifications.

2. Develop totally online Microsoft certification tracks. We have purchased the necessary infrastructure equipment to make the conversion.

Program Success Indicators 2008/2009

Program/Department:	**COMPUTER SPECIALIST**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		20	25	29	27	35%
2. Other Core Sections		0	0	0	0	0%
3. Duplicated Headcount		8	26	15	15	88%
4. Unduplicated Headcount		2	11	6	6	200%
5. N of Declared Majors		7	14	8	8	14%
6. Discipline Specific FTE		0.9	2.6	1.5	1.5	67%
7. Other Core Course FTE		0.0	0.0	0.0	0.0	0%
8. Gen-Ed Course FTE		0.6	0.7	0.4	0.3	-42%
9. % Sections w/FT Faculty		90%/10%	50%/32%	75%/21%	56%/44%	
10. Course Success Rate		100%	83%	100%	100%	
11. Course Failure Rate		0%	4%	0%	0%	
12. Course Withdrawal Rate		0%	13%	0%	0%	

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	88%	0%	12%	0%	0%	0%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	12%	0%	12%	38%	12%	25%
	Male	**Female**				
14 Gender	88%	12%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
CERTIFICATE	68320		0	1	0	0

Notes:

Program:	CISCO Certificate Programs 68340 and 68350
Program Director:	Clifford Bennett
Review Period:	October 2008 – October 2009
Date of Last Review:	November 2007
Campus/Locations:	Lakeland
Review Committee(s):	Cliff Bennett – Program Coordinator Brian Hartpence – HS Faculty John Huff- Faculty Hiep Nguyen Director of Information Technology - City of Winter Haven Meryl Crews IT Operations Director – Summit Consulting Tom Larson Director, IT Publix Supermarkets, Inc Ron Mallory Director IT Infrastructure – Badcock
Dean or Chair:	Dr. Marvin Pippert
Description of the Review Process:	Reassess the program outcome for the coming academic year. Review the performance indicators such as enrollments, numbers of graduates, Information from Genesis and the Institutional Research Department

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

Program Enrollment						
	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		8	16	18	14	75%
2. Other Core Sections		0	0	0	0	0%
3. Duplicated Headcount		0	8	16	5	0%
4. Unduplicated Headcount		0	3	8	2	0%
5. N of Declared Majors		2	4	8	4	100%
6. Discipline Specific FTE		0.0	0.8	1.6	0.5	0%
7. Other Core Course FTE		0.0	0.0	0.0	0.0	0%
8. Gen-Ed Course FTE		0.4	0.0	0.2	0.1	-75%
9. % Sections w/FT Faculty		89%/11%	29%/14%	56%/6%	50%/50%	
10. Course Success Rate		0%	75%	100%	100%	
11. Course Failure Rate		0%	25%	0%	0%	

12. Course Withdrawal Rate		0%	0%	0%	0%	

Program Outcomes: Number of Graduates						
	P-Code	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**
CERTIFICATE	68340, 68350		0	0	2	1

Cisco certificates are stand-alone programs for students who already have entry level computer skills. They are designed to prepare technicians for entry into a wide verity of computer network and telecommunication support positions. The targeted age population for this program is 18-55 and PSC's "Open-Door" policy provides access without regards to race, gender, or ethnicity.

Program Viability:

There has been a significant change in the scope of skills needed for IT technicians. In the late 1990's and early 2000's, the market was looking for specialists in either Cisco or Microsoft. This was in response to the needs for a highly specialized workforce to support the demands of industry in two primary areas; access to the internet and the benefits of moving to active directory networking. At the time, because of the newness and tremendous growth of these fields, the only way to determine the credentials of this workforce was through industry certifications. Today's market has changed this paradigm in several ways:

1. While there is still the demand for highly specialized individuals, technology itself has altered what this workforce looks like. In order to take advantage of some of the features offered by newer technologies, industries are looking for a combination of highly specialized/highly experienced workers. This has lowered the value of entry level certifications and increased the value of workers with experience. (Foote Partners LLC 2008. http://www.footepartners.com/FooteNewsrelease_1Q2008skillstrends_051708.pdf)

2. There is an exception to the case presented in # 1 above; small to mid-size businesses. These businesses have needs for technicians that are quite different than those needed in case #1 above. Their needs are for a workforce that focuses on a broad range of technologies but without depth in a single field. The specialty functions of newer technologies are provided by factory reps or through outsourcing. This "new" technician has a much broader skill set that includes; computer repair, networking, server applications, open-source, and much more. This multi-skilled workforce needs a much different educational track and has shifted the educational requirements away from certification to broader training programs such as AS and AAS degrees.

Program Quality:

The program currently employs 1 full time faculty member and 1 adjunct faculty member. All hold industry certifications in the both CCNA and CCNP. However, these instructors also teach Cisco related courses for all of our tracks including the AS and AAS credit programs.

Both faculty members have recently completed Cisco's update courses designed to certify them for using the latest Cisco Academy training curriculum.

All faculty members have actual field experience in their areas of study.

Around 50% of the classes are taught by full-time faculty. (# 9 above)

Faculty are encouraged to attend conferences to enhance their skills and to stay current with new technologies

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

1. As a result of the changes made in our AS and AAS programs at the recommendations of our advisory committee in 2007, all of our students are required to take CCNA 1 and 2 in the core of all of our AS and AAS degree tracks. This change was made to provide a more rigorous networking component than the Network + course that was the industry standard at the time. As a result, many of our students continue on to higher degrees instead of taking the remaining two courses to complete the certificate. This being said, we need to increase the number of graduates with these certifications and should:

   a. work with instructors teaching Cisco CCNA related courses to develop new offerings that have the complete CCNA certification as a core. This will increase the values of CCNA certificates.

   b. increase the awareness of these new offerings through marketing campaigns.

2. Develop and implemented a website to make the community aware of Cisco programs. This site has become the point of entry into all of our NET programs. The Cisco certifications have a key profile on the site. This should increase community awareness of these certification tracks.

3. Increase the availability of CCNP courses through online offerings.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

1. Develop programs that cater more to the continuing education needs of the businesses community.

   a. We have developed an OEEE Cisco training program. This program is a combination of online and face to face instruction. It is self paced and geared towards students that are currently in the workplace.

2. Work with the business community to develop a mentoring program that is more in line with the needs of the business partners.

   a. We have developed a formal mentoring program and have hired an employ to help implement it.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

1. Continue to build the relationship with the Polk County School Board. We currently are in negotiations with one high school and in a training program with the local vocational school.

2. Develop totally online Cisco CCNA and CCNP certification tracks.

Polk State College

Program/Department:	**CISCO - All**				

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		8	16	18	14	75%
2. Other Core Sections		0	0	0	0	0%
3. Duplicated Headcount		0	8	16	5	0%
4. Unduplicated Headcount		0	3	8	2	0%
5. N of Declared Majors		2	4	8	4	100%
6. Discipline Specific FTE		0.0	0.8	1.6	0.5	0%
7. Other Core Course FTE		0.0	0.0	0.0	0.0	0%
8. Gen-Ed Course FTE		0.4	0.0	0.2	0.1	-75%
9. % Sections w/FT Faculty		89%/11%	29%/14%	56%/6%	50%/50%	
10. Course Success Rate		0%	75%	100%	100%	
11. Course Failure Rate		0%	25%	0%	0%	
12. Course Withdrawal Rate		0%	0%	0%	0%	

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	75%	25%	0%	0%	0%	0%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	25%	25%	0%	25%	25%	0%
	Male	**Female**				
14 Gender	100%	0%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
CERTIFICATE	68340, 68350		0	0	2	1

Notes:

Program:	Corrections Officer
Program Director:	Craig C. Smith
Review Period:	Unknown
Date of Last Review:	Unknown
Campus/Locations:	Winter Haven
Review Committee(s):	None
Dean or Chair:	None
Description of the Review Process:	None

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Viability: Completion of the program allows completers to sit for the State Officer Certification Exam (SOCE). The demand for corrections officers continues to be good, based on correction officers leaving the field, as well as, retirements and increased allocations. The program feeds the AS criminal justice program through the awarding of credits for completion and state licensure. The program could use additional facilities due to growth and for facilities designed for the intricacies of the program.

Program Productivity: The Corrections Officer program will continue to be in demand as students will continue to seek corrections certifications and jobs primarily through the Florida Department of Corrections. The number of enrolled at the onset of the program compares favorably to those who complete the program. It is not known how this program's enrollment compares to other training centers in the state. The program output seems to match local workforce demand.

Program Quality: Overall the quality of the program faculty is very good. The most often listed concerns of students are with the air conditioning performance in the classrooms and the number of state mandated hours in the program. The success rate of students passing the State Officer Certification Exam is high, but varies, and is the range of 90% to 100%. Employer feedback of completer students is generally good. The diversity of students in the program is in line with the population of our service area.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

As an academy staff we review the instructor and course evaluations completed by the students. Additionally, the quarterly results from the State Officer Certification Exam are reviewed and areas below the state average are flag for improvement processes.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

There are no specific recommendations from the advisory committee.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

N/A

Approved by:	Date:

Outside Accreditation Agency:	Commission on Accreditation for Law Enforcement Agencies, Inc.
Accredited Since:	March, 2007
Next Accreditation Review	December, 2009

Comments:

Program Success Indicators   2008/2009

Program/Department:	**CORRECTIONS OFFICER**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		47	46	55	32	-32%
2. Other Core Sections		0	0	0	0	0%
3. Duplicated Headcount		564	522	803	463	-18%
4. Unduplicated Headcount		66	88	91	44	-33%
5. N of Declared Majors		77	103	103	50	-35%
6. Discipline Specific FTE		32.8	30.7	48.7	25.9	-21%
7. Other Core Course FTE		0.0	0.0	0.0	0.0	0%
8. Gen-Ed Course FTE		1.2	2.0	1.5	0.1	-92%
9. % Sections w/FT Faculty		3%/1%	0%/0%	0%/0%	0%/0%	
10. Course Success Rate		98%	98%	98%	93%	
11. Course Failure Rate		2%	2%	2%	1%	
12. Course Withdrawal Rate		0%	0%	0%	6%	

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	40%	46%	10%	0%	0%	4%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	4%	24%	30%	26%	8%	8%
	Male	**Female**				
14 Gender	52%	48%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
CERTIFICATE	58500		46	38	71	35

Notes:

Program:	AS/AAS Criminal Justice Technology
Program Director:	Christen C. Shea
Review Period:	2008/2009
Date of Last Review:	n/a
Campus/Locations:	Winter Haven/Lakeland
Review Participants:	Christen Shea
Academic Dean:	Trish Shuart
Description of the Review Process:	This program review was done by reviewing the 2008/2009 Program Success Indicators as compared to the previous year. The AS/AAS in Criminal Justice Technology is in its infancy; therefore next year's review will be more indicative of the program's success as well as its improvements.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

The AS/AAS in Criminal Justice Technology has been completely rewritten and now includes options not only for those students who are currently Sworn Law Enforcement and Corrections Officers, but also students who wish to seek employment in the civilian aspect of law enforcement. Though the program was featured in the 2010 Catalog, PSC has offered eleven core classes during the 2008/2009 year.

The Program Success Indicator (PSI) statistics for 2008/2009 have increased in several categories, however the number of declared majors is not accurate as those students who are not Sworn Law Enforcement or Corrections Officers could not declare their major as Criminal Justice until the 2010-1 Term. There are many non-sworn as well as Chain of Lakes Collegiate High School students enrolled in Criminal Justice classes, but could not declare their major until 2010-1.

The number of students enrolled in the Criminal Justice Technology classes has increased 123% from 2005/2006 to 2008/2009. This number is expected to continue to increase as we open the program up to a more diverse number of students.

The number of graduates with either an AS or AAS in Criminal Justice Technology increased 50% during the 2008/2009 year compared to the previous year. In 2008/2009 we had 15 graduates compared to 10 graduates during the 2007/2008 year.

The Discipline Specific FTE has increased every year the program has been offered, with no exception in 2008/2009.

Program Viability:

The AS/AAS in Criminal Justice Technology will prove to be a more viable program due to the program's recent revisions. Previously, students could only receive this degree if they were Sworn Law Enforcement or Corrections Officers. Currently the AS/AAS in Criminal Justice Technology will support those who are already Sworn Law Enforcement and Corrections Officers but is also now an option for those students seeking to become employed in the Criminal Justice career field as a civilian. Graduates of the program can seek employment within local, state, and federal law enforcement agencies not only as sworn officers but also as Crime Scene Technicians, Property/Evidence Clerks, Service Officers, Crime Analyst, etc. PSC now offers a Bachelor of Science degree in Supervision and Management with concentrations in Business Administration, Public Administration, or Public Safety Management where these students can continue their education.

Those students who are Sworn Law Enforcement or Corrections Officers will receive articulated credit toward the degree after their successful completion of the State of Florida's certification examination.

At this point, the program is self sufficient as the Core Courses are being taught by part time adjunct faculty on the Winter Haven and Lakeland Campuses of PSC.

Program Quality:

Feedback from students has been positive regarding the current adjunct faculty. All of the adjuncts teaching the Core courses in the Criminal Justice Technology AS/AAS degree work or have worked in the Criminal Justice career field. They have hands on experience in the field they are teaching.

92% of students successfully completed courses during the 2008/2009 school year with a 0% failure rate.

An email survey was sent to students who had taken a Criminal Justice Core Course during the 2008/2009 school year. The majority of the students who responded to the survey stated they wish classes to be offered on line or in a hybrid format and most preferred an 8 week term. To cater the student's demands, PSC will be offering the majority of the classes in 8 week terms with the majority of the classes offered on line or in hybrid format starting term 2010-2.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

The program is officially being marketed now that it appears in PSC's catalog. Criminal Justice Technology is being marketed to all local law enforcement agencies to include the Florida Highway Patrol.

The Criminal Justice Technology program was marketed to the guidance counselors of the Polk County School Board. Two high schools, Kathleen High School and Haines City High School, have Criminal Justice academies as curriculum within their schools. The AS/AAS in Criminal Justice Technology was marketed to their students. An articulation agreement between the Polk County School Board and PSC was drafted where successful graduates of the Criminal Justice program in these high schools can receive up to 12 college credits.

The Criminal Justice Technology program has been marketed at all open houses PSC has had. The Chain Of Lakes Collegiate High School on the Winter Haven campus offers Criminal Justice Technology as one of its fields of study; therefore the program was marketed at the Collegiate High School's Open Houses as well.

The program is in its infancy, therefore the effects of this marketing is still yet unknown and will be monitored in the upcoming year.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

The Advisory Committee has met one time on June 2009. The program's revision was explained to those in attendance. The following recommendations for marketing were presented:

- Market the program to the different law enforcement agency's Explorer Post programs

- Meet with the Polk County Sheriff's Office civilian supervisors

- Participate in the orientations at the Institute of Public Safety

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

n/a

Program Success Indicators 2008/2009

Program/Department:	**CRIMINAL JUSTICE TECHNOLOGY**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		4	7	12	11	175%
2. Other Core Sections		19	48	39	47	147%
3. Duplicated Headcount		15	26	27	36	140%
4. Unduplicated Headcount		13	24	23	29	123%
5. N of Declared Majors		80	165	134	99	24%
6. Discipline Specific FTE		1.5	2.6	2.7	3.6	140%
7. Other Core Course FTE		1.9	4.8	3.9	4.7	0%
8. Gen-Ed Course FTE		9.8	16.5	23.9	16.5	68%
9. % Sections w/FT Faculty		0%/0%	60%/0%	0%/42%	0%/9%	
10. Course Success Rate		93%	73%	89%	92%	
11. Course Failure Rate		0%	12%	11%	0%	
12. Course Withdrawal Rate		7%	15%	0%	8%	

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	77%	8%	12%	1%	1%	1%
	>20	20-24	25-29	30-39	40-49	50+
13. Age	12%	28%	20%	30%	8%	1%
	Male	Female				
14 Gender	81%	19%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25900,25905, 25910,25915, 25930,25935,		8	8	6	14
AAS	A5900,A5905, A5910,A5915, A5930,A5935		1	3	4	1

Notes:

POLK STATE COLLEGE

BASIC PROGRAM REVIEW FORM   2009/10

Program:	Diagnostic Medical Sonography program
Program Director:	Beth Luckett
Review Period:	Annually beginning December, 2009 with first graduating class
Date of Last Review:	Currently collecting data for December 2010
Campus/Locations:	Airside Center
Review Committee(s):	DMS Advisory Board, Graduates, Employers, Program Staff
Dean or Chair:	Dr. Marvin Pippert
Description of the Review Process:	Annual review based on Program Resource Assessment matrix for JRC-DMS

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Viability:

The employment for Sonographers is expected to increase approximately 19% through 2016, considered faster than average by the Department of Labor (http://www.bls.gov/oco/ocos273.htm#outlook) The DMS program is quickly becoming a highly sought after program at PSC as Student Services and the Program Director receive numerous student inquiries daily. The local medical community has also been in support of beginning a DMS program, offering letters of support as needed for initial program start and approval.

Program Productivity:

The Diagnostic Medical Sonography Program enrolled its first class Jan., 2008. The amount of students accepted each year is 12. The initial enrollment was 12. The inaugural class is now 11 and will graduate December, 2009. The second class of 12 began Jan., 2009. The third class was recently selected and will begin the program Jan., 2010. There are approximately 120 students enrolled in the preadmission courses for Sonography. The DMS program is currently working on its initial programmatic accreditation with CAAHEP. As part of institutional and accreditation requirements, the program will begin gathering outcomes assessment information with the graduation of the first class. These will include graduate and employer surveys as well as external registry pass rates.

Program Quality:

DMS program will be graduating its first class December, 2009. Initial assessment will begin thereafter with graduate and employer surveys and licensure exam results. DMS program is submitting self-study for initial accreditation to JRC-DMS.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]
The Resource Assessment matrix supplied by the JRC-DMS will be utilized for annual analysis and review.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]
Advisory board is in support of the Annual review based on Program Resource Assessment matrix for JRC-DMS.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

Approved by: Beth Luckett	Date: 10-24-2009

Outside Accreditation Agency:	Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)
Accredited Since:	Seeking Initial Accreditation
Next Accreditation Review	N/A
Comments:	

Program Success Indicators   2008/2009

Program/Department:	**DIAGNOSTIC MEDICAL SONOGRAPHY**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections				3	10	233%
2. Other Core Sections				15	17	13%
3. Duplicated Headcount				22	122	455%
4. Unduplicated Headcount				11	25	127%
5. N of Declared Majors				11	26	136%
6. Discipline Specific FTE				2.2	10.2	364%
7. Other Core Course FTE				1.6	2.3	44%
8. Gen-Ed Course FTE				2.4	2.5	4%
9. % Sections w/FT Faculty				67%/0%	50%/10%	
10. Course Success Rate				100%	98%	
11. Course Failure Rate				0%	2%	
12. Course Withdrawal Rate				0%	0%	

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	88%	8%	0%	0%	0%	4%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	0%	46%	31%	15%	8%	0%
	Male	**Female**				
14 Gender	0%	100%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25595				0	0

Notes:

Program:	Digital Media/Multimedia Technology AS-25840 & AAS-A5840
Program Director:	Ernie B. Ivey
Review Period:	October 2008 – October 2009
Date of Last Review:	November 2007
Campus/Locations:	Lakeland
Review Committee(s):	Barry Friedman Managing Editor/ Digital – The Ledger Fredrick Koehler, II Smart Creative/Partner Marketing Group Ryan Lee Team Leader - Instructional Technology - LRMC Jeff Fullgraf Coordinator of Instructional Technology - LRMC
Dean or Chair:	Marvin Pippert
Description of the Review Process:	Information from Genesis and the Institutional Research Department

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

Program Enrollment					
	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections	64	63	59	64	0%
2. Other Core Sections	9	21	23	46	411%
3. Duplicated Headcount	43	47	53	84	95%
4. Unduplicated Headcount	21	24	21	27	29%
5. N of Declared Majors	32	46	39	39	22%
6. Discipline Specific FTE	4.3	4.7	5.3	8.4	95%
7. Other Core Course FTE	0.9	2.1	2.3	4.6	411%
8. Gen-Ed Course FTE	9.3	10.4	9.3	7.1	-24%
9. % Sections w/FT Faculty	64%12%	48%17%	49%/22%	39%/20%	
10. Course Success Rate	95%	94%	90%	98%	
11. Course Failure Rate	5%	4%	6%	1%	
12. Course Withdrawal Rate	0%	2%	4%	1%	

Program Outcomes: Number of Graduates						
	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25840		2	5	1	1
AAS	A5840		0	2	1	0

Digital Media/Multimedia Technology is listed on the High Skills/High Wages occupation report or the 2008-09 Target Occupation List. The target is working age population with an approximate age of 18-55 without regard to race and ethnicity. Polk State College maintains an "Open-Door" policy for admission to the College. Prospective students with a standard high school diploma or GED certificate are eligible for admission.We have also created a Collegiate High School that gives PSC a comparative advantages and uniqueness that no other college has in this area.

We are also working on align our curriculum with the curriculum developed by the Banner Center for Digital Media. You see from the statistical data provided that this program is consistently experiencing growth in enrollment over previous years.

Program Quality:

Program Demographics						
	White	Black	Hispanic	Asian	Other	Unknown
12. Ethnicity	72%	13%	13%	0%	0%	2%
	>20	20-24	25-29	30-39	40-49	50+
13. Age	28%	23%	15%	18%	13%	3%
	Male	Female				
14 Gender	51%	49%				

Number of program faculty: 2   Full-time: 2   Part-time: 0

We have also created a Collegiate High School track that gives PSC a comparative advantages and uniqueness that no other college has in this area.

Faculty is encouraged to attend conferences to enhance their skill and to stay current on new technology trends.
We also have articulation agreements with Polk County School Board for three of our lower level classes (GRA1000C, CGS 2820 and PGY 2850C) to assist high school students to complete our program sooner and increase enrollment in the program.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

The committed suggested tracking graduates of the program and keeping a record of the types of jobs they were getting. Another noted that many companies would not hire an applicant who did not have a bachelor's degree. Therefore, it is important that our degree aligns with programs at UCF and Florida Southern.

[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

- Committee agreed to remove a JavaScript course from the program. The group agreed that students in this degree did not need an intensive programming course.
- The group indicated that certifications were nice but they really put more emphasis on the quality of the portfolio an applicant presents.
- Have students work on projects for not-for-profit agencies that cannot afford to pay for digital media projects
- Implement a course on print production that takes students through the entire process of converting a digital project to a print product

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

Will present all program changes to AQC in October or November to have program updates reflected in the new catalog and brochures.

Continue to Build Relationship with our Business Partners and the Polk County School Board.

Program Success Indicators   2008/2009

| Program/Department: | **DIGITAL MEDIA/MULTIMEDIA TECHNOLOGY** |

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		64	63	59	64	0%
2. Other Core Sections		9	21	23	46	411%
3. Duplicated Headcount		43	47	53	84	95%
4. Unduplicated Headcount		21	24	21	27	29%
5. N of Declared Majors		32	46	39	39	22%
6. Discipline Specific FTE		4.3	4.7	5.3	8.4	95%
7. Other Core Course FTE		0.9	2.1	2.3	4.6	411%
8. Gen-Ed Course FTE		9.3	10.4	9.3	7.1	-24%
9. % Sections w/FT Faculty		64%12%	48%17%	49%/22%	39%/20%	
10. Course Success Rate		95%	94%	90%	98%	
11. Course Failure Rate		5%	4%	6%	1%	
12. Course Withdrawal Rate		0%	2%	4%	1%	

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	72%	13%	13%	0%	0%	2%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	28%	23%	15%	18%	13%	3%
	Male	**Female**				
14 Gender	51%	49%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25840		2	5	1	1
AAS	A5840		0	2	1	0

Notes:

Program:	Early Childhood Education and Management (25320 & A5320)
Program Director:	Sandra L. Hightower, Ph.D.
Review Period:	2008-2009
Date of Last Review:	2007-2008 (September 2008)
Campus/Locations:	Lakeland Campus and JD Alexander Center in Lake Wales
Review Committee(s):	Program Director, Early Childhood Education Program Staff, Advisory Cmt.
Dean or Chair:	Marvin Pippert, Ph.D.
Description of the Review Process:	The review process includes an analysis of several sources of data. A summary of program admissions, students, courses, term enrollments, and program graduates has been kept as electronic and hardcopy documentation since 1998. Additional numbers, averages, percentages, and projections are gathered from the 2006-2009 annual state AA1A reports, college GENESIS databases, and the Regional Targeted Occupations List. Additional data from student satisfaction surveys, general program outcomes available in the college SPOL software, and the Advisory Committee suggestions are used to determine future course offerings, course locations, staffing assignments, and general program changes. These decisions and changes are always reflected in the most current edition of the Polk State College Early Childhood Education Program Information Packet.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Viability: Although the specific occupation *early childhood teacher* is not listed on the Targeted Occupation List, our graduates do qualify for the listed occupation *assistant teacher*. About 95% of our students and 99% of our graduates are working in the field/profession and do qualify as "high-demand" employees. They are also prepared to or many already own, operate, manage, supervise, or direct a small business such as, private sector childcare or child development centers or homes, and as such are making over the minimum-wage qualification.

A brief review of our Program Productivity section will support the demand for these courses, state-mandated credentials, and degrees. The required credentials, *Florida Child Care Professional Credential* and *Florida Director Credential*, although not listed as such with the DOE CIP certificates, are a legislated industry requirement through the Florida Department of Children and Families for all DCF state-licensed programs.

An additional indicator of the increasing demand for our program's degrees and certificates is the number of non-credit students who register each term for the state-mandated clock-hr training. Polk State College holds the DCF Childcare Training Grant. These consistent numbers indicate that demand for our courses will continue to increase to meet new federal (HeadStart) and state (VPK) teacher requirements. (see attachments)

Program Productivity:

Based on the Polk State College Program Success Indicators, the 2006-2009 annual state AA1A Reports, and the 1998-2009 Early Childhood Education Summary of Admissions and Enrollments Report, our PSC ECE&M programs are very productive. Briefly, we average 14 sections of courses each term with an average of 24 students per section.

We routinely add needed sections during the term to meet community, agency, and school district needs that may come up after the term has begun. Examples of this are sections to meet new certification or in-service requirements, sections to respond to federal, state, and private grant requirements and time deadlines, and sections to meet need of students who may have different day, hour, and location needs than we normally schedule.

Finally, the number of completers (graduates) may appear low compared to our high enrollments. This is due to the fact that almost all of our students are employed fulltime and are able to take only one or two courses each term based on both their available time and money. The number of completers has increased considerably since the first graduate in 1993 after the program was reinstated. (see attachments).

Program Quality:

Program quality is assessed, analyzed, improved, and reassessed based on several indicators:

a) PSC ECE&M Advisory Committee/Early Learning Coalition of Polk recommendations,

b) the annual PSC ECE&M Student Satisfaction Surveys,

c) faculty feedback through face-to-face faculty meetings and ongoing electronic communications,

d) informal direct student feedback received during program director visits to each section three times a term: 1) the first week of classes, 2) the week before the next term registration begins, and 3) the last week of classes for the term (2006-2009 electronic and hardcopy calendars of program director),

e) informal face-to-face and email conversations with immediate support and instructional staff on the Lakeland Campus (assistant to the Provost, assistant to the Workforce Dean, program Clinical Coordinator, Childcare Training Coordinator, Childcare Training Scheduling Specialists, and Childcare Training Testing Specialists.

f) informal ongoing conversations with USF Poly on the quality and quantity of PSC graduates articulating from our AS to their BSAS and graduating.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

The summary of enrollments is always used to determine future course schedules and staffing decisions. The student satisfaction surveys are used to determine new days, times, and locations that will better meet the needs of our working students. Feedback received from adjunct faculty help to improve textbook selection, course instructional activities, authentic assessment and grading, and classroom management policies and procedures. Currently, all students who complete our core program courses are required to complete a self-assessment project describing specifically how they are competent in knowledge and skills found in the PSC ECE&M Program Outcomes and Course Matrix and presented in each of the courses. Additionally, each of our adjunct faculty members is asked to complete a self-assessment annually that reveals how well they are accomplishing their adjunct responsibilities and instructional duties. Finally, classroom visits and student suggestions resulted in a new weekend format that changed our Friday/Saturday classes to Saturday only to help students save on travel expenses to campus. We had previous held five 9 hr. Fri/Sat weekends spread out over the 16 week term. We cut the student trips to campus in half by changing to six 8-hour Sat meetings, also spread out over the term. We are now running between 10 and 12 of these sections each year with excellent enrollment. (see attachments)

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

The main focus of our Advisory Committee/Early Learning Coalition meetings is the sharing of information among all early childhood providers (public, private, faith-based early care and education programs, and family childcare homes), state and local agencies, departments, public schools, and regulators. Advisory committee members help us stay current on local initiatives and regulations so that we are able to respond with appropriate credit courses, in-service workshops, continuing education (CEUs), and large-scale conferences that meet the needs of the profession, advertise the college program, and increase enrollment. Specific areas of strength and areas in need of improvement are solicited from these community members and addressed in the appropriate courses. Recent Advisory/Coalition suggestions identified *professionalism/staff development* as areas in need of more emphasis in appropriate classes.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

Staff, students, and community members all recognized the need for a large demonstration classroom where students could set up and present appropriate early childhood center activities and materials. This classroom was provided and furnished during the 08-09 academic year and has been used daily and very effectively since that time. Currently, there is a need for a part-time coordinator to help with the large number of phone calls, emails, student conferences, setup and organization for four classrooms, syllabi and handout creation and production for 16 adjunct instructors, student database management, and website production and maintenance. Additionally, plans are in process to create a program-wide pre/post content assessment to help identify internal sources of mastery and remediation needs.

Comments:

Attachments for filing in PSC Office of Institutional Research and Effectiveness:
2009 Regional Targeted Occupations List
2008-2009 PSC ECE&M Program Information Packet
1998-2009 Summary of Admissions and Enrollments
2006-2009 PSI-Program Success Indicators
2006-2009 AA1A State Reports
2006-2009 Advisory Committee Minutes (November 18, 2009 to be added upon completion)
2006-2008 Summary of Student Satisfaction Surveys (December 2008 to be added upon completion)
1993-2009 hardcopy documentation available in Lakeland Clinical Coordinator's Office, LLC2230-O
1993-2009PSC ECE&M Graduates
2006-2009 Adjunct Faculty Meeting Agendas and Newsletters
PSC ECE&M Program Outcomes and Course Matrix
PSC ECE&M Adjunct Faculty Self-Assessments
SPOL
GENESIS

Program Success Indicators   2008/2009

Program/Department:	**EARLY CHILDHOOD**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		39	38	39	41	5%
2. Other Core Sections		40	32	25	21	-48%
3. Duplicated Headcount		471	503	441	565	20%
4. Unduplicated Headcount		203	207	173	213	5%
5. N of Declared Majors		301	333	279	293	-3%
6. Discipline Specific FTE		47.1	50.3	44.0	56.5	20%
7. Other Core Course FTE		4.0	3.2	2.5	2.1	-48%
8. Gen-Ed Course FTE		26.3	32.0	27.9	25.6	-3%
9. % Sections w/FT Faculty		4%/20%	3%/30%	2%/30%	0%/47%	
10. Course Success Rate		94%	94%	93%	95%	
11. Course Failure Rate		1%	2%	3%	2%	
12. Course Withdrawal Rate		5%	4%	4%	3%	

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	48%	34%	13%	1%	0%	4%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	5%	14%	10%	29%	27%	15%
	Male	**Female**				
14 Gender	2%	98%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25320		15	12	11	16
AAS	A5320		4	4	9	7

Notes:

Program:	Emergency Medical Services AS Degree
Program Director:	Don Guillette
Review Period:	
Date of Last Review:	
Campus/Locations:	Winter Haven
Review Participants:	Don Guillette, Frank Dunn, Ramon Chico, John Allison
Academic Dean:	Trish Shuart
Description of the Review Process:	

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

Over the last few years we have had an increase in students seeking an AS degree in EMS. This is due to the continued increase in requirements for advancements within the local agencies.

Program Viability:

The minimum of a two year degree is mandatory for promotion in many of the local EMS and fire agencies. Some agencies also have incentive pay for employees who get there degree.

Program Quality:

Per our student surveys the faculty receives 4-5 out of possible 5 in all categories.

Analysis: [Please describe how the data from program assessment/review has been used for program improvement.]
When a student makes a recommendation to improve the program it is reviewed with faculty then our Advisory Committee. With their recommendations the change(s) would be implemented.
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:	CoAEMSP
Accredited Since:	1983
Next Accreditation Review	November 2010
Comments:	

Polk State College

Program/Department:	**EMS - EMERGENCY MEDICAL SERVICES**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		16	18	19	25	56%
2. Other Core Sections		0	0	0	0	0%
3. Duplicated Headcount		59	45	66	44	-25%
4. Unduplicated Headcount		21	18	24	18	-14%
5. N of Declared Majors		35	46	59	56	60%
6. Discipline Specific FTE		12.8	9.2	14.0	9.0	-30%
7. Other Core Course FTE		0.0	0.0	0.0	0.0	0%
8. Gen-Ed Course FTE		1.8	5.6	5.4	4.2	133%
9. % Sections w/FT Faculty		14%/0%	18%/0%	11%/0%	3%/0%	
10. Course Success Rate		97%	91%	89%	91%	
11. Course Failure Rate		2%	9%	0%	5%	
12. Course Withdrawal Rate		1%	0%	11%	4%	

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	80%	6%	9%	0%	0%	5%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	23%	29%	18%	18%	7%	5%
	Male	**Female**				
14 Gender	75%	25%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25450		5	5	4	5
AAS	A5450		0	0	1	2

Notes:

BASIC PROGRAM REVIEW FORM　　　　　　　　　　　　　2009/10

Program:	Emergency Medical Technician
Program Director:	Don Guillette
Review Period:	
Date of Last Review:	
Campus/Locations:	Winter Haven
Review Participants:	Don Guillette, Frank Dunn, Ramon Chico, John Allison
Academic Dean:	Trish Shuart
Description of the Review Process:	

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

We have had to add 1 to 2 classes above our normal two classes per semester. We expect this trend to continue for the near future. We are currently graduating more students than the local agencies need. Some of the completers will move on to the paramedic program.

Program Viability:

Do to local budget cuts the demand for Emergency Medical Technician has decreased. However we have had our highest enrollment. Our program exceeds the minimum requirements for state standards. We believe that our paramedic program would have a decrease in numbers if not for our EMT program. The program would be more efficient if it had for full time staff.

Program Quality:

Based on our student and clinical surveys the program rates 4-5 in all categories out of a possible 5. Employers feel that our program prepares our students well for the work environment. After the program our students feel that they are prepared for the job.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

Every semester the student surveys are reviewed and any suggestions are brought to faculty. Student recommendation to improve the program is reviewed with faculty then our Advisory Committee. With their recommendations the change(s) would be implemented.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]
a) Grading of the lab component instead of pass /fail. b) Cell phones not allowed in class/lab. c) Dress attire for class / lab d) A better accountability of assessment(s) in the hospital clinical setting. e) Implementing the following to on-line: HIPPA, SIDS, HIV/Aids, Written Exams

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

Approved by:	Date:

Outside Accreditation Agency:	N/A
Accredited Since:	N/A
Next Accreditation Review	N/A
Comments:	

Polk State College

Program Success Indicators

2008/2009

Program/Department:	**EMT - EMERGENCY MEDICAL TECHNOLOGY**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		9	11	12	18	100%
2. Other Core Sections		0	0	0	0	0%
3. Duplicated Headcount		85	73	178	242	185%
4. Unduplicated Headcount		43	36	89	118	174%
5. N of Declared Majors		75	100	127	167	123%
6. Discipline Specific FTE		15.6	13.4	32.6	44.3	184%
7. Other Core Course FTE		0.0	0.0	0.0	0.0	0%
8. Gen-Ed Course FTE		5.1	6.9	5.9	10.1	98%
9. % Sections w/FT Faculty		6%/0%	13%/0%	7%/0%	0%/0%	
10. Course Success Rate		96%	90%	86%	80%	
11. Course Failure Rate		2%	7%	7%	10%	
12. Course Withdrawal Rate		1%	3%	7%	10%	

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	74%	11%	8%	1%	0%	6%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	27%	40%	15%	13%	3%	2%
	Male	**Female**				
14 Gender	68%	32%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
ATD	B8130		46	11	107	96

Notes:

Program:	Paramedic
Program Director:	Don Guillette
Review Period:	
Date of Last Review:	
Campus/Locations:	Winter Haven
Review Participants:	Don Guillette, Frank Dunn, Ramon Chico, John Allison
Academic Dean:	Trish Shuart
Description of the Review Process:	

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

Our enrollment has had a continued increase in the past few years for our paramedic program. We currently expect the enrollment to continue and/or increase. Our completion numbers are very comparable to other rural counties within the State. The graduating classes either meet or exceed the local need for paramedics. The graduates of the paramedic program have a chance to go to the nursing bridge program.

Program Viability:

There is a high demand by for the paramedic program. Almost all of the graduates are employed as an EMT and will advance to paramedic within their respective department. The Paramedic Program requirement exceeds the State and National standards. Recourses shortages within the department (This was also suggested be a consultant that visited all of the Allied Health Programs) is the need for full-time clinical coordinator.

Program Quality:

Based on our student and clinical surveys the program rates 4-5 in all categories out of a possible 5. Employers feel our students are well prepared for the work environment with minimal training. After the program, our students feel that they are prepared for the job. Per student survey completers they are very pleased with the instruction, training and experience they have received as a paramedic student.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

For our accreditation, every year student and employer surveys are submitted to CoAEMSP and reviewed for any changes and recommendations.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

a) Grading of the lab component instead of pass /fail.
b) Cell phones not allowed in class/lab.
c) A better accountability of assessment(s) in the hospital clinical setting.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

Approved by:	Date:

Outside Accreditation Agency:	CoAEMSP
Accredited Since:	1983
Next Accreditation Review	2010
Comments:	

Program Success Indicators   2008/2009

Program/Department:	**PARAMEDIC**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		6	6	6	6	0%
2. Other Core Sections		0	0	0	0	0%
3. Duplicated Headcount		32	54	80	102	219%
4. Unduplicated Headcount		11	17	28	31	182%
5. N of Declared Majors		33	56	52	48	45%
6. Discipline Specific FTE		7.4	13.1	18.5	24.5	231%
7. Other Core Course FTE		0.0	0.0	0.0	0.0	0%
8. Gen-Ed Course FTE		2.3	2.8	2.7	3.2	39%
9. % Sections w/FT Faculty		36%/0%	29%/0%	24%/0%	13%/0%	
10. Course Success Rate		94%	96%	96%	98%	
11. Course Failure Rate		0%	4%	1%	2%	
12. Course Withdrawal Rate		6%	0%	3%	0%	

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	90%	4%	4%	0%	0%	2%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	19%	27%	29%	23%	2%	0%
	Male	**Female**				
14 Gender	71%	29%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
CERTIFICATE	68160		13	0	15	16

Notes:

Program:	Educator Preparation Institute (EPI)
Program Director:	Beverly Woolery
Review Period:	2008-2009
Date of Last Review:	N/A
Campus/Locations:	Winter Haven PSC Campus, Lakeland PSC Campus, JD Alexander in lake Wales, and Ridge Community High School in Davenport
Review Committee(s):	State Department of Education, VP of Academics and Students Services, EPI Director, EPI Ombudsman, and EPI Adjunct Faculty
Dean or Chair:	VP of Academics and Student Services, Ken Ross
Description of the Review Process:	Review of State Annual Program Evaluation Plan (APEP), SPOL Strategic Plans, Program Evaluation by students, and PSI (Program Success Indicator)

<table>
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Program Viability: The EPI program demonstrates viability as evidenced by the following:

1. A demand for new teachers in the Polk School District, particularly in Exceptional Education (ESE), Secondary Math, Secondary Science, Reading, and Elementary Education. Polk School District will hire over 600 teachers for the 2009-2010 year.

2. Increased student demand for the EPI program as more professionals are looking for a career change.

3. Unduplicated headcount enrollment continues to increase from 49 in 2006/2006 to 378 in 2008/2009.

Program Productivity: The EPI program continues to demonstrate its productivity as proven by the following indicators:

1. Substantive Increase of program enrollment each year for the past four years. PSC's EPI program is the largest in the state and graduates more participants than any community college in Florida. The number of participants for 2008-2009 was 379(unduplicated head count). The EPI program graduated 197 during the 2008-2009 year.

2. Course success rate 98% for 2008-2009.

3. Added new cohort groups at JD Alexander site in Lake Wales and Ridge Community High School in Davenport.

4. Created partnership with Warner University to transition students from a non-education degree through the EPI program at PSC to be eligible for a Professional Teaching Certificate.

Program Quality: The following are the program quality indicators:

1. Program completers evaluate the EPI program before graduation. None of the ratings were lower than 80% while half of the ratings were above 90%, overall, with an average total program satisfaction score of 89.2%, a very satisfying result.

2. The EPI program is the largest in the state and graduates more participants than any of the other community colleges in Florida. The number of participants for 2008-2009 was 379(unduplicated head count). The EPI program graduated 197 during the 2008-2009 year.

3. The EPI program has taken the lead in the state and become a role model to others by including 120 hours of ESOL (English for Speakers of other Languages) In-service points.

4. PSC's EPI program was the second in the state to receive approval to offer Reading Competency 2 Endorsement through the program rather than take the 14 week FOR-PD online course.

5. The EPI program host Kagan Professional Development workshops and "Fill your Toolbox" activity nights at PSC for instructors and participants. The EPI program supports/models active engagement in the training classes.

6. The EPI program received "League for Innovation in the Community Colleges" award for the 2007-2008 year.

7. EPI instructors' model effective teaching strategies and are dedicated, motivated, and incorporate active engagement and higher level thinking in the classroom.

8. Offers FTCE (Florida Teacher Certification Exam) Professional Development Study Workshops for participants to assist them in preparing for the state required test.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

The data from program assessment/review by participants has been used for program improvement in the following ways:

1. Revise the participants Program Evaluation questions.

2. Review course books and make recommendations for possible change.

3. Collaborate with facilities and technology about the classrooms and make suggestions for improvement.

The State Department of Education is in the process of reviewing the data from the APEP (Annual Program Evaluation Plan).

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

The State Department of Education is in the process of reviewing the Annual Program Evaluation Plan submitted in July 2009 and will complete a site visit in 2010. At that time, EPI will review the recommendations and create an action plan for improvements needed.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

Program viability, productivity, and quality indicators are very positive for the EPI program, however, the following recommendations are being made:

1. Revise curriculum for FTCE Professional Ed Workshop to include more ESOL questions to better align with the state test.

2. Continue to recruit and collaborate with the Polk County School District Certification Office.

3. Improve partnership with Warner University and pursue partnership with Webber University.

4. Utilize Flip Cameras to disseminate information online to current and prospective students.

5. Continue to revise forms/documents and policies as needed.

Approved by:	Date:

Outside Accreditation Agency:	Florida Department of Education
Accredited Since:	August 2005
Next Accreditation Review	Annual Program Evaluation Plan submitted July 2009. Site visit by the Department of Education will be held during the 2010 year.
Comments:	

Polk State College

Program Success Indicators   2008/2009

Program/Department:	**EPI - EDUCATOR PREPARATION INSTITUTE**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		9	47	97	101	1022%
2. Other Core Sections		0	0	0	0	0%
3. Duplicated Headcount		361	897	1613	2054	469%
4. Unduplicated Headcount		49	180	306	378	671%
5. N of Declared Majors		50	186	314	401	702%
6. Discipline Specific FTE		27.8	71.9	128.7	166.5	499%
7. Other Core Course FTE		0.0	0.0	0.0	0.0	0%
8. Gen-Ed Course FTE		0.2	0.7	0.5	1.9	850%
9. % Sections w/FT Faculty		78%/0%	0%/0%	0%/12%	1%/23%	
10. Course Success Rate		99%	99%	98%	98%	
11. Course Failure Rate		0%	1%	2%	2%	
12. Course Withdrawal Rate		1%	0%	0%	0%	

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	60%	14%	7%	2%	0%	17%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	0%	9%	22%	32%	21%	16%
	Male	**Female**				
14 Gender	28%	72%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
CERTIFICATE	F9025		17	21	108	197

Notes:

Program:	Financial Services (AS and AAS)
Program Director:	Maria Lehoczky
Review Period:	Fall 2008 – Summer 2009
Date of Last Review:	October 2008
Campus/Locations:	Lakeland
Review Participants:	Maria Lehoczky – Program Director, Advisory Committee
Academic Dean:	Dr. Marvin Pippert
Description of the Review Process:	Determination of outcomes to be assessed for the program academic year.
	Review of performance indicators such as enrollments, number of graduates, graduate and employer surveys, Region 17 targeted occupation list, feedback from advisory committee.
	Development of a prescriptive plan based upon the program assessment results.
	Monitor impact of prescriptive plan and adjust as needed based on results.
	Incorporate and use results as part of the College and program strategic plan.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

Success Indicators:

Program/Department:			**FINANCIAL SERVICES**		
Program Enrollment					
2004/05	**2005/06**	**2006/07**	**2007/08**	**2008-09**	**Change '06 to '09**
1. N of Discipline Sections	64	68	73	78	22%
2. Other Core Sections	5	7	6	2	-60%
3. Duplicated Headcount	13	8	13	5	-62%
4. Unduplicated Headcount	6	3	4	3	-50%
5. N of Declared Majors	8	11	4	7	-13%
6. Discipline Specific FTE	1.3	0.8	1.3	0.5	-62%
7. Other Core Course FTE	0.5	0.7	0.6	0.2	-60%
8. Gen-Ed Course FTE	1.2	2.3	1.6	2.6	117%

The program enrollment has been consistently low with declared majors less than 10. The headcount number is low due to some students have declared it as their secondary objective and students do not take program specific courses until the end of the program. Students focus on the general education courses and electives at the beginning of their program.

Program specific courses, banking, are usually offered as needed. The courses are offered as a DIS course and thus require a low amount of allocated resources. A majority of the program courses are also incorporated in other program requirements for the business administration and accounting programs. Finance courses such as FIN 2000 are offered as electives in other business programs, thus supporting other programs. The number of discipline sections is reflective of the business administration core courses.

Curriculum needs to be closely analyzed to determine if it is meeting the needs of community workforce. The low enrollment numbers may be reflective of the focus of the curriculum which is banking.

Program Viability:

Program Demographics:

Program Demographics						
	White	**Black**	**Hispanic**	**Asian**	**Other**	**Unknown**
12. Ethnicity	74%	13%	2%	6%	0%	5%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	13%	18%	10%	26%	23%	10%
	Male	**Female**				
14 Gender	30%	70%				

Program demographics are reflective of Polk County demographics. Potential opportunity exists within the Hispanic ethnic group. This demographic area may serve as a potential target group for future students. Gender breakdown is similar to the other business programs.

Workforce Demand:

The program prepares students for occupations in the finance fields, specifically the banking industry.

Two of the applicable SOC codes, 434131 and 132072, are on the Region 17 Targeted Occupation List. Projected growth for the above mentioned occupation clusters is .81% and 1.5 %, respectively. Certain bank positions are classified as a high skill/high wage occupation. Average salary range for the occupational positions mentioned above is from $ 33,280 to $ 60,320 per year. This salary range varies based upon the position.

Enrollment numbers continue to support the projected number of opening per year and there is tremendous opportunity for growth in this program. The number of projected openings per year is 389 for loan officers and 892 for loan clerks.

There is also other finance related occupations on the Targeted Occupations List which is not addressed through our current curriculum. These are more in the track of financial analysis which has been projected as a high demand job nationwide.

Program Quality:

Faculty:

% Sections w/FT Faculty	77%/19%	66%/10%	67%/10%	60%/10%
Course Success Rate	100%	100%	92%	100%
Course Failure Rate	0%	0%	8%	0%
Course Withdrawal Rate	0%	0%	0%	0%

Instruction of the program is supported by 2 adjunct faculty members. All faculty members possess a Master's degree in the discipline of finance. This discipline continues to be difficult to staff with credentialed faculty.

The FT faculty percentage of sections taught is reflective of the business courses in the curriculum. The number of increased sections is due to increased services rendered to students at the Airside Center and partnership with Geico. Hybrid and online course delivery is currently being tested for effectiveness.

Student Feedback:

Student feedback regarding the instruction of courses has been generally positive, especially the Geico course sections. Feedback regarding the program outcomes has been inconsistent due to the lack of response to graduate surveys. Lack of response to graduate surveys has prevented a thorough survey of employers. The form of delivery of this assessment method is to be evaluated for more effective assessment of the program.

Advisory Feedback:

The Advisory Committee has suggested that the low enrollment numbers have been reflective of the banking focus of the program. Many banks have their own training and development programs and develop entry level individuals from within. They send employees to ABA training courses if training is needed from outside of the bank. In addition, there currently is a heavy emphasis in series 7 training which our curriculum does not meet.

A focus group meeting was held in conjunction with Corporate College to determine how we could better meet the needs of the banking industry. The results of this effort are still inconclusive, further meetings are required.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

The curriculum is under review for modifications. Further research needs to be done to determine whether the program should be eliminated or modified. An alternative to the program is to add it as a specialization under the AAS Business Administration program. The focus of the program may need to be modified or broken down to specializations. The impact of both options needs to be further investigated.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

The Advisory Committee has suggested that the low enrollment numbers have been reflective of the banking focus of the program. Many banks have their own training and development programs and develop entry level individuals from within. They send employees to ABA training courses if training is needed from outside of the bank. In addition, there currently is a heavy emphasis in series 7 training which our curriculum does not meet.

The committee has advised to either incorporate the program into the business program as a specialization or to modify the focus of the curriculum toward financial investment or finance statement analysis.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

In support of the strategic plan for the program, the following measures will continue to be of focus for the 2009/2010 academic year.

- Continued recruitment of credentialed and experienced faculty to insure the quality of the program and increased student success rate.

- Continued partnership with the School Board through articulation agreements with the Finance Career Academies.

- Continue to develop hybrid courses within the program to help increase student access. Test the viability of online courses.

Polk State College

Program/Department:	**FINANCIAL SERVICES**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		64	68	73	78	22%
2. Other Core Sections		5	7	6	2	-60%
3. Duplicated Headcount		13	8	13	5	-62%
4. Unduplicated Headcount		6	3	4	3	-50%
5. N of Declared Majors		8	11	4	7	-13%
6. Discipline Specific FTE		1.3	0.8	1.3	0.5	-62%
7. Other Core Course FTE		0.5	0.7	0.6	0.2	-60%
8. Gen-Ed Course FTE		1.2	2.3	1.6	2.6	117%
9. % Sections w/FT Faculty		77%/19%	66%/10%	67%/10%	60%/10%	
10. Course Success Rate		100%	100%	92%	100%	
11. Course Failure Rate		0%	0%	8%	0%	
12. Course Withdrawal Rate		0%	0%	0%	0%	

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	71%	15%	0%	0%	0%	14%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	43%	29%	14%	0%	14%	0%
	Male	**Female**				
14 Gender	43%	57%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25060		2	1	1	0
AAS	A5060		0	0	1	0

Notes:

Program:	HIM—HEALTH INFORMATION MANAGEMENT
Program Director:	Hertencia Bowe
Review Period:	Fall 2008—Summer 2009
Date of Last Review:	October 2008
Campus/Locations:	Lakeland
Review Committee(s):	Hertencia Bowe—Program Director, Kelli Lewis, Pam Martin, Advisory Committee
Dean or Chair:	Dr. Marvin Pippert
Description of the Review Process:	Determination of outcomes to be assessed for the program academic year. Review of performance indicators such as enrollments, number of graduates, graduate and employer surveys, Region 17 targeted occupation list, feedback from advisory committee. Development of a prescriptive plan based upon the program assessment results. Monitor impact of prescriptive plan and adjust as needed based on results. Incorporate and use results as part of the College and program strategic plan.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Viability:

HIM professionals play a critical role in maintaining, collecting, and analyzing the data that healthcare providers rely on to deliver quality healthcare. HIM technicians appear on the Region 17 targeted occupations list. The demand for HIM technicians has never been greater. The average annual growth rate is 2.32 percent with 465 annual openings with average starting salary of $21,320. With the implementation of electronic health records and automated expert coding systems by 2014, the demand for HIM professionals is expected to continue for some years to come.

Enrollment numbers continue to support the projected number of openings each year and there is opportunity for growth in this program.

Program Productivity:

Success Indicators:

Program/Department:	**HIM - HEALTH INFORMATION MANAGEMENT**
Program Enrollment	

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		11	15	15	15	36%
2. Other Core Sections		7	10	14	25	257%
3. Duplicated Headcount		76	67	52	74	-3%
4. Unduplicated Headcount		25	18	16	19	-24%
5. N of Declared Majors		27	21	16	21	-22%
6. Discipline Specific FTE		6.8	5.9	5.0	6.3	-7%
7. Other Core Course FTE		0.7	1.0	1.4	2.9	314%
8. Gen-Ed Course FTE		2.6	1.8	1.1	1.9	-27%

The program enrollment continues to reflect the public's lack of awareness of the HIM program. The decrease in headcount for the HIM program reflects the fact that students declare Coding as their primary major.

Program Quality:

- The Health Information Management program has set a goal that 80% of first time candidates will pass the RHIT certification exam.

- Three of three instructors evaluated received favorable class room evaluations.

- The program participated in two educational workshops—Assembly on Education Meeting and Curriculum Workshop sponsored by AHIMA

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

The Health Information Management program has demonstrated responsiveness to the needs of the community interest by offering evening courses which makes attending courses more convenient for students.

The Health Information Management program has set a target goal of retaining at least 50% of first year Health Information Management students by getting the students involved and encouraging them to participate in the HIM student association meetings and events. The students are also encouraged to participate in professional development and networking opportunities such as HIM "Dinner and Learn" events and local HIM chapter meetings.

To better meet the needs of the community and students the advisory board recommended and the program has instituted increased numbers of fast track (8 week format) courses rather than 16 week full term courses.

The HIM program has attempted to be responsive to the needs of the community interests by building an evening and hybrid oriented program. Student surveys indicated that 92 percent of HIM students were employed fulltime during the day and preferred an evening program.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

The advisory committee recommended that a meeting be arranged where local hospital directors can come together to discuss ways to ensure students are able to fulfill their practicum assignments.

The advisory committee also agreed that moving forward with the BAS health informatics specialization is greatly needed in the community and would be beneficial for the college as well as the community.

The need for certified coding instructors to teach within the HIM and Coding programs remains. The advisory committee recommends continuing to post Coding instructor positions at the PSC human resource website and the AHIMA and FHIMA websites.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

Program Success Indicators 2008/2009

Program/Department:	**HIM - HEALTH INFORMATION MANAGEMENT**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		11	15	15	15	36%
2. Other Core Sections		7	10	14	25	257%
3. Duplicated Headcount		76	67	52	74	-3%
4. Unduplicated Headcount		25	18	16	19	-24%
5. N of Declared Majors		27	21	16	21	-22%
6. Discipline Specific FTE		6.8	5.9	5.0	6.3	-7%
7. Other Core Course FTE		0.7	1.0	1.4	2.9	314%
8. Gen-Ed Course FTE		2.6	1.8	1.1	1.9	-27%
9. % Sections w/FT Faculty		0%/10%	12%/6%	19%/0%	0%/14%	
10. Course Success Rate		91%	94%	84%	97%	
11. Course Failure Rate		3%	2%	4%	3%	
12. Course Withdrawal Rate		6%	4%	12%	0%	

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	57%	24%	5%	0%	0%	14%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	5%	19%	10%	29%	24%	14%
	Male	**Female**				
14 Gender	5%	95%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25485		3	4	3	2
AAS	A5485		0	2	1	0

Notes:

Program:	CODING SPECIALIST
Program Director:	Hertencia Bowe
Review Period:	Fall 2008—Summer 2009
Date of Last Review:	October 2008
Campus/Locations:	Lakeland
Review Committee(s):	Hertencia Bowe—Program Director, Kelli Lewis, Pam Martin, Advisory Committee
Dean or Chair:	Dr. Marvin Pippert
Description of the Review Process:	Determination of outcomes to be assessed for the program academic year. Review of performance indicators such as enrollments, number of graduates, graduate and employer surveys, Region 17 targeted occupation list, feedback from advisory committee. Development of a prescriptive plan based upon the program assessment results. Monitor impact of prescriptive plan and adjust as needed based on results. Incorporate and use results as part of the College and program strategic plan.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Viability:

The program prepares students for occupations as medical coders in the hospital setting. The job outlook is expected to be better than average through 2016 with growth at a projected increase of 18%. Government regulations regarding health information will ensure that there are plenty of job opportunities available. Entry level pay for coders averages approximately $15. per hour in Florida. Experienced and credentialed coders who receive incentive pay and/or do contract work earn salaries in the range of $37,000 to $48,000 annually.

Program Productivity:

Success Indicators:

Program/Department:	**CODING SPECIALIST**					
Program Enrollment						
	2004/05	**2005/06**	**2006/07**	**2007/08**	**2008-09**	**Change '06 to '09**

1. N of Discipline Sections		6	9	9	9	50%
2. Other Core Sections		52	71	47	55	6%
3. Duplicated Headcount		52	109	85	55	6%
4. Unduplicated Headcount		20	38	30	19	-5%
5. N of Declared Majors		59	93	73	53	-10%
6. Discipline Specific FTE		4.5	11.9	6.5	4.6	2%
7. Other Core Course FTE		5.8	7.3	4.9	5.7	-2%
8. Gen-Ed Course FTE		3.2	6.2	1.9	2.5	-22%

The program enrollment continues to reflect the public's lack of awareness of the Coding program.

Program Quality:

- The Health Information Management program has set a goal that 80% of first time candidates will pass the RHIT certification exam.

- Three of three instructors evaluated received favorable classroom evaluations.

- The program participated in two educational workshops—Assembly on Education Meeting and Curriculum Workshop sponsored by AHIMA

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

The Health Information Management program has demonstrated responsiveness to the needs of the community interest by offering evening courses which makes attending courses more convenient for students.

The Health Information Management program has set a target goal of retaining at least 50% of first year Health Information Management students by getting the students involved and encouraging them to participate in the HIM student association meetings and events. The students are also encouraged to participate in professional development and networking opportunities such as HIM "Dinner and Learn" events and local HIM chapter meetings.

To better meet the needs of the community and students the advisory board recommended and the program has instituted increased numbers of fast track (8 week format) courses rather than 16 week full term courses.

The HIM program has attempted to be responsive to the needs of the community interests by building an

evening and hybrid oriented program. Student surveys indicated that 92 percent of HIM students were employed fulltime during the day and preferred an evening program.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

The advisory committee recommended that a meeting be arranged where local hospital directors can come together to discuss ways to ensure students are able to fulfill their practicum assignments.

The advisory committee also agreed that moving forward with the BAS health informatics specialization is greatly needed in the community and would be beneficial for the college as well as the community.

The need for certified coding instructors to teach within the HIM and Coding programs remains. The advisory committee recommends continuing to post Coding instructor positions at the PSC human resource website and the AHIMA and FHIMA websites.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

Polk State College

Program Success Indicators 2008/2009

Program/Department:	**CODING SPECIALIST**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		6	9	9	9	50%
2. Other Core Sections		52	71	47	55	6%
3. Duplicated Headcount		52	109	85	55	6%
4. Unduplicated Headcount		20	38	30	19	-5%
5. N of Declared Majors		59	93	73	53	-10%
6. Discipline Specific FTE		4.5	11.9	6.5	4.6	2%
7. Other Core Course FTE		5.8	7.3	4.9	5.7	-2%
8. Gen-Ed Course FTE		3.2	6.2	1.9	2.5	-22%
9. % Sections w/FT Faculty		0%/17%	10%/10%	20%/0%	0%/25%	
10. Course Success Rate		92%	93%	98%	93%	
11. Course Failure Rate		0%	2%	0%	4%	
12. Course Withdrawal Rate		8%	5%	2%	3%	

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	57%	24%	7%	4%	2%	6%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	2%	21%	15%	17%	30%	15%
	Male	**Female**				
14 Gender	11%	89%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
CERTIFICATE	68030		6	7	22	5

Notes:

Program:	CMS Law Enforcement
Program Director:	Craig C. Smith
Review Period:	Unknown
Date of Last Review:	Unknown
Campus/Locations:	Winter Haven
Review Committee(s):	None
Dean or Chair:	None
Description of the Review Process:	None

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Viability: Completion of the program allows completers to sit for the State Officer Certification Exam (SOCE). The demand for law enforcement officers continues to be good, based on law enforcement officers leaving the field, as well as, retirements and increased allocations. The program feeds the AS criminal justice program through the awarding of credits for completion and state licensure. The program could use additional facilities due to growth and for facilities designed for the intricacies of the program.

Program Productivity: The CMS Law Enforcement program will continue to be in demand as students will continue to seek law enforcement certifications. The number of enrolled at the onset of the program compares favorably to those who complete the program. It is not known how this program's enrollment compares to other training centers in the state. The program output seems to match local workforce demand.

Program Quality: Overall the quality of the program faculty is very good. The most often listed concerns of students are with the air conditioning performance in the classrooms and the number of state mandated hours in the program. The success rate of students passing the State Officer Certification Exam is high, but varies, and is the range of 90% to 100%. Employer feedback of completer students is generally good. The diversity of students in the program is in line with the population of our service area.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]
As an academy staff we review the instructor and course evaluations completed by the students. Additionally, the quarterly results from the State Officer Certification Exam are reviewed and areas below the state average are flag for improvement processes.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]
There are no specific recommendations from the advisory committee.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]
N/A

Approved by:	Date:

Outside Accreditation Agency:	Commission on Accreditation for Law Enforcement Agencies, Inc.
Accredited Since:	March, 2007
Next Accreditation Review	December, 2009
Comments:	

Program Success Indicators   2008/2009

Program/Department:	**CMS LAW ENFORCEMENT**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		55	57	49	63	15%
2. Other Core Sections		0	0	0	0	0%
3. Duplicated Headcount		986	1164	755	1014	3%
4. Unduplicated Headcount		146	129	75	86	-41%
5. N of Declared Majors		178	158	113	107	-40%
6. Discipline Specific FTE		61.8	74.8	45.2	54.2	-12%
7. Other Core Course FTE		0.0	0.0	0.0	0.0	0%
8. Gen-Ed Course FTE		4.5	2.9	1.1	1.2	-73%
9. % Sections w/FT Faculty		2%/0%	0%/0%	0%/0%	0%/0%	
10. Course Success Rate		98%	98%	98%	98%	
11. Course Failure Rate		2%	2%	1%	2%	
12. Course Withdrawal Rate		0%	0%	1%	0%	

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	69%	9%	17%	2%	0%	3%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	5%	33%	17%	24%	16%	5%
	Male	**Female**				
14 Gender	77%	23%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
CERTIFICATE	58610		85	59	59	21

Notes:

Program:	Law Enforcement Crossover
Program Director:	Craig C. Smith
Review Period:	Unknown
Date of Last Review:	Unknown
Campus/Locations:	Winter Haven
Review Committee(s):	None
Dean or Chair:	None
Description of the Review Process:	None

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Viability: The LE Crossover program is generally presented once a year for 25 to 30 students per year on average. Completion of the program allows completers to sit for the State Officer Certification Exam (SOCE). The demand for law enforcement officers continues to be good, based on law enforcement officers leaving the field, as well as, retirements and increased allocations. The program feeds the AS criminal justice program through the awarding of credits for completion and state licensure. The program could use additional facilities due to growth and for facilities designed for the intricacies of the program.

Program Productivity: The LE Crossover program will continue to be in demand as certified corrections officers will continue to transition to law enforcement certifications. The number of enrolled at the onset of the program compares favorably to those who complete the program. It is not know how this program's enrollment compares to other training centers in the state. The program output seems to match local workforce demand.

Program Quality: Overall the quality of the program faculty is very good. The most often listed concerns of students are with the air conditioning performance in the classrooms and the number of state mandated hours in the program. The success rate of students passing the State Officer Certification Exam is high, but varies, and is the range of 90% to 100%. Employer feedback of completer students is generally good. The diversity of students in the program is in line with the population of our service area.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

As an academy staff we review the instructor and course evaluations completed by the students. Additionally, the quarterly results from the State Officer Certification Exam are reviewed and areas below the state average are flag for improvement processes.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

There are no specific recommendations from the advisory committee.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

N/A

Approved by:	Date:

Outside Accreditation Agency:	Commission on Accreditation for Law Enforcement Agencies, Inc.
Accredited Since:	March, 2007
Next Accreditation Review	December, 2009
Comments:	

Program Success Indicators   2008/2009

Program/Department:	**LAW ENFORCEMENT CROSSOVER**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		0	23	0	35	0%
2. Other Core Sections		0	0	0	0	0%
3. Duplicated Headcount		0	69	0	110	0%
4. Unduplicated Headcount		0	10	0	32	0%
5. N of Declared Majors		4	11	0	34	750%
6. Discipline Specific FTE		0.0	3.3	0.0	4.8	0%
7. Other Core Course FTE		0.0	0.0	0.0	0.0	0%
8. Gen-Ed Course FTE		0.0	0.0	0.0	1.0	0%
9. % Sections w/FT Faculty		0%/0%	0%/0%	0%/0%	0%/0%	
10. Course Success Rate		0%	100%	0%	99%	
11. Course Failure Rate		0%	0%	0%	0%	
12. Course Withdrawal Rate		0%	0%	0%	1%	

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	65%	24%	9%	0%	0%	3%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	0%	21%	21%	35%	21%	3%
	Male	**Female**				
14 Gender	82%	18%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
CERTIFICATE	58510		0	9	0	10

Notes:

Program:	Medical Transcription ATD #B8060
Program Director:	Sheila Rios
Review Period:	2008-2009
Date of Last Review:	2007-2008
Campus/Locations:	Lakeland
Review Participants:	Sheila Rios- Program Director, Thelma Chicas, Susan Whatley, Advisory Committee
Academic Dean:	Marvin Pippert, Ph.D.
Description of the Review Process:	An analysis of data in the Regional Targeted Occupations List, Bureau of Labor Statistics Occupational Outlook data, GENESIS program enrollment data and program advisory board recommendations were incorporated into the review process.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity

Employment in the area of Medical Transcription is identified in the Florida Agency for Workforce Innovation 2009-2010 Regional Targeted Occupations List with annual percentage growth of 2.75%. The job outlook for students graduating from this field is positive. According to the Bureau of Labor Statistics Occupational Outlook for Medical Transcriptionists is expected to be good with an increase of 14% for the 2006-2016 period.

Program Advantages/Uniqueness

The program offers flexible scheduling options by offering evening, online and hybrid courses and an open enrollment admissions policy. Students are advised to follow a prescribed course sequence. A student pathway is completed on each student entering the Medical Transcription program. The pathway outlines course sequence by term to program completion/graduation term. By using these pathways, we have increased the number of completers in the program as well as help advising staff with registration of students in the program.

Most students choose this program of study due to the high availability of flexible working conditions.

Some of the resource shortages include:

1) 1 P/T Open Lab Instructional Support Staff
2) 1 F/T Full-time Clinical Coordinator

Program Viability:

Student enrollment in the program has increased by 28% in the last 3 years. As of the fall of 2010 the number of declared majors is 39 students. Enrollment growth in the program is expected to continue to increase over the next year to surpass 30%.

Due to the recent changes in data capturing and retrieval, the tracking of students through their progression in the program has improved. The Program Director along with the Program Coordinator and the AS Academic Advisors will work with students to ensure appropriate course sequence and timely program completion.

The Medical Transcription program generates discipline specific FTE of 5.0.

Program Quality:

Faculty

The program faculty is composed of adjunct staff who range in teaching and work experience. Students are reporting positive and complementary feedback on faculty and their experience in the classroom. The faculty is encouraged to pursue professional development opportunities in their subject area and pursue additional education when appropriate. Evaluation of adjunct faculty is performed once a year.

Diversity

At PSC, 72% of the program's enrollment is white, 10% Black, 3% Hispanic, 6% Asian and 94% of the population is female. The program staff will promote and market the programs to help increase gender and ethnic diversity in the program.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

The data from program assessment/review has provided the program staff with direction on areas that need the most attention and to focus on these. We have identified the following areas as the most critical for program improvement:

1) Tracking student's progression and completion in the program

2) Employer's satisfaction with our graduates

3) Student satisfaction with the programs

4) Increase gender and ethnic diversity in our program enrollment

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

Recommendations:

1) Include Electronic References and Resources for Medical Transcription I, II and III students
2) Develop a Program Orientation
3) Increase flexible scheduling options
4) Teach students how to work with Speech Recognition Software and edit transcription
5) Submit application for AACP – voluntary accreditation for medical transcription programs.

Actions:

1) Benchmark KB software, an electronic resource library, was purchased and incorporated in to the program curriculum. The software was implemented in the Fall 2009. Students will have use of the electronic resource library for 15 months.
2) A program orientation was developed and presented in the Fall 2009.
3) 13 out of the 16 course offerings in OST are online and/or hybrid and fast-track. Curriculum development will continue throughout the 2009-2010 to increase flexible course offerings in the program.
4) Speech Recognition software has not been incorporated into the curriculum due the high cost associated with the tool.
5) An AACP application was not submitted due to lack of staffing. Currently, the program staff is a Program Director (.5) and one adjunct faculty.

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:	

Polk State College

Program Success Indicators

Program/Department:	**MEDICAL RECORDS TRANSCRIPTION**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections			10	10	8	-20%
2. Other Core Sections			27	23	51	89%
3. Duplicated Headcount			36	34	50	39%
4. Unduplicated Headcount			12	17	23	92%
5. N of Declared Majors			25	25	32	28%
6. Discipline Specific FTE			3.6	3.4	5.0	39%
7. Other Core Course FTE			2.8	2.3	5.1	82%
8. Gen-Ed Course FTE			1.2	0.9	0.6	-50%
9. % Sections w/FT Faculty			10%/10%	0%/10%	0%/0%	
10. Course Success Rate			94%	100%	96%	
11. Course Failure Rate			0%	0%	2%	
12. Course Withdrawal Rate			6%	0%	2%	

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	72%	10%	3%	6%	0%	9%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	9%	13%	25%	6%	25%	22%
	Male	**Female**				
14 Gender	6%	94%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
ATD	B8060		0	1	9	4

Notes:

Program:	MICROCOMPUTER REPAIR and INSTALLATION 68310
Program Director:	Clifford Bennett
Review Period:	October 2008 – October 2009
Date of Last Review:	November 2007
Campus/Locations:	Lakeland
Review Committee(s):	Cliff Bennett – Program Coordinator Brian Hartpence – HS Faculty John Huff- Faculty Hiep Nguyen Director of Information Technology - City of Winter Haven Meryl Crews IT Operations Director – Summit Consulting Tom Larson Director, IT Publix Supermarkets, Inc Ron Mallory Director IT Infrastructure – Badcock
Dean or Chair:	Dr. Marvin Pippert
Description of the Review Process:	Reassess the program outcome for the coming academic year. Review the performance indicators such as enrollments, numbers of graduates, Information from Genesis and the Institutional Research Department

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

See material below:

Program Enrollment						
	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		16	28	31	29	81%
2. Other Core Sections		0	0	0	0	0%
3. Duplicated Headcount		10	23	22	17	70%
4. Unduplicated Headcount		7	12	12	6	-14%
5. N of Declared Majors		9	13	12	7	-22%
6. Discipline Specific FTE		1.3	2.3	2.2	1.7	31%
7. Other Core Course FTE		0.0	0.0	0.0	0.0	0%
8. Gen-Ed Course FTE		0.9	0.4	0.3	0.1	-89%

Program Viability:

We have updated this program to reflect the latest courses. However, unless the strategies for increasing the

number of graduate work, the program will be dropped. There has been a significant change in the scope of skills needed for IT technicians. In the late 1990's and early 2000's, the market was looking for specialists in either Cisco or Microsoft. This was in response to the needs for a highly specialized workforce to support the demands of industry in two primary areas; access to the internet and the benefits of moving to active directory networking. At the time, because of the newness and tremendous growth of these fields, the only way to determine the credentials of this workforce with through industry certifications. Today's market has changed this paradigm in several ways:

1. While there is still the demand for highly specialized individuals, technology itself has altered what this workforce looks like.   In order to take advantage of some of the features offered by newer technologies, industry is looking for a combination of highly specialized/highly experienced workers. This has lowered the value of entry level certifications and increased the value of workers with experience. (Foote Partners LLC 2008. http://www.footepartners.com/FooteNewsrelease_1Q2008skillstrends_051708.pdf)

2. There is an exception to the case presented in # 1 above; small to mid-size businesses. These businesses have needs for technicians that are quite different than those needed in case 1 above. Their needs are for a workforce that focuses on a broad range of technologies but without depth. The specialty functions of newer technologies are provided by factory reps or through outsourcing. This "new" technician has a much broader skill set that includes; computer repair, networking, server applications, open-source, and much more. This multi-skilled workforce needs a much different educational track and has shifted the educational requirements away for certification to broader training programs such as AS and AAS degrees.

3. This certificate has limited industry applications.

Program Quality:

All faculty members have actual field experience in their areas of study.

45% of the classes are taught by full-time faculty.

Faculty holds industry certifications in the courses be taught.

Faculty are encouraged to attend conferences to enhance their skills and to stay current with new technologies

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

1. Continue to monitor the program and make course modifications to stay current and meet the needs of the business community. We have begun a push to encourage students that take these courses to take the certification exams.

2. Worked to increase enrollments by creating online courses designed for working professionals and small businesses who might want to do part of there on repairs.

3. We should consider adding Microsoft server to the certificate.

Program Outcomes: Number of Graduates						
	P-Code	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**
CERTIFICATE	68310		3	0	1	2

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

1. There is agreement that we should continue this certification. However, there may not be

enough demand to warrant it in the future. Most repair businesses will require experience in server applications. The committee will look at the numbers to make future decisions concerning the certificate.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

1. Develop a totally online certificate track. This will increase the market area and numbers for programs of this type.

Program Success Indicators   2008/2009

Program/Department:	**MICROCOMPUTER REPAIR and INSTALLATION**					

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		16	28	31	29	81%
2. Other Core Sections		0	0	0	0	0%
3. Duplicated Headcount		10	23	22	17	70%
4. Unduplicated Headcount		7	12	12	6	-14%
5. N of Declared Majors		9	13	12	7	-22%
6. Discipline Specific FTE		1.3	2.3	2.2	1.7	31%
7. Other Core Course FTE		0.0	0.0	0.0	0.0	0%
8. Gen-Ed Course FTE		0.9	0.4	0.3	0.1	-89%
9. % Sections w/FT Faculty		81%/6%	52%/16%	59%/25%	45%/41%	
10. Course Success Rate		100%	87%	76%	94%	
11. Course Failure Rate		0%	9%	14%	0%	
12. Course Withdrawal Rate		0%	4%	10%	6%	

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	57%	0%	14%	0%	0%	29%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	0%	29%	0%	43%	0%	29%
	Male	**Female**				
14 Gender	71%	29%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
CERTIFICATE	68310		3	0	1	2

Notes:

Program:	Nursing
Program Director:	Annette Hutcherson
Review Period:	2008-2009
Date of Last Review:	2008
Campus/Locations:	WH, Lakeland
Review Participants:	Nursing Faculty, Students
Academic Dean:	Trish Shuart/Marvin Pippert
Description of the Review Process:	Multiple aspects of program reviewed per Program Evaluation Plan (see attached). Data analysis of student evaluations of program per IR office (see attached). Graduate and Employer follow-up surveys. Items related to department operations review and consensus decision by faculty.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity: Continue to have approximately twice as many applicants than can be accepted. Enrollment expansion primarily limited by availability of clinical placement sites. Program generates significant FTE for general education courses. 66% increase in discipline-specific FTE compared to 2005/06 FTE; also increase in core course FTE and general ed FTE. Program completion rate of approx 70% correlates with average completion rate for ADN programs; however, approximately 10% of loss due to students voluntarily leaving the program with career change.

Program Viability: Continue to have high demand for program. Graduates continue to find employment; however, local hospitals currently have freeze on hiring making availability for employment for future graduates uncertain in short-term. Florida Center for Nursing data indicates predicted statewide shortage of 18,000 nurses for 2010 and 52,000 by 2020, thus long-term need continues. Primary resource issue is classroom availability and lab space to promote small group and interactive learning activities which can be used as a solution to clinical site limitations.

Program Quality: Performance of graduates on NCLEX-RN consistently exceeds state and national averages with 2008 yearly pass rate of 89.74% (national 86.23% and state 84.94%). Graduates and employers report satisfaction with primary area of concern related to delegation—standard on this area met but results lower than other areas. Student evaluations meet expected performance standard—see Program Evaluation results for details.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]
Curriculum change effective for August 2009 admission to require Introduction to Nursing as pre-admission requirement to hopefully increase retention. Credit hours reallocated to structure of 4 clinical courses after admission as opposed to a course that was half-term course. Delegation-focused learning activities added to courses but teams continue to review.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]
They have not made recommendations but support the changes we proposed.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]
See NLNAC Self-study report and SPOL results. Primary current emphasis on curriculum revision for pre-admission nursing course and a four-semester program after admission.

Approved by:	Date:

Outside Accreditation Agency:	National League for Nursing Accrediting Commission
Accredited Since:	1967
Next Accreditation Review	Completed October 2009

Comments: NLNAC t eam r ecommending c ontinuing ac creditation f or 8 y ears w hich is m aximum allowed. Final decision will not be known until Spring 2010.

Polk State College

Program Success Indicators

2008/2009

Program/Department:	**NURSING - RN**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		56	24	23	28	-50%
2. Other Core Sections		138	152	139	163	18%
3. Duplicated Headcount		770	1143	1193	1307	70%
4. Unduplicated Headcount		357	462	500	512	43%
5. N of Declared Majors		373	487	521	531	42%
6. Discipline Specific FTE		154.7	212.9	218.7	256.2	66%
7. Other Core Course FTE		18.1	20.3	18.6	22.0	22%
8. Gen-Ed Course FTE		20.1	23.2	22.6	27.4	36%
9. % Sections w/FT Faculty		28%/9%	26%/6%	24%/13%	31%/9%	
10. Course Success Rate		91%	92%	91%	91%	
11. Course Failure Rate		6%	6%	6%	7%	
12. Course Withdrawal Rate		3%	2%	3%	2%	

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	69%	14%	8%	5%	1%	3%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	4%	30%	24%	29%	11%	2%
	Male	**Female**				
14 Gender	14%	86%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25515, 25615		139	141	157	162

Notes:

Program:	Occupational Therapy Assistant
Program Director:	Saritza Guzmán-Sardina, MEd, OTR/L
Review Period:	2008-09
Date of Last Review:	June 2009
Campus/Locations:	Winter Haven
Review Participants:	Saritza Guzmán-Sardina
Academic Dean:	Trish Shuart
Description of the Review Process:	Program review is performed yearly during the summer term. Data is collected by the faculty during the academic year, guided by the program strategic plan. Data obtained from the academic and fieldwork components of the curriculum are analyzed by the program director, who submits a summary of outcomes. This summary is shared with faculty, Advisory Committee, Administrators, and accrediting agency.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

- The program enrollment has been increasing steadily for the past 3 years. The last admitted class had full enrollment (18 seats).
- The class to be admitted in January 2010 is already full and there is a waiting list of 48 candidates.
- The increase in enrollment directly impacts enrollment in general educations courses such as College Composition I, General Psychology, and Human Anatomy & Physiology I.
- The program generates 18 FTEs. As of January 2011, program capacity will increase to 24 seats.
- How do the number of completions compare to enrollment?
- Refer to the "*Statistics for the OTA Program*" file for specific data on the retention and attrition rates.

Program Viability:

- In the past year, applications to the OTA program have more than doubled. Currently, there is a waiting list of 48 candidates for the class of January 2010.
- The outlook for program completers on the job market is excellent since there is a shortage of personnel locally and nation-wide. Recruiters frequently contact the program director via e-mail, telephone, and/or mail to provide job postings in the area and nation-wide.
- Advantages and uniqueness aspects of the program: OTA courses are scheduled for no more than 3 days a week, which allows students to work full time is so desired.
- Due to increased enrollment, the program is currently in need of a fulltime fieldwork coordinator to better meet the needs of students in clinical settings, advisement, and mentoring.

Program Quality: Describe the quality of the program faculty (student feedback, evaluations)
- The program has a 93% passing rate for first-time takers; 100% passing rate overall in the national certification exam.
- 100% of graduates who passed the national certification exam are employed within the OT field.
- Refer to the "*Statistics for the OTA Program*" file for specific data on the enrollment profile.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]
Refer to Form G-OTA Program Strategic Plan Summary (Attached). This document was already submitted to

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]
Refer to Advisory Committee minutes (submitted already to Lee Autrey).

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]
Refer to Form G-OTA Program Strategic Plan Summary (Attached)

Approved by:	Date:

Outside Accreditation Agency:	Accreditation Council for Occupational Therapy Education (ACOTE)
Accredited Since:	2000
Next Accreditation Review	2014
Comments:	

PCC's PROGRAM STRATEGIC PLAN/PRESCRIPTIVE PLAN
PROGRAM: OCCUPATIONAL THERAPY ASSISTANT 2006-09

FY: 2007-08

PROGRAM OUTCOME	PERFORMANCE INDICATOR	METHOD OF ASSESSMENT	RESULTS	ACTION PLAN WITH TIMELINES	FISCAL IMPACT
A. Development and implementation of a comprehensive Policy & Procedure Manual to ensure consistency and uniformity of procedures.	By July 2009 all seven sections of the P + P Manual (Accreditation, Curriculum, Operational Policies, Program Evaluation, Resources, Sponsorship, Students) will be developed and implemented.	Program Director and faculty examine the State guidelines, College P + P Manual, and ACOTE 1998 Standards. The content of the OT Program Manual is compared with the documents listed above to determine what policies and procedures need to be added in every specific section of the manual.	All seven sections of the manual were implemented. The "Students" section continues to be developed.	***Ongoing - June 2008*** Continue revisions of this manual every summer term.	None
B. Adoption of uniforms to increase visibility of the program and promote a sense of professionalism among students.	100% of OTA students will wear chosen uniform consistently during classes and community activities.	Survey students periodically to determine their perception of uniforms.	Uniforms and program patch adopted in 6/2006. (Navy blue scrubs and neutral color sneakers or shoes; program patch. Students are now more identifiable while in campus; uniforms also provide a way to maintain security on campus (distinguishing students from strangers)	***Ongoing – June 2008.*** Monitor dress codes yearly, during summer term to determine if changes are needed.	None for the institution.
C. Enrollment in the OTA Program will be at the maximum capacity.	Enrollment in the OTA Program will be at 100% capacity (18 seats in OTH 1001)	1. The enrollment % is compared to the 100% standard. 2. The enrollment rate is considered satisfactory if the range is 90-100%.	The class capacity for the last 3 years in OTH 1001 was: Jan 07 = 15 (83%) Jan 08 = 12 (66%) Jan 09 = 18 (100%) Enrollment is increasing steadily. Threshold for this goal not met in 2007 and 2008, but successfully met in 2009.	***Ongoing – June 2008*** Continue in-house (open houses, orientation meetings for new students) and community-based marketing efforts (e-board advertisement in April and Oct) Continue monitoring enrollment rates.	$100-$200/year for promotional materials. Cost of e-board advertisement = (to be determined)

PROGRAM OUTCOME	PERFORMANCE INDICATOR	METHOD OF ASSESSMENT	RESULTS	ACTION PLAN WITH TIMELINES	FISCAL IMPACT
D. The majority of students who enroll in the OTA Program will successfully complete the OTA sequence and graduate with an AS or AAS in OTA.	80% or more of each entering class will ultimately graduate from the program.	Individual student grades by class are entered in the "OTA Student Tracking Form" at the end of each semester. Completion and attrition rates (%) for each class are computed when the last student from a given class graduates.	• 2007 completion % = 12 (80%) • 2008 completion % = 9 (75%) • 2009 completion % = (100% up to date) Enrollment is increasing steadily, but attrition rates continue to fluctuate from year to year. Threshold for this goal was not met in 2008: 2 students withdrew due to health issues; one withdrew due to financial issues. Threshold met successfully in 2009. No corrective actions have been implemented because the completion rate has not fallen below the standard for two successive classes. The faculty actively monitored students' performance closely to identify early during each semester those students who could potentially have difficulties with academic skills or professional behaviors. Students with academic difficulties were counseled by the faculty on various techniques to improve studying. Students with behavioral issues were advised of consequences of behaviors and asked to write their own performance goals, which were documented in students' file. Thus far, students with academic and behavioral issues have been able to correct unbecoming behaviors and continue the program sequence successfully. These interventions have proven effective in retaining students.	*Ongoing – June 2008* Continue monitoring completion and attrition rates every term. Continue monitoring closely students' academic performance and provide individual guidance/advisement as needed.	None.

PROGRAM OUTCOME	PERFORMANCE INDICATOR	METHOD OF ASSESSMENT	RESULTS	ACTION PLAN WITH TIMELINES	FISCAL IMPACT
E. 85% of the graduates of the OTA Program will be successful in passing the NBCOT Certification examination on the first attempt.	1. The performance of the graduates from the OTA Program will be at or above the norms reported for national success on the national certification exam. 2. Historical trends of OTA graduates on the OTA national certification exam annual report will be at or above the performance indicators of the previous classes included in the report.	1. Passing rate of current class is at or above the national average. 2. Performance scores of the current class are at or above score of preceding classes. 3. The scores for the current class in each of the performance areas of the NBCOT examination are at or above the scores for graduates of other programs.	1. Passing rates for the last three classes are: • Class of 2006 – 12 out of 12 (100%). Two graduates failed the exam on first attempt, but able to pass on second attempt. • Class of 2007 – 12 out of 12 (100%) • Class of 2008 – 9 out of 9 (100%) 2. Performance scores are follows: • Class of 2006 Total Score Average for program graduates was 499 (national average was 495). Average passing score for graduates was 506 (national average was 503) • Class of 2007 Total Score Average for program graduates was 487 (national average was 490). Average passing score for graduates was 495 (national average was 500) • Class of 2008 Total Score Average for program graduates was 508 (national average was 482). Average passing score for graduates was 508 (national average was 494) 3. Specific data on the areas of performance (domains) tested were not available from NBCOT because now, such data has to be purchased.	*Ongoing – June 2008* Continue monitoring students' performance in the NBCOT certification exam. The program will purchase from NBCOT the data pertaining graduates' performance by domains.	None. To be determined.

PROGRAM OUTCOME	PERFORMANCE INDICATOR	METHOD OF ASSESSMENT	RESULTS	ACTION PLAN WITH TIMELINES	FISCAL IMPACT
			Historically, graduates' average passing score has been higher than the national average. The class of 2007 was the first class with a lower average. It is unknown what areas of performance were issues for the graduates.		
F. Graduates of the PCC OTA Program will indicate satisfaction with their level of preparation as an entry-level practitioner.	1. 80% of graduates responding to the Graduate Evaluation Survey will rate their level of preparation as adequately prepared or above on each item. 2. 80% of PCC graduates' comments will indicate overall satisfaction with their level of preparation.	1. A given class performance is considered satisfactory if 80% of graduates responding rate the level of preparation as "Agree" or above on each item of the Graduate Survey. 2. A given class performance is considered satisfactory if 80% of graduates comments indicate overall satisfaction with the level of preparation.	The survey was posted in Zoomerang this term and will be offered online for the first time this coming fall. The survey will be offered to the graduates from the 2007 class. Graduates will receive notice via mail and e-mail	***Ongoing-June 2008*** • Conduct the online graduate survey in October 2008. Notifications to be mailed by the last week of September 2008. • Consider additional strategies to increase return rates of the graduate survey.	Approximately $15 for letterheads, envelopes, & postage. Zoomerang will be accessed through the Nursing program's membership.
G. Graduates of the PCC OTA Program will successfully find employment in the OTA profession.	80% or above of the graduates of the PCC OTA Program for each academic year will be either employed in OTA or enrolled in higher education.	Employment status of each graduate is ascertained through data compiled by the "Graduate Survey," which is mailed out to graduates a year after completion of the program.	100% of OTA graduates passing the national certification exam for the last graduating classes are fully employed as OTAs.	***Ongoing-June 2008*** Continue monitoring response rates for the graduate survey.	None.

PROGRAM OUTCOME	PERFORMANCE INDICATOR	METHOD OF ASSESSMENT	RESULTS	ACTION PLAN WITH TIMELINES	FISCAL IMPACT
H. Employers of graduates of the PCC OTA Program will indicate satisfaction with the level of preparation of the graduate as an entry-level practitioner.	1. 80% or above of employers responding to the Employer Survey will rate the performance of PCC graduates as adequately prepared or above on each item. 2. 80% of employer comments will indicate overall satisfaction with the level of performance OTA graduates.	1. A given class performance is considered satisfactory if 80% of employers responding rate the performance of the graduates as "Agree" or above on each item. 2. A given class performance is considered satisfactory if 80% of the employer comments indicate overall satisfaction with the graduate's level of performance.	Return rate of Employer Survey continues to be poor secondary to graduates not returning the graduate surveys consistently (graduate survey contains the employer's information).	***Ongoing-June 2008*** 1. This fall, the survey will be posted in Zoomerang and offered to employers in December 2008. 2. Consider additional strategies to improve return rates for employer surveys.	Approximately $15 for letterheads, envelopes, & postage.
I. By summer of 2008, the Academic Fieldwork Coordinator will be a fulltime credentialed therapist or a certified occupational therapy assistant.	1. The OT or COTA will be initially certified nationally, licensed, and credentialed according to state requirements, and hold at minimum a baccalaureate degree. 2. The AFC position will be converted from 0.5 FTE to 1.0 FTE	Comparison of current description and status of the AFC position with the new ACOTE standard	1. A credentialed OTR/L was hired in summer 2007 to assume the responsibilities of the AFC. This is a 0.5 FTE position. 2. The program will submit a proposal to the Dean to request that this position be converted to a 1.0 FTE due to the growing demands on the faculty due to increased enrollment.	***Ongoing – June 2008*** Submit proposal to the Dean by August 2008, requesting conversion of the AFC position to a 1.0 FTE to meet the needs of a growing enrollment.	$50,000 for the salary of a fulltime AFC position (1.0 FTE.)
J. Increase contracts with psychosocial sites to expand fieldwork experiences in mental health.	At least one new psychosocial site will be recruited every academic year.	1. The AFC will monitor the number of psychosocial FW agreements available each academic year and determine if they are sufficient for the current enrollment.	One new psychosocial site was recruited during the 2007-08 academic year. Goal threshold met for this year.	***Ongoing – June 2008*** 1. Continue exploring & recruiting potential psychosocial sites in Polk County and adjacent counties. 2. Students to assist faculty with	Minimal cost for mailing contracts.

PROGRAM OUTCOME	PERFORMANCE INDICATOR	METHOD OF ASSESSMENT	RESULTS	ACTION PLAN WITH TIMELINES	FISCAL IMPACT
				recruitment efforts by investigating potential sites in their neighborhoods or areas, and developing a relationship with the site.	
K. Improve/enhance faculty teaching skills.	At least once a year, each faculty member will attend a minimum of one developmental activity.	1. Review of faculty developmental plan to ascertain needs identified. 2. Responses from faculty in the "Curriculum Review" form collected at the end of each term are examined to ascertain gaps in faculty's teaching skills. 3. The program director will conduct classroom observations at least once a term for every instructor and identify strengths and potential gaps in teaching skills.	Goal threshold was met. Throughout this past academic year, the academic faculty had access to various workshops and conferences here at PCC and other locations, to individual needs on each faculty member, including adjunct instructors. Various reference books and software on curriculum design, classroom management, and evaluation of learning were purchased and issued to the faculty.	***Ongoing – June 2008*** 1. Continue monitoring faculty's performance every term. 2. Secure SPD funds early in the academic year. 3. Recommend AFC to attend the annual fall Program Director and AFC Meetings, effective fall 2008.	SPD funds of approximately $6,000-$8,000
L. Develop and implement a web page for Fieldwork Educators.	The Fieldwork Educators web page will be available by summer of 2007	Data collected from faculty and FEs (through the curriculum review cycle) will be examined by the PD to determine feasibility of this project.	1. Input from clinicians was collected by the AFC about potential content of the website. The Advisory Committee offered input as well; however, the program still has to develop and implement this project. 2. The AFC was assigned with the task to implement this project, with collaboration from the FW Education Committee.	***Ongoing – June 2008*** Web-based resources for the FEs to be available by summer 2009.	None

PROGRAM OUTCOME	PERFORMANCE INDICATOR	METHOD OF ASSESSMENT	RESULTS	ACTION PLAN WITH TIMELINES	FISCAL IMPACT
			3. Discussion of possibly creating a link in the OTA program website to connect with the FL OT Educational Consortium (FLOTEC). FLOTEC already has a variety of information, tips, and resources for the FEs		
M. Promote alumni's and clinical faculty's lifelong learning and enhancement of clinical skills.	The OTA Program will offer at least one developmental activity during the academic year for the faculty and/or alumni.	1. Input from faculty, FEs, and alumni will be collected through various methods to ascertain developmental/educational needs.	1. The program, in collaboration with the Florida OT Educational Consortium, developed the FE Certification Workshop in response to the revisions of ACOTE Standards pertaining FW education. This workshop has been presented twice this academic year, credentialing 110 clinicians. 2. The program is considering suggestions for future workshops, including credentialing for non-traditional FEs, and the OT Practice Framework.	***Ongoing-June 2008*** 1. Continue offering the FE Certification Workshop at least twice a year. 2. Continue collecting feedback from clinicians and alumni to ascertain potential developmental activities.	Approximately $500/yr for printing handouts and materials, mailing advertisement, printing certificates.

Polk State College

Program Success Indicators 2008/2009

Program/Department:	**OCCUPATIONAL THERAPY ASSISTANT**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		18	18	18	17	-6%
2. Other Core Sections		29	26	27	28	-3%
3. Duplicated Headcount		136	143	131	117	-14%
4. Unduplicated Headcount		35	38	33	33	-6%
5. N of Declared Majors		36	40	34	36	0%
6. Discipline Specific FTE		16.1	16.9	15.7	13.6	-16%
7. Other Core Course FTE		3.0	2.8	2.9	3.0	0%
8. Gen-Ed Course FTE		1.7	2.7	1.1	1.1	-35%
9. % Sections w/FT Faculty		75%/15%	88%/12%	54%/17%	18%/23%	
10. Course Success Rate		97%	96%	99%	100%	
11. Course Failure Rate		2%	1%	1%	0%	
12. Course Withdrawal Rate		2%	3%	0%	0%	

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	50%	22%	11%	6%	0%	11%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	0%	36%	22%	19%	17%	6%
	Male	**Female**				
14 Gender	11%	89%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25535		0	6	9	7
AAS	A5535		0	5	3	2

Notes:

Program:	Office Administration (25120, 25130, 25140, A25120, A5130, A5140, 68228,68229,68230)
Program Director:	Sheila Rios
Review Period:	2008-2009
Date of Last Review:	2007-2008
Campus/Locations:	Lakeland
Review Participants:	Sheila Rios-Program Director, Thelma Chicas, Shannon McQuarrie, Adriana Pravia-Thomas, Nyrka Riskin, Advisory Committee
Academic Dean:	Marvin Pippert, Ph.D.
Description of the Review Process:	An analysis of data in the Regional Targeted Occupations List, Bureau of Labor Statistics Occupational Outlook data, GENESIS program enrollment data and program advisory board recommendations were incorporated into the review process.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity

Employment in the area of Office Administration including Medical and Legal Secretaries are identified in the Florida Agency for Workforce Innovation 2009-2010 Regional Targeted Occupations List with an average overall annual percentage growth of 2.17%. The job outlook for students graduating from this field is positive. According to the Bureau of Labor Statistics Occupational Outlook for the Office Administration professional is expected to among those with the largest number of new jobs over the 2006-2016 period.

Program Advantages/Uniqueness

The program offers flexible scheduling options by offering evening, online and hybrid courses and an rolling admissions policy. Students are also advised to follow a certification pathway and prescribed course sequence incorporated into the new program brochure.

Some of the resource shortages include:

1) 1 F/T and 1 P/T Open Lab Instructional Support Staff
2) 1 F/T Full-time Clinical Coordinator of Field Education
3) 1 Full-time Tenure Track Faculty

Program Viability:

Student enrollment in the program has increased by 8% in the last 3 years. As of the fall of 2010 the number of declared majors is 57 students. Enrollment growth in the program is expected to continue to increase over the next year to surpass 10%.

Due to the recent changes in data capturing and retrieval, the tracking of students through their progression in the program has improved. The Office Administration Program Director along with the Program Coordinator and the AS Academic Advisors will work with students to ensure appropriate course sequence and timely program completion.

The Office Administration program generates discipline specific FTE of 6.5.

Program Quality:

Faculty

The program faculty is composed of adjunct staff who range in teaching experience. Overall, the students are reporting positive and complementary feedback on faculty and their experience in the classroom. The faculty is encouraged to pursue professional development opportunities in their subject area and pursue additional education when appropriate. Evaluation of adjunct faculty is performed once a year.

Diversity

Office Administration is traditionally a female dominated occupation. At PSC, 58% of the program's enrollment is white, 19% Black, 19% Hispanic, 2% Asian and 98% of the population is female. The program staff will outreach to market the programs to the increase gender diversity in our program.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

The data from program assessment/review has provided the program staff with direction on areas that need the most attention and to focus on these. We have identified the following areas as the most critical for program improvement:

1) Tracking student's progression and completion in the program
2) Employer's satisfaction with our graduates
3) Student satisfaction with the programs
4) Increase gender diversity in our program enrollment

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

Recommendations:

1) Address the under prepared student in the area of written skills to successfully complete courses in the program.
2) Redesign the Program Brochure to incorporate all certificates and degree specializations in one brochure pamphlet.
3) Increase the number of online/hybrid program course offerings.

Actions:

1) APLIA, a computer based grammar and spelling software program, was incorporated into the Business Communication curriculum in the Fall 2009.
2) A new brochure that incorporates all the office certificate and degree specializations was designed and distributed.
3) 13 out of the 16 course offerings in OST are online and/or hybrid and fast-track. Curriculum development will continue throughout the 2009-2010 to increase flexible course offerings in the program.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

Polk State College

Program Success Indicators   2008/2009

Program/Department:	**OFFICE ADMINISTRATION**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		32	28	29	33	3%
2. Other Core Sections		32	41	31	30	-6%
3. Duplicated Headcount		57	48	44	65	14%
4. Unduplicated Headcount		21	23	18	26	24%
5. N of Declared Majors		40	52	53	43	8%
6. Discipline Specific FTE		5.7	4.8	4.4	6.5	14%
7. Other Core Course FTE		2.9	3.9	2.9	2.9	0%
8. Gen-Ed Course FTE		4.1	4.8	6.1	3.7	-10%
9. % Sections w/FT Faculty		14%/36%	21%/25%	0%/7%	0%/0%	
10. Course Success Rate		98%	90%	91%	87%	
11. Course Failure Rate		0%	2%	2%	5%	
12. Course Withdrawal Rate		2%	8%	7%	8%	

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	58%	19%	19%	2%	0%	2%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	9%	19%	16%	21%	14%	21%
	Male	**Female**				
14 Gender	2%	98%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25120, 25130, 25140		2	2	4	4
AAS	A5120, A5130, A5140		1	3	2	3

Notes:

Polk State College

Program/Department:	**OFFICE MANAGEMENT**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		23	22	19	23	0%
2. Other Core Sections		1	6	3	0	-100%
3. Duplicated Headcount		1	3	3	1	0%
4. Unduplicated Headcount		1	3	2	1	0%
5. N of Declared Majors		5	11	4	2	-60%
6. Discipline Specific FTE		0.1	0.3	0.3	0.1	0%
7. Other Core Course FTE		0.1	0.6	0.3	0.0	-100%
8. Gen-Ed Course FTE		0.2	0.8	0.2	0.1	-50%
9. % Sections w/FT Faculty		16%/47%	28%/22%	0%/5%	0%/0%	
10. Course Success Rate		0%	100%	67%	0%	
11. Course Failure Rate		0%	0%	0%	100%	
12. Course Withdrawal Rate		100%	0%	33%	0%	

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	100%	0%	0%	0%	0%	0%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	0%	0%	50%	0%	50%	0%
	Male	**Female**				
14 Gender	50%	50%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
CERTIFICATE	68230		0	1	1	1

Notes:

Polk State College

Program Success Indicators   2008/2009

Program/Department:	**OFFICE SPECIALIST TECHNICAL**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections			21	19	22	5%
2. Other Core Sections			0	0	1	0%
3. Duplicated Headcount			2	5	3	50%
4. Unduplicated Headcount			1	2	3	200%
5. N of Declared Majors			4	5	3	-25%
6. Discipline Specific FTE			0.2	0.5	0.3	50%
7. Other Core Course FTE			0.0	0.0	0.1	0%
8. Gen-Ed Course FTE			0.7	0.3	0.8	14%
9. % Sections w/FT Faculty			22%/22%	0%/5%	0%/0%	
10. Course Success Rate			100%	100%	100%	
11. Course Failure Rate			0%	0%	0%	
12. Course Withdrawal Rate			0%	0%	0%	

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	33%	33%	34%	0%	0%	0%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	0%	33%	0%	34%	33%	0%
	Male	**Female**				
14 Gender	0%	100%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
CERTIFICATE	68229			2	1	2

Notes:

Program Success Indicators

2008/2009

Program/Department:	**OFFICE SUPPORT TECHNICAL**					

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		15	16	12	14	-7%
2. Other Core Sections		1	9	2	3	200%
3. Duplicated Headcount		1	3	4	8	700%
4. Unduplicated Headcount		1	1	2	4	300%
5. N of Declared Majors		1	5	3	4	300%
6. Discipline Specific FTE		0.1	0.3	0.4	0.8	700%
7. Other Core Course FTE		0.1	0.7	0.2	0.3	200%
8. Gen-Ed Course FTE		0.1	0.0	0.1	0.4	300%
9. % Sections w/FT Faculty		13%/40%	27%/20%	0%/8%	0%/0%	
10. Course Success Rate		100%	100%	75%	88%	
11. Course Failure Rate		0%	2%	0%	0%	
12. Course Withdrawal Rate		0%	0%	25%	12%	

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	25%	0%	50%	25%	0%	0%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	0%	0%	0%	25%	25%	50%
	Male	**Female**				
14 Gender	25%	75%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
CERTIFICATE	68228		0	2	1	4

Notes:

Program:	Physical Therapist Assistant Program
Program Director:	Nelson Marquez, PT, EdD
Review Period:	2008-2009
Date of Last Review:	N/A
Campus/Locations:	Winter Haven
Review Committee(s):	
Dean or Chair:	Patricia Shuart
Description of the Review Process:	Review of strategic/prescriptive planning results and program evaluation from 2008-2009 AY

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Viability: The PTA program continues to demonstrate its viability as evidenced by the following:

1. Increased demand for program graduates. The program is currently on the Targeted Occupations List in the state and the need for PTAs is projected to be at ~36% until 2014.

2. Increased student demand for the program as shown by the number of applications filed for the program. As of 10/15/09, there are 173 active applications.

Program Productivity: The PTA program continues to demonstrate its productivity as proven by the following indicators:

1. Full program enrollment over the last 3 academic cycles.

2. Projection of continued full program capacity over the next 2 academic years as evidenced by the number of program applicants.

3. Due to the number of applicants in the program, the General Education courses required for the program (i.e., Anatomy and Physiology, English Composition, etc.) should have increased enrollment as well.

4. Program completion rate is more than 90%, the highest in the state of Florida for PTA programs

with course success rates at 98% for the 2008-2009 AY.

Program Quality: The following are the program quality indicators identified for the PTA program:

1. Licensure pass rate is ~84% for the last 3 AYs. The program's accreditation threshold is 80%.

2. More than 80% of employers who responded to the employer follow-up survey expressed agreement that program graduates are able to demonstrate the established program outcomes.

3. More than 80% of program graduates who responded to the graduate follow-up survey expressed agreement that they are able to demonstrate the established program outcomes.

4. One-hundred percent of the program's clinical instructors had rated all the students in the program to be at entry-level performance during their final internships.

Recommendations:

Although program viability, productivity, and quality indicators are positive for the program, the following recommendations are being made in order for the program to continue achieving its established strategic plan indicators:

1. Update existing capitalized program equipment, especially those that are 10 years or older.

2. Update existing technology being used by faculty (i.e., computers, printers, software applications, etc.) to "mirror" what students are currently able to access and utilize.

3. Increase operational funding for the program to reflect the increase in program enrollment and active applications.

4. Support faculty professional development activities to enable faculty to stay current in their academic knowledge.

5. Explore possibility of the program having presence in the NE corner of Polk County to meet student and employer demands.

6. Update existing facility (i.e., technological capabilities within the building) to meet trends in enrollment growth and the possibility of the program having an extension in the NE corner of Polk County.

Approved by:	Date:
Outside Accreditation Agency:	Commission on Accreditation for Physical Therapy Education
Accredited Since:	1996
Next Accreditation Review	December 2009
Comments: See attached Program Evaluation Review and Prescriptive Plan Documents for details. [Note : Due to the size of both documents, they are not published here but are available upon request.]	

Program Success Indicators

Program/Department:	**PHYSICAL THERAPIST ASSISTANT**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		14	15	14	14	0%
2. Other Core Sections		16	24	30	23	44%
3. Duplicated Headcount		161	156	227	196	22%
4. Unduplicated Headcount		25	26	36	33	32%
5. N of Declared Majors		26	27	37	35	35%
6. Discipline Specific FTE		19.6	20.0	28.5	24.7	26%
7. Other Core Course FTE		2.0	3.3	3.5	2.8	40%
8. Gen-Ed Course FTE		0.7	2.4	2.4	2.1	200%
9. % Sections w/FT Faculty		71%/21%	80%/7%	62%/25%	58%/32%	
10. Course Success Rate		98%	97%	99%	98%	
11. Course Failure Rate		0%	1%	0%	2%	
12. Course Withdrawal Rate		2%	2%	1%	0%	

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	51%	14%	17%	9%	0%	9%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	3%	40%	20%	26%	11%	0%
	Male	**Female**				
14 Gender	40%	60%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25545		8	6	15	11
AAS	A5545		6	1	3	2

Notes:

Program:	Radiography Program
Program Director:	Barbara A. Koontz, M.A., R.T.(R)(M)
Review Period:	2008/2009
Date of Last Review:	2007/2008
Campus/Locations:	Airside Center, Lakeland
Review Committee(s):	Barbara A. Koontz-Program Director Jaime Selph- Program Clinical Coordinator
Dean or Chair:	Barbara A. Koontz
Description of the Review Process:	Analysis of data collected for JRCERT self study report.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Viability:

The program continues to have an abundance of applications for acceptance into the program.

Program Productivity:

The program continues to meet the needs of the community in supplying highly skilled radiographer to area hospitals and clinics.

Class of 2008: 14 students graduated

Class of 2009: 14 students will graduate in December

Program Quality:

Graduates and employers express satisfaction with program on graduate and employer surveys.

The program site visit review by the JRCERT was performed in March 2009. The program was awarded the maximum duration for accreditation – 8 years by the accreditation agency.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

The program reviewed the assessment plan with the clinical instructors and the advisory committee members at the respective meetings. Both groups approved the assessment plan.

Changes in simulation protocol were made to improve knowledge retention prior to practice in the clinical setting.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

The committee suggested rotations in CT. Three week rotations are currently in effect with required competencies during the rotation.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

Approved by: Barbara A. Koontz	Date: 10-28-09

Outside Accreditation Agency:	Joint Review Committee on Education in Radiologic Technology
Accredited Since:	Initial accreditation 1983. Current accreditation 2009
Next Accreditation Review	First quarter 2017

Comments:

Accreditation Letter Attached

Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
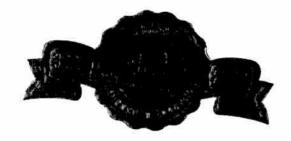312.704.5300 ● (Fax) 312.704.5304
www.jrcert.org

JRCERT

Excellence in Education

October 23, 2009

Eileen Holden, Ed.D.
President
Polk State College
999 Avenue H, N.E.
Winter Haven, FL 33881-4299

RE: **Program #0324**
    Previous Accreditation Status: 8 Years
      Most Recent Site Visit: 03/09
           Agenda: R-C

Dear Dr. Holden:

The Joint Review Committee on Education in Radiologic Technology (JRCERT) appreciated the opportunity to evaluate the associate degree radiography program sponsored by Polk State College. The JRCERT is the only agency recognized by the U.S. Department of Education for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry. Specialized accreditation awarded by the JRCERT offers institutions significant value by providing peer evaluation and by assuring the public of quality professional education in the radiologic sciences.

The continuing accreditation status of the program was considered at the October 16, 2009 meeting of the Joint Review Committee on Education in Radiologic Technology. The program was evaluated according to the **Standards for an Accredited Educational Program in Radiologic Sciences (2002).** The JRCERT awards:

ACCREDITATION FOR A PERIOD OF EIGHT YEARS.

The maximum duration that may be awarded by the Joint Review Committee on Education in Radiologic Technology in this category is eight years.

An interim report will be required. The projected date for submission of the interim report is the First Quarter of 2013. The JRCERT will provide program officials adequate notice of the due date for submission of the interim report. Based on the interim report, the JRCERT will determine if the accreditation award of 8 years will be maintained or reduced and the continuing accreditation process expedited.

If the accreditation award is maintained, the next site visit is tentatively scheduled for the First Quarter of 2017.

The program is advised that the JRCERT has concerns regarding students that are enrolled in the Elective Radiography Cooperative Education course. Although this course is not required for the degree, it appears that students do not have appropriate professional liability. It is suggested that the program seek legal counseling regarding this matter.

The program is also advised that consistent with JRCERT Policy 11.600, the JRCERT reserves the right to conduct unannounced site visits of accredited programs. The sponsoring institution would be responsible for the expenses of any on-site evaluation.

Polk State College

Program Success Indicators

Program/Department:	**RADIOGRAPHY**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections		21	21	24	22	5%
2. Other Core Sections		0	0	6	8	0%
3. Duplicated Headcount		249	313	297	322	29%
4. Unduplicated Headcount		35	50	53	52	49%
5. N of Declared Majors		36	52	54	58	61%
6. Discipline Specific FTE		24.2	28.8	28.4	29.5	22%
7. Other Core Course FTE		0.0	0.0	0.5	0.7	0%
8. Gen-Ed Course FTE		1.5	4.6	5.5	6.7	347%
9. % Sections w/FT Faculty		83%/4%	90%/0%	37%/44%	61%/28%	
10. Course Success Rate		98%	95%	100%	92%	
11. Course Failure Rate		2%	2%	0%	4%	
12. Course Withdrawal Rate		0%	3%	0%	4%	

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	76%	10%	12%	2%	0%	0%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	7%	48%	17%	17%	7%	3%
	Male	**Female**				
14 Gender	9%	91%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AAS	A5575, A5572		16	17	24	15

Notes:

POLK STATE COLLEGE

BASIC PROGRAM REVIEW FORM 2009/10

Program:	RESPIRATORY CARE PROGRAM
Program Director:	Kathee Ford, MPH, RRT
Review Period:	9/17/2008 – 10/15/2009
Date of Last Review:	9/16/2008 (CoARC annual report and **second** self study submitted for initial accreditation)
Campus/Locations:	Lakeland Campus
Review Participants:	Advisory Committee, Employers, Graduates(CoARC surveyors in 2/2009)
Academic Dean:	Marvin Pippert
Description of the Review Process:	Annual report for Committee on Accreditation of Respiratory Care (CoARC) according to their outcomes reporting (see CoARC thresholds attachment). CoARC Standards for initial accreditation (All met in 2/2009 on site survey)

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

Two graduating classes to date: 11 graduates

Class of 2010: project 10 graduates

Class of 2011: project 15 graduates

Program Viability: Student enrollment has increased each year to date. To date 100% job placement; not affected by the economy as reported by the Advisory Committee on 9/25/2009.

Program Quality:

To date 100% pass rate on licensing examination.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

Sufficient data for program assessment /review was pending the first graduating class of 2008. With the CoARC on site survey review for initial accreditation in Feb. 2009 the following suggestions for enhancement were given: (all standards were met)

   1. Provide secretarial support directly to the Respiratory Care program- Done

2. Explore the use of DataArc software for managing clinical records. Purchased for trial in 2010

3. Explore the feasibility of a scheduled intubation rotation. – Started in Fall 2009

4. Increase the utilization of the human patient simulators. – Added simulations for the pediatric and adult for Fall 2009 and Spring 2010

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

The advisory committee was in agreement with any suggestions made by CoARC.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

Approved by: Kathee Ford, MPH, RRT	Date: October 7,2009

Outside Accreditation Agency:	Committee on Accreditation for Respiratory Care (CoARC)
Accredited Since:	Official accreditation granted 9/18/2009
Next Accreditation Review	2014

Comments: Official notice of Initial Accreditation was awarded on September 18,2009 until September 30, 2014. CoARC documents are attached.

Year Grad. Class	CRT Thres.	RRT Thres.	CWRRT SAE Thres.	Attrition Thres.	Job Placemt Thres.	Grad Surveys Thres.	Grad Response Thres.	Emp. Surveys Thres.	Emp. Response Thres.
2008	**100%**	**100%**	**100%**	**100%ytd**	**100%**	**100 %**	**100 %**	**100%**	**100%**
2009	**100%**	**100%**	Pending	**100%ytd**	**100%**	Pending	Pending	Pending	Pending

CoARC OUTCOMES ASSESSMENT THRESHOLDS - RESULTS ABOVE

	Evaluation System	Cut Score	Threshold
CRT	CRT Credentialing Success	NBRC passing score.	≥ 80% of total number of graduates obtaining NBRC CRT credential (3-year average)
RRT	RRT Credentialing Success	NBRC passing score.	≥ 50% of total number of graduates obtaining NBRC RRT credential (3-year average)
CWRRTSAE	Comprehensive Written RRT Self-Assessment Exam (CWRRT SAE)	CoARC passing score of 55%	≥ 80% of cohort meeting the cut score on NBRC CWRRT SAE (most recent one year results)
RETENTION/ ATTRITION	Retention/**Attrition**	Student is no longer enrolled in the program and is not expected to return (attrition)	≤ 30% attrition of the total number of students in the enrollment cohort. (3-year average)
JOB PLACEMENT	Positive (Job) Placement	Defined as a graduate who within ten (10) months after graduation is: a. employed full- or part-time in respiratory care, b. enrolled full- or part-time in another degree program, c. serving in the military, or d. employed full- or part-time in the polysomnography field (for graduates of the polysomnography option of programs offering same).	≥ 70% positive placement (3-year average)
GRAD. SURVEY	Graduate Survey - Success (for each learning domain)	A rating of 3 or higher on a 5-point Likert scale for each item/statement.	Each item/statement has at least 80% of the responses rated 3 or higher (within each learning domain).
GRAD PARTICIPATION	Graduate Survey – Participation		≥ 50% of the graduates have returned surveys (3-year average)
EMPLOYER SURVEY	Employer Survey - Success (for each learning domain)	A rating of 3 or higher on a 5-point Likert scale for each item/statement.	Each item/statement has at least 80% of the responses rated 3 or higher (within each learning domain).
EMPLOYER PARTICIPATION	Employer Survey – Participation		≥ 50% of the employers have returned surveys (3-year average)

CAAHEP

September 21, 2009

Eileen Holden, EdD, President
Polk State College
999 Avenue H Northeast
Winter Haven, FL 33881

Dear Dr. Holden:

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is pleased to inform you of its vote on **September 18, 2009** to award **initial accreditation** to the Advanced level Respiratory Therapy Program at Polk State College.

The recent peer review conducted by the Committee on Accreditation for Respiratory Care (CoARC) and CAAHEP's Board of Directors recognizes the program's compliance with the nationally established accreditation Standards. The initial accreditation status will expire on **September 30, 2014**.

CoARC will regularly monitor the program's compliance with the nationally established accreditation Standards through the Annual Report of Current Status submitted annually by the program as well as other documentation that may be requested.

The accreditation standards are established by CAAHEP and American Association for Respiratory Care, American College of Chest Physicians, American Society of Anesthesiologists, and American Thoracic Society.

The commission commends you and your colleagues for your commitment to continuous quality improvement in education, as demonstrated by your participation in program accreditation.

Sincerely,

M. LaCheeta McPherson, PhD, MT(ASCP), CLS(NCA)
President

cc: Marvin Pippert, EdD, Dean
       Kathee Ford, MPH, RRT, Program Director
       Shelley C. Mishoe, PhD, RRT, FAARC, CoARC Chair
       Thomas R. Smalling, PhD, RRT, RPFT, RPSGT, FAARC, CoARC Executive Director

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Commission on Accreditation of Allied Health Education Programs

Program Success Indicators   2008/2009

Program/Department:	**RESPIRATORY CARE**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections				14	14	0%
2. Other Core Sections				9	21	133%
3. Duplicated Headcount				35	124	254%
4. Unduplicated Headcount				5	19	280%
5. N of Declared Majors				5	21	320%
6. Discipline Specific FTE				3.7	13.5	265%
7. Other Core Course FTE				1.2	3.1	158%
8. Gen-Ed Course FTE				0.2	1.1	450%
9. % Sections w/FT Faculty				31%/15%	15%/38%	
10. Course Success Rate				100%	96%	
11. Course Failure Rate				0%	1%	
12. Course Withdrawal Rate				0%	3%	

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	33%	19%	14%	19%	10%	5%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	5%	38%	38%	14%	0%	5%
	Male	**Female**				
14 Gender	33%	67%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25585				5	6

Notes:

Program:	Supply Chain Management (AS and AAS)
Program Director:	Maria Lehoczky
Review Period:	Fall 2008 – Summer 2009
Date of Last Review:	October 2008
Campus/Locations:	Lakeland
Review Participants:	Maria Lehoczky – Program Director, Kevin Fitzgerald – SCM faculty, Advisory Committee
Academic Dean:	Dr. Marvin Pippert
Description of the Review Process:	Determination of outcomes to be assessed for the program academic year. Review of performance indicators such as enrollments, number of graduates, graduate and employer surveys, Region 17 targeted occupation list, feedback from advisory committee. Development of a prescriptive plan based upon the program assessment results. Monitor impact of prescriptive plan and follow up as needed based on results.

Findings, Explanations, And Justifications In Terms Of Each Of The Following …

Program Productivity:

See performance indicators below:

Program Enrollment						
	2004/05	**2005/06**	**2006/07**	**2007/08**	**2008-09**	**Change '06 to '09**
1. N of Discipline Sections					153	0%
2. Other Core Sections					1	0%
3. Duplicated Headcount					1	0%
4. Unduplicated Headcount					1	0%
5. N of Declared Majors					2	0%
6. Discipline Specific FTE					0.1	0%

7. Other Core Course FTE					0.1	0%
8. Gen-Ed Course FTE					0.1	0%
9. % Sections w/FT Faculty					46%/19%	
10. Course Success Rate					100%	
11. Course Failure Rate					0%	
12. Course Withdrawal Rate					0%	
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	100%	0%	0%	0%	0%	0%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	0%	0%	0%	50%	50%	0%
	Male	**Female**				
14 Gender	100%	0%				

Program Outcomes: Number of Graduates						
	P-Code	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**
AS	25710					0
AAS	A5710					0

The program was initially offered during the 2008-09 academic year with enrollment of 2 students in the program.

The program is too new to determine enrollment and graduation trends.

Program Viability:

The program prepares students for careers in logistics and supply chain management which has been identified as one of the targeted industry clusters by the Central Florida Economic Development Council.

Two of the applicable SOC codes, 131199 and 531031, are on the Region 17 Targeted Occupation List. Projected growth for the above mentioned occupation clusters is 3.39 and 1.33, respectively. Both are classified as high skill/high wage occupations. Average salary range is from $ 55,155 to $ 60,236 per year.

Finding credentialed faculty who specializes in this industry sector has been a challenge. One full-time faculty member is fully credentialed to teach in the subject area. Two adjunct faculty members have been hired with a search in progress for additional adjunct faculty members.

Program Quality:

Insufficient enrollment to make a reliable assessment of the quality of the program. More data is required to make a viable assessment. This will be available once the enrollment has increased and feedback is available from graduates.

Analysis:
[Please describe how the data from program assessment/review has been used for program improvement.]

A proper needs analysis was unable to be conducted due to the newness of the program.

Efforts have been put in place to market the program directly to the various supply chain companies in the county. Direct visits have been made to several distribution companies. As a result of this effort, an Advisory committee has been formed. The program enrollment numbers for the 2009/2010 academic year has increased to 12 students.

Advisory Committee Recommendations:
[Please describe the recommendations of the advisory committee and what actions were/will be taken as a result.]

Advisory committee was formed during the summer of 2009. First meeting was held during September 2009. Initial meeting consisted of providing an overview of the program and establishing mission and guidelines for the Advisory Committee. Recommendations included:

- Incorporating a management and soft skills focus to the courses.

- The industry has a need for a more diverse range of supervisors in regards to gender.

- Courses should include a diversity focus such as how to manage a group of workers with a wide range of ethic and socio/economic backgrounds.

Other Recommendations:
[Please describe other recommendations and what actions were/will be taken as a result.]

Continue to aggressively market the program to the industry leaders in the area.

Build partnerships with various companies in the area. Potential business partners are Publix, Wal-mart, Southern Wine and Spirits, Juice Bowl, Cardinal Health and Mosaic.

Marketing efforts may also need to be shifted to a more non-traditional student based upon the feedback from the Advisory Committee. Current demographic of the student population is shown under program productivity section.

Build partnerships with the various High School academies similar to the partnership with Winter Haven High School.

Foster student membership in various industry associations. Start a student chapter of APICS on campus.

Polk State College

Program/Department:	**SUPPLY CHAIN MANAGEMENT**

Program Enrollment

	2004/05	2005/06	2006/07	2007/08	2008-09	Change '06 to '09
1. N of Discipline Sections					153	0%
2. Other Core Sections					1	0%
3. Duplicated Headcount					1	0%
4. Unduplicated Headcount					1	0%
5. N of Declared Majors					2	0%
6. Discipline Specific FTE					0.1	0%
7. Other Core Course FTE					0.1	0%
8. Gen-Ed Course FTE					0.1	0%
9. % Sections w/FT Faculty					46%/19%	
10. Course Success Rate					100%	
11. Course Failure Rate					0%	
12. Course Withdrawal Rate					0%	

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	100%	0%	0%	0%	0%	0%
	>20	**20-24**	**25-29**	**30-39**	**40-49**	**50+**
13. Age	0%	0%	0%	50%	50%	0%
	Male	**Female**				
14 Gender	100%	0%				

Program Outcomes: Number of Graduates

	P-Code	2004-05	2005-06	2006-07	2007-08	2008-09
AS	25710					0
AAS	A5710					0

Notes: