

**COMMISSION ON COLLEGES
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS**



**APPLICATION FOR A MEMBER INSTITUTION
SEEKING ACCREDITATION
AT A MORE ADVANCED DEGREE LEVEL**

Name of Institution: Polk Community College	
Location: 999 Avenue H, NE; Winter Haven; Florida 33881	
Name and Title of Individual Completing the Application: Dr. Kenneth Ross Vice President for Academic and Student Services	Telephone: 863-292-3605 Email: KRoss@polk.edu
	Internet Address: www.polk.edu
	Fax Number: 863-297-1053
Date Submitted: 4/13/2009	

SUBMIT FOUR COPIES OF THIS COMPLETED FORM TO:

*Dr. Belle S. Wheelan, President
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097
(404) 679-4500*

TABLE OF CONTENTS

PART A

DESCRIPTION OF THE PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL

Enrollment Data.....	1
Current Educational Programs	2
Ownership of Branches and Other Institutions.....	2

PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL

Polk Community College Overview	4
Program Rationale and Assessment of Need	5
Admission Requirements.....	30
Completion Requirements.....	31
Curriculum and Program Oversight	35
Instruction.....	36
Means for Evaluating Student Achievement.....	36
Distance Learning.....	37

FACULTY RESOURCES AND QUALIFICATIONS

Faculty Resources Needed for the Program	40
Faculty Roster Forms	40

FINANCIAL RESOURCES AND EDUCATIONAL SUPPORT

Financial Resources and Budget.....	41
Actual, Estimated, and Projected Program Expenditures.....	42
Library/Learning Resources	43
Physical Facilities	46

PART B

DESCRIPTION OF ONGOING COMPLIANCE WITH THE PRINCIPLES OF ACCREDITATION

Core Requirement One – Degree-Granting Authority	47
Core Requirement Two – Governing Board	49
Core Requirement Three – Chief Executive Officer	51
Core Requirement Four – Institutional Mission	52
Core Requirement Five – Institutional Effectiveness.....	53
Core Requirement Six – (Not Applicable).....	66
Core Requirement Seven – Program Length, Content, General Education, Course Work...67	
Core Requirement Eight – Faculty	73
Core Requirement Nine – Learning Resources and Services.....	75
Core Requirement Ten – Student Support Services	77
Core Requirement Eleven – Financial Resources, Physical Resources	82
Core Requirement Twelve – (Not Applicable)	87

LIST OF TABLES

Table 1 - Occupational Forecast for B.A.S. Graduates (Business Administration)	10
Table 2 - Occupational Forecast for B.A.S. Graduates (Public Administration)	11
Table 3 - Occupational Forecast for B.A.S. Graduates (Public Safety Management)	12
Table 4 - Degrees Awarded Locally in Proposed Program Areas	13
Table 5 - Measure of Desirability to have Employees with Bachelor's Degrees	15
Table 6 - Approximate Number of Employees Likely to Enroll in the Program	16
Table 7 - Employee/Community Survey: Criteria for Selecting an Educational Program	17
Table 8 - PCC Student Survey: Criteria for Selecting an Educational Program	18
Table 9 - High School Poll: Criteria for Selecting an Educational Program	19
Table 10 - Alternative Programs for Bachelor's Degrees in Polk County	23
Table 11 - Gap Analysis by Factor	28
Table 12 - General Courses for the B.A.S. Program	32
Table 13 - Upper Division Common Core Courses	33
Table 14 - Business Administration Concentration Area Courses	33
Table 15 - Public Administration Concentration Areas Courses	34
Table 16 - Public Safety Management Concentration Area Courses	34
Table 17 - Projected B.A.S. Budget 2009-2010	42
Table 18 - Summary of Required Library Resources	44
Table 19 - Library Materials Assessment and Need by Concentration Area	45
Table 20 - Annual Budgeting and IE Timelines	55
Table 21 - College Goals and Core Objectives	56
Table 22 - Institutional Effectiveness Activities	59
Table 23 - Assessment Planning Timeline	62
Table 24 - Program Learning Outcomes	62
Table 25 - Programs Offered at PCC	67
Table 26 - General Education Requirements	71
Table 27 - College Financial Information	82

LIST OF FIGURES

Figure 1 - Educational Requirements of New Jobs	9
Figure 2 - A.A. and A.S./A.A.S. Degrees Awarded by PCC, 2003-2008	20
Figure 3 - Annual Tuition Costs of Institutions Offering Bachelor's Degrees in Polk County ..	24
Figure 4 - Location of Postsecondary Education Providers in Polk County	25
Figure 5 - Average Employment and Earnings by Educational Attainment, 2006	27
Figure 6 - Articulation of A.S./A.A.S. Degree Students into the B.A.S. Degree	31
Figure 7 - Articulation of A.A. Degree Students into the B.A.S. Degree	31
Figure 8 - Institutional Effectiveness Model	53
Figure 9 - Annual Planning and IE Process	54

LIST OF APPENDIXES

- Appendix A** ..Supporting Documentation for the Needs Assessment
- Appendix B** ..Supporting Documentation for Admission Requirements
- Appendix C** ...Supporting Documentation for Completion Requirements
- Appendix D** ..Supporting Documentation for Curriculum and Program Oversight
- Appendix E** ...Supporting Documentation for Instruction
- Appendix F** ...Supporting Documentation for Evaluating Student Achievement
- Appendix G** ...Supporting Documentation for Distance Learning
- Appendix H** ...Supporting Documentation for Faculty Resources and Faculty Rosters
- Appendix I**Supporting Documentation for Financial Resources and Educational Support
- Appendix J** ...Supporting Documentation for Core Requirement One
- Appendix K** ..Supporting Documentation for Core Requirement Two
- Appendix L** ...Supporting Documentation for Core Requirement Three
- Appendix M** ...Supporting Documentation for Core Requirement Four
- Appendix N** ...Supporting Documentation for Core Requirement Five
- Appendix O** ...Supporting Documentation for Core Requirement Seven
- Appendix P** ...Supporting Documentation for Core Requirement Eight
- Appendix Q** ...Supporting Documentation for Core Requirement Nine
- Appendix R** ..Supporting Documentation for Core Requirement Ten
- Appendix S** ...Supporting Documentation for Core Requirement Eleven

PART A

DESCRIPTION OF THE PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL

NAME OF NEW DEGREE PROGRAM(S):

Bachelor of Applied Science Degree - Supervision and Management

GENERAL INSTITUTIONAL INFORMATION:

Name of agency that has legally authorized the institution to provide the new degree program:

Florida Department of Education:

Polk Community College's application for the baccalaureate degree was approved by the State Board of Education at its January 21, 2009 meeting, pursuant to Florida Statutes §1004.65 and 1007.33.

Date institution plans to enroll first students at the new degree level:

Spring (January) 2010

Date institution projects it will graduate the first regular class at the new degree level:

Fall (December) 2011

Enrollment Data

Current Enrollment - Please refer to your most recent completed Institutional Profile and report the following enrollment data for the current term:

a. Total Full-Time Undergraduate Enrollment (carrying a load of 12 or more credit hours)	2,645
Total Full-Time Post-Baccalaureate Enrollment (carrying a load of 9 or more credit hours)	0
b. Total Part-Time Undergraduate Enrollment (carrying fewer than 12 credit hours)	5,853
Total Part-Time Post-Baccalaureate Enrollment (carrying fewer than 9 credit hours)	0
c. Total Non-credit Enrollment	2,142
d. Total of all figures reported in a-c above.	8,498

Projected Enrollment - Please indicate below the number of students projected to enroll in the new degree program(s):

a. Full-Time Enrollment	10
b. Part-Time Enrollment	20
c. Non-Credit Enrollment	0
d. Projected Total	30

Current Educational Programs

Levels of Program Offerings (Check all that apply)

- Less than one year of work beyond grade 12
- At least one but less than two years of work beyond grade 12
- Associate degree-granting program of at least two years
- Diploma or certificate programs of at least two but less than four years of work beyond grade 12
- Four or five-year baccalaureate degree-granting program
- First professional degree
- Master's and/or work beyond the first professional degree
- Work beyond the master's level but not at the doctor's level (Specialist in Education)
- A doctor of philosophy or equivalent degree
- Other (Specify): Post Baccalaureate Certificate (Educator Preparation Institute)

Ownership of branches and other institutions:

Provide as an attachment the name of every postsecondary institution owned by the corporation and the degree programs offered, its address, and the name and title of each institution's chief administrator. Also, indicate whether each institution is accredited and the name of the accrediting agency.

Postsecondary Institution:

Polk Community College
 999 Avenue H, Northeast
 Winter Haven, Florida 33881

Chief Administrator/President: Eileen Holden, Ed.D.

Polk Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the Associate in Arts, the Associate in Science, and the Associate in Applied Science degrees.

In addition, the following programs have been granted program accreditation:

Program	Accreditation Body
Criminal Justice	Commission of Accreditation of Law Enforcement Agencies 10302 Eaton Place, Suite 100 Fairfax, VA 22030-2215
Emergency Medical Services	Committee on Accreditation for EMS Programs 4101 W. Green Oaks Blvd., Suite 305-599 Arlington, TX 76016
Health Information Management	Commission on Accreditation for Health Informatics and Information Management Education 233 N. Michigan Ave, 21st Floor Chicago, IL 60601-5800
Nursing (RN)	The National League for Nursing Accreditation Commission 61 Broadway, 33 rd Floor New York, NY 10006
Occupational Therapy	Accreditation Council for Occupational Therapy Education 4720 Montgomery Lane, PO Box 31220 Bethesda, MD 20824-1220
Physical Therapy	Commission on Accreditation for Physical Therapist Education 1111 North Fairfax Street Alexandria, VA 22314-1488
Radiography	Joint Review Committee on Education in Radiologic Technology 20 North Wacker Drive, Suite 900 Chicago, IL 60601-2208
Programs Currently Pursuing/Pending Accreditation:	
Cardiovascular Technology	Joint Review Committee on Cardiovascular Technology 6 Pine Knoll Drive Beverly, MA 01915-1425
Diagnostic Medical Sonography	Joint Review Committee on Education in Radiologic Technology 20 North Wacker Drive, Suite 900 Chicago, IL 60601-2208
Respiratory Care	Committee on Accreditation for Respiratory Care 35 East Wacker Drive, Suite 1970 Chicago, IL 60606

PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL

Polk Community College Overview

Central Florida's Polk Community College (PCC) was founded in 1964 to serve the higher education needs of Polk County, the fourth largest and ninth most populous of the state's 67 counties. Over the years, PCC has undergone tremendous growth and change. The first academic year started with 1,107 students in temporary quarters on the Bartow Air Base. Today, under the leadership of President Dr. Eileen Holden, the College annually serves over 12,000 credit and 9,000 non-credit students in locations throughout Polk County. By the end of academic year 2008/2009, the total enrollment is expected to exceed 6,000 FTE. As part of Florida's state system of 28 community colleges, PCC was also selected as one of 9 institutions to participate in the Florida State College Pilot Project, which was created by the Florida Legislature to offer 4-year programs regionally. Current planning indicates a spring 2010 start date for the College's first Bachelor's in Applied Science degree program.

As expressed in its mission, PCC is a quality-driven educational institution providing for the people of Polk County degree, career, and lifelong learning programs within an environment of excellence and commitment. The College's goal is to assure that every student can acquire the knowledge, skills, abilities, and attitudes necessary for success in advanced education, a chosen career, and participation in a diverse and changing society. PCC is an open-access community college with programs and services that reflect the diversity of its students and the dynamic needs of its community. The College regularly collaborates with members of the community to ensure that educational programs grow with the needs of a changing society and global market. Based on a 3-year moving average, 75% of PCC's credit students are part-time, 65% are female, and about 30% are racial/ethnic minorities.

Approximately 70% of PCC's graduates receive Associate in Arts (A.A.) degrees. The A.A. courses parallel equivalent courses offered in the Florida State University System. PCC A.A. degree credits are transferable to all universities in the Florida State University System. Additionally, PCC offers numerous Associate in Applied Science (A.A.S.) and Associate in Science (A.S.) degrees that can lead directly to employment. Furthermore, several certificate programs and continuing education classes are offered by the College. An estimated 90% of city and county law enforcement officers in Polk County have been trained at PCC, and an estimated 60% of Polk County nurses have been educated through the College's programs. Since opening in 1964, PCC has awarded over 30,000 degrees.

PCC currently offers one A.A. degree with 97 advising tracks; these advising tracks allow students to prepare for their respective majors before entering a Florida state university. Additionally, the College offers 20 A.S. degree majors, 17 A.A.S. degree majors, 14 certificate programs, and 2 applied technical diplomas (excluding specializations). In addition, PCC's Corporate College provides a vast array of vocational training options for local employees and businesses, and the College's two charter high schools continue to increase their enrollment of high school students who are motivated to earn a college degree through an accelerated high school and community college curriculum.

In addition, Polk Community College continues to partner with the Polk County School District to offer Educator Preparation Institute (EPI) training programs. The EPI is an accelerated program for adults who already hold non-education baccalaureate degrees; it provides the coursework necessary for successful completion of the components of Florida's teacher certification preparation in approximately nine months. EPI graduates, once certified by the Florida Department of Education, receive a Professional Certificate and may teach anywhere in the state.

1. Describe the rationale for the new program(s), including an assessment of need.

Program Rationale

One of the major issues for Polk County's economic development has been a supply shortage of bachelor's degree graduates to enhance local workforce capabilities. In 2002, the American Community Survey (ACS) of the U.S. Census Bureau listed Polk County as the 8th lowest ranking area in the local population's percentage of people (25 years and older) who have completed a bachelor's degree. According to the most recent ACS comparison in 2003, the county had dropped to the 5th lowest ranking area in this measured demographic (see Appendix A).

There is a significant gap between the current baccalaureate production of local postsecondary education providers and Polk County's workforce demands for baccalaureate-level employees; this gap clearly demonstrates the need for additional baccalaureate educational opportunities in the county. It also indicates that the respective needs of students and employers are currently not being met by the established institutions for higher education.

The degree to which local organizations are concerned with the availability of a better trained workforce is expressed by one of the key benchmarks set by Polk Vision, the leading county-wide partnership of public and private institutions created to facilitate innovative change. It calls for dramatic gains in the number of bachelor's degree graduates supplied to the local labor pool by increasing this proportion (17.3% in 2006) to the U.S. average (27.0% in 2006) by 2020.

This need is also emphasized by the findings of the Polk County Business Surveys, conducted by PCC in synergy with the Central Florida Development Council (CFDC) and Polk Vision. In the 2005 survey, 25% of businesses with 30+ employees stated difficulties in finding employable candidates with bachelor's degrees; by 2007 this percentage had risen to over 27%. Across both surveys, three out of four employers had experienced recruitment difficulties and viewed improvements to the local labor pool as the key component needed to address this problem.

Improving local baccalaureate output appears most critical to the development of the region when future economic growth and development are taken into account. Over recent years, Polk County has been experiencing a shift in economic focus; the county's traditional citrus and mining industries, for example, are projected to encounter further decline. Projections from the Aspen Institute suggest that the proportion of jobs requiring bachelor's degrees will rise to 33% by 2020. This amplifies the insights presented in 2005 by the Florida Council for Education Policy, Research, and Improvement (CEPRI) to the State Board of Education:

- The B.A.S. degree increases geographical access to baccalaureate education for place-bound, working adults.
- The degree expands opportunities for access to flexible, low-cost, job-related baccalaureate degree programs.
- The degree strengthens postsecondary institutions' commitment to economic development regarding specific needs of local/state business and industry.

In light of these findings and the additional research data at hand, it is clear that a vital portion of Polk County's future depends on increasing the availability of baccalaureate programs that are offered close to local residents' homes and places of employment. Polk Community College is perfectly positioned to answer this challenge and to follow the conclusions offered in the May 2008 program review of the Florida Department of Education:

As additional community colleges in Florida and across the nation explore offering baccalaureate degrees, enrollments in these programs will increase as these institutions gain visibility as a viable educational avenue. Based on the continuous increase in enrollments that current baccalaureate programs in Florida are experiencing, the likelihood that this trend will continue is favorable.

Needs Assessment

To assess the need for additional baccalaureate education in Polk County and carefully design the College's approach for collecting and interpreting data to facilitate the application and implementation of this process, many College constituencies collaborated under the leadership of PCC's Vice President for Academic and Student Services and the Office for Institutional Research, Effectiveness, and Planning. Utilizing internal and external data, as well as primary and secondary information sources, the following major segments were aggregated to arrive at valid and reliable research findings.

Demographic Overview and Economic and Employment Overview

This section provides a broad overview of the College's demographics and the economic and employment environment of Polk County. In addition to data from the College's administrative system, information from the American Community Survey, Florida's Labor Market Statistics, The Agency for Workforce Innovation, and the University of Florida's Bureau of Economic and Business Research has been applied.

Workforce Demand for Baccalaureate Programs

Following the recommended approach to assess workforce demand developed by the Department of Education's Division of Accountability, Research, and Measurement, PCC used data from the Census Bureau, the Florida Agency for Workforce Innovation, the University of Florida's Bureau of Economic and Business Research, the Florida Labor Market Statistics, and the National Center for Educational Statistics. These sources provided the most dependable evidence of the need for additional baccalaureate educational opportunities in Polk County.

Business/Employer Survey

To augment the insights gathered from the analysis of the data resources mentioned above, PCC conducted a survey of local employers regarding the College's proposal to offer a baccalaureate degree. An assessment was made regarding the potential number of employees who might enroll in the program from various businesses. This survey was deployed in conjunction with the Central Florida Development Council, Polk Vision, and various local chambers of commerce.

Employee/Community Survey

This online survey targeted the county's workforce to assess the demand for the baccalaureate program proposed by the College, measure the degree of interest in the program, assess what factors are most important to stakeholders when choosing an educational program, and determine when interested persons would plan to enroll.

High School Student Survey

An instrument to survey a random selection of 11th and 12th grade students attending local high schools was designed. This survey allowed for a comparison of prospective participants in higher education and the labor market, with those participants who are already part of the local workforce and/or are already enrolled in a postsecondary program.

PCC Student Survey

This online survey was designed to assess the demand for the proposed baccalaureate program across the College's student body. Similar to the other instruments, this survey allowed the degree of student interest in the program to be quantified, and helped to identify factors most relevant to students' program selection and enrollment planning. The data identified a variety of preferences concerning delivery mechanisms and other enrollment factors relevant to successful program implementation. The results gathered will also be instrumental to the facilitation of college-internal transfer processes and related student communications.

Current A.A. and A.S./A.A.S. Degree Production

To augment the results of the surveys described above, this section of the analysis shows PCC's current degree production. This information allows for a comparative assessment to forecast program demand, and this further allows the College to estimate future enrollment in the proposed baccalaureate program in its specific concentration areas.

Baccalaureate Provider Analysis

This section contains a summary of the baccalaureate programs currently offered by other providers in Polk County. Only one local institution offers a subset of the proposed B.A.S. program (Business Administration). The data indicate opportunities for further articulation with institutions offering master's degree programs in the defined areas of concentration.

Accessibility and Cost

A comparison of current costs and accessibility factors for each of the baccalaureate providers in Polk County concludes the analysis. This involves a benefits summary relevant for particular lower income student cohorts that comprise the majority of community college enrollees, as well as for those who are struggling with the current cost of commuting.

To conclude this section, the most relevant findings are summarized in a gap analysis to demonstrate the need for additional local baccalaureate program offerings, and demonstrate how the College's proposed program can assist with closing this gap, while also providing Polk County residents with improved access and local employers with a better educated workforce.

Demographic Overview

This brief demographic overview provides a summary profile of Polk Community College's primary service area. A more detailed demographic analysis, including population projections by ethnicity and age, is available in Appendix A of this application.

Like most areas of the Central Florida region, Polk County has experienced rapid population growth during the recent decades. This growth is projected to continue for the next ten years; by 2018, over 650,000 people are projected to reside in the county, which indicates an increase of 14% compared to the 2007 population. In addition, the county is becoming more ethnically diverse. The Hispanic portion of the population is projected to grow tremendously over the next ten years, with an increase of 38%. By comparison, the African American demographic is projected to increase by 14%, while White/Non-Hispanics, which currently make up 68% of the local population, are expected to grow by approximately 7%.

Such growth patterns, combined with pervasive income differentials and poverty rates, make it traditionally more challenging for minorities to afford the cost of higher education. This provides a strong rationale for PCC to develop affordable alternatives that allow access to upper-division courses in selected postsecondary degree programs.

Polk County has encountered an influx of retirees over the recent decades; however, current age distributions are not expected to change significantly in the near future, largely due to migration patterns experienced by the region. In 2007, 17.2% of the county's residents were 65 years of age or older, a proportion that is expected to remain relatively stable for the next 10 years.

The Census Bureau's 2006 American Community Survey estimates that just over 80% of the county's residents have attained at least a high school diploma, which is approximately 4% below the state and national averages. This fact, in conjunction with the significantly lower proportion of bachelor's degrees in Polk County, indicates that additional effort and support is required to ensure the economic competitiveness of this growing region.

Economic and Employment Overview and Outlook

In July 2008, Polk County's unemployment rate was 7.3%, compared to 6.4% for Florida, and 6.0% for the United States. These data indicate that there has been a significant increase in pressure on the local labor market, as compared to previous years. Polk County's 2006 unemployment rate was 3.7%, about 1% below national margins. Since 2006, it has grown by 3.6%, or twice the unemployment growth rate of the nation (+1.8%). Unemployment figures are traditionally much higher among individuals with lesser educational attainment.

While local demand exists for individuals with a baccalaureate degree (see the *Workforce Demand for Baccalaureate Programs* section of this document), the enduring job losses in the construction, citrus, and phosphate mining industries indicates a strong need for training and education of the workforce to not just meet this demand, but also to simultaneously fight unemployment. The most current enrollment figures for the College clearly demonstrate a critical need for training and re-tooling of the local workforce in order to offset these labor market challenges.

Second quarter 2008 statistics showed that approximately 254,000 county residents were employed, with Trade, Transportation, and Utilities as the largest major industry sector (covering 20% of local employment). Professional and Business Services ranked second (with about 17%), and Government ranked third (with almost 12%). While all three sectors are projected to grow in the next decade, Professional and Business Services are projected to gain 12,000 jobs (a 30% increase) locally by 2015; this represents the largest area of growth across all industry sectors. A significant proportion of jobs in these growth areas will require baccalaureate degrees.

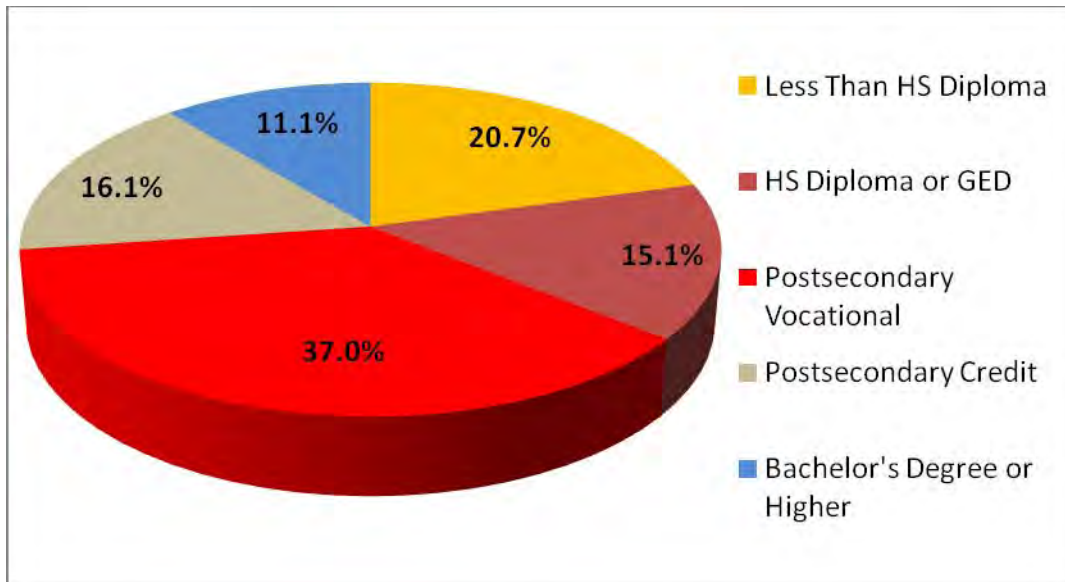
Between 2007 and 2015, the number of jobs in Polk County is expected to increase by 13%, with approximately 4,000 new jobs becoming available annually. The number of new jobs created between 2007 and 2015 is projected to be approximately 32,000, with 64.2% requiring at least some postsecondary education (as depicted in Figure 1, page 9). Occupations requiring a bachelor's degree or higher are projected to experience a growth rate of 11.1%.

Another aspect of workforce trajectories to be considered is the aging of certain segments of the working population. Managerial jobs and other positions requiring higher degrees are traditionally held by employees 35-54 years of age. In 2007, this age group comprised 45.3% of the workforce over 20 years of age, and 25.8% of the total population. As this age group retires, local organizations will seek replacement managers. Many will have to come from the ranks of experienced workers who currently hold A.S./A.A.S. degrees. Current projections indicate that the proportion of the experienced and educated workers within this age segment of the local workforce is declining slightly, adding an additional challenge to maintaining future economic security and stability.

By 2018, Polk County's population between 20-64 years of age is projected to expand by 14%, resulting in a local workforce that will grow by almost 45,000 people over the next 10 years. As the local workforce expands, so will the demand for trained employees with baccalaureate degrees.

By 2015, over 24,000 jobs are expected to require a minimum of a bachelor's degree as a condition of employment, compared to less than 21,000 in 2007. The existing supply of bachelor's degree graduates creates challenges in this area (see the following section for further information). These challenges are exemplified by the recent movement of a significant portion of the operations of the State Farm Insurance Company to another state. This move was precipitated in large part by unsuccessful attempts to fill managerial and supervisory positions requiring baccalaureate degrees from the local population.

Figure 1
Educational Requirements of New Jobs
Created in Polk County between 2007 and 2015



Source: Florida Agency for Workforce Innovation, Labor Market Statistics, Employment Projections

Workforce Demand for Baccalaureate Programs

As previously stated in the *Needs Assessment* section of this application, to assess demand for the identified Bachelor of Applied Science (B.A.S.) degree in Supervision and Management, the methodologies recommended by the Division of Accountability, Research and Measurement of the Florida Department of Education have been applied by the College to ensure the highest data integrity across all projections of demand for this program.

The division for Labor Market Statistics (LMS) in the Florida Agency for Workforce Innovation produces, analyzes, and delivers timely and reliable labor statistics to improve economic decision making. LMS reports a variety of labor market, economic, and demographic data and also tracks current jobs by Standard Occupation Classification (SOC) codes to project demand for these jobs by region.

The Employment Projections published by the LMS represent forecasts of future employment levels for specific industries and occupations in Florida. The Long-term Employment Projections (LEP) program provides estimates of current and projected employment by industry and occupation for eight years into the future. The most current projections cover the period from 2007 through 2015. Each of the proposed B.A.S. degree's three concentration areas (Business Administration, Public Administration and Public Safety Management) was examined individually to assess demand.

Demand for the B.A.S. in Supervision and Management, Business Administration Concentration

Projections of average annual openings in Polk County (Workforce Region 17) through 2015 for occupations relevant to students who would complete the Business Administration concentration are shown in Table 1. Polk County jobs listed in this classification area are expected to grow by 12% between 2007 and 2015. Statewide, the average number of available jobs in these SOC codes is expected to exceed 27,000 annually.

Table 1
Occupational Forecast for B.A.S. Graduates (Business Administration Concentration)
for Polk County (Workforce Region 17)

Occupation Code	Standard Occupation Classification	Annual Openings Due to Growth	Annual Openings Due to Separation	Average Annual Openings
111011	Chief Executives	28	17	46
111021	General and Operations Managers	45	35	80
112011	Advertising and Promotions Managers	1	1	1
112021	Marketing Managers	4	2	7
112022	Sales Managers	12	9	21
112031	Public Relations Managers	0	1	1
113011	Administrative Services Managers	6	4	10
113021	Computer and Information Systems Managers	4	2	6
113031	Financial Managers	8	7	14
113041	Compensation and Benefits Managers	2	1	3
113042	Training and Development Managers	1	1	1
113049	Human Resources Managers, All Other	1	1	1
113051	Industrial Production Managers	0	3	3
113061	Purchasing Managers	0	1	1
119011	Farm, Ranch, and Other Agricultural Managers	3	6	8
119021	Construction Managers	0	15	15
119039	Education Administrators, All Other	0	1	1
119041	Engineering Managers	0	1	1
119141	Property, Real Estate, and Community Assoc. Managers	2	4	6
119151	Social and Community Service Managers	1	1	2
119199	Managers, All Other	21	21	41
131022	Wholesale and Retail Buyers, Except Farm Products	17	18	35
131023	Purchasing Agents, Except Farm Products and Trade	2	9	11
131071	Employment, Recruitment, and Placement Specialists	11	6	17
131072	Compensation, Benefits, and Job Analysis Specialists	4	2	6
131073	Training and Development Specialists	7	4	12
131079	Human Resources, Training, & Labor Relations, All Other	8	4	12
131111	Management Analysts	14	9	23
131199	Business Operations Specialists, All Other	44	21	65
132011	Accountants and Auditors	39	36	75
132031	Budget Analysts	1	1	1
132051	Financial Analysts	3	2	6
132052	Personal Financial Advisors	10	2	12
132071	Loan Counselors	1	1	2
132072	Loan Officers	0	3	3
132099	Financial Specialists, All Other	3	2	5
193021	Market Research Analysts	2	3	6
193022	Survey Researchers	3	4	7
431011	First-Line Supervisors of Office & Admin. Support Workers	32	46	78
Total Average Annual Openings		340	307	645

Source: Florida Agency for Workforce Innovation, Labor Market Statistics, Occupational Employment Projections Unit.

Notes: 1) Represents Florida Agency for Workforce Innovation estimates of average number of jobs that will become available due to growth or separation each year between 2007 and 2015. 2) Some numbers do not correspond to total provided due to rounding.

Table 2
Occupational Forecast for B.A.S. Graduates (Public Administration Concentration)
for Polk County (Workforce Region 17)

Occupation Code	Standard Occupation Classification	Annual Openings Due to Growth	Annual Openings Due to Separation	Average Annual Openings
111021	General and Operations Managers	45	35	80
112011	Advertising and Promotions Managers	1	1	1
112021	Marketing Managers	4	2	7
112022	Sales Managers	12	9	21
112031	Public Relations Managers	0	1	1
113011	Administrative Services Managers	6	4	10
113021	Computer and Information Systems Managers	4	2	6
113031	Financial Managers	8	7	14
113041	Compensation and Benefits Managers	2	1	3
113042	Training and Development Managers	1	1	1
113049	Human Resources Managers, All Other	1	1	1
113061	Purchasing Managers	0	1	1
113071	Transportation, Storage, and Distribution Managers	2	3	5
119039	Education Administrators, All Other	0	1	1
119051	Food Service Managers	3	3	6
119111	Medical and Health Services Managers	5	3	9
119151	Social and Community Service Managers	1	1	2
119199	Managers, All Other	21	21	41
131022	Wholesale and Retail Buyers, Except Farm Products	17	18	35
131023	Purchasing Agents, Except Farm Products and Trade	2	9	11
131051	Cost Estimators	3	8	10
131071	Employment, Recruitment, and Placement Specialists	11	6	17
131072	Compensation, Benefits, and Job Analysis Specialists	4	2	6
131073	Training and Development Specialists	7	4	12
131079	HR, Training, & Labor Relations Specialists, All Other	8	4	12
131111	Management Analysts	14	9	23
131199	Business Operations Specialists, All Other	44	21	65
132011	Accountants and Auditors	39	36	75
132031	Budget Analysts	1	1	1
132051	Financial Analysts	3	2	6
132081	Tax Examiners, Collectors, and Revenue Agents	1	5	5
193021	Market Research Analysts	2	3	6
193022	Survey Researchers	3	4	7
193051	Urban and Regional Planners	1	1	2
232099	Legal Support Workers, All Other	0	0	0
431011	First-Line Supervisors of Office & Admin. Support Workers	32	46	78
433031	Bookkeeping, Accounting, and Auditing Clerks	31	70	102
Total Average Annual Openings		339	346	683

Source: Florida Agency for Workforce Innovation, Labor Market Statistics, Occupational Employment Projections Unit.

Notes: 1) Represents Florida Agency for Workforce Innovation estimates of average number of jobs that will become available due to growth or separation each year between 2007 and 2015. 2) Some numbers do not correspond to total provided due to rounding.

Demand for the B.A.S. in Supervision and Management, Public Administration Concentration

Most of the data applicable to the Business Administration concentration area is valid for the Public Administration track as well. There are only minor differences separating the two tracks with respect to the selection of SOC codes (see Table 2, previous page). This table indicates projections for the average annual openings in Polk County through 2015 for occupations relevant to students who complete the Public Administration concentration of the program. Jobs listed in this classification area are expected to increase by almost 7% between 2007 and 2015. During the same period, the number of available jobs statewide in these SOC codes is projected to exceed 27,700 annually.

Demand for B.A.S. in Supervision and Management, Public Safety Management Concentration

For 2007, the division for Labor Market Statistics reported that 2,100 people were employed in the Public Safety sector in Polk County. By 2015, that number is projected to grow by more than 14% (to about 2,400), with an average of 90 annual job openings in the sector (as shown in Table 3). Demand for managers and supervisors in this area is expected to experience an increase that is directly proportional to projected growth in the category. The statewide annual demand for the same job cluster is expected to be slightly above 4,000 positions. Additionally, the Polk County Sheriff’s Office, a collaborative partner with the College, requires that a deputy earn a baccalaureate degree in order to be considered for promotion.

**Table 3
Occupational Forecast for B.A.S. Graduates (Public Safety Management Concentration)
for Polk County (Workforce Region 17)**

Occupation Code	Standard Occupation Classification	Annual Openings Due to Growth	Annual Openings Due to Separation	Average Annual Openings
331011	First-Line Supervisors of Correctional Officers	0	2	2
331012	First-Line Supervisors of Police and Detectives	1	2	3
331021	First-Line Superv. of Fire Fighting and Prevention Workers	1	1	2
331099	First-Line Superv. of Protective Service Workers, All Other	1	1	2
332011	Fire Fighters	13	12	25
332021	Fire Inspectors and Investigators	0	1	1
333021	Detectives and Criminal Investigators	3	7	11
333051	Police and Sheriff's Patrol Officers	16	23	38
194092	Forensic Science Technicians	2	1	2
211092	Probation Officers and Correctional Treatment Specialists	0	4	4
Total Average Annual Openings		37	54	90

Source: Florida Agency for Workforce Innovation, Labor Market Statistics, Occupational Employment Projections Unit.

Notes: 1) Represents Florida Agency for Workforce Innovation estimates of average number of jobs that will become available due to growth or separation each year between 2007 and 2015. 2) Some numbers do not correspond to total provided due to rounding.

Summary of Workforce Demand for Baccalaureate Programs

The division for Labor Market Statistics (LMS) of the Florida Agency for Workforce Innovation (AWI) estimated average annual openings for all SOC categories for the time period between 2007 and 2015 in Polk County. LMS calculated average openings based on projections of new jobs created through growth and replacement of jobs arising through separation. The categories applicable to PCC's proposed degree and its three concentration areas are listed in Tables 1, 2, and 3. After eliminating overlap-based duplications between the SOC tables for jobs related to the Business Administration and Public Administration areas, the combined number of applicable openings predicted each year in Polk County organizations between 2007 and 2015 is approximately 775 jobs; these openings will be due to growth or replacement.

In 2007, Polk County's accredited higher education providers formed a local consortium of postsecondary institutions. During July 2008, the College asked all members of this consortium to indicate existing programs with matching Classification of Instructional Program (CIP) codes in the area of Business Administration, Public Administration, and Public Safety Management. The results of this assessment are summarized in Table 10 (page 23) and show that only USF Polytechnic has a public degree program in one of the three concentration areas (Business Administration). However, the size of this program is clearly not able to meet the current and future needs of businesses and the community, as established in this application.

**Table 4
Degrees Awarded by Polk County Postsecondary Institutions
in the Proposed Program Areas during Academic Year 2007-2008**

Institution	Degrees Awarded to Local Residents in Recent Academic Year
Florida Southern College	86*
Keiser University	10*
Southeastern University	21*
USF Polytechnic	4**
Warner Southern College	9*
Webber International University	67*
Total	197*

* Projection of local graduates based on general out-of state student proportions for 2006/2007 at <http://www.icuf.org/publications>

** Includes 1 graduate of USF Polytechnic's B.S.A.S. program in Criminal Justice, which has a different CIP code (43.0107) than the proposed B.A.S. in Supervision and Management, with a focus in Public Safety Management.

While Florida Southern College, Keiser University, Southeastern University, Warner Southern College, and Webber International University all offer baccalaureate programs in Polk County, only USF Polytechnic has a degree offering that matches one of the focus areas of the B.A.S. program proposed by Polk Community College. As aforementioned, approximately 775 positions would be available annually to local graduates with bachelor's degrees in Supervision and Management with concentration in Business Administration, Public Administration, and Public Safety Management. Currently, as shown in Table 4, public and private universities supply an estimated 197 graduates to the workforce, which is insufficient to support the demand in these areas.

The actual number of graduates from this pool who enter the Polk County workforce is likely to be fewer than 197, as data for most private institutions include students who are attending the college but do not reside in Polk County, and may therefore not remain in the area when entering the workforce. Based on anticipated enrollments in the College's proposed program and its projected growth rates, the program will be able to fill the indicated gap from current data (578 graduates in the relevant fields) within the next seven years.

In summary, existing baccalaureate programs in Polk County are currently covering less than 25% of the projected need relevant to the fields targeted by the proposed program. This significant gap between the workforce demand for baccalaureate degree recipients and the supply of qualified graduates produced by local educational institutions, coupled with the fact that Polk County continues to lag behind state and national averages in the percentage of residents with bachelor's degrees, indicate the critical necessity for accessible, convenient, and affordable baccalaureate educational opportunities in Supervision and Management.

Additionally, the employment projections for these program areas by the 2007 Labor Market Statistics show that the statewide demand for graduates from this type of program will exceed 37,000 jobs annually (between 2008 and 2015). Considering recent restrictions imposed on undergraduate admissions throughout the higher education system of Florida, it is doubtful that the traditional 4-year educational providers will be able to match this demand through dedication to the strategic mandate of affordable access to education, as PCC is committed to fulfill.

Employer Survey

The workforce demand analysis presented in the previous section established a significant gap between local business needs and the educational level and opportunities present for the existing workforce. The College also sought feedback from Polk County employers regarding PCC's proposal to offer a baccalaureate degree in Supervision and Management, and the utility of the proposed concentration areas in Business Administration, Public Administration, and Public Safety Management. The College worked collaboratively with the Central Florida Development Council (CFDC), the local chambers of commerce, and other community agencies, in an effort to contact businesses and agencies with workforce needs that would be supported by the proposed B.A.S. program. As a result of these efforts, the College received abundant support through letters from many organizations, which further helped to document and quantify the demand for additional baccalaureate-educated employees in the county (see Appendix A).

Since more differential input was required to conclude the preliminary planning phase and adequately support the B.A.S. proposal process, organizations were asked to participate in an online survey that was administered between July 3, 2008 and August 10, 2008. Most local chambers of commerce and other community organizations assisted the College with additional member communications and/or direct Web links to the survey. In addition, the College used a mailing list provided by the CFDC to invite major local employers to participate in the survey. Using this list, PCC's Office for Institutional Research, Effectiveness, and Planning called all organizations to identify/verify the local human resources contact at each institution, and to inform this individual about the pending survey. These included the following:

- All key financial institutions
- Major local healthcare providers
- Top local business organizations with more than 100 employees
- Local city agencies, county governments, and other public administrations
- Local Police and Fire-Rescue Departments
- Polk County Sheriff's Office
- School District of Polk County
- Members of PCC's Workforce Education Council

Of the 177 major employers in Polk County invited to participate, 133 completed the survey; this translates into a response rate of over 75%. The information provided represents over 67,000 local employees, or 31% of the jobs located in Polk County (see Appendix A). The findings of this survey are summarized on the following two pages.

About four out of five participating organizations (79%) reported that a baccalaureate degree is required for certain positions within the organization, and respondents estimated that, on average, 16% of their employees held management or supervisory positions that required a baccalaureate degree. In addition, 85% indicated that promotional opportunities are available to employees who obtain baccalaureate degrees, and 96% of the respondents believed that some of their employees were likely to enroll in the College's B.A.S. program.

Due to the nature of the survey, the College abstained from inquiring about current job vacancies, but instead asked participants: (a) how desirable it would be for them to have employees with bachelor's degrees in each of the three baccalaureate program concentration areas proposed, and (b) how many employees might be likely to enroll in such a program. Desirability is a leading indicator of demand, and Human Resource Department estimates regarding likely enrollees typically reflect the internal demand as well. After aggregating respondents into track-related employer clusters, the results indicated overwhelming demand and support for the College's B.A.S. initiative. This information is also summarized in Table 5:

- Among general business companies, 88.3% offered a favorable response, and only 5.7% gave an unfavorable response; 10% remained neutral.
- Among city and local government agencies, 80.9% offered a favorable response, and less than 4.8% gave an unfavorable response; 14.3% were neither for, nor against the proposal.
- Among public safety organizations, 93.75% offered a favorable response, while 6.25% remained neutral; no unfavorable responses were received.
- Only 4% of participating employers believed that none of their employees would enroll in one of the proposed B.A.S. tracks, 66% expected that between one and ten employees would enroll, and 30% estimated that more than ten employees would enroll.

Table 5
Desirability of Having Employees with Bachelor's Degrees in the Respective B.A.S. Concentration Areas

Track	Favorable Response
Business Administration	84.3% of all general business companies
Public Administration	80.9% of all city and local government agencies
Public Safety Management	93.8% of all public safety organizations

In addition, three out of four organizations stated that they have a tuition reimbursement plan in place that would assist employees to enroll in the proposed B.A.S. program. The organizations correlating with the tracks in Public Administration and Public Safety Management have a greater proportion of tuition reimbursement programs than general business companies.

After having established existing need for baccalaureate graduates in the workforce, the survey also asked respondents to assess the number of employees who might enroll in a B.A.S. program at Polk Community College. Respondents were able to provide an informed projection, since the survey script also contained a brief description of the proposed baccalaureate concentration areas. Table 6 (next page) summarizes the responses to this question.

Table 6
Approximate Number of Employees Likely
to Enroll in PCC's B.A.S. Program

Category	Number	Percent
None	5	3.8%
1 to 5 Employees	53	39.8%
6 to 10 Employees	32	24.1%
11 to 15 Employees	7	5.3%
16 to 20 Employees	8	6.0%
More than 20 Employees	23	17.3%
No Response	5	3.8%
Total	133	100.0%

In summary, the results of this business survey show that:

- The vast majority of participating local businesses and public organizations currently have positions requiring a baccalaureate degree.
- There is financial support and significant interest for employee enrollment in the B.A.S. program.
- A high percentage of respondents believe that having employees with a B.A.S. in one the three concentrations would be very desirable for their organization.
- There are promotional opportunities for current employees who obtain these degrees.

Finally, the majority of respondents believed that between one and five of their current employees would be likely to enroll in the College's baccalaureate program. Even if businesses that did not respond to this question are added to the "None" category of interest, it is evident that with 92.5% showing interest in the initiative, a substantial proportion of respondents project that their employees would enroll in one of Polk Community College's proposed baccalaureate program tracks. These findings, in conjunction with the strong letters of support received from local businesses and agencies, demonstrate that employers in Polk County enthusiastically support the College's efforts to increase educational opportunities for its residents. These three responses from the *Comments* section of the survey can be considered representative of the quality of this support:

It would be nice for people in East Polk, and also Highlands County, to have a 4- year program that is not as expensive as a private college, and closer to home than the USF campus in Lakeland.

Excellent! Very exciting! I have employees taking classes from great distance because nothing in Public Safety above AS is available locally.

In addition to the higher education needs by community residents for enhanced earning potential and our joblessness rate, the direct impact on the Winter Haven economy for growth and development is huge. Having an accredited 4-year program will obviously make this community even more appealing.

Employee/Community Survey

Accompanying the request for participation in the employer survey, members of management within these companies also received flyers inviting their employees to participate in the College's Employee/Community Survey. In addition, a survey link was posted on the College website, and a press release invited members of the community to participate. During the survey's administration period (July 2008), a total of 389 local employees and community members participated. Not surprisingly, respondents mirrored the spectrum of industries seen in the employer survey.

About two thirds of participants (66%) stated they were either "extremely interested" or "very interested" in receiving a B.A.S. degree in Supervision and Management in one of the proposed areas of concentration. Another 23% were "somewhat interested," bringing the level of interest in the program to almost 90%. Among respondents who indicated some interest in the B.A.S. program, 55% reported an interest in the Business Administration track, 23% expressed interest in Public Administration, and 21% indicated interest in Public Safety Management. When controlling for preference-bias by industry of current employment, the pattern of interest mirrored the results of the employer survey.

A little less than half of the respondents (45%) who indicated interest in the program stated that they would be ready to enroll immediately; another 40% stated they would be ready to enroll within one to two years, and about 8% expected to be ready within two to three years. These data provide further evidence for the immediate need to increase local access to affordable baccalaureate programs. The demand for the program is further emphasized by responses to questions regarding *Convenience of Location* and *Cost of the Program*, as these factors were identified as the most important selection criteria by respondents (see Table 7 below).

Table 7
Employee/Community Survey Ratings of Criteria for Selecting an Educational Program

Survey Response	Percent Responding with "Somewhat Important" or "Very Important"
Convenience of Location	90%
Cost of the Program	88%
Availability of Evening Classes	81%
Availability of Online Classes	75%
Small Class Size	47%

The results of this survey clearly demonstrate strong interest and support in the community and the workforce for the College's proposed degree program. The results also delineate a timeline for demand for seats in the program, such that the College can predict potential enrollment. Additional comments by respondents demonstrated enthusiasm for the initiative, as the following representative collection of comments illustrates:

A bachelor's program at PCC is a GREAT idea! It would give many people the opportunity to get a 4 year degree at a lower cost than other local colleges and universities.

I think this would be a wonderful idea, and would be beneficial to a lot of people in the area, who don't want to travel to Lakeland, Tampa or Orlando to get a B.A.

I graduated from PCC in 1994 with an A.A. degree. I would LOVE to finish my B.A. at this school. Hands down, it is the best College that I have attended to date. The teachers were wonderful and I thoroughly enjoyed my time at PCC. A four year program is a great idea and I will definitely apply for readmission if it happens.

PCC Student Survey

An instrument very similar to the community survey was provided to generate input from currently enrolled and incoming PCC students regarding the B.A.S. degree program (administered from August 5, 2008 to August 22, 2008). To assess interest in the proposed program, an online survey link was sent by e-mail to over 15,000 students enrolled during 2008. Additionally, a survey link was posted on the College's Web portal, and new students received flyers with an invitation to complete the survey. A total of 1,262 students completed the survey.

To identify not only demand for the program, but to also receive data concerning the various internal transfer and course needs (students who may be articulating from an A.S./A.A.S. to B.A.S. versus A.A. to B.A.S.) after program implementation, students were asked to identify which degree program they were already enrolled in or which program they planned to enroll in. The results indicated that half of participants (51%) were A.A. degree seekers, 37% were pursuing A.S. or A.A.S. degrees, and about 12% were studying for Certificate Programs or were enrolled at the College for other reasons.

About two thirds of students (61%) were either "extremely interested" or "very interested" in receiving a B.A.S. degree in one of the proposed tracks. Another 20% were "somewhat interested," bringing the level of general interest to over 80%. Among respondents who indicated interest in the program, 69% reported an interest in the Business Administration track; 18% expressed interest in Public Administration, and 13% stated an interest in Public Safety Management.

About 33% of interested respondents stated that they would be ready to enroll in the program immediately; another 40% believed they would be ready within one to two years, and about 18% expected to be ready within two to three years. When asked about the importance of certain selection criteria, PCC students indicated an even more pronounced focus on the importance of the *Convenience of Location* and *Cost of the Program* (see Table 8 below).

Table 8
Student Survey Ratings of Criteria for Selecting an Educational Program

Survey Response	Percent Responding with "Somewhat Important" or "Very Important"
Convenience of Location	91%
Cost of the Program	91%
Availability of Evening Classes	70%
Small Class Size	57%
Availability of Online Classes	53%

Considering the high degree of interest and the readiness to enroll in the program expressed by PCC students and by respondents from the local workforce, the College predicts significant enrollment demand for a B.A.S. program in Supervision and Management. The following selection of comments illustrates the enthusiasm expressed by students at the College:

Having a 4-year school here could be the greatest opportunity for me as a student, so I won't need to move out of town. I never feel comfortable going to unfamiliar places, and I also know a lot of people have the same feeling.

The proposed bachelor's program sounds like a great opportunity. Not having to worry about a longer drive or a new campus is a stress reducer!

It would help me out tremendously if I could do all four years at PCC. I have a 2 year old and a 4 year old and my husband is in Iraq. I live close to Winter Haven and with the two kids, I just don't know how I can drive everyday 45 minutes to college everyday.

High School Poll

To gain input from another key group pertaining to potential program enrollment, the College conducted an online poll at the end of the school year (2007/2008) among a random selection of 11th and 12th grade students enrolled at local high schools. The survey was completed by 119 high school students from almost all areas of the county, with a slightly stronger participation from 12th grade students (53%).

Of the high school students surveyed, 97% were planning to go to college, and only 3% were not sure. Of those students interested in college, 14% aimed for an associate's degree, 40% for a bachelor's degree, and 46% for a master's degree or higher. Students were asked to rank their interest in a B.A.S. degree program in Supervision and Management: 66% of respondents indicated a "strong interest" and 28% were "somewhat interested;" only 6% expressed no interest at all.

Among those respondents declaring interest in the program, 46% were most interested in the Business Administration track, 42% preferred Public Administration, and 12% indicated an inclination toward the Public Safety Management track. Naturally, almost all 12th graders would be ready to start the B.A.S. program as soon as possible. Of the 11th grade respondents, nearly 80% stated that they would be ready to enroll in the program within one to two years. Only 8% of respondents indicated that they would not likely to be ready to enroll in any program within the next two years.

Like the other survey instruments, the High School Student survey also asked all participants to rank the importance of certain criteria in their selection of an educational program. As shown in the results (see Table 9 below), the two main considerations indicated—as has been seen across the other surveyed groups—were *Cost of the Program* and *Convenience of Location*.

Table 9
High School Student Survey Ratings of Criteria for Selecting an Educational Program

Survey Response	Percent Responding with "Somewhat Important" or "Very Important"
Cost of the Program	88%
Convenience of Location	82%
Small Class Size	50%
Availability of Evening Classes	47%
Availability of Online Classes	33%

Additionally, the comments provided by participants were also overwhelmingly positive, as the following excerpts demonstrate:

I believe more people would go for their bachelor's degree if this was put into effect. They'll be able to finish where they started instead of transferring.

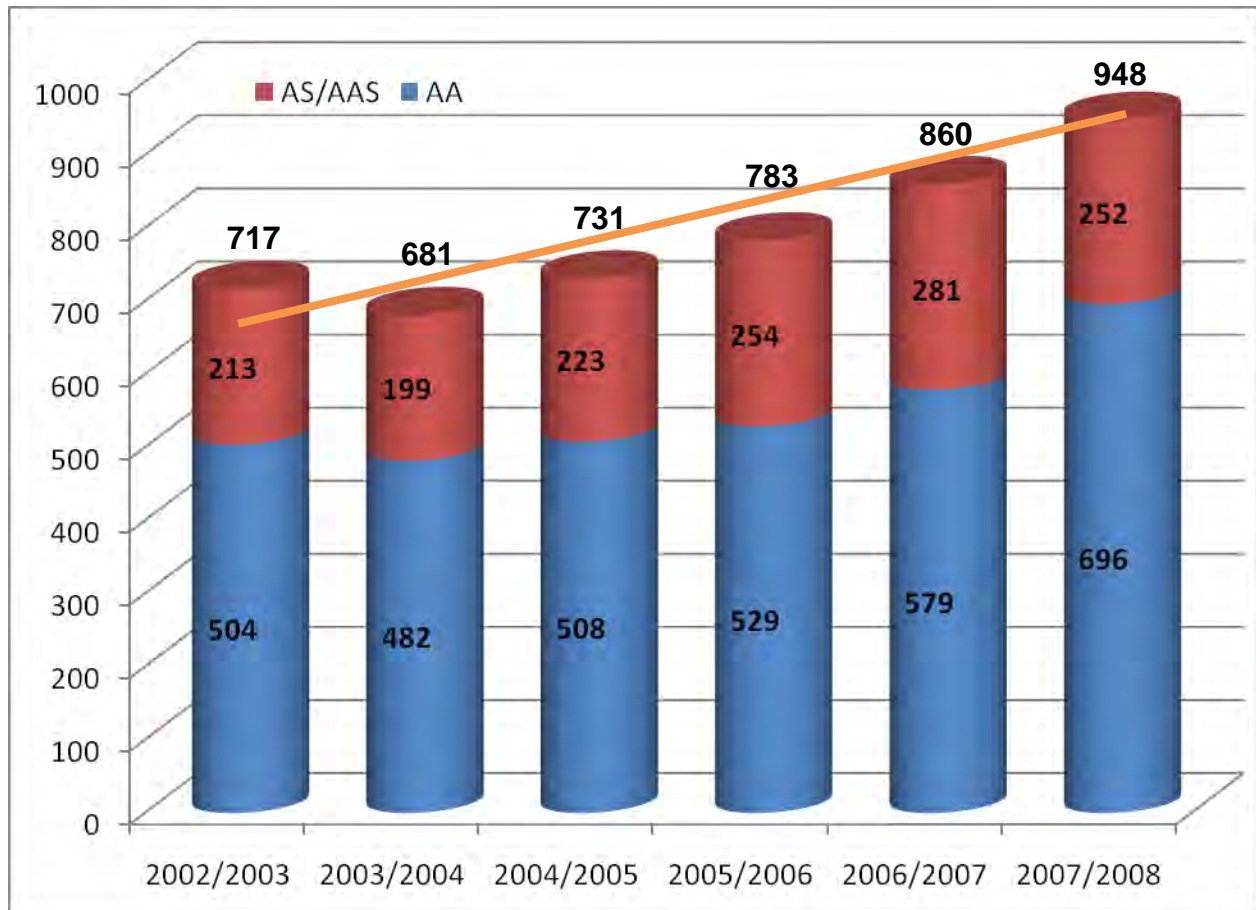
If PCC did add a bachelor's program, then it would be very helpful. Especially with the campus so close and the expenses to attend PCC are much less than a university.

They are very good programs. However, to reach a larger group of people, the programs would eventually have to be expanded.

Production of A.A. and A.S./A.A.S. Degrees

The College currently offers one A.A. degree with 97 advising tracks to facilitate transfer, 20 A.S. degree programs, and 17 A.A.S. degree programs; it has awarded an average of 787 associate degrees annually since the 2002/2003 academic year. Figure 2 illustrates the overall upward trend in A.A. and A.S./A.A.S. degrees awarded by the College over the past six reporting years.

Figure 2
A.A. and A.S./A.A.S. Degrees Awarded by PCC, 2003 – 2008



Source: PCC, Office for Institutional Research, Effectiveness, and Planning

As documented earlier, the results of the student survey analysis provide evidence for the high degree of interest and demand among the College's students and graduates to continue education at PCC. Comparatively, A.S./A.A.S. degree seekers stated somewhat greater interest in the program (4%) than A.A. degree seekers. This is not surprising, since recipients of A.S./A.A.S. degrees from Polk Community College (close to 300 in 2007) have very limited opportunities for earning a 4-year degree locally. All of PCC's A.S./A.A.S. degree graduates would be candidates for admission into the proposed B.A.S. program.

In addition, the recent changes in admission standards across the State University System, as well as continuing tuition increases among private and public institutions, have created obstacles for A.A. graduates seeking to complete a 4-year degree. This undermines the purpose of community colleges and their A.A. degree programs, which have long been essential to the fundamental strategic goals of Florida's 2+2 system.

Baccalaureate Program Providers in Polk County

After the College gathered evidence of the need for additional baccalaureate education in Polk County through a survey of its stakeholders, each public and private provider of baccalaureate education was contacted by the College via a letter from Dr. Eileen Holden, PCC's President. The purpose of this contact was to invite discussion regarding the overwhelming demand for 4-year degree opportunities from students, businesses, and members of the workforce, and to encourage dialogue regarding how to best meet this demand through partnerships and agreements. Additionally, the Vice President for Academic and Student Services made follow-up phone calls to the letters sent to baccalaureate providers to give each institution an opportunity to provide input.

The University of South Florida Polytechnic (USFP) is the only member of the State University System with a campus in Polk County (Lakeland joint-use facility with Polk Community College). PCC and USFP have maintained a history of positive collaboration in their efforts to meet the needs of the community. To continue these efforts, the senior academic administrative staff from both PCC and USFP met to discuss the proposed baccalaureate program.

Administrative leaders from both institutions discussed the articulation agreements, as well as the obstacles to 4-year education for Polk Community College graduates who have earned Associate in Science or Associate in Applied Science degrees. These degrees do not provide guaranteed articulation to a state university, and therefore students would be required to take several classes to fulfill program requirements for entrance into a bachelor's program.

Due to the carefully chosen focus of the proposed baccalaureate program and the specific subset of the population for which it was designed, USFP and PCC determined that there would be minimal overlap or competition between the respective programs and institutions. Dr. Marshall Goodman, Vice President and CEO of USFP, wrote a letter (see Appendix A) supporting the proposal, and indicated a desire to remain a collaborative partner with Polk Community College.

Public Institutions

Polk Community College

PCC's courses for the B.A.S. degree will be initially offered at the College's Lakeland campus and will be expanded to additional sites as need dictates. Accessibility will be further enhanced by offering parts of the program online and through hybrid courses. The College plans to offer one B.A.S. degree with three concentration areas: Business Administration, Public Administration and Public Safety Management. Annual tuition and fees for students are estimated at \$2,520 for thirty credits.

University of South Florida Polytechnic

The University of South Florida Polytechnic (USFP) is the only member of the State University System (SUS) with a campus in Polk County. Currently, USFP's only Polk County location is on the PCC Lakeland Campus, a joint-use facility on PCC property. According to USFP, 60% of its students are Polk County residents. USFP offers 8 undergraduate degrees, only one of which, the Bachelor of Science in Applied Science (B.S.A.S.), has seamless articulation agreements for Associate in Science degree graduates who have accrued at least 60 credits. Although some of the classes for this degree's concentration in General Business are offered in a hybrid format, the majority of courses are offered in a traditional face-to-face format. For the 2007/2008 academic year, annual tuition and fees for thirty credits were calculated at \$2,963.

Private Institutions

Florida Southern College

Florida Southern College (FSC) has a single campus in Lakeland. It offers three master's degree programs (Education, Nursing, and Business) and 6 baccalaureate degree programs¹ (Arts, Fine Arts, Music, Music Education, Science, and Science in Nursing). While FSC offers a Master's in Business Administration, there is no similar baccalaureate program available, nor is there any articulation equivalent to the proposed degree offering at PCC. Annual undergraduate tuition and fees were reported as \$21,190 for the 2007/2008 academic year.

Keiser University

With headquarters in Fort Lauderdale, Keiser University operates 12 satellite campuses throughout the state of Florida. Their Polk County location, Keiser University, Lakeland, offers 11 baccalaureate degrees (Accounting, Business Administration, Criminal Justice, Health Services Administration, Health Science, Homeland Security, Information Technology Management, Legal Studies, and Management Information Systems).² Annual tuition and fees were reported at \$13,256 for the 2007/2008 academic year.

Southeastern University

Southeastern University (SEU) is a Christian College located in Lakeland. SEU offers 49 undergraduate programs in various fields of concentration. While SEU offers a Master's in Business Administration degree, none of the current baccalaureate degrees offered by this institution matches the proposed PCC program or its concentration areas.³ For the 2007/2008 academic year, annual tuition and fees were reported at \$20,470.

Webber International University

Webber International University (WIU) is located in Babson Park, a more rural section of Southeastern Polk County. WIU offers a Bachelor's in Business Administration degree, with eight majors: Accounting, Computer Information Systems Management, Finance, Hospitality Business Management, Management, Marketing, Pre-Law, and Sports Management.⁴ No concentration in Public Administration or Public Safety Management is currently offered. Annual tuition and fees for 2007/2008 were reported at \$17,000.

Webster University

Webster University's Lakeland and Brandon Metropolitan Campus is located in Lakeland and offers master's degree programs in Counseling, Human Resources, Gerontology, and Business Administration for students who already hold a bachelor's degree. Currently no baccalaureate program is offered locally.⁵ Students paid an average of \$13,650 for annual tuition and fees during academic year 2007/2008.

Warner Southern College

Warner Southern College (WSC) is a private Christian liberal arts college located in Lake Wales. WSC offers 28 undergraduate degree programs, including a Bachelor of Arts (B.A.) in Organizational Management, as well as a major in Business Administration with concentrations in Management, Marketing, and Accounting. Annual tuition and fees were reported at \$13,860 for the 2007/2008 academic year.⁶

¹ Florida Southern College, Quick Facts: http://www.flsouthern.edu/about_fsc/quickfacts.htm

² Keiser University Lakeland: <http://www.keiseruniversity.edu/lakeland.php>

³ Southeastern University: <http://www.seuniversity.edu/academics/>

⁴ Webber international University: http://www.webber.edu/academics/course_catalogs.aspx

⁵ Webster University: <http://www.webster.edu/lakeland/programs.shtml>

⁶ Warner Southern College: http://www.webber.edu/academics/course_catalogs.aspx

Table 10 displays all accredited institutions of higher education in Polk County and denotes the specific local baccalaureate degree offerings that match or resemble PCC's proposed B.A.S. tracks. In addition, the table shows the quantity of degree programs, the concentration areas of these programs, as well as the annual tuition costs and the quantity of applicable degrees awarded during the 2007/2008 academic year (where available). None of these institutions offers a degree in Public Administration, and although a degree offering in Criminal Justice exists, the proposed Public Safety Management concentration would be more appealing to members of the Public Safety sector, including law enforcement and correctional officers, fire fighters, and Emergency Medical Services personnel.

Table 10
Alternative Programs for Bachelor's Degrees in Polk County
by Concentration Area

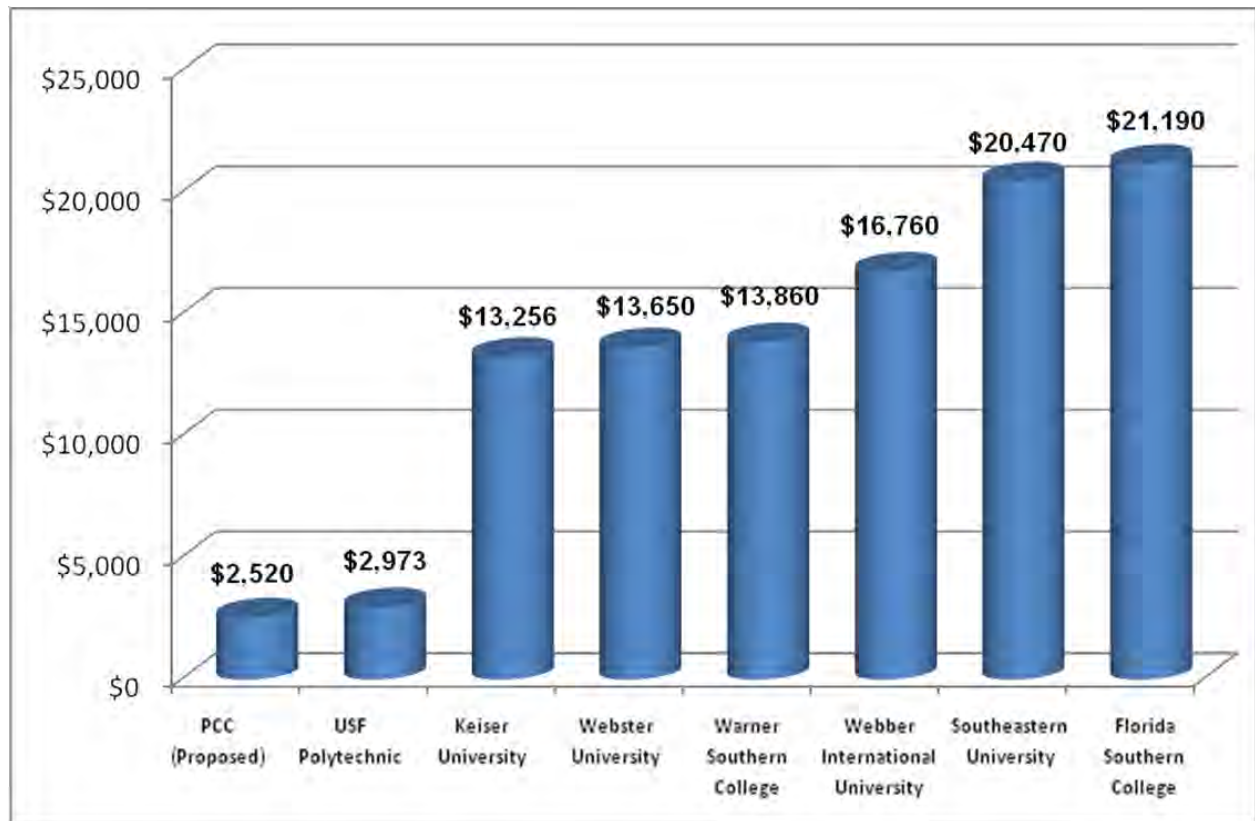
Institution	Related Bachelor Programs Offered	Degrees Available			Annual Tuition & Fees **	Degrees Awarded in Polk County		
		Business Admin.	Public Admin.	Public Safety Mgmt.		Business Admin.	Public Admin.	Public Safety Mgmt.
Polk Community College (Proposed)	1	●	●	●	\$ 2,520	-	-	-
Florida Southern College	6	○	-	-	\$ 21,190	86*	-	-
Keiser University	11	●	-	-	\$ 13,256	10*	-	-
Southeastern University	1	○	-	-	\$ 20,470	21*	-	-
USF Polytechnic	3	●	-	○	\$ 2,973	3	-	1
Webster University	0	-	-	-	\$ 13,650	-	-	-
Webber International University	11	●	-	-	\$ 16,760	9*	-	-
Warner Southern College	8	●	-	-	\$ 13,860	67*	-	-

Source: U.S. Department of Education, National Center for Education Statistics

- Indicates a matching program in the concentration area.
- Indicates a similar program leading to a different degree (e.g., B.S. in Management or B.A. in Criminal Justice).
- * Includes projected Florida residents based on the 2006-2007 ICUF Accountability Report, since the institutions listed offered insufficient information to determine how many degrees were awarded to Polk County residents.
- ** Based on full-time enrollment of 30 credit hours.

The comparative annual cost of tuition and fees for each accredited institution of higher education in Polk County (as shown in the previous table) is graphically summarized in Figure 3. Please note that the figures listed below are based on the average annual tuition cost for 30 credit hours at each institution.

Figure 3
Annual Tuition Costs of Institutions Offering Bachelor’s Degrees in Polk County



Source: U.S. Department of Education, National Center for Education Statistics

Accessibility and Cost

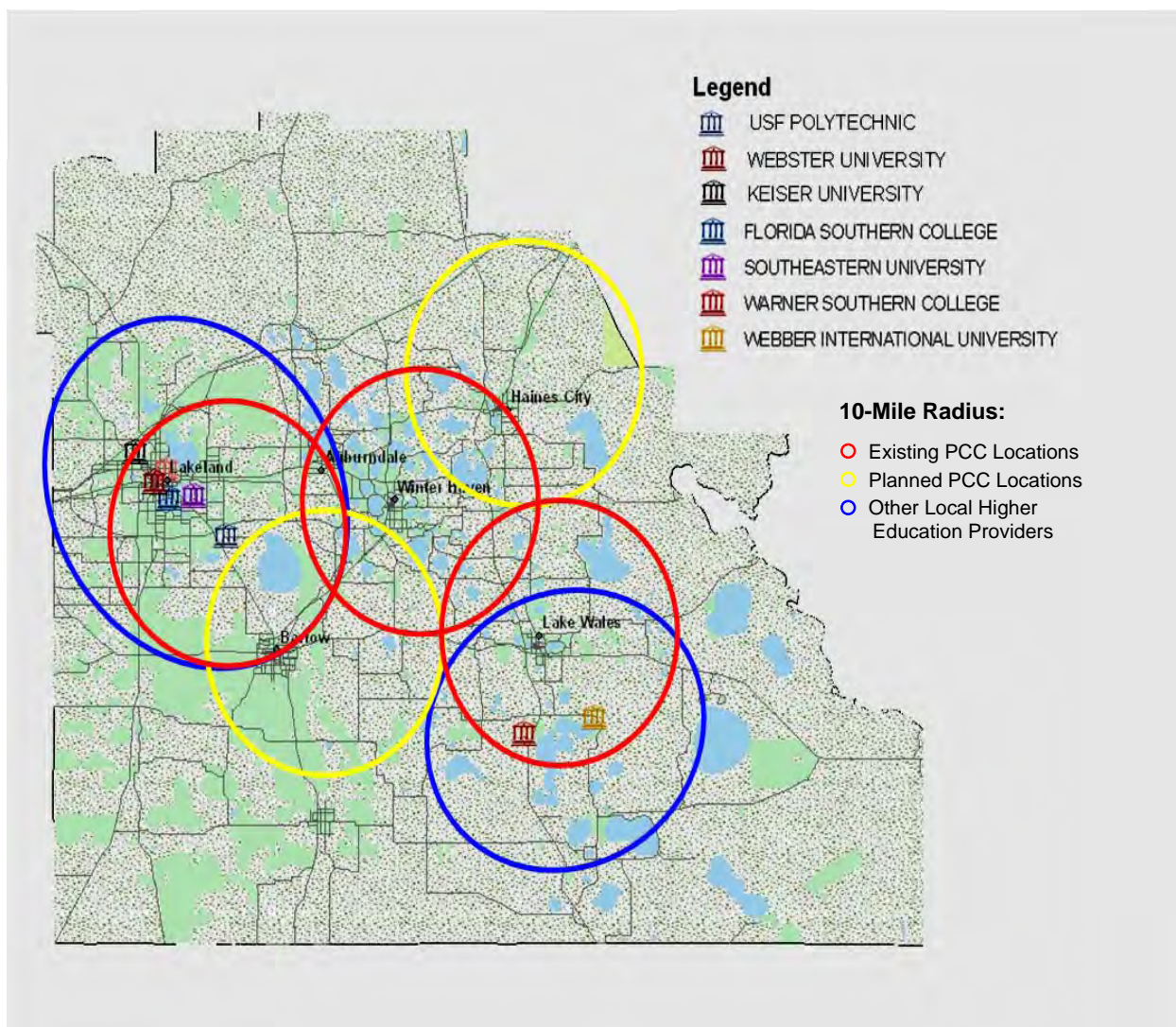
Stakeholders from the PCC service area repeatedly expressed in surveys and commentary (as cited throughout this document) an overwhelming support for the College’s initiative to provide an affordable baccalaureate degree program that would expand career opportunities for residents. The combined data from the various community and student surveys showed that 84% of all participants indicated interest in the program. The survey results also established the importance of close provider proximity when choosing an educational program. Over 90% of all respondents emphasized the importance of a convenient location when selecting a college or university.

Since convenience of location was a prevalent theme in comments made in the open response section of the student/community surveys, PCC’s Office of Institutional Research, Effectiveness, and Planning analyzed students’ residential zip codes for those enrolled at the College in Spring Term 2008 to evaluate the relative convenience and accessibility of local colleges and universities. The analysis revealed that the majority (75%) of PCC students reside within a 10-mile radius of the PCC campus at which they attend classes. While courses for the B.A.S. degree will be initially offered at the College’s Lakeland Campus, it is expected that the program will expand to the Winter Haven Campus, the new JD Alexander Center in Lake Wales, and eventually to other sites.

Figure 4 depicts the 10-mile proximity radius for PCC locations in red, and all other local educational providers within the 10-mile proximity radius combined into blue ovals. The additional yellow circles indicate future PCC sites that are currently in the planning stage. (The northeast site will be north of Haines City; the Clear Springs site will be east of Bartow.)

While there is a certain level of overlap between the proximity radii of some PCC locations (Lakeland and Lake Wales, for example) and the private higher education providers in Polk County, this does not negate the fact that for most local residents, enrolling at these other institutions would be cost-prohibitive. Typically, attending school at these institutions will cost 5 to 8 times the expected tuition of the PCC program (see also Table 10 and Figure 3). Even when compared to USF Polytechnic, PCC’s annual tuition would be about 15% lower, with courses that are more accessible to local residents outside the Lakeland area. Considering the Polk County poverty rate of 13.3% and the recent increase in the cost of commuting, the critical need for accessible and affordable public baccalaureate education in Polk County should be addressed immediately.

Figure 4
Location of Postsecondary Education Providers in Polk County, Florida



Articulation Agreements and Impact on Other Colleges and Universities in Polk County

PCC currently offers 20 Associate in Science (A.S.) and 17 Associate in Applied Science (A.A.S.) degrees (excluding specializations). In addition to the state-negotiated articulation agreements, the College has an array of articulation agreements for students earning A.S. or A.A.S. degrees that allow for transfer to 4-year degree-granting institutions. However, Polk County residents with A.S. or A.A.S. degrees who wish to further their education and careers locally are faced with limited options:

- If students enroll at a private institution in Polk County, they would need to pay approximately 5 to 8 times the cost of PCC's proposed B.A.S. program. In addition, if an online degree program is not provided or selected, most would need to incur the additional expense of the commute to the location where the degree is offered.
- If students enroll in one of the traditional baccalaureate degree programs at a state university, they would need to complete anywhere from 18 to 30 additional credits to compensate for the A.S./A.A.S. degree technical credits that are not transferrable to existing baccalaureate programs, incurring the additional expense and time to complete this task. Additional costs for commuting are also very likely to be incurred.
- If students want to pursue a baccalaureate degree in Public Administration or Public Safety Management (rather than a Business Administration degree), there are few options. Most A.S./A.A.S. degree completers are non-traditional students, yet they would need to move out of the county to obtain a 4-year degree or enroll in one of the more expensive online program offerings to avoid an extensive and costly commute.

The expected impact of the proposed baccalaureate program on other local institutions of higher education should be negligible. Currently, no local degree options exist for Public Administration and Public Safety Management, yet occupational forecast data and commentary by local government agencies, police departments, and fire departments clearly indicate sufficient demand.

Concerning the Business Administration track, enrollment patterns and survey results clearly indicate that most local programs are either too expensive or require too much of a commute to attract more students. As a result, the academic output of baccalaureate degrees in this sector by Polk County's colleges and universities (below 200 for the previous academic year) covers only about 25% of the projected average annual demand of 775 graduates.

The B.A.S. Degree Proposed by PCC

PCC's proposed B.A.S. degree is projected to annually offer more than 900 PCC graduates a 4-year program at the lowest cost and the greatest convenience in location. It will be a program offered by an institution in Polk County, mainly for the residents of Polk County, and will guarantee seamless transfer from a 2-year to a 4-year program, thereby fulfilling the original intention of Florida's 2+2 approach to higher education.

Since this program has well-defined curricular pathways and can be completed with 120 total credit hours, it is designed to support a reduction in excess credit hours spent in degree attainment. The internal transfer and admissions options will ultimately lead to clear predictions for time-to-degree and cost-of-degree by the College and the student.

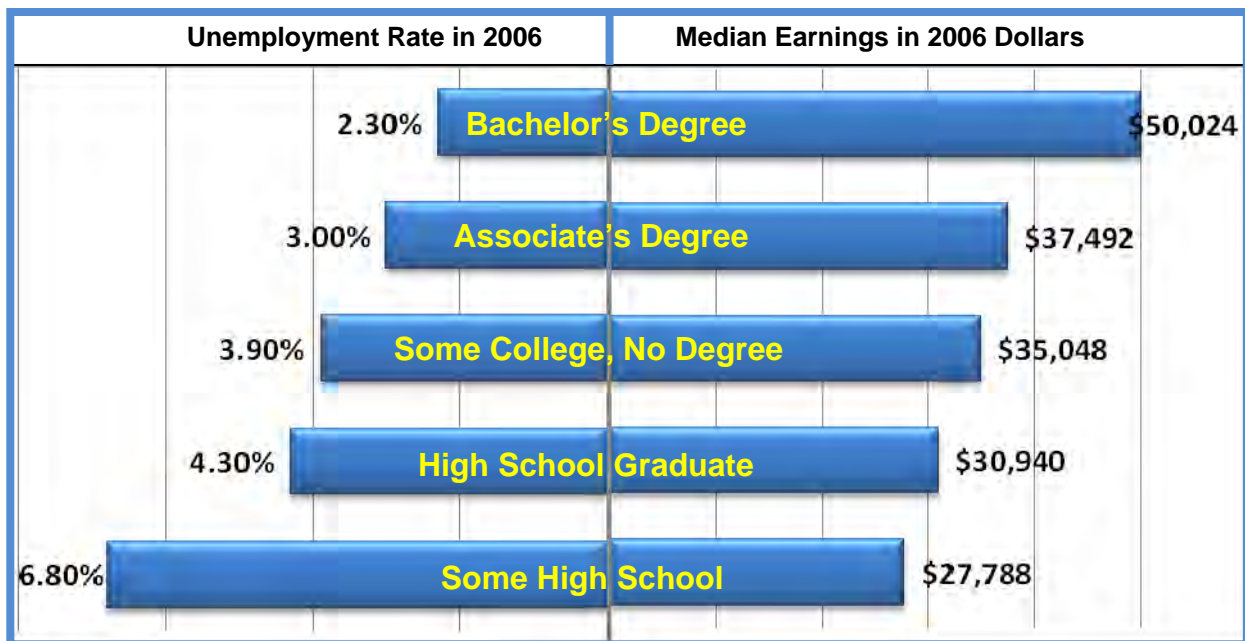
In addition, the existing PCC locations and the plans for additional campuses will greatly enhance the accessibility and affordability of this 4-year program selection for local residents, in particular to the many residents who were previously deterred from pursuing a baccalaureate degree by hardships such as extensive travel or expense. The program's annual tuition and fees are projected to amount to no more than 85% of the cost of USF Polytechnic's comparable program offering, and will only cost a fraction (between 12% and 19%) of the expense of private institutions in Polk County.

Overall Benefits to Polk County

Benefits to Students and Employees

In addition to the benefits established earlier, national data from the Bureau of Labor Statistics show the benefit of obtaining a 4-year degree compared to lesser educational attainment. On average, individuals holding a baccalaureate degree have higher median earnings and are less likely to be unemployed. Figure 5 below illustrates the differential for both socio-economic factors across the various educational segments. For 2006, the median earnings for individuals with a baccalaureate degree were 33.4% higher than those who held an associate's degree, and 61.7% higher than for the average high school graduate without any college. Similarly, the 4-year degree translates into a significantly greater chance of employment compared to population segments with lesser educational attainment.

Figure 5
Average Employment and Earnings by Educational Attainment, 2006



Source: U.S. Department of Labor, Bureau of Labor Statistics

Benefits to Employers

As the *Baby-Boomer* generation retires, employers in Polk County (and the nation) will face the impact of this "retirement peak" on the local workforce. As senior employees, experienced managers, and functional experts with strong administrative background retire, local organizations will need to replace them. Additionally, a large portion of the new jobs to be created will require baccalaureate degrees, while the current expected supply of local baccalaureate degree graduates is significantly below the projected annual openings through 2015. Thus, PCC's proposed B.A.S. program will benefit local employers by:

- Providing a larger supply of qualified local job applicants.
- Decreasing the need to fill local positions by relocation, thereby saving relocation costs.
- Allowing employees to advance from within the organization, thereby reducing training expenses.
- Providing more career pathway options for employers of A.S./A.A.S. degree graduates.

Summary Gap Analysis

A summary of the many demographic, economic, and educational factors that affect the supply and demand differential for baccalaureate degrees in Polk County is shown in Table 11.

Table 11
Gap Analysis by Factor

Factor	Gap
Demographic	<ul style="list-style-type: none"> The local shortage of bachelor's degrees will increase as <i>Baby Boomers</i> retire and fewer younger replacement workers are available. The high demand for low-cost education cannot be met by only one public university, and the offerings of private institutions are costly and limited.
Economic	<ul style="list-style-type: none"> Polk County's job growth is projected to be 13% by 2015, with jobs requiring bachelor's degrees increasing by 11%. The output and spectrum of affordable local programs is insufficient to meet this demand.
Workforce Needs	<ul style="list-style-type: none"> Local job openings requiring bachelor's degrees across the three proposed concentrations are expected to exceed 775 annually. Local degree output is zero for two of the three degree tracks, and output is insufficient to meet demand (below 25%) for Business Administration.
Student & Community Demand	<ul style="list-style-type: none"> Options for the 900+ PCC students who earn associate's degrees annually are very limited, as only a few local 4-year programs exist for continuing education without extensive additional cost or requirements. Of local employers surveyed, 85% indicated promotional opportunities for employees with bachelor's degrees, but over 20% stated that they do not have a tuition reimbursement plan. Many employees with associate's degrees cannot afford the additional cost, commuting time, or other requirements to enroll in existing programs.
Employer Opinions	<ul style="list-style-type: none"> The majority of employers expressed the need for more bachelor's degree graduates, but local baccalaureate opportunities are either too costly, require too much commuting, have admission criteria that serve as a barrier for those with associate's degrees, or they are simply not available.
Supply	<ul style="list-style-type: none"> Only one public institution offers a B.S.A.S. in the Business Administration track at a single location, and this is inaccessible to many students. Currently, no degree programs are offered in Polk County for the tracks in Public Administration and Public Safety Management. Private institutions charge more than 5-8 times the cost of the proposed program and offer only one of the three areas of concentration at locations that are not convenient for a significant portion of local residents. The local workforce with bachelor's degrees will neither meet the existing demand nor the projected number of job openings (through 2015) if an additional low-cost program is not provided at a more convenient location.
Accessibility and Cost	<ul style="list-style-type: none"> Of PCC students surveyed, over 75% take courses within 10 miles of their residence, but no public program exists in that radius for the majority of those interested in the proposed bachelor's degree. No baccalaureate degree in Public Administration or Public Safety Management is offered in Polk County. Stakeholders ranked convenience of location and program cost as the factors of highest importance when choosing an educational program; however, no cost-effective public programs are available for the majority of the county's population.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Access to Baccalaureate Degree Instruction in Florida	Appendix A
Support Letter Summary	Appendix A
Polk County Demographics	Appendix A
Employer Survey Instrument and Results	Appendix A
Employee/Community Survey and Results	Appendix A
PCC Student Survey and Results	Appendix A
High School Student Poll and Results	Appendix A

2. List and describe the new degree program(s), including the following:
- a. General institutional admissions requirements and any separate admission requirements for the new program(s).

General Admission Requirements at PCC

PCC maintains an open-door policy for admission to the College. Prospective students with qualifying high school diplomas or an equivalency are eligible to apply. Generally the forms of documentation accepted are standard high school diplomas, General Education Development (GED) credentials, and College Placement Test (CPT) Eligible Certificates of Completion. Home schooled students who have met the school attendance policy (as defined in Florida Statute §1002.41) and have completed all curriculum requirements for graduation (as defined by Florida Statutes §1003.428, §1003.4285, §1003.429, and §1003.43) must submit a completed *Home School Affidavit* in lieu of a high school diploma. Prior to registering for courses, a student must have on file in the Registrar's Office:

- A completed admission application
- An official high school transcript (or GED scores)
- All placement test results
- The official transcripts for all previous college work
- An affidavit of residence

Official transcripts must be sent directly to the Registrar's Office. Determination of placement in courses and the need for prerequisite classes are based on recent scores earned on the Scholastic Aptitude Test (SAT) and/or American College Testing (ACT), by the CPT administered at the College, and/or previous college course work.

Baccalaureate Admissions Requirements at PCC

Students interested in pursuing a B.A.S. in Supervision and Management must complete an application to the program; the application can be submitted to the Student Services Department on any campus or it can be completed online. To be eligible for program admission, the student must have earned the minimum qualifications (including an associate's degree or the equivalent) from a regionally accredited school or college, and at least a 2.0 grade point average on a 4.0 point scale. If the student's associate's degree is from a non-regionally accredited institution but is accredited by a body that is recognized by the U.S. Department of Education, a course-by-course evaluation will be done according to PCC's transfer practices and policies.

Students who come to PCC as first-time-in-college students will be encouraged to complete an A.S. or A.A.S. degree in an area related to one of the three tracks of the B.A.S. degree. Individuals who have accrued college credits, but who have not yet earned an associate's degree, will be encouraged to complete either an A.A. or A.S. degree, depending on which degree they are closer to earning. To be eligible for admission, a student must have earned at least 60 semester hours in his or her associate degree program, and at least 15 semester hours must be in transferable General Education courses. An enrolling student must present an official transcript indicating the coursework and the degree awarded.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Florida Statute §1002.41	Appendix B
Florida Statute §1003.428	Appendix B
Florida Statute §1003.4285	Appendix B
Florida Statute §1003.429	Appendix B
Florida Statute §1003.43	Appendix B
Polk Community College Catalog, page 14-21	Appendix B
Current PCC College Application	Appendix B
Proposed PCC College Application to include the B.A.S. Program	Appendix B

b. Completion requirements, including the number of credits which must be earned in programs at the new degree level. Include in the description the number and distribution of general education credits to be completed, the number of credits to be earned in the major or area of concentration, the number of electives to be completed, and other requirements which students must meet in order to receive a degree.

The Bachelor of Applied Science in Supervision and Management degree includes:

- 42 hours of articulated credit from an A.S./A.A.S. degree, or 24 hours of articulated credit from an A.A. degree + 18 hours of technical courses.
- 36 hours of General Education courses.
- 21 hours of Program Core courses.
- 21 hours of Concentration Area courses (Business Administration, Public Administration, or Public Safety Management), including a capstone experience.

As noted above, a student will be granted admission to the B.A.S. program with an A.S., A.A.S., or A.A. degree. A student who has an A.S./A.A.S. degree will follow a slightly different path than a student who has an A.A. degree, as outlined below in Figures 6 and 7. (Note: Students entering the B.A.S. degree program with an A.A.S. degree will need to take at least one additional math course.)

Figure 6

B.A.S. Degree Structure for Students with an A.S./A.A.S. Degree

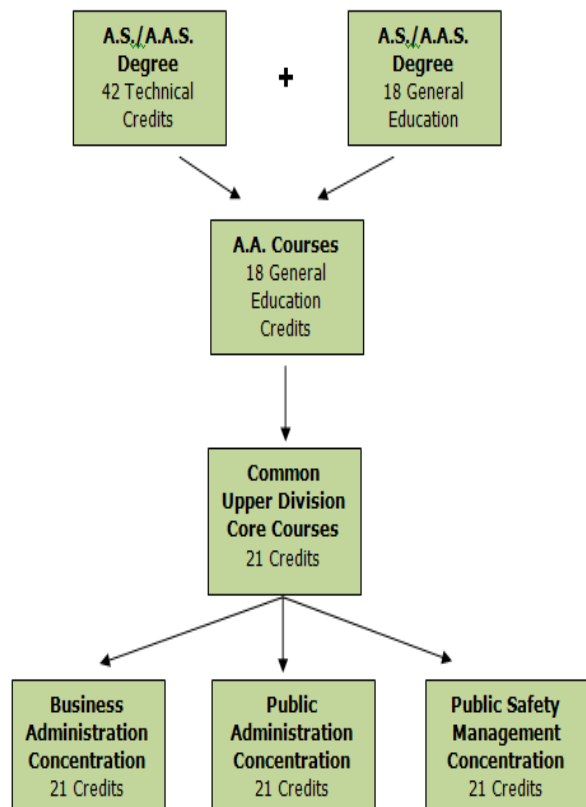
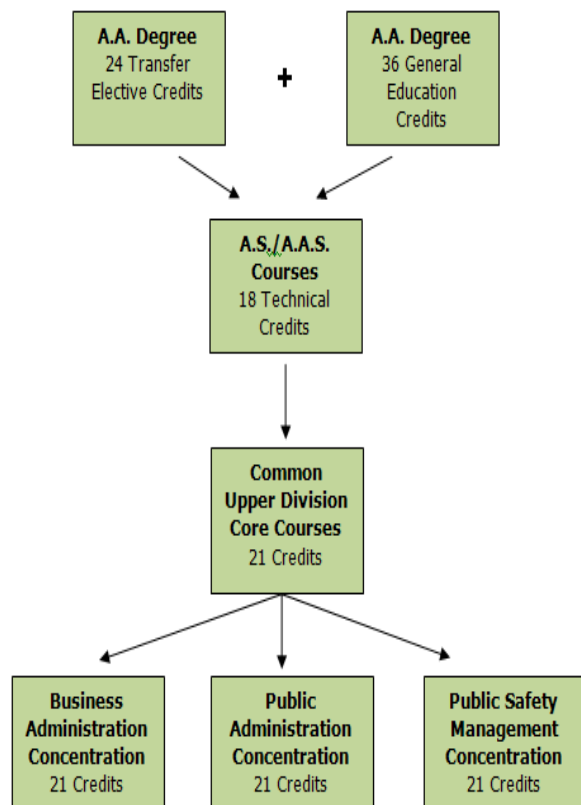


Figure 7

B.A.S. Degree Structure for Students with an A.A. Degree



In either case, all students in the B.A.S. program will meet the College's General Education requirements. These requirements follow guidelines from the state and SACS; they include the courses and hour requirements listed in Table 12 on the following page.

Table 12
PCC General Education Courses for the B.A.S. Program

General Education Requirements	
<p>Communications – 9 Credit Hours Required: ENC 1101 College Composition I ENC 1102 College Composition II LIT 1000 Introduction to Literature</p> <p>Humanities – 6 Credit Hours Required: HUM 2020 Introduction to Humanities And one of the following: AML 2010 or 2020 Survey/American Literature ARH 1050 or 1051 Introduction to Art History ART 1001C Studio Art for Beginners ART 1201C Design I ART 1300C Drawing and Composition I ART 2750C Ceramics I ENL 2010 or 2022 Survey/British Literature ENL 2330 Introduction to Shakespeare FIL 1000 Introduction to Film HUM 2250 Contemporary Humanities HUM 2310 World Mythology HUM 2322 Women in Humanities LIT 1201 Current Interest Themes in Literature LIT 2090 Contemporary Literature LIT 2110 World Literature through Renaissance LIT 2120 World Literature: Renaissance to Present LIT 2380 Women in Literature LIT 2510 Male-Female Images in Literature MUL 1010 Music Appreciation ORI 2001 Oral Interpretation PGY 1100C Photography I PHI 2010 Introduction to Philosophy PHI 2100 Logic PHI 2600 Ethics REL 2300 World Religions THE 1030 Introduction to Dramatic Arts I</p> <p>Mathematics – 6 Credit Hours Required: Satisfactory completion of two courses from the following: MAC 1105 College Algebra MGF 1106 Mathematics for Liberal Arts I MGF 1107 Mathematics for Liberal Arts II MAC 1114 Trigonometry MAC 1140 Precalculus Algebra MAC 2233 Applied Calculus I MAC 2311 Calculus I MAC 2312 Calculus II STA 2023 Introduction to Probability & Statistics</p>	<p>Natural Sciences – 9 Credit Hours Required: Satisfactory completion of Part 1 and 7 credit hours from Part 2. One course from Part 2 must have a lab component.</p> <p>Part 1 HLP 1081 Wellness Concepts or HSC 1101 Wellness: Nutrition, Personal Growth, and Fitness</p> <p>Part 2 BSC 1005C Survey of Biological Science BSC 1010C Principles of Biology I BSC 1011C Principles of Biology II BSC 1930 Biological Issues BSC 2085C Anatomy and Physiology I BSC 2086C Anatomy and Physiology II CHM 1025C Introduction to Chemistry CHM 1045C General Chemistry I CHM 1046C General Chemistry II ESC 1000 Survey of Earth Science GLY 2010C Physical Geology MET 1010 Introduction to Meteorology OCE 2001C Oceanography PHY 2001C Basic Concepts of Physics PHY 2048C General Physics I with Calculus PHY 2049C General Physics II with Calculus PHY 2053C General Physics I PHY 2054C General Physics II PSC 1121 Survey of Physical Science PSC 2515 Energy and Humanity</p> <p>Social Science - 6 Credit Hours Required: Satisfactory completion of one course from each part is required.</p> <p>Part 1 ANT 1000 General Anthropology PSY 2012 General Psychology SYG 2000 Introduction to Sociology SYG 2010 Social Problems</p> <p>Part 2 AMH 1010 U.S. History:1607-1877 AMH 1020 U.S. History:1877-Today ECO 2013 Principles of Macroeconomics ECO 2023 Principles of Microeconomics POS 1112 State and Local Government POS 2041 American National Government WOH 1012 World Civilization: To 1500 WOH 1022 World Civilization: From 1500</p>

All B.A.S. students take 21 credits in the upper-division core as outlined in Table 13. The common program core courses are designed to give students a broad background in organizational behavior, decision-making practices, strategic planning, professional ethics, human resource management, and leadership techniques.

Table 13

Upper Division Common Core Courses			
Course Number	Course Title	Credits	Total
GEB 3214	Communications in Business	3	
GEB 4891	Strategic Planning and Management	3	
MAN 3063	Ethical Issues in Organizations	3	
MAN 3240	Organizational Behavior	3	
MAN 3301	Human Resource Management	3	
MAN 3353	Leadership and Management Practices	3	
MAN 4504	Operational Decision Making	3	21

Finally, the students select one of three concentration areas in the degree: Business Administration, Public Administration, and Public Safety Management. The program concentration areas include courses that prepare students for careers in specific fields. This curriculum culminates in a capstone course taken in the final term that integrates the material presented in each concentration and enables students to apply and reinforce program learning outcomes. The 21 credits required for each concentration are outlined in Tables 14-16 below:

Table 14

Business Administration Concentration Area Courses			
Course Number	Course Title	Credits	Total
ACG 3072	Accounting for Non-Financial Majors	3	
BUL 3130	Legal issues in Business	3	
FIN 3400	Financial Management	3	
MAN 4162	Customer Relations in Business	3	
MAR 4802	Managerial Marketing	3	15
Concentration Area Elective (student selects 1 course)			
GEB 3356	International Business	3	
GEB 4376	Entrepreneurial Management	3	
ISM 4011	Management Information Systems	3	3
Capstone Course			
GEB 4900	Capstone Experience: Business Administration	3	3
Total			21

Table 15

Public Administration Concentration Area Courses			
Course Number	Course Title	Credits	Total
PAD 4204	Financial Management in the Public Sector	3	
PAD 4415	Human Resource Mgmt. in the Public Sector	3	
PAD 4258	Changing Environment of Society, Business, & Government	3	
PAD 4806	State and Local Government Administration	3	
PAD 4141	Public Sector Community Relations	3	15
Concentration Area Elective (student selects 1 course)			
PAD 4604	Regulatory Policy and Administration Law for the Public Sector	3	
DSC 3072	Foundations of Public Safety	3	3
Capstone Course			
PAD 4900	Capstone Experience: Public Administration	3	3
Total			21

Table 16

Public Safety Management Concentration Area Courses			
Course Number	Course Title	Credits	Total
PAD 4204	Financial Management in the Public Sector	3	
PAD 4415	Human Resources Mgmt. in the Public Sector	3	
DSC 3072	Foundations of Public Safety	3	
PAD 4393	Critical Incident Management	3	
PAD 3820	Public Safety System Integration	3	15
Concentration Area Elective (student selects 1 course)			
PAD 4141	Public Sector Community Relations	3	
PAD 4806	State and Local Government Administration	3	
PAD 4932	Contemporary Issues in Public Safety Management	3	
PAD 4258	Changing Environment of Society, Business, & Government	3	3
Capstone Course			
PAD 4903	Capstone Experience: Public Safety Management	3	3
Total			21

The course descriptions and course outcomes for all B.A.S. courses can be found in Appendix C of this document.

To graduate from the B.A.S. program, students must:

- Complete 120 credits as outlined above.
- Earn a minimum 2.0 cumulative GPA.
- Satisfy Gordon Rule requirements as part of the General Education coursework.
- Complete CLAST requirements by 90th credit.
- Demonstrate proficiency in a foreign language equivalent to one year of college instruction. This requirement may be met by successful completion of the appropriate college-level courses, by examination, or by two years of high school instruction in the same language.
- Meet PCC’s general requirements for graduation.
- Satisfy the College’s residency requirement of 25% of coursework completed at PCC.
- Fulfill all financial obligations to the College.

See also proposed PCC Procedure 5002 in Appendix C.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Course Descriptions and Outcomes	Appendix C
PCC Procedure 5002 (Proposed): Minimum Graduation Requirements	Appendix C

c. The curriculum and program oversight by the institution

Curriculum

Shortly after discussions regarding the demand for a baccalaureate program began, the College sought approval from its District Board of Trustees (DBOT) to explore a proposal to offer a B.A.S. degree. This initiative received unanimous approval in April 2008. Next the College surveyed various internal and external constituents in the community to determine the level of interest in the program. When the survey data came back overwhelmingly positive, the Director for the Business Administration Programs began working with the faculty to determine the curriculum. The College also hired consultants in the fields of Public Administration and Public Safety Management to assist with curriculum development. The curriculum was presented to the College’s curriculum committee, the Academic Quality Council (AQC), in November 2008, and approved by the AQC in January 2009.

The College will hire a Director of Baccalaureate Studies to oversee the program. This Director will report directly to the Academic Dean on the Lakeland campus, and will work closely with the Program Director for the Business Administration Programs. In addition, two doctoral level full-time faculty members will be hired –one with expertise in Business Administration and one with expertise in Public Administration– to teach in the program. As the program grows, the College will add positions to include Public Safety Management faculty.

The B.A.S. program will have an advisory committee designed to provide input and guidance on the program’s direction. In accordance with College Procedure 1020, the committee will consist primarily of business and community leaders with expertise in coursework included in the B.A.S. degree curriculum, and will be chaired by one of those members.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
DBOT Meeting Minutes: April 2008, February 2009	Appendix D
AQC Minutes: November 2008, January 2009	Appendix D
PCC Procedure 1020: Program Advisory Committees	Appendix D

d. Instruction

Instructional methods utilized within the baccalaureate program will reflect the same format and practices employed by the College for the scheduling and delivery of its courses within the associate degree programs. The program's upper-division courses will initially be offered at the Lakeland campus and will be expanded to the other campuses as need dictates. In order to accommodate the varied scheduling needs of students, the program's upper-division core courses will be offered through a hybrid format of delivery consisting of traditional classroom instruction and distance learning. The program's lower-division courses may be taken at any of the campuses through traditional classroom instruction, a hybrid format of delivery, or through distance learning (online courses). The delivery options planned for each program concentration area may vary depending upon the needs of the student population within each program of study. The actual method of delivery for each concentration of study will be based on a needs analysis and will be reflective of input from prospective students.

B.A.S. faculty members will utilize a variety of instructional formats designed to accommodate the various learning styles of the student population. Instructional methods will include lectures, computer-assisted instruction, reading assignments, case study analyses, individual and group projects, research projects, class presentations, and computer simulations of a work environment. The capstone course in each of the concentration areas will allow students an opportunity to apply the concepts learned from the program's courses through a work-simulated project or through a comprehensive case analysis of an organization.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
PCC Procedures 1005 and 1006	Appendix E
Example of FASTRACK Schedule	Appendix E
Online Guidelines for PCC	Appendix E

e. Means for evaluating student achievement

The evaluation of student achievement in the program will be conducted at both the course and program level. At the course level, each course has identified learning outcomes that will be assessed through a variety of assessment methods deemed appropriate for the stated learning outcomes of the course. These methods may include papers, research activities, presentations, group and individual projects, case study analyses, quizzes, and examinations. The final grade for the course is determined by the faculty member and is reflective of the grading standard set forth in the course syllabus. The College's standard A through F grading system will be used for all B.A.S. courses.

At the program level, the program curriculum and program outcomes will be evaluated through a variety of departmental and institutional assessment instruments. The program outcomes may be found in Table 24 (Part B, page 62). Departmental instruments will include student achievement data for stated course objectives that are mapped to program outcomes, grade patterns for individual courses, and student achievement as documented in the program capstone courses. Each capstone course will culminate with a cumulative project related to the student's program objectives. Student achievement with the project will assess the student's understanding of the concepts covered in the program and will measure the student's ability to apply the program's learning outcomes. Additional detail is provided in the narrative to Section B, Core Requirement 5, Institutional Effectiveness.

In conjunction with accountability measures outlined by the state through Florida Educational Training and Placement Information (FETPIP), the program will also be assessed utilizing a variety of institutional assessment instruments already in place for the College's associate

degree programs. Measurement data sets include, but may not be limited to: employer satisfaction surveys, graduate satisfaction surveys, program graduation rates, program retention rates, job placement rates, course enrollment patterns, and program enrollment patterns.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Course Objective Mapping	Appendix F
Syllabus Template	Appendix F
Sample Syllabus	Appendix F
Basic Course Information Example	Appendix F
Student Perception of Instruction Form	Appendix F
Instructor Evaluation Summary Example	Appendix F
FETPIP Sample Report	Appendix F
B.A.S. Program Learning Outcomes	Appendix F
Program Evaluation Example	Appendix F
Program Prescriptive Plan Example	Appendix F

3. If the proposed programs/courses are to be offered at distance learning sites, indicate each specific location, its address, the type of instruction structure (e.g., group classroom, individual technology-based), the mode of delivery, and the percentage of the educational program which will be offered.

The College initially plans to offer the B.A.S. degree program at its Lakeland campus and utilize other campuses as need dictates. Program courses will be held in hybrid face-to-face and online format. However, for students in the Public Safety Management concentration, the B.A.S. core courses and the concentration-specific courses may be offered in the same hybrid format but with minimal face-to-face meetings, according to the needs of the students. Students in the Public Safety Management track will be sworn law enforcement officers, firefighters, and emergency service personnel. Members of these professions work fluctuating shifts that make attending face-to-face courses difficult. To provide maximum flexibility for these students, the College may need to minimize the face-to-face portions of some Public Safety Management courses.

Polk Community College is well-positioned to offer courses with a large online component. The College employs a Director of Instructional Technology and two Instructional Technologists to manage the College’s online platform, *Desire2Learn*. These professionals also instruct faculty regarding effective teaching methods for courses provided in an online format. In 2006, a Distance Learning Taskforce, comprised of College faculty across many disciplines, devised a set of guidelines for online instruction (see Appendix G). These guidelines address expectations related to faculty responsibilities (e.g. the required level of interaction between faculty members and their students during the course and expectations regarding timeliness of feedback for assignments).

The College also has a newly formed Distance Learning Committee, which includes faculty members from all areas of the College as well as staff from the Learning Resources Center and Instructional Technology. The purpose of this committee is to provide a forum and mechanism for creating, developing, and improving distance learning experiences for students attending Polk Community College. Some examples of the tasks this committee is currently undertaking are: reviewing Learning Management Systems (LMS) to determine if the College wants to continue using *Desire2Learn* as its interface, reviewing tools to augment the LMS to allow greater collaboration between faculty and students, and reviewing the possibility of using a proprietary assessment tool for peer assessment of online courses. Instructional Technology Services (ITS) has also developed a “course” in the College’s LMS where online instructors can report problems they are experiencing with *Desire2Learn* and solicit assistance from other

faculty members at the College. ITS monitors this “course” and addresses issues that are identified as needed.

Furthermore, the Instructional Technology Services Department at PCC has developed an award-winning distance education certification process (*Innovation of the Year 2007, League for Innovation in the Community College*) for faculty members who wish to learn to teach in a hybrid or online format. This 4-week to 5-week training is offered in a hybrid format that includes two 3-hour face-to-face sessions. In addition to teaching faculty to use the technology associated with the College’s Learning Management System, this course also covers the College’s guidelines related to online instruction (referred to above) and the pedagogy of online learning in general. This certification is mandatory for all faculty members who wish to teach fully-online or hybrid courses at the College.

Faculty members report that the online portion of the distance education certification training takes anywhere from 10 to 50 hours to complete. The training is highly interactive; it models the best practices in distance education and provides institution-specific details faculty members should know to support their students (for a list of topics included in the training program, please see Appendix G). The instructional technologists who teach the certification training program employ a continuous improvement approach to their methodology. At the end of each training session, they ask for feedback from the participants, and this information is shared with the Distance Learning Committee. Changes in the instructional material or presentation can be approved and implemented in the next offering of the training program.

Helpdesk for Student LMS Issues

Between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday, the Student Helpdesk in the Information Technology Department also provides support to students using the College’s Learning Management System (LMS). At 5:00 p.m., the LMS Student Helpdesk operation is forwarded via phone to both of the campus-based Teaching/Learning Computing Centers (TLCCs) so that callers can receive assistance until 9:00 p.m., Monday through Thursday. The TLCCs also provide support for students on Saturday during their hours of operation (9:00 a.m. through 1:00 p.m.).

Training is provided by the Instructional Technology Services Department for all Student Helpdesk supporters, and it provides enough information so that even student workers in the TLCC can solve more than 90% of students’ LMS issues. Much of the Helpdesk activity is focused on providing general directions for accessing the system (e.g. how to determine username/password, what to do to start a course, and the resetting of passwords). The Helpdesk forwards more complicated issues to Instructional Technology staff members for resolution. They also report any circumstances that may indicate systemic issues to Instructional Technology Services so that staff members can investigate and swiftly eliminate the problem.

Learning Resources for Online Students

The courses for the B.A.S. degree program will be offered in a hybrid face-to-face and online format. Thus, a significant proportion of resources to support the programs will be purchased in electronic format; these resources will not generate space requirements and can be accessed from any Internet-connected computer by students and faculty members.

PCC subscribes to over 100 commercial online database products. The majority of these products provide access to articles contained in scholarly journals from a variety of fields. Other databases provide access to articles from standard and field-specific reference resources. Preliminary assessments of holdings contained in many of these databases indicate significant full-text coverage of disciplines relevant to the proposed B.A.S. program and its three concentration areas. In addition, PCC owns or provides access to over 60,000

electronic books. Access to these licensed resources is easily obtained through the PCC Library Database page, linked to the PCC website. Students are able to authenticate by typing in a PCC student identification number. This link provides maximum access to the libraries' resources from any Internet-connected computer, from anywhere, and at anytime.

Student Services for Online Students

Polk Community College's Student Services Department offers several services for distance education students, including online registration for classes via the PCC Online Registration System. Using this system, students can also drop and add classes during the drop/add period, run degree audits, and review their transcripts. Additionally, students can receive online advising by sending an e-mail to <advising@polk.edu>. Finally, students can search for colleges and universities for transfer after graduation using <www.facts.org>.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Online Guidelines for PCC	Appendix G
Topics Covered in Distance Education Certification Training	Appendix G
Innovation of the Year Award, 2007	Appendix G

FACULTY RESOURCES AND QUALIFICATIONS

1. Describe faculty resources needed for the new program(s). Include the institution's plans to use current faculty to teach the new courses and any plans for additional faculty.

The educational profiles for current College faculty members meet the minimum, and in many cases exceed, the educational credentialing requirements established by the SACS Commission on Colleges for the existing associate degree programs. The College's qualifying criteria for faculty members to teach courses in the B.A.S. program is a minimum of a master's degree with 18-graduate-semester credits in the discipline, but a doctorate is preferred. The College has a qualified pool of full-time and adjunct faculty available to teach the management core and business concentration courses (see Appendix G). To ensure the highest academic standards for the program, additional full-time and part-time faculty at the doctoral level will be employed for all concentrations.

The SACS Commission on Colleges requires that at least 25% of the upper-division courses must be taught by faculty members with doctoral degrees in the discipline; this requirement will be satisfied through existing and future faculty members. For the B.A.S. program, the College has planned for the addition of two full-time faculty members at the doctoral level. The two positions will be advertised during the spring of 2009. The designated positions will be for the Business Administration and Public Administration concentrations. Since a substantial number of the Public Administration courses will also be taken within the Public Safety Management concentration, hiring a faculty member with a degree in Public Administration who also has a background in Public Safety will ensure that the 25% requirement is met for the Public Safety Management concentration.

Additional instruction will be provided by existing credentialed faculty and newly recruited part-time faculty members. The College has already begun the process of recruiting prospective faculty members with an earned master's degree (at a minimum) for the Public Administration and Public Safety Management concentrations.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
B.A.S. Faculty Rosters	Appendix H

2. Provide as an attachment a completed "Faculty Roster Form" which provides information to the Commission regarding the qualifications of faculty teaching in the new degree program(s). Please follow the directions on the Form and number all pages. For more information on this requirement, please check the Commission website.

The roster of instructional staff appears in Appendix H as part of the supplemental documents to this application.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
B.A.S. Faculty Rosters	Appendix H

FINANCIAL RESOURCES AND EDUCATIONAL SUPPORT

Identify resources to support the new programs, including financial resources (a specific budget for the first year and a copy of the most recent audit must be supplied), library/learning resources, physical facilities, and instructional equipment.

Financial Resources

Funding for Florida community colleges' transfer degree programs and workforce programs is derived mainly from the Community College Program Fund (CCPF). The DBOT considers the needs of the community in prioritizing program offerings for the College and has the flexibility to establish a budget to fund these priorities to the extent of the available resources. Each year, the Florida Legislature establishes a standard student fee amount per credit hour to be charged. Grant funding derived from federal, state, local, and private sources funds or supplements some of the College's programs.

The largest percentage of the College's annual operating budget covers the cost of personnel. The DBOT sets policy on most aspects of these costs, including salary ranges, salary increases, position qualifications, and most fringe benefits. The College's most recent annual operating budget for 2008/2009 totaled \$30,340,991.

Planning

The budget for the Bachelor of Applied Science in Supervision and Management degree program was developed by examining the needs of the various components of the College as they related to the B.A.S. initiative. The Vice President for Administration/CFO and the Vice President for Academic and Student Services collaborated to develop this plan, allocating resources based on an analysis of student and instructional needs, as well as technological requirements for support of students and faculty. The plan provides for the program to be self-sustaining by its fifth year.

Enrollment Planning

Based on overwhelmingly positive results from the needs analysis of the community, its workforce, and its businesses, as well as data obtained from high school students and students currently enrolled at the College, predictions for enrollment in this program are extremely promising. Additionally, the College has experienced a two-year enrollment increase of over 30%, which has further increased the number of prospective associate's degree holders who will be eligible for entrance into the program in the future. In the wake of Florida's budget crisis, neighboring universities such as the University of South Florida (USF) have increased the GPA requirements necessary for students to transfer into baccalaureate programs; the University of Central Florida (UCF) has limited access for PCC transfer students. Taking into account all of the factors that signify high demand for the program, the College has made conservative estimates in projections for enrollment.

Performance Expectations

The College projects that it will graduate its first class from the B.A.S. program in the fall of 2011. Based on student demographics and statistics regarding current student performance, the College predicts a 66% success rate in graduation (approximately 20 of the 30 students enrolled in the cohort). Based on the high demand for baccalaureate degree graduates from all three concentration areas in the Polk County job market, the College expects virtually 100% placement for its graduates.

Projected Budget

Table 17 on the following page shows the proposed B.A.S. program budget as submitted to (October 2008) and approved by (January 2009) the Florida State Board of Education.

Table 17
Projected B.A.S. Budget 2009/2010

EXPENDITURES	
INSTRUCTIONAL	
1. Faculty Full-Time FTE	1
2. Faculty Part-Time FTE	1
1. Faculty (Full-Time) Salaries/Benefits	69,000
2. Faculty (Part-Time) Salaries/Benefits	20,000
OPERATING EXPENSES	
1. Academic Administration	118,200
2. Student Services Support	42,000
3. Professional Services	20,000
4. Accreditation	2,000
CAPITAL OUTLAY	
1. Library Resources	35,000
2. Information Technology Equipment	10,000
TOTAL PROJECTED PROGRAM EXPENDITURES	316,200
NATURE OF EXPENDITURES	
1. Recurring	249,200
2. Non-recurring	67,000
TOTAL	316,200
SOURCES OF FUNDS	
REVENUE	
1. State FTE Funding	76,797
2. College Operating Budget	195,681
3. Student Fees	43,722
TOTAL	316,200

Instructional and Operating Expenses

The College initially anticipated the need to hire one full-time faculty instructor; the remaining classes not covered by existing full-time faculty resources were to be covered by existing adjunct instructors. In addition to this faculty member, the College had planned to hire a Director of Baccalaureate Programs and an advisor during the first year of the program. These newly added positions would have been supplemented by an administrative assistant for the Director, a librarian, and additional resources supporting the library. Due to imminent funding cuts by the state, the College will hire two full-time faculty members now, and hire a Director of Baccalaureate Programs at a later date.

The existing budget includes the cost of hiring consultants to assist in the development of the baccalaureate program and its curriculum. Additionally, the expense of a SACS site visit is included as a mandatory component of the process required to change the designation of the College to a Level II Institution. With the anticipated fiscal resources for the academic year 2009/2010, the College will be hiring two full-time faculty members, one of whom will be assuming some of the duties and responsibilities of the Director of the Baccalaureate Programs, in conjunction with the Program Director of Business Administration and the Lakeland Campus Academic Dean.

Capital Outlay

The majority of the expense indicated in this line of the budget has been designed for the purchase of materials for the libraries in order support students and instructors. A portion of these resources will also be used to provide technological equipment for newly hired faculty and staff members within the program.

Funding Sources

During the 2009/2010 year, the College will absorb the start-up costs of the B.A.S. program from its operating budget. Student fees and state revenue should almost completely offset the expense of the program by the end of the 2012/2013 academic year.

Facilities and Equipment

State-of-the-art technological facilities are present in all classrooms at the College. Courses will be delivered in traditional, hybrid, and online formats. Many classes will be offered during Friday afternoons and Saturday mornings to meet the needs of working students. Computers and other equipment will be purchased for the faculty in order to provide for the range of course offerings.

Library/Learning Resources

Polk Community College has full-service libraries at its Lakeland and Winter Haven campuses. These libraries support the information and research needs of PCC students, faculty, and staff members. Each library is open for 64 hours per week.

Each library has circulating and reference print collections, media, and a Course Reserve collection, as well as inter-library and inter-campus loan services, and print periodicals with back-files both in print and on microfilm. Additionally, libraries have group study areas and programs of course-integrated information literacy instruction. Each library has a staff of full-time professional librarians, as well as a paraprofessional support staff, sufficient to provide service during hours of operation.

The libraries provide students with access to a significant number of commercial online databases, most of which provide full-text articles from scholarly journals, magazines, and newspapers (some of these also function as online reference resources). The libraries' electronic resources also include access to over 60,000 e-book titles that can be researched and accessed by currently enrolled students, faculty members, and staff directly from the online catalog using a College-assigned ID number. The databases can be accessed directly from the database page on the PCC Library website using the same ID. Together these e-resources provide a wealth of information—from any location, at any time—over the World Wide Web.

Each campus and library center has a student-use computer lab as well. The labs at the Lakeland and Winter Haven campuses each have more than 70 computers for data processing, wireless access, and access to a variety of educational software products. In addition, the student-use computer labs house tutoring centers. Tutoring is available for mathematics, writing, foreign languages, and some sciences. The labs, tutoring centers, and libraries are administered by the Directors of Learning Resources.

Consortia

The PCC libraries belong to several consortia that provide various services and resources. Most significant of these is the College Center for Library Automation (CCLA). CCLA serves all of the libraries of institutions within the Florida State College System. Thus, CCLA provides PCC with the Library Management System (LMS) and the Library Information Network for Community Colleges' (LINCC) Online Catalog, as well as proxy authentication services for e-resource access, negotiation of group purchasing of e-resources, and training. The CCLA has

pioneered several innovations to the College's online catalog, such as mobile device access and Facebook access, which the libraries have made available to users. PCC has a representative serving on the CCLA Advisory Board.

PCC's libraries also belong to the Tampa Bay Library Consortium (TLBC), the Online Computer Library Center (OCLC) and the Southeastern Library Network (SOLINET). The College libraries participate in a statewide college-to-college courier delivery service administered through TBLC. This service provides fast access to print resources located in over 75 libraries in the Florida State College System.

PCC's libraries participate in "Ask-a-Librarian," Florida's statewide online chat and e-mail reference service. Currently, PCC provides two hours per week of service to Ask-a-Librarian's Academic Desk.

Reference Services, Computer Access, and Instruction

The two campus libraries each provide point-of-use reference service staffed by professional librarians. These same librarians provide on-demand, course-integrated, information literacy instruction at the library and in the classroom. The library system provides e-mail reference for authorized users. Additional reference service is available online through the statewide "Ask-a-Librarian" service. This service is available to students 84 hours per week.

The libraries each have a total of 37 desktop and 15 laptop computers available to students; wireless Internet access is also provided for students who bring their own computers. Library e-resources can be accessed through any of these tools or by the more than 70 computers in each of the student-use computer labs.

Anticipated Library Resources Required

Librarians have worked with faculty members and administration to select materials to support the curricula of the proposed Bachelor of Applied Science degree in Supervision and Management and its three concentrations: Business Administration, Public Administration, and Public Safety Management.

To properly support the program, the libraries' holdings need to be brought up-to-date from the current post-1970's imprints totaling 70% of the relevant range, as indicated by the College Center for Library Automation report of 2002. The current holding of 30% currency will be improved for start-up of the program by adding 2,000 print and e-book acquisitions, as well as two periodical databases specific to this program. This will provide access to over 4,800 scholarly journals and trade journals that are not covered in current databases (for detailed cost projections see Table 18 and Table 19).

Table 18
Summary of Required Library Resources

Category	Current Resources	Anticipated New Resources	Projected Cost
Books and Periodicals (Print)	805	38	\$7,000
Books and Periodicals (Database)	250	2	\$10,000
E-books	3,400	70	\$5,000
Media (incl. Funds for Digitization)	46	10	\$8,000
TOTAL	4,501	57	\$30,000

**Table 19
Library Materials Assessment and Need by Concentration Area**

Business Administration			
	Current Holdings	Needed Acquisitions	Projected Cost
Books	720	30	\$1,800
Periodicals (Print)	15	2	\$500
Database Titles	8	1	\$1,800
E-books	2,073	20	\$1,450
Media (incl. Funds for Licensing)	22	5	\$4,000
SUBTOTAL	2,838	58	\$9,550
Public Administration			
	Current Holdings	Needed Acquisitions	Projected Cost
Books	58	26	\$1,600
Periodicals (Print)	5	2	\$500
Database Titles	3,400	1	\$3,200
E-books	159	25	\$1,775
Media (incl. Funds for Licensing)	3	3	\$2,000
SUBTOTAL	3,625	57	\$9,075
Public Safety Management			
	Current Holdings	Needed Acquisitions	Projected Cost
Books	31	26	\$1,600
Periodicals	0	2	\$1,000
Database Titles	0	1	\$5,000
E-books	1,137	25	\$1,775
Media (incl. Funds for Licensing)	21	3	\$2,000
SUBTOTAL	1,389	57	\$11,375

Library Space and Equipment Requirements

It is anticipated that the current library space will be adequate to support core collections of print books, periodicals, and other physical materials such as microforms. Print collections purchased to support the programs will be maintained at both the Lakeland and Winter Haven library facilities. PCC libraries routinely transfer books between campuses and centers upon request. Students may also request materials from other colleges and universities through the libraries' inter-library loan services; these services are free to all PCC students and faculty members.

Many of the courses for this program will be offered either online or in a combination of online and face-to-face formats (hybrid). Thus, a significant proportion of resources to support the program will be purchased in electronic format; these resources will not require space in the library facilities and will be accessible from any Internet-connected computer by program students and faculty. Equipment such as computers, printers, microform reader/printers, etc. are already in place at each library and will adequately support the program. However, both space and equipment requirements will be subject to ongoing assessment as the program grows over time.

Personnel Requirements

Current staffing for the two campuses and two centers includes: five full-time librarians, four part-time librarians, and seven full-time and two part-time paraprofessional employees. During the start-up of the B.A.S. program, the existing PCC library staff will be utilized initially to serve the needs of students, faculty, and staff. A needs assessment of the staffing requirements for library support will be conducted during the first year of the new program to determine the level of library support and to project any further supporting resources that will be required as the degree program expands over time.

Funding Requirements for Required Resources

Through research and comparison of the resources used at LINCC, USF, and other locations with related programs and topics, the College has estimated the number and format of resources that should be purchased for the start-up year of the program, as well as the second and third years. Included in the budget is an expected price increase of 10-12% per year from most vendors to prepare for inflation or other unexpected cost increases. The collection accrual strategy will be reviewed at the end of the first year to include input from faculty and usage statistics from circulations, databases, and librarian reports. Overall cost is estimated as follows:

FORMAT	COST	COLLECTION
Print Monographs and Serial Publications	\$5,000	Reference and circulation at Winter Haven and Lakeland campuses proportionately for start-up
Print Trade Journals	\$2,000	Housed at Winter Haven and Lakeland proportionately for start-up
E-book Collection	\$5,000	Reference and general additions for start-up
Periodical Databases	\$10,000	Minimum of two specialized databases for start-up
Videos, DVDs	\$4,000	Use in classroom and remotely for start-up
Digital Licensing	\$4,000	Digitization, if available, of AV; local and remote access for online and hybrid classes
Total:	\$30,000	Start-up
Print Monographs and Serial Publications	\$1,200	New selections second year of program
Print Trade Journals	\$2,200	Continuing subscriptions second year
E-book Collection	\$2,240	New selections second year of program
Periodical Databases	\$11,200	Continuing subscriptions second year of program
Videos, DVDs	\$4,000	New selections second year of program
Digital Licensing	\$4,000	Digitization, if available, of AV; local and remote access for online and hybrid classes
Total:	\$24,840	Continuing for years 2 and 3, with a projected 10-12% increase each year to be included in the annual operating budget.

Physical Facilities

PCC does not require any additional library or learning resource facilities for the B.A.S. program. Many courses for the B.A.S. program will be fully-online courses or hybrid courses with significant online curriculums. The libraries will need to acquire a combination of print and electronically-accessed resources only. Sufficient space is available in the existing facilities on each campus to incorporate print materials that will be acquired to support the B.A.S. program.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Audit and Management Letter 2007-2008	Appendix I
PCC Educational Plant Survey	Appendix I

PART B

DESCRIPTION OF ONGOING COMPLIANCE WITH THE PRINCIPLES OF ACCREDITATION

CORE REQUIREMENTS

An institution seeking membership at a more advanced degree level with the Commission on Colleges must document its compliance with the Core Requirements One (1) through Eleven (11). Please note that Core Requirement Twelve (12) is excluded from this application. All documentation must be included as part of the completed Application Form and sent to the Commission office. **Note: When completing this part, the institution may reference responses in Part A instead of submitting duplicate information and materials.**

An institution seeking membership at the more advanced degree level agrees to disclose any and all information which the Commission may request to carry out its evaluating and accrediting function.

I. CORE REQUIREMENT ONE

Statement

The institution has degree-granting authority from the appropriate government agency or agencies.
(Degree-granting Authority)

- Compliance
- Partial Compliance
- Noncompliance

Narrative:

Overall Authority:

Florida Statute §1000.21 (3) indicates Polk Community College as one of the 28 community colleges as specifically authorized by the Florida Legislature. Florida Statute §1004.65 provides overall authority for community colleges, including authority for all of the degrees and certificates that are offered. Paragraph (5) of the above Statute states that the community colleges are to be open-access institutions that provide open-door admissions policies. Paragraph (9) specifically authorizes the colleges to grant Associate in Arts, Associate in Science, and Associate in Applied Science degrees; certificates; awards; and diplomas. It further allows colleges to provide access to baccalaureate degrees. Paragraph (7), section (a), provides general authority for community colleges to offer baccalaureate degrees, as a separate and secondary role.

Baccalaureate Authority:

Florida Statute §1007.33 provides the detailed process the community college must follow to gain approval for baccalaureate designation by the State Board of Education. Paragraph (3), section (a), allows a community college to develop a proposal to deliver specified baccalaureate programs in its district to meet local workforce needs or to address math or science teacher education.

On April 28, 2008, PCC's DBOT approved a motion to allow the President to conduct a needs assessment regarding the proposed baccalaureate degree in Supervision and Management. The President submitted a written proposal to the State Board of Education for this degree program on August 26, 2008. On the same date, the College sent a notice of intent to SACS to seek approval to offer the B.A.S. in Supervision and Management degree program with its three concentration areas. On January 21, 2009, the State Board of Education approved Polk Community College's written proposal. On February 23, 2009, the PCC DBOT approved a motion to submit an application to SACS to become a Level II Institution.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Florida Statute §1004.65, Community Colleges: Definition, Mission and Responsibility	Appendix J
Florida Statute §1007.33, Site-Determined Baccalaureate Degree Access	Appendix J
Florida Statute §1001.03, Specific Powers of State Board of Education	Appendix J
Florida Statute §1000.21, Authorized Community Colleges	Appendix J
Minutes: Board of Trustees Meeting; April 28, 2008	Appendix J
Minutes: Board of Trustees Meeting; February 23, 2009	Appendix J
Agenda: State Board of Education (SBE); January 21, 2009	Appendix J
SBE Action Item: Approval of Baccalaureate Degree Programs	Appendix J
Minutes: SBE; January 21, 2009	Appendix J

II. CORE REQUIREMENT TWO

Statement

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. **(Governing Board)**

- Compliance
- Partial Compliance
- Noncompliance

Traditional Authority

Florida Statute §1001.61 (*Community College Boards of Trustees, Membership*) provides the statutory required for membership of the Community College Board of Trustees. According to Paragraph (1) of FS §1001.61, the Board consists of five members when serving a single school district; seven if they so elect. Polk Community College serves one district and has elected to have seven members.

The powers and duties of the Board of Trustees are provided in Florida Statute §1001.64, (*Community College Boards of Trustees, Powers, and Duties*). Duties include proper operation and improvement of the College, responsibility for implementation of high-quality education programs provided for within law and rules of the State Board of Education, and, in paragraph (6), the establishment of program and course offerings. The Board, in Paragraph (2) is given the responsibility to govern the College and, in Paragraph (3) to take action without a recommendation from the president. The Board adopts rules, procedures, and policies. The Board's authority is granted as a body, so no individual member may take action without a Board vote.

The DBOT is an active policy-making body that is legally responsible for matters such as ensuring that its financial resources are used to provide a sound educational program. The Board is not controlled by a minority of board members nor by organizations and interests separate from the Board. All of its actions require a majority vote, following established procedures. PCC's DBOT meeting requirements are provided in Board Rule 6Hx-21-1.02 (*Board Meetings*). The Board meets eleven times per year, not including special meetings to address pertinent issues. As provided by Florida Statute §112.313 (*Standards of Conduct for Public Officers, Employees of Agencies, and Local Government Attorneys*), the members of the DBOT have no contractual, business, personal, or familial financial interests in the institution.

The Governor of Florida appoints the District Board of Trustee members, who are then confirmed by the Florida Senate (in regular session) to govern its respective community college (Florida Statute §1001.64). The terms of membership for the DBOT are based on

Florida State Board of Education Administrative Rule 6A-14.024 (*Composition of Boards of Trustees*); membership lasts for four years. By convention, Board members may only be re-appointed one time. The seven members of the Board of Trustees and their original appointment dates are as included in the documentation.

The Polk Community College President, who works as a liaison with the District Board of Trustees, and the members of President’s Staff (a group of College leaders appointed by the President) have facilitated continuity in Board activities. Furthermore, orientation and training sessions, offered by Polk Community College and the Florida Association of Community Colleges in Tallahassee, Florida, have strengthened this continuity.

The DBOT must give notice to amend, repeal, or adopt a rule. This notice must be provided through local newspaper advertising, and through the Board's own posting, before action is taken. In addition, the Board must provide copies of the rule to those who request it. These safeguards ensure that the DBOT amends its rules only after reasonable deliberation. A record of the vote of each member present is kept in the Board minutes. The Board meetings are conducted in accordance with Florida’s “Government in the Sunshine Law,” which requires that any discussion of College business by two or more Board members must be advertised and open for public attendance.

Ensuring that the financial resources of the institution are adequate to provide for a sound educational program is a primary duty of the Board. At each Board meeting, the Vice President for Administration/CFO provides a monthly financial report. Prior to the approval of the annual budget, the Vice President and the trustees participate in a budget session where the annual budget is discussed in depth.

Baccalaureate Authority

On April 28, 2008, the PCC DBOT approved a motion to allow the President to conduct a needs assessment regarding the proposed baccalaureate degree in Supervision and Management. The President submitted a written proposal to the State Board of Education for this degree program on August 26, 2008. On the same date, the College sent a notice of intent to SACS to seek approval to offer the B.A.S. in Supervision and Management degree program with its three concentration areas. On January 21, 2009, the State Board of Education approved Polk Community College’s written proposal. On February 23, 2009, the PCC DBOT approved a motion to submit an application to SACS to become a Level II Institution.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Florida Statute §1001.61, Community College Boards of Trustees; Membership	Appendix K
Florida Statute §1001.64, Community College Boards of Trustees; Powers and Duties	Appendix K
SBE Administrative Rule Chapter 6A-14.024	Appendix K
DBOT Rule 6Hx-21-1.01: Board Membership and Organization	Appendix K
DBOT Rule 6Hx-21-1.02: Board Meetings	Appendix K
List of Board Members: 2009 Report to the Community (page 4)	Appendix K
Board Members: Appointments/Reappointments, Press Releases	Appendix K
Florida Statute §112.313, Standards of Conduct for Public Officers, Employees of Agencies, and Local Government Attorneys	Appendix K
Minutes: Board of Trustees Meeting; April 28, 2008	Appendix K
Minutes: Board of Trustees Meeting; February 23, 2009	Appendix K
Minutes: Additional Examples of DBOT Rule Approval	Appendix K
District Board of Trustees Board Policies	Appendix K

III. CORE REQUIREMENT THREE

Statement

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. **(Chief Executive Officer)**

- Compliance
- Partial Compliance
- Noncompliance

Appendix L, from Florida Statute §1001.65, lists the powers and duties of a community college president. According to the Statute, the president is the chief executive officer of the college, and is responsible for the operation and administration therein, and also serves as corporate secretary. The president recommends the adoption of rules to the Board of Trustees. Florida Statute §1001.61 (*Community College Boards of Trustees: Membership*) also states that the President is the executive officer and the chief administrative officer. These statutes also require the Board of Trustees to elect chair and vice chair positions among its members.

Dr. Eileen Holden has been serving as President of Polk Community College since February 1, 2006. Dr. Holden reports to the DBOT (as provided in Florida Statute §1001.64(19)). Members of this Board perform an annual evaluation and approve her annual contract (Appendix L). As outlined in this contract, Dr. Holden’s primary responsibility is to preside over the functioning of the College. Ms. Twyla Ely is the acting Chair of the DBOT and will hold this position until July 2009. Mr. Gregg Littleton is the present Vice Chair.

Highlighted presidential duties from Florida Statute §1001.65 are that she must:

...recommend the adoption of rules; prepare a budget request and operating budget; establish and implement policies and procedures to recruit, appoint, compensate, and evaluate personnel; govern admissions; organize the college to efficiently and effectively achieve the goals of the college; and ensure compliance with federal and state laws.

Per Dr. Holden’s contract (Appendix L) section 3, “The President shall accept no other employment without consent of the Board.”

Dr. Holden does not hold other employment outside of Polk Community College.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Florida Statute §1001.65, Community College Presidents: Powers and Duties	Appendix L
Florida Statute §1001.61, Community College Boards of Trustees: Membership	Appendix L
Florida Statute §1001.64, Community College Boards of Trustees: Powers and Duties	Appendix L
Organizational Chart with Name of CEO and Title	Appendix L
PCC Press Release: Selection of New President	Appendix L
Resume Indicating Employment: President	Appendix L
Job Description (President): Presidential Search Criteria	Appendix L
President’s Contract (Dr. Eileen Holden)	Appendix L

IV. CORE REQUIREMENT FOUR

Statement

The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

- Compliance
 Partial Compliance
 Noncompliance

Florida Statute §1004.65 provides the statutory definition, mission, and responsibilities of community colleges. Paragraph (5) states that the college is to provide high-quality, affordable education and training opportunities. The primary mission is to provide associate degree and certificate programs. Paragraph (7) provides authority for the offering of baccalaureate degrees.

The core of Polk Community College's current mission statement was developed in 1997 and expanded to explicitly reflect the local service area in 2001 through the College's strategic planning process. Various stakeholders participated in the process and provided input during its development. The mission was reviewed and reaffirmed by the DBOT in 2006. The mission statement is widely disseminated and is included in the College Catalog, the PCC Strategic Plan, the President's Annual Report to the Community, the PCC website, and in PCC marketing materials. The College's current mission statement is as follows:

Polk Community College is a quality-driven educational institution providing for the people of Polk County degree, career, and lifelong learning programs within an environment of excellence and commitment to student success.

To ensure that the existing mission provides for the baccalaureate degree, the DBOT agreed to modify the mission based on input from its own members, Polk Community College students, members of the community, representatives from the faculty, and employees from across all areas of the College. The input was gathered during two DBOT retreats, an online survey, and various college meetings; discussed and aggregated by an ad-hoc committee; and finalized in the course of the March 2009 DBOT Retreat. The proposed mission statement is scheduled to be approved at the DBOT's April 2009 meeting with the following content:

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

Please note that this change includes PCC's name change to Polk State College (approved by the DBOT on March 23, 2009), which is scheduled take effect on July 1, 2009.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Florida Statute § 1004.65, Community Colleges: Definition, Mission and Responsibilities	Appendix M
List of College Publications with PCC Mission Statement	Appendix M
Report to the Community 2009 (Mission Publication Example)	Appendix M
PCC Mission History: 2001 SACS Compliance Report (Excerpt) and Subsequent Reviews	Appendix M
Minutes: DBOT Retreat October 2008 – Strategic Planning/Mission Review	Appendix M
Minutes: DBOT Retreat March 2009 – Name Change/Mission Review	Appendix M

V. CORE REQUIREMENT FIVE

Statement

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

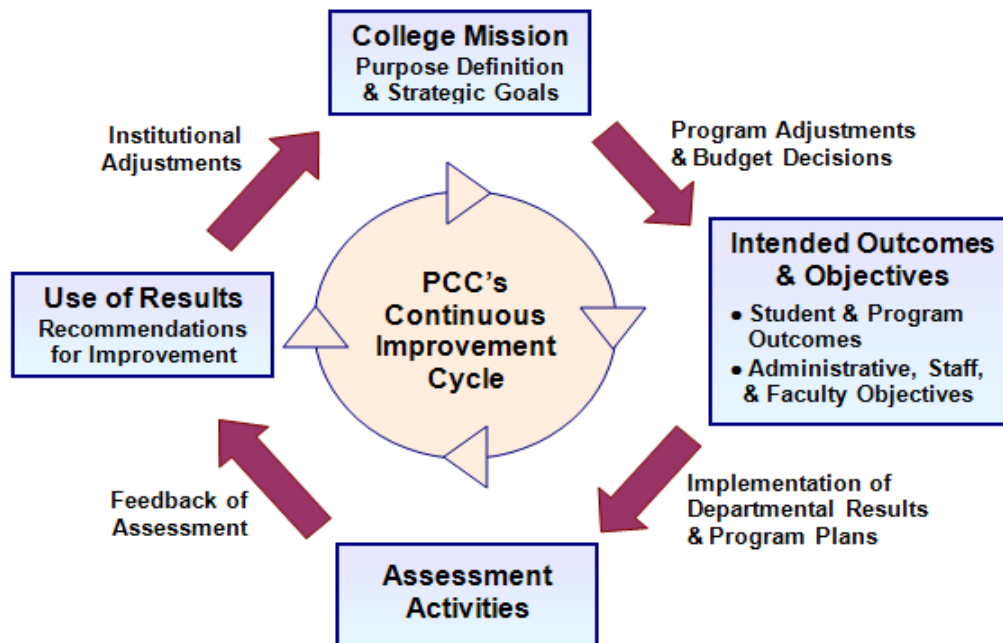
- Compliance
 Partial Compliance
 Noncompliance

Polk Community College engages in all Institutional Effectiveness processes defined in Core Requirement Five. The College's planning and evaluation process is ongoing and integrated across all College units, and focuses on systematic, improvement-oriented measures in support of the College's mission, vision, and goals.

Background and Overview

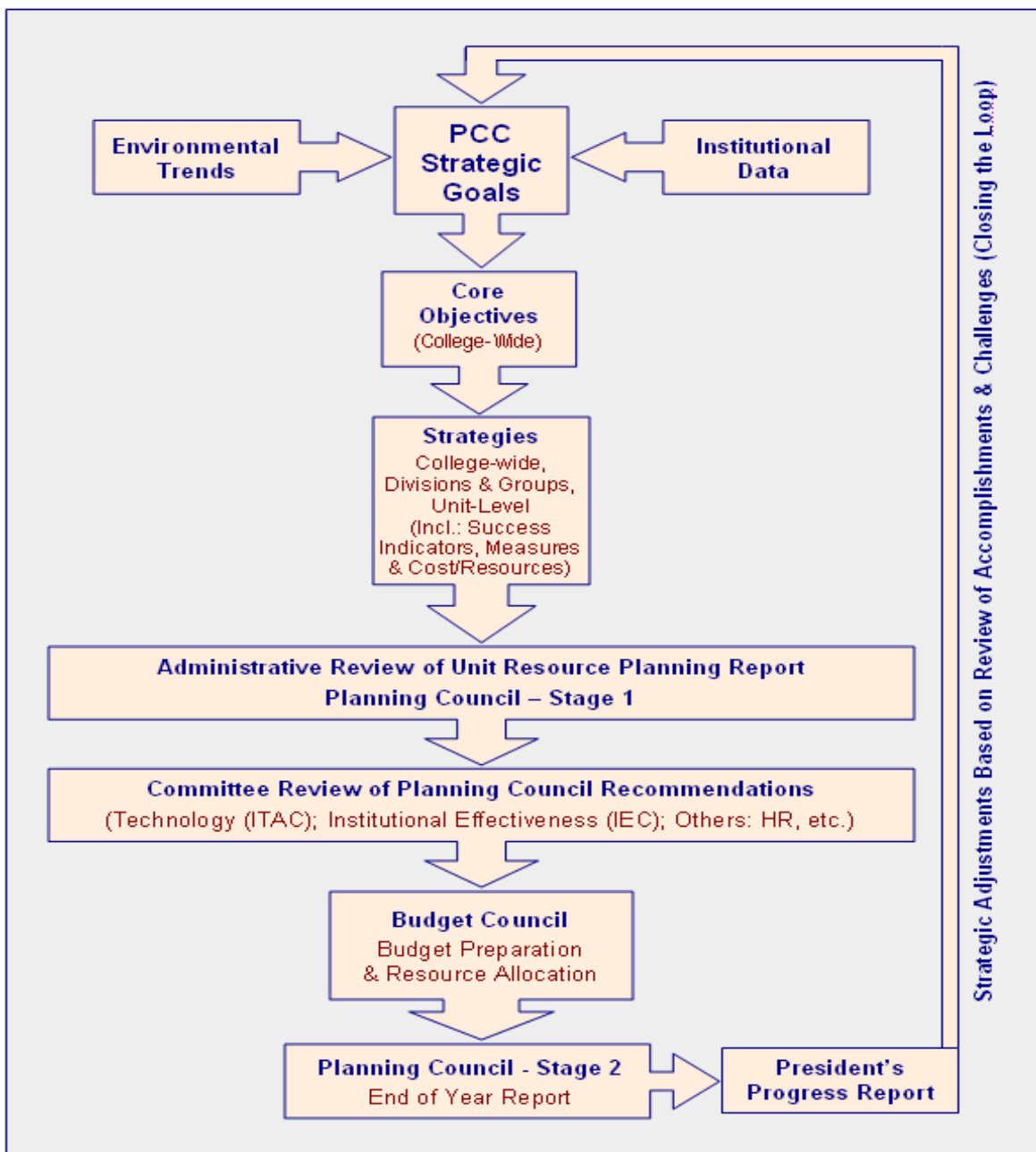
Polk Community College has been evolving its planning and institutional effectiveness processes for several years. As a result of restructuring efforts following the arrival of President Dr. Eileen Holden in 2006, the responsibilities of the Institutional Research Office were expanded to incorporate institutional effectiveness and strategic planning. The new *Institutional Research, Effectiveness, and Planning* (IREP) Office (see Appendix N for organizational chart) started to report directly to the President and began immediately to prepare a blueprint for a more integrated planning process. At the same time, the *College Planning Council* (CPC) was expanded to incorporate a broader participation by all College constituencies and the *Institutional Effectiveness Council* (IEC) was established to function as an oversight committee for institution-wide review and evaluation efforts (see Appendix N for CPC and IEC memberships). Figure 8 below depicts PCC's adaption of the widely recognized Nichols model and illustrates the general framework for the College's IE process.

Figure 8
PCC's Institutional Effectiveness Model



Within this framework, the CPC is a key component of the College’s planning process. Its purpose is to advise the President on matters related to PCC’s annual planning and IE process (see Figure 9 below). The Council is actively involved in determining future plans and serves as an important link between the College community, the IEC, and the *Budget Council*. Council members are liaisons for the various areas of the College and act as experts on planning within their areas. Their tasks include training others to plan and act as a resource within their area of responsibility. The Council is co-chaired by the President and the IREP Director. During the annual planning cycle, the CPC also shares meetings with the Budget Council to more effectively coordinate all activities pertinent to closing the annual planning and budgeting loop.

Figure 9
PCC’s Annual Planning and IE Process



The IEC serves as the overall coordinating body for institutional effectiveness. It provides an on-going, comprehensive, broad-based, and institutionally-integrated system for assessment and evaluation. Its main purpose is to improve institutional and student success, and to demonstrate the degree to which PCC has been effective in fulfilling or achieving its stated mission and goals. It involves a process of continually reviewing and articulating the mission and goals of the College, defining and assessing intended outcomes, analyzing assessment data, and using the results for improving educational programs and services. The annual IE Cycle, as illustrated in Figure 9 on the previous page, is fully synchronized with the institutional planning and budgeting process, and follows the general timeline shown in Table 20 below.

Table 20
PCC's Annual Planning, Budgeting and IE Timeline

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

Strategic Planning 2006-2009

Following the reorganization during academic years 2006/2007 and 2007/2008, the College councils engaged in a thorough review of planning, budgeting, and institutional effectiveness practices. The review of *College Goals* led to a revised set of *Core Objectives* and *Core Values*, both aggregated as part of a College-wide review process that involved all layers of faculty and administration. Table 21 shows the *College Goals and Core Objectives* with the newly added Objective 1.6, which was approved as part of the most recent review process (Spring 2009). The College's Core Values can be found on page 4 of the *Strategic Plan 2007-2012* in Appendix N.

Table 21
College Goals and Core Objectives

<p>PCC's Strategic Imperative: All administrative and educational decisions will be learning-centered and student-centered and will be guided by our Core Values.</p>
<p>1. Enhance the College's contributions to Polk County through quality programs and services that ensure the highest level of student achievement.</p> <ul style="list-style-type: none"> 1.1. Improve student access by adding new PCC campus locations. 1.2. Increase student retention and annual FTE enrollment across credit and non-credit courses. 1.3. Enhance student success, particularly across all levels of remedial education. 1.4. Improve quality and effectiveness of internal business processes and support services. 1.5. Increase proportion of underserved and underrepresented populations enrolling at PCC. 1.6. Provide affordable and accessible associate degrees and baccalaureate degrees.
<p>2. Expand and create partnerships with business, industry, and education that enhance the College's mission and vision.</p> <ul style="list-style-type: none"> 2.1. Increase number of business partners and College/Foundation sponsors. 2.2. Expand cooperation between PCC and the Polk County School District. 2.3. Increase and leverage strategic collaboration between consortium schools.
<p>3. Recruit and retain a diverse faculty and staff that reflect the community through a hiring, compensation, and professional development system that values all employees.</p> <ul style="list-style-type: none"> 3.1. Increase success of diversity-centered hiring and retention practices. 3.2. Advance organizational climate, teamwork, and trust among College employees. 3.3. Increase leadership across all areas to continuously improve College environment.
<p>4. Develop and execute a comprehensive branding and marketing plan to enhance the College's image as a world-class provider of education.</p> <ul style="list-style-type: none"> 4.1. Enhance PCC's image as the top choice for Polk County high school students/graduates. 4.2. Enhance PCC's image as the <i>Number-1</i> postsecondary education source for the community. 4.3. Enhance PCC's image as the most prominent workforce education provider in Polk County.

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

In 2008, the College continued to strengthen the integration of its annual planning and budgeting processes. Departmental staff gave special attention to the development of strategic initiatives that advance the College's goals and objectives without adding cost. This was particularly difficult since PCC had to respond to strong enrollment increases with lower state appropriations, which typically cover more than 65 percent of service costs.

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

Strategic Planning Online

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

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

At this time, all departments are effectively using the planning module, have completed their 2007/2008 results summaries, are up to date with their 2008/2009 status reports, and are underway to finalize the planning for fiscal year 2009/2010. Appendix N shows the following SPOL-generated example reports:

- Status Report of Strategic Planning Initiatives–Director of Nursing, FY 2007-2008
- Annual Planning Reports Summary–Director of Radiology Program, FY 2008-2009
- Planning Objectives with Recurring Cost Potential, FY 2008-2009
- Administrative Report–Summary: List of All Planning Units, FY 2009-2010

With the full implementation of SPOL, particularly involving the assessment and accreditation related modules, PCC will achieve another milestone in automating and more effectively integrating its IE process. Specifically, it will enable academic coordinators and program directors to post assessment results directly into an electronically-shared assessment repository and produce the subsequent outcome summaries and feedback reports with higher efficiency. In times where resources are spread very thin and every additional step in an administrative or organizational process can produce costly "bottlenecks," such progress is expected to strongly benefit all aspects of PCC's mission.

Core Evaluation and Assessment Processes

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

1. **Planning Review:** The College's Strategic Plan is currently in the second year of its 5-year cycle. Typically, there would be a one year latency period in between strategic plans that is used for a more detailed review of environmental and College data. During this time the previous strategic plan would still provide some orientation markers for all planning units, unless some goals and measures are explicitly excluded based on data at hand. While PCC's strategic plan is defined as a "rolling plan", meaning that certain sub-goals/objectives can be adjusted annually, the current plan "expires" with fiscal year 2011/2012. The following fiscal year will be used for the development of a new strategic plan, which will involve all College constituencies, its advisory boards, community stakeholders, and the DBOT. Other aspects of the strategic planning process at PCC are described above and can be reviewed within the *Strategic Plan 2007 to 2012* document in Appendix N.
2. **Gen-Ed Review:** The review of student learning outcomes across the General Education (A.A.) curriculum is currently in its second year of a proposed 4-year cycle. It has to be noted, however, that the current cycle is somewhat different due to changes in academic leadership at PCC and the recommendation of state-wide General Education Goals. As a result, the College engaged in a complete redesign of its General Education Goals, which led to a trickle-down effect of change, including a comprehensive review of all Basic Course Information (BCI) sheets that detail the course content and learning outcomes, and the development of new PCC Assessment forms that are currently used to conclude the remapping of PCC's Gen-Ed matrix (scheduled to be completed by the end of Spring Term 2009). As a result, the assessment and evaluation schedule has been shortened for some program areas in order to provide new Gen-Ed data for the pending SACS reaffirmation process. Examples of the pertaining forms and assessment documents are included in Appendix N.
3. **Workforce Program Review:** This assessment area pertains mainly to the College's A.S. and A.A.S. degrees and certificate programs. Since most of these programs face additional requirements from their respective professional accrediting bodies that typically exceed SACS standards in many details, their assessment follows by necessity those specific compliance timelines and contents. Starting with the SPOL Assessment Module implementation this spring, all programs will, however, use the new, central assessment repository to post their IE data. In addition, a new *Program Review Form* and a unified *Performance Success Indicator* sheet will be used to facilitate the administrative programs' review. Those forms, together with the most recent program assessment examples, can be found in Appendix N.
4. **Educational Support Review:** Many assessment and review activities take place as part of department-internal, service-level reviews that use student surveys, utilization data, and focus group results. In addition, the IREP Office administers College-wide surveys on a regular basis and provides reports via the Office's website (www.polk.edu/ir) or by direct dispersal to the department. In particular, the ACT Student Opinion Survey and the Community College Survey of Student Engagement (CCSSE) have been very instrumental in assessing student perceptions and experiences at PCC. Report examples can be found in Appendix N.
5. **Administrative Service Review:** Evaluation activities for this area reflect mechanisms similar to those described in *Section 4: Educational Support Review*. In addition, a College-wide climate survey, the Personal Assessment of the College Environment (PACE) was administered in 2003 and 2006 (see Appendix N), which will be replaced by a PCC-designed

climate survey, the outcome of a Faculty Senate initiative, during spring 2009. The new instrument will provide more differential insight into PCC's workflow efficiencies and leadership development needs within and across functional areas.

6. State Accountability Review: Underlying data is provided by the FLDOE, including comparative information across the Florida College System. This data is also used within the state's funding calculations and is part of the President's annual evaluation by the DBOT. Data and cross-college rankings are published as part of *PCC's FactBook* (see Appendix N).

To show an overarching view of the IE-related timelines, the most essential review activities and schedules have been listed in Table 22 below. More explanations as to the utilization of results and additional IE activities are provided as part of the examples of the following page.

Table 22
PCC Institutional Effectiveness Activities: Cycles/Timelines Supporting the 2007-2012 Strategic Plan

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun
Academic Terms	2008-1	2008-2	2008-1	2009-2	2009-1	2009-2	2010-1	2010-2	2011-1	2011-2	2012-1	2012-2
Strategic Planning	2007-2012 Strategic Plan – Development Cycle		2007-2012 Strategic Plan – Year 1 Cycle		2007-2012 Strategic Plan – Year 2 Cycle		2007-2012 Strategic Plan – Year 3 Cycle		2007-2012 Strategic Plan – Year 4 Cycle		2007-2012 Strategic Plan – Year 5 (Final) Cycle	
Budget Process	2006 Budget Analysis	2008 Budget Prep	2007 Budget Analysis	2009 Budget Prep	2008 Budget Analysis	2010 Budget Prep	2009 Budget Analysis	2011 Budget Prep	2010 Budget Analysis	2012 Budget Prep	2011 Budget Analysis	2013 Budget Prep
Institutional Effectiveness	Gen-Ed Review: New Goal Definitions & BCI Revisions		Realign Student Learning Outcomes w/ Courses & Remap Gen-Ed Matrix		Review of 2007-2008 Gen-Ed Outcomes		Report & Apply Gen-Ed Improvements		Start New 4-Year Cycle of Gen-Ed Assessment			
	ACT Student Survey Report	CCSSE Report	Grad.- Survey	WPR	WPR	WPR	CCSSE Survey	CCSSE Report	Grad.- Survey	ACT Survey	ACT Report	
Environmental Scanning	PACE Climate Survey Report		PCC Institutional Climate Survey		BAS Needs Assessment		PCC Climate Survey Reporting		Freshmen Survey Retention Study		PCC Climate Survey Follow-Up	
	PCC & JDAC EIS		PCC & USFP Childcare Survey		PCBS and Report		PCBS and Report		PCC EIS		PCBS and Report	
State Reporting	FactBook 2005-06	FTE-2 Estimate	FactBook 2006-07	FTE-2 Estimate	FactBook 2007-08	FTE-2 Estimate	FactBook 2008-09	FTE-2 Estimate	FactBook 2009-10	FTE-2 Estimate	FactBook 2010-11	FTE-2 Estimate

ACT – Student Opinion Survey, administration during the second week of March or two weeks before Spring Break
 BCI – Basic Course Information, includes course description and course level & Gen-Ed student learning outcomes
 CCSSE – Community College Survey of Student Engagement
 EIS – Economic Impact Study
 JDAC – PCC's JD Alexander Center in Lake Wales
 PACE – Employee Survey, administration during the second week of April or two weeks after Spring Break
 PCBS – Polk County Business Survey & Workforce Needs Assessment, administration throughout October
 USFP – University of South Florida Polytechnic, Lakeland
 WPR – Workforce Program Review (A.S. & A.A.S. Programs and Certificates)

Closing the Loop across IE Activities

As indicated earlier, student learning outcomes are defined for all A.S./A.A.S. degree programs and are found in program materials published for students. These outcomes, as well as overall program outcomes and the methods for analyzing the achievement of these outcomes through established performance indicators, are part of detailed program evaluation plans that are in place for every A.S./A.A.S. degree program at PCC. The evaluation plans are at varying stages of implementation, depending on a program's assessment cycles and its specific accreditation requirements. Curriculum mapping of core courses for each program can be found in Appendix N.

General Education Goals for the A.A. degree have been revised during the previous two academic years and can be found on page 46 of the current PCC Catalog (see Appendix O). The resulting student learning outcomes serve as the source for the objectives of designated General Education core courses. These core courses are ones that all students are required to complete as part of the A.A. degree and have individual student learning outcomes that are directly linked to the established General Education Goals of the College. Associated with each student learning outcome are measures and success indicators that determine the extent to which the desired student learning outcomes have been achieved. These measures provide the framework for faculty to develop improvement strategies. Assessment examples are provided in Appendix N.

Selected measures identified in the State Accountability Reports (Appendix N, *PCC FactBook 2007-2008*, Sections 6.1-7.1) serve as A.A. program outcomes, which are similar in fashion to the A.S. program outcomes. The Accountability Report includes five multi-part measures of institutional functions, from high school enrollment data, to College Preparatory course success. The DBOT, the President, the Vice President for Academic and Student Services, and the academic deans monitor this accountability data as part of the College's planning and evaluation processes and ensure that improvement strategies are deployed and adequately supported.

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

In addition to all the regular/ongoing institutional effectiveness and assessment activities, other, sometimes cyclical, evaluation processes take place. The following examples are designed to illustrate how institutional effectiveness at PCC is intricately woven into the fabric of the College's continuous improvement practices:

- A *Nursing Program Evaluation* takes place every three to four years and helps to inform faculty about student perceptions relevant to potential adjustments of the curriculum, pervasive bottlenecks, or issues across clinical instruction, as well as other information pertinent to the Program. The last two data reports (see *2008 Nursing Program Summary Report* example in Appendix N) led to several curriculum and course-sequencing redesign measures that aim to improve program retention and success rates. A recent follow-up analysis helped to make some lab exercises more successful.
- CCSSE report results (see Appendix N) have been utilized by many support areas, like the Teaching/Learning Computing Centers and Student Services. As a result of an additional internal data analysis differentiating the needs of traditional and nontraditional students more carefully, the Student Services Department has diversified its services to close a perceived gap in the areas of counseling and career-oriented advising.

- The results of the 2006 PACE survey assessing PCC's institutional culture and organizational environment (see Appendix N) stipulated leadership training and communication development efforts that have been deployed over the last two years. The limitations of this off-the-shelf survey instrument also led to a Faculty Senate initiative that combined the "lessons-learned" from the PACE studies with the desired metrics of organizational functioning and elements of Florida's Sterling Quality Awards (a state equivalent to the national Baldrige Award) to pursue a charted course of institutional excellence as a precursor towards the College's vision of becoming a world-class college.
- The results of several Economic Impact Studies (EIS) that reflect the College's contribution to the local economy have not only attracted positive press coverage, but were also able to enhance local community involvement and facilitate the legislative support of several construction projects that will help the College to provide more diversified services with broader access at a lower cost to the public (see Appendix N).
- The Polk County Business Survey (PCBS) serves as both an environmental scanning mechanism and a reality check for the local "state of education" from a business perspective. Survey data from 2004 and 2005 (see Appendix N) assisted internal and external audiences with grant development, and also facilitated the dialogue between education and business audiences with the shared aim to develop a high-performance educational environment in support of high-skill/high-wage economic development measures. The 2008 survey was postponed until the fall of 2009 due to economic conditions.

B.A.S. Program Learning Outcomes: Program Evaluation and Assessment Timeline

The B.A.S. in Supervision and Management degree program is compatible with Polk Community College's mission statement as reflected on page 52. The new program also supports the College's current strategic goals to: (1) enhance the College's contributions to Polk County through quality programs and services that ensure the highest level of student achievement and (2) expand and create partnerships with business, industry, and education that enhance the College's mission and vision.

The program learning outcomes for each of the concentrations within the B. A. S. in Supervision and Management degree program were developed during 2008. The program curriculum and learning outcomes are based on local and statewide industry requirements and are in alignment with similar programs offered by the Florida state colleges. The program description, program learning outcomes, and proposed curriculum have been reviewed and approved by the College's academic committee, the AQC (Academic Quality Council), under the direction of the District Dean of Academic/Student Services. Oversight of the committee falls under the jurisdiction of the Vice President for Academic and Student Services. The subsequent program and course outcome assessment measurements will continue to be developed and refined during 2009 and through 2010.

The information presented in Table 24 on the following page contains a core set of learning outcomes that would apply to all B.A.S. degree graduates, as well as a subset of learning outcomes specific to each of the concentration areas. The table relates program learning outcomes to the College's General Education curriculum (Table 12, page 32) and to the specific upper-division courses that define the program. Additionally, the level of integration of these learning objectives is quantified for each course as *introduced*, *reinforced*, or *extensively covered*.

The processes for determining the achievement of educational goals in the B.A.S. degree program will be consistent with the existing program assessment measures in place for the College's associate degree programs; this review will follow the College's current strategic planning and assessment cycle. Program assessment will take place at both the course and program level (see Part A, Section 2e). Individual course assessment data will be collected each semester, while program success indicators will be obtained annually and will follow the

College's strategic planning and assessment cycle time frame. Individual course assessment review will begin the semester after the initial offering of the course and will be ongoing. Initial review of the Program Success Indicators (PSI) will begin six months after graduation of the first cohort from the program. Following this initial review, subsequent reviews will follow the College's assessment cycle time frame. Recommended course and curriculum improvements will be implemented continuously as needed, and will be based on PSI results and the subsequent curriculum and program review. Table 23 indicates specific details regarding the timeline for program planning, assessment, and review.

**Table 23
Assessment Planning Timeline**

Planning/Assessment Activity	Timeline
Define B.A.S. Program Learning Outcomes	2008
Faculty Members Define Course Learning Outcomes	2008-09
Faculty and Staff Formulate and Refine Program Assessment Plan	2009-10
Students Starting the Program	January 2010
Data Collected Regarding Individual Course Outcome Assessment	2010-2011
Data Collected Regarding PSI	2010-12
Program PSI Review	2011-12
Continuous Program Assessment, Review, and Curriculum Improvement	2011 and beyond

**Table 24
Program Learning Outcomes**

Upon successful completion of the B.A.S. in Supervision and Management, the student will be able to:	
<ul style="list-style-type: none"> Demonstrate leadership expertise through the ability to motivate teams and individuals, and to facilitate change within an organization. 	
General Education learning outcomes supported:	Courses supporting the learning outcome:
<ul style="list-style-type: none"> Critical Thinking: Demonstrate the ability to reflect on, analyze, synthesize, and apply information through problem solving. Diversity: Demonstrate an ability to work with diverse people and show respect for their values, ideas, rights, and backgrounds. 	<ul style="list-style-type: none"> MAN 3301 (introduced) MAN 3240 (reinforced) MAN 3353 (extensively covered)
<ul style="list-style-type: none"> Comprehend the ethical and legal dimensions of an organization and apply ethical standards and social responsibility to all facets of organizational decision making. 	
General Education learning outcomes supported:	Courses supporting the learning outcome:
<ul style="list-style-type: none"> Ethics: Identify and describe ethical principles and their application. Social Responsibility: Understand behaviors that lead to personal, social, and professional responsibility. Critical Thinking: Demonstrate the ability to reflect on, analyze, synthesize, and apply information through problem solving. 	<ul style="list-style-type: none"> MAN 3063 (extensively covered) BUL 3130 (reinforced) PAD 4604 (reinforced)
<ul style="list-style-type: none"> Conduct an analysis of appropriate financial and economic data necessary to support organizational decision making. 	
General Education learning outcomes supported:	Courses supporting the learning outcome:
<ul style="list-style-type: none"> Scientific and Quantitative Reasoning: Apply mathematical and scientific principles and methods to solve abstract and real-world problems. 	<ul style="list-style-type: none"> ACG 3072 (extensively covered) FIN 3400 (extensively covered) PAD 4204 (extensively covered)

<ul style="list-style-type: none"> • Critical Thinking: Demonstrate the ability to reflect on, analyze, synthesize, and apply information through problem solving. 	<ul style="list-style-type: none"> • PAD 4900 (reinforced) • PAD 4903 (reinforced) • GEB 4900 (reinforced)
<ul style="list-style-type: none"> • Apply management theories and resource management practices to successfully lead a dynamic organization. 	
General Education learning outcomes supported:	Courses supporting the learning outcome:
<ul style="list-style-type: none"> • Critical Thinking: Demonstrate the ability to reflect on, analyze, synthesize, and apply information through problem solving. • Diversity: Demonstrate an ability to work with diverse people and show respect for their values, ideas, rights, and backgrounds. 	<ul style="list-style-type: none"> • MAN 3353 (extensively covered) • MAN 3301 (extensively covered) • MAN 3240 (reinforced) • MAN 4504 (reinforced) • GEB 4113 (extensively covered) • GEB 4891 (extensively covered) • PAD 4415 (reinforced)
<ul style="list-style-type: none"> • Demonstrate the ability to collect data and analyze information in order to formulate analytically sound decisions for the planning and utilization of resources. 	
General Education learning outcomes supported:	Courses supporting the learning outcome:
<ul style="list-style-type: none"> • Critical Thinking: Demonstrate the ability to reflect on, analyze, synthesize, and apply information through problem solving. • Information Literacy: Demonstrate the ability to access, evaluate, incorporate, organize, and document information. • Scientific and Quantitative Reasoning: Apply mathematical and scientific principles and methods to solve abstract and real-world problems. 	<ul style="list-style-type: none"> • MAN 3301 (introduced) • ISM 4011 (introduced) • MAN 4504 (extensively covered)
<ul style="list-style-type: none"> • Analyze and apply the strategic decision-making and operational planning process for effectual policy making within an organization. 	
General Education learning outcomes supported:	Courses supporting the learning outcome:
<ul style="list-style-type: none"> • Critical Thinking: Demonstrate the ability to reflect on, analyze, synthesize, and apply information through problem solving. • Information Literacy: Demonstrate the ability to access, evaluate, incorporate, organize, and document information. 	<ul style="list-style-type: none"> • ISM 4011 (introduced) • MAN 4504 (reinforced) • GEB 4891 (extensively covered)
<ul style="list-style-type: none"> • Communicate effectively in a variety of modes within an organizational environment. 	
General Education learning outcomes supported:	Courses supporting the learning outcome:
<ul style="list-style-type: none"> • Communication: Demonstrate the ability to read, write, speak, and listen effectively, utilizing standard English. 	<ul style="list-style-type: none"> • GEB 3214 (introduced) • MAN 4162 (reinforced) • GEB 4376 (reinforced) • MAR 4802 (reinforced) • PAD 4141 (reinforced)
Business Administration Concentration Program Learning Outcomes	
<ul style="list-style-type: none"> • Integrate the knowledge acquired in the Supervision and Management program to analyze, plan, direct, and strategically lead a business enterprise. 	
General Education learning outcomes supported:	Courses supporting the learning outcome:
<ul style="list-style-type: none"> • Critical Thinking: Demonstrate the ability to reflect on, analyze, synthesize, and apply information through problem solving. • Information Literacy: Demonstrate the ability to access, evaluate, incorporate, organize, and document information. 	<ul style="list-style-type: none"> • GEB 4376 (extensively covered) • GEB 4891 (extensively covered) • GEB 4900 (extensively covered)

<ul style="list-style-type: none"> • Apply critical thinking skills to identify business problems and recommend solutions through the understanding of the key functional areas of business. 	
General Education learning outcomes supported:	Courses supporting the learning outcome:
<ul style="list-style-type: none"> • Critical Thinking: Demonstrate the ability to reflect on, analyze, synthesize, and apply information through problem solving. • Information Literacy: Demonstrate the ability to access, evaluate, incorporate, organize, and document information. • Communication: Demonstrate the ability to read, write, speak, and listen effectively, utilizing standard English. 	<ul style="list-style-type: none"> • GEB 3356 (introduced) • MAR 4802 (introduced) • GEB 4376 (extensively covered) • GEB 4891 (extensively covered) • GEB4900 (extensively covered)
Public Administration Concentration Program Learning Outcomes	
<ul style="list-style-type: none"> • Integrate the knowledge acquired in concentration courses to analyze and present concepts and theories related to: public administration, relationships between public and private organizations, and the hierarchy within public organizations. 	
General Education learning outcomes supported:	Courses supporting the learning outcome:
<ul style="list-style-type: none"> • Critical Thinking: Demonstrate the ability to reflect on, analyze, synthesize, and apply information through problem solving. • Communication: Demonstrate the ability to read, write, speak, and listen effectively, utilizing standard English. • Information Literacy: Demonstrate the ability to access, evaluate, incorporate, organize, and document information. 	<ul style="list-style-type: none"> • PAD 4604 (reinforced) • PAD 4258 (extensively covered) • PAD 4204 (introduced) • PAD 4806 (reinforced) • PAD 4141 (extensively covered)
<ul style="list-style-type: none"> • Think critically and ethically about the purpose, design, and function of government, community service, and civil society as each relates to public, not-for-profit, and private organizations. 	
General Education learning outcomes supported:	Courses supporting the learning outcome:
<ul style="list-style-type: none"> • Ethics: Identify and describe ethical principles and their application. • Critical Thinking: Demonstrate the ability to reflect on, analyze, synthesize, and apply information through problem solving. 	<ul style="list-style-type: none"> • DSC 3072 (reinforced) • PAD 4415 (introduced) • PAD 4258 (reinforced) • PAD 4900 (extensively covered)
Public Safety Management Concentration Program Learning Outcomes	
<ul style="list-style-type: none"> • Analyze critical incidents and assemble an effective plan to resolve emergency situations. 	
General Education learning outcomes supported:	Courses supporting the learning outcome:
<ul style="list-style-type: none"> • Critical Thinking: Demonstrate the ability to reflect on, analyze, synthesize, and apply information through problem solving. • Communication: Demonstrate the ability to read, write, speak, and listen effectively, utilizing standard English. • Information Literacy: Demonstrate the ability to access, evaluate, incorporate, organize, and document information. 	<ul style="list-style-type: none"> • DSC 3072 (introduced) • PAD 4393 (reinforced) • PAD 4932 (extensively covered) • PAD 4258 (introduced) • PAD 4903 (extensively covered)

<ul style="list-style-type: none"> • Demonstrate written and oral presentation skills required of a public safety professional during critical incidents. 	
General Education learning outcomes supported:	Courses supporting the learning outcome:
<ul style="list-style-type: none"> • Communication: Demonstrate the ability to read, write, speak, and listen effectively, utilizing standard English. • Social Responsibility: Understand behaviors that lead to personal, social, and professional responsibility. • Critical Thinking: Demonstrate the ability to reflect on, analyze, synthesize, and apply information through problem solving. 	<ul style="list-style-type: none"> • PAD 3820 (introduced) • PAD 4141 (reinforced) • PAD 4806 (extensively covered)

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Office of Institutional Research, Effectiveness, and Planning (Organizational Chart)	Appendix N
College Planning Council (Purpose and Membership Spring 2009)	Appendix N
Institutional Effectiveness Council (Purpose and Membership Spring 2009)	Appendix N
College Budget Council (Purpose and Membership Spring 2009)	Appendix N
PCC Strategic Plan 2007-2012 (Fall 2008 Update)	Appendix N
Planning Council 2006-2007: Foundation Meetings Summary for DBOT	Appendix N
PCC Planning 2007-2008: Unit SWOT Analysis and Planning Objectives	Appendix N
PCC Planning 2007-2008: Planning Prioritization Process Outcomes (Example)	Appendix N
PCC Planning 2007-2008 Update: PowerPoint Presentation, DBOT Retreat February 2008	Appendix N
Strategic Planning Online (SPOL) User Manual	Appendix N
SPOL Sample Report: Status of Strategic Planning Initiatives 2007-2008, Director of Nursing	Appendix N
SPOL Sample Report: Annual Planning Summary 2008-2009, Director of Radiology Program	Appendix N
SPOL Sample Report: Long Term Strategies with Recurring Cost Potential	Appendix N
SPOL Sample Report: Administrative Summary 2009-2010, Current Planning Units	Appendix N
General Education: IE Assessment Cycle and Review Timeline	Appendix N
General Education: Basic Course Information (BCI) Examples for HLP1081 and MGF1106	Appendix N
General Education: PCC Assessment Form Examples for HLP1081 and MGF1106	Appendix N
Program Review: Current Program Review Example, PTA Program	Appendix N
Program Review: Program Evaluation Prescriptive Plan Example, PTA Program	Appendix N
Program Review: Program Success Indicator (PSI) Example, Accounting Technology	Appendix N
Program Review: Proposed Administrative Program Review Form	Appendix N
Supplementary IE Report Example: Grade Distribution Report (by Course, by Instructor)	Appendix N
Supplementary IE Report Example: 2007 CCSSE/CCFSE Executive Summary Report	Appendix N
Supplementary IE Report Example: 2006 PCC Employee Survey Summary Report	Appendix N
Supplementary IE Report Example: PCC FactBook with State Accountability Measures	Appendix N
Curriculum Mapping of A.S./A.A.S. Degree Core Courses	Appendix N
Longitudinal Nursing Student Survey, 2008 Nursing Program Summary Report	Appendix N
PCC Economic Impact Analysis Example, 2007 Summary Report	Appendix N
Polk County Business Survey, Example Report, 2005 Survey	Appendix N
Table of B.A.S. Program Outcomes	Appendix N
B.A.S. Program Learning Outcomes (by Course)	Appendix N
Sample SCNS Course Descriptions of Equivalent B.A.S. Courses at Other Colleges	Appendix N
B.A.S. Assessment Model and Course Design Mapping Example with BCI	Appendix N
Business Program Advisory Committee Meeting Notes	Appendix N

VI. CORE REQUIREMENT SIX

Not applicable.

VII. CORE REQUIREMENT SEVEN

Statement

The institution

1) offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level, at least 120 semester credit hours or the equivalent at the baccalaureate level, or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**

- Compliance
 Partial Compliance
 Noncompliance

Polk Community College currently offers Associate in Arts, Associate in Science, and Associate in Applied Science degrees, all of which require a minimum of 60 semester hours. PCC has been approved to offer these degrees by both the Southern Association of Colleges and Schools (SACS) and the State Board of Education. The specific degree programs PCC offers are listed in Table 25. The proposed Bachelor of Applied Science in Supervision and Management will be 120 semester hours in length. The proposed B.A.S. degree program and the associate degree programs currently offered all meet the requirements of Florida Statute §1007.25 for program length.

Table 25
Programs Offered at PCC

Degree Name	Type of Degree	Semester Hour Length
Associate in Arts (Liberal Arts)	A.A.	60
Accounting Technology	A.S. and A.A.S.	64
Business Administration and Management	A.S. and A.A.S.	64
Cardiovascular Technology	A.S.	77
Computer Information Systems Analysis	A.S. and A.A.S.	63
Computer Network Engineering Technology	A.S. and A.A.S.	68
Criminal Justice Technology	A.S. and A.A.S.	64
Diagnostic Medical Sonography	A.S.	72
Digital Media/Multimedia Technology	A.S. and A.A.S.	64
Early Childhood Education and Management	A.S. and A.A.S.	63
Electrical Distribution Technology	A.S. and A.A.S.	65
Emergency Medical Services	A.S. and A.A.S.	73
Financial Services	A.S. and A.A.S.	60
Fire Science Technology	A.S. and A.A.S.	60
Health Information Management	A.S. and A.A.S.	67
Nursing (R.N.)	A.S.	72
Occupational Therapy Assistant	A.S. and A.A.S.	70
Office Administration	A.S. and A.A.S.	63
Physical Therapist Assistant	A.S. and A.A.S.	74
Radiography	A.A.S.	77
Respiratory Care	A.S.	76
Supply Chain Management	A.S. and A.A.S.	64
Supervision and Management	B.A.S. (proposed)	120

2) offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**

- Compliance
 Partial Compliance
 Noncompliance

The Polk Community College mission is:

Polk Community College is a quality-driven educational institution providing for the people of Polk County degree, career, and lifelong learning programs within an environment of excellence and commitment to student success.

The programs offered at the College are compatible with the College mission. As noted in the mission, PCC offers programs designed for college transfer (the Associate in Arts degree) and programs designed to prepare students for employment in occupational/technical areas (the Associate in Science and Associate in Applied Science degrees and certificate programs), as well as courses designed for personal enrichment and lifelong learning. The programs at PCC meet the both SACSCOC guidelines and Florida Board of Education standards for program length and General Education (FS §1007.25). Program information is available to all faculty members, staff, and students, as well as external constituents, through the College Catalog. The Catalog is updated annually to reflect changes and additions to programs and services.

Also as noted in the mission, the College is committed to providing the highest possible quality in its programs. All new programs at the College must be approved by the College's curriculum committee, the Academic Quality Council (AQC), and then receive final approval from the Vice-President for Academic and Student Services. The purpose of the committee and a list of its constituents can be found in Appendix O, PCC Procedure 6002, Attachment 2. The *New Program Proposal Form for AQC* (included in Appendix O) requires that all new program proposals include the following:

- A justification for the program which documents the need for the program in the community and support from potential local employers, as well as an estimate of the number of jobs related to the program available per year;
- The projected enrollment in the program for the first four years;
- A list of resource implications for adding the new program such as facility, capital equipment, learning resources, and staffing costs⁷.

In addition, the curriculum for each new program must meet the outcomes listed in the relevant state framework for the degree (as provided on the Department of Workforce Education website: <<http://www.fldoe.org/workforce/dwdframe/>>). The AQC also provides a process by which faculty members can update programs by adding, deleting, or revising courses. The *Program Modification Form for AQC* (included in Appendix O) is used to bring such changes before the committee.

In an effort to promote continuous improvement in its programs, the College has a program review process that is described in Part B, Core Requirement 5. In addition, each A.S./A.A.S. program has an advisory board that provides input based on employment trends and the most current practices in the field; this provides a mechanism to assure that programs keep pace with changes in market requirements.

⁷ Requirements taken from the *New Program Proposal Form for AQC*, included in Appendix O

In the Associate in Arts degree, the College emphasizes quality by providing its A.A. students with the prerequisite courses they need to transfer seamlessly to a 4-year college or university of their choice. Associate in Arts students have the option of selecting an advising track which aligns their coursework at PCC with the prerequisite courses they will need in their desired major at the university. The advising tracks are built using the common prerequisite information provided by the state of Florida's Articulation Coordination Committee in the *Common Course Prerequisites Manual* on the facts.org website (www.facts.org). When an Associate in Arts student at PCC selects an advising track, the College's student registration system provides a degree audit that indicates the particular prerequisites for a chosen university major, thereby providing an educational pathway that prepares the student for a seamless transfer to a 4-year institution.

The Bachelor of Applied Science degree program was developed using the same guidelines outlined above. It meets SACS guidelines and Florida Board of Education (Statute §1007.25) requirements for program length and General Education requirements, and aligns with Florida's *Common Course Prerequisites Manual* (available at: www.facts.org). The B.A.S. program was developed by faculty, academic administrators, and consultants with content area expertise; preparation of the curriculum and course sequencing was based on reviewing similar programs at other Florida colleges. Once the curriculum was determined, the program was brought before the Academic Quality Council as outlined above. An overview of the B.A.S. degree is provided in Appendix O and a complete description of the admission, curriculum, and graduation requirements has been included in Part A, Section 2 of this document. Part A, Section 2 also includes a description of the assessment plan for documenting achievement of both program and student learning outcomes.

The B.A.S. is designed to allow full-time students to complete the program in two years following the attainment of an associate's degree. However, the degree will also accommodate part-time students. Students who remain continuously enrolled have no deadline for completing the program under the catalog in which they entered. Continuous enrollment requires that a student be enrolled in at least one course during at least one term of an academic year (fall, spring, or summer). Students may also choose to change to any catalog year subsequent to the year of their admission. If a student stops attending for one year or longer, he or she will need to apply for reinstatement to the program in order to begin taking courses again, and will then fall under the catalog year in effect at the time of his or her reinstatement.

3) in each undergraduate degree program, requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/ fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education course. **(General Education)**

- Compliance
- Partial Compliance
- Noncompliance

Polk Community College requires 36 General Education credits for all Associate in Arts degree graduates, and a minimum of 17 General Education credits for all Associate in Science and

Associate in Applied Science degree graduates, as required by SACS guidelines and Florida Statute §1007.25. As per Florida Statute §1007.25, students in the B.A.S. program will meet the same General Education requirements applied to A.A. students. PCC's purpose for the General Education program is as follows (See Appendix O, *PCC College Catalog*, page 46).

The purpose of the General Education curriculum is to provide Polk Community College students with varied opportunities to integrate knowledge, skills, attitudes, and experiences essential for their success in higher learning and for their personal, academic, and professional enrichment. Subject matter and instructional methods are designed to develop cultural literacy and critical thinking skills essential for students to become well-educated citizens capable of participating fully, effectively, and productively in a global community.

Courses across the academic disciplines share the objectives of stimulating your curiosity, heightening your perceptions, and equipping you to make the best possible use of your resources. As your communications and computational skills are strengthened, you are exposed to theories, strategies, and world views revealing the common cultural heritage we all share.

Polk Community College's General Education outcomes are as follows.

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

The PCC courses that meet the General Education requirements cover a wide variety of disciplines including communication, mathematics, humanities, social science, natural science, and wellness. Table 26 provides a list of the specific courses students may choose from to satisfy each category of General Education.

Polk Community College is currently undergoing a General Education review. In the first stage of this project, a faculty committee (with representation from all areas of the curriculum) reviewed the General Education outcomes in place at the time and made revisions to update those outcomes. The revised General Education outcomes (listed above) were approved by the College's curriculum committee, the Academic Quality Council in March 2008. The second stage of this project, currently underway at the College, involves a review of the specific courses in each General Education area based on the revised General Education outcomes to assure alignment.

Table 26

General Education Requirements

General Education Requirements	
<p>Communications – 9 Credit Hours Required: ENC 1101 College Composition I ENC 1102 College Composition II LIT 1000 Introduction to Literature</p> <p>Humanities – 6 Credit Hours Required: HUM 2020 Introduction to Humanities And one of the following: AML 2010 or 2020 Survey/American Literature ARH 1050 or 1051 Introduction to Art History ART 1001C Studio Art for Beginners ART 1201C Design I ART 1300C Drawing and Composition I ART 2750C Ceramics I ENL 2010 or 2022 Survey/British Literature ENL 2330 Introduction to Shakespeare FIL 1000 Introduction to Film HUM 2250 Contemporary Humanities HUM 2310 World Mythology HUM 2322 Women in Humanities LIT 1201 Current Interest Themes in Literature LIT 2090 Contemporary Literature LIT 2110 World Literature through Renaissance LIT 2120 World Literature: Renaissance to Present LIT 2380 Women in Literature LIT 2510 Male-Female Images in Literature MUL 1010 Music Appreciation ORI 2001 Oral Interpretation PGY 1100C Photography I PHI 2010 Introduction to Philosophy PHI 2100 Logic PHI 2600 Ethics REL 2300 World Religions THE 1030 Introduction to Dramatic Arts I</p> <p>Mathematics – 6 Credit Hours Required: Satisfactory completion of two courses from the following: MAC 1105 College Algebra MGF 1106 Mathematics for Liberal Arts I MGF 1107 Mathematics for Liberal Arts II MAC 1114 Trigonometry MAC 1140 Precalculus Algebra MAC 2233 Applied Calculus I MAC 2311 Calculus I MAC 2312 Calculus II STA 2023 Introduction to Probability & Statistics</p>	<p>Natural Sciences – 9 Credit Hours Required: Satisfactory completion of Part 1 and 7 credit hours from Part 2. One course from Part 2 must have a lab component.</p> <p>Part 1 HLP 1081 Wellness Concepts or HSC 1101 Wellness: Nutrition, Personal Growth, and Fitness</p> <p>Part 2 BSC 1005C Survey of Biological Science BSC 1010C Principles of Biology I BSC 1011C Principles of Biology II BSC 1930 Biological Issues BSC 2085C Anatomy and Physiology I BSC 2086C Anatomy and Physiology II CHM 1025C Introduction to Chemistry CHM 1045C General Chemistry I CHM 1046C General Chemistry II ESC 1000 Survey of Earth Science GLY 2010C Physical Geology MET 1010 Introduction to Meteorology OCE 2001C Oceanography PHY 2001C Basic Concepts of Physics PHY 2048C General Physics I with Calculus PHY 2049C General Physics II with Calculus PHY 2053C General Physics I PHY 2054C General Physics II PSC 1121 Survey of Physical Science PSC 2515 Energy and Humanity</p> <p>Social Science - 6 Credit Hours Required: Satisfactory completion of one course from each part is required.</p> <p>Part 1 ANT 1000 General Anthropology PSY 2012 General Psychology SYG 2000 Introduction to Sociology SYG 2010 Social Problems</p> <p>Part 2 AMH 1010 U.S. History:1607-1877 AMH 1020 U.S. History:1877-Today ECO 2013 Principles of Macroeconomics ECO 2023 Principles of Microeconomics POS 1112 State and Local Government POS 2041 American National Government WOH 1012 World Civilization: To 1500 WOH 1022 World Civilization: From 1500</p>

4) provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") **(Course work for Degrees)**

Compliance
 Partial Compliance
 Noncompliance

Polk Community College provides instruction for all programs offered and will also provide all instruction for the Bachelor of Applied Science degree.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
College Catalog, 2008-2009	Appendix O
Florida Statute §1007.25: General Education Courses; Common Prerequisites; and Other Degree Requirements	Appendix O
New Program Form for AQC	Appendix O
Program Modification Form for AQC	Appendix O
Overview of B.A.S. Degree	Appendix O
Course Descriptions of All General Education Courses	Appendix O
PCC Procedure 6002, Attachment 2	Appendix O
AQC Meeting Minutes: March 2008	Appendix O

VIII. CORE REQUIREMENT EIGHT

Statement

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. **(Faculty)**

- Compliance
- Partial Compliance
- Noncompliance

Polk Community College's full-time faculty and instructional administrators provide sufficient qualified professionals to support the College's mission. The College currently employs 110 full-time faculty and 16 instructional administrators. Each program and curricular area is coordinated by either instructional administrators or departmental coordinators, each of whom are subject matter/discipline experts and meet the minimum credential requirements set forth in the SACS *Principles of Accreditation: Foundation for Quality Enhancement*, sections 3.4.11 and 3.7.1. The College also employs part-time faculty based on the enrollment demands of its programs on each of the campuses. These part-time faculty members also meet the minimum credentialing requirements to teach in the discipline and enhance the curriculum through their experiences and expertise in their subject areas.

The primary responsibility for full-time faculty members is instruction and classroom management/administration. Additional responsibilities of faculty members include: collaborating regarding curriculum and program changes/updates, determining course learning outcomes and means of assessment, serving on College committees, mentoring and advising students during office hours, selecting textbooks, mentoring new faculty members, and continuing professional development in their respective fields. Faculty members are encouraged to engage in scholarly pursuits, such as academic research and advanced formal studies. Faculty members are evaluated annually; each individual sets personal, instructional, and professional goals for the upcoming academic year. Appraisal criteria during the evaluation process may include the instructor's performance of the above mentioned job duties, as well as the results of the supervisor's classroom observations and review of the faculty member's service to the College.

The College employs a systematic hiring and orientation process to help ensure that quality standards are maintained for new faculty hires. All prospective full-time faculty applications are reviewed by a selection committee that is comprised of the Campus Academic Dean, full-time faculty members teaching in the subject area, and program-related staff members. All efforts are made to ensure that the committee is diverse and representative of current faculty and staff. The selection committee forwards its recommendation of the best fit candidate for the open position to the hiring administrator for final approval.

Each new full-time faculty member participates in an orientation process, including a series of professional development sessions. New faculty orientation is held each academic year. It begins with two intensive days of informational sessions prior to the start of the fall semester. The orientation covers the faculty contract, employee benefits, the performance appraisal process, and classroom policies and procedures. Throughout the following year, the newly hired faculty member joins a group of new faculty members that convenes to discuss and exchange ideas on classroom techniques, best practices, and new advances in education. During this first year, the faculty members in this cohort complete the College's Distance Education Certification program. At the end of the third year of employment, a faculty member may be recommended for a continuing contract by the Campus Academic Dean. Ongoing

professional development opportunities are provided by the College throughout the academic year for all full-time faculty members.

As mentioned in Part A of this document, the College has current full-time and part-time faculty credentialed to teach in the program. In addition to the currently employed faculty designated to teach in the new B.A.S. program, the College has planned for the addition of two full-time faculty members at the doctoral level. The two positions will be advertised during the spring of 2009. The designated positions will be for the Business Administration and Public Administration concentrations. These faculty members will serve as lead instructors for their respective disciplines within the B.A.S. program. Within their respective disciplines, they will also assume leadership roles in curriculum development, concentration-specific program review and assessment, and adjunct faculty mentorship. In addition, these new faculty members will assist in program coordination and provide student mentorship and advisement. The faculty positions will become effective in the fall semester of the 2009/2010 academic year.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
B.A.S. Faculty Rosters	Appendix P
B.A.S. Faculty Position Announcement	Appendix P
Faculty Orientation Agenda	Appendix P
Faculty Appraisal Forms	Appendix P
Instructional Observation Form	Appendix P
Sample Student Perception of Instruction	Appendix P
Faculty Handbook	Appendix P

IX. CORE REQUIREMENT NINE

Statement

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

- Compliance
- Partial Compliance
- Noncompliance

Polk Community College owns, operates, and provides ongoing support for libraries at its Lakeland and Winter Haven campuses. Additionally, library outreach services are provided to the Lakeland Airside Center and the JD Alexander Center in Lake Wales.

As noted in Part A, full-service libraries are located on the two campuses at Lakeland and Winter Haven. Both libraries are staffed by qualified professional librarians and contain collections of materials selected to support the varied curriculums of the College, as well as selections for personal edification. Ongoing collection accrual is targeted toward curriculum needs, current issues, core academic skills, instructional innovation, professional development, and student intellectual development.

Student-use computers are connected to the Internet; wireless Internet access is in place at each library and student computer lab. All computers are able to access the electronic information resources provided by or through the libraries. The libraries' resources are also easily accessible by link through the College's Library website, and are available to all currently enrolled students and employees from any Internet-connected computer, anywhere, and at any time.

The libraries subscribe to over 100 commercial online database products. The majority of these products provide access to articles contained in scholarly journals across a variety of fields. Other databases provide access to articles from standard and field-specific reference resources. Preliminary assessments of holdings contained in many of these databases indicate significant full-text coverage of disciplines relevant to the proposed B.A.S. program and its three areas of specialization. In addition, the libraries own or provide access to over 60,000 electronic books. Access to these licensed resources is easily obtained through the PCC Library website's database page; students are able to authenticate using student identification numbers. The website is linked from within the College's Learning Management System (*PAL*).

PCC's libraries provide course-integrated information literacy instruction to meet the objectives of the General Education requirement for information literacy. Additionally, credit courses in information research skills and Internet-based research are taught annually by library faculty members. Tutorials and FAQ pages are also available to students on the PCC Library website.

In addition to the libraries, the Learning Resource Centers, located at the Lakeland and Winter Haven campuses, provide a Teaching/Learning Computing Center (TLCC). Numerous Internet-connected computers are available for student use at the TLCCs. The TLCCs also provide tutoring for math, writing, foreign languages, and some science disciplines, as well as a testing center for placement testing, distance learning testing, make-up exams, and certification testing. Online tutoring is provided by the College using *Smarthinking* services.

The libraries and TLCC facilities provide card-activated computer printing and photocopying services for a fee. The two campus libraries and learning resource facilities and services are each open for 64 hours per week. In addition, the College participates in Florida’s online chat reference service known as “Ask-a-Librarian,” thereby extending services to students beyond the normal hours of operation. Librarians, at the request of faculty members, also visit the JD Alexander and Lakeland Airside centers to conduct orientation and research sessions for students.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Library Acquisition Plan Including Financial Needs	Appendix Q

X. CORE REQUIREMENT TEN

Statement

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. **(Student Support Services)**

- Compliance
- Partial Compliance
- Noncompliance

Admissions

The College's admission practice supports Polk Community College's (PCC) mission of being an open-access institution. The Admission Application may be completed electronically via the College's website or via paper and submitted to the College. The Registrar's Office ensures that all student records are kept secure and provides quality customer service that meets the needs of PCC's community of learners.

Orientation and Educational Planning

Once a student is admitted to the B.A.S. program, he or she will be sent information and encouraged to attend one of the B.A.S. Orientation and Educational Planning sessions. At these sessions, students will have an opportunity to meet with academic advisors, plan personal program progressions, and enroll in classes.

Career Centers

PCC Career Centers provide students with many services including resume development, job search assistance, and a review and inventory of personal skills. Workshops are held on each campus, and these help students develop various skills including critical thinking, interviewing skills, decision-making strategies, and goal-setting techniques.

Career Center services will be marketed to B.A.S. students in various ways including classroom presentations, e-mail blasts, and at orientations. Various on-campus recruiting sessions will be held for local employers, and these will promote our graduates to local industry.

Financial Aid

The Financial Aid Office is committed to helping students find ways to finance their education without acquiring excessive debt. Various programs are available to students who qualify. These include grants from federal, state, College and private sources. B.A.S. students who meet certain criteria will be eligible for federal and state aid programs, including federal Pell Grants and Supplemental Educational Opportunity Grants (SEOG), Stafford loans, work-study programs, Florida Student Assistant Grants, Florida Bright Futures Scholarships, and PCC Foundation Scholarships. PCC will secure approval to offer state and federal aid.

Recruitment

Student Services will work with the community to promote various programs and services related to the B.A.S. program. Information sessions (including Open House sessions) will be held on each campus and at centers to promote the B.A.S. program. Various College information pieces, including brochures, websites, and catalogs, will include updated information on the program.

Registration

PCC offers students various ways to add and drop classes, including online and in-person options. The PCC Passport system, which is tied to Florida's FACTS.org, allows a student to view his or her financial aid status, pay fees, view transcripts and degree audits, shop for degree programs, and change personal information. The current system used by the College is fully compatible with the upcoming B.A.S. degree program; it will meet the needs of enrollees and provide the same services available to existing PCC students.

Testing

PCC's Teaching/Learning Computing Centers (TLCC) provide various secure testing services, such as alternate and make-up testing, as needed. The TLCCs administer any required program testing and are available to assist with testing in courses as needed.

Student Development Services

Academic Advising/The HELP Center

A professional, qualified staff of academic advisors and counselors are available to provide services and assistance to students who need direction while striving for personal and academic goals. All academic advisors and counselors have access to student records to enable academic opportunities to be discussed. Students are encouraged to meet with an academic advisor or counselor each term to ensure that they are on track and progressing toward degree completion and graduation in a timely manner. All academic advisors and counselors will be trained to handle advising for the B.A.S. degree program and its three specific concentration areas.

Services for Disabled Students

Polk Community College adheres to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. All services, degree programs, and classes are open to eligible disabled students, and reasonable accommodations are provided based on individual needs. Students with documented disabilities may be eligible for extended testing time, special computer equipment, tutoring, recorded texts, note-taker services, interpreters, course substitutions, and other necessary and reasonable accommodations that ensure equal access.

Student Services will work with any rehabilitation agency, such as the Division of Vocational Rehabilitation or the Division of Blind Services, to coordinate student services. Disabled parking spaces are available on campus with state-approved permits; additional parking permits are not required. Students are encouraged to contact one of the Coordinators of Academic Advising in Student Services to request special accommodations or auxiliary aids. All information students provide is voluntary and is kept strictly confidential. Students entering the B.A.S. program will be made aware of available services through the College website, brochures, and the Student Handbook.

Intercollegiate Athletics

Polk Community College is a member in good standing of the National Junior College Athletic Association (Region VIII), as well as the Florida Community College Activities Association (Suncoast Conference). Athletes compete in men's baseball, men's basketball, women's volleyball, women's softball, and women's soccer. Some scholarships are available for student athletes. PCC has excellent sports facilities that serve as models for other schools in Florida. The Health Center on the Winter Haven Campus seats 2,600 adults in an air-conditioned, state-of-the-art, oak-wood surface facility. The baseball field is built to professional specifications. The softball team plays at the state-of-the-art Diamondplex.

Students wishing to participate in an athletic program are encouraged to contact the coach of the varsity sport of interest. Athletic Programs are located on the Winter Haven Campus. Eligibility for a B.A.S. student to participate in intercollegiate athletics is determined by NJCAA rules.

Student Activities

The Student Activity program at PCC provides students with opportunities to enhance their educational experience through various programs and events held outside the classroom. Exposure to various events enriches students' social, cultural, multi-cultural, intellectual, recreational, and leadership experiences. The Student Activity program members work with faculty members to sponsor field trips that enhance educational experiences. Students enrolled in the B.A.S. program will be entitled to participate in all extracurricular activities.

Academic Support Services

Honors Program

The PCC Honors Program is designed for highly-motivated, talented students who wish to be challenged by an intellectually stimulating program of study. Honors courses are not simply regular courses with additional work; they provide alternative approaches to learning that are student-centered and interactive, and they promote creativity and global understanding during the study of academic material. Honors classes are small, which enables students and faculty in each class to form a close-knit learning community.

B.A.S. students who are interested in the Honors Program and receiving honors designation at graduation are encouraged to complete their honors requirements while taking their General Education courses. Students who complete 18 credits of their degree in Honors classes will receive Honors designation at graduation.

Library/Learning Resources

PCC's libraries support learning and instruction by providing access to quality academic information resources on many subjects. The libraries' collections include books, periodicals, reference materials, electronic books, microfilm, art reproductions, and audio-visual materials. The libraries purchase access to many electronic databases that are accessible to students through the Internet.

Each library is equipped with personal computers and laptops that are available for use within the library. Self-service, pre-pay, card-operated computer printers, photocopiers, and microfilm reader/printers are available. All computers in the libraries are connected to the Internet, and the libraries provide wireless Internet access for those who wish to bring their own laptops. Professional librarians are available to consult with students on research, and they can also teach students to use information resources while in a library or while online. Knowledgeable support staff is on hand to assist students with checking out materials and using library technology.

Students are provided with a variety of services and resources at the libraries and the Teaching/Learning Computing Centers on each campus. These two resources are designed to support academic success at PCC. Knowledgeable and helpful staff members are available at each location. Many additional resources and services can be accessed online through the Internet and World Wide Web to support students taking PCC e-learning courses or studying at the academic centers. Students enrolled in the B.A.S. program will be entitled to all of the services described above.

Teaching/Learning Computing Centers

The purpose of the Teaching/Learning Computing Centers is to further the educational process at PCC. The TLCCs provide qualified staff and up-to-date equipment and facilities to promote students' academic success by providing tutoring services, computing resources, and many forms of instructional support. The TLCCs provide a wide variety of resources including

computers, scanners, printers, and Internet and e-mail access, as well as numerous software applications available for student use. The TLCCs also provide one-to-one and group tutoring in College Preparatory, mathematics, and English courses, as well as some sciences. Each TLCC provides supplemental videotapes, audio-tapes, slides, models, and other instructional materials. Make-up tests, certification exams, and distance education tests are also administered in the TLCCs.

Students enrolled in the B.A.S. program will be entitled to all of the services described above.

Other Programs and Services

Safety and Security

PCC continually strives to provide students, faculty, staff, and visitors with a safe and secure environment. Security Officers are on duty 24 hours-a-day and continually patrol the campus. With security and safety in mind, all PCC employees are fingerprinted and are subject to a criminal background check. Employees who appear to pose significant security issues will be terminated.

Emergency towers have been installed at all campuses that are capable of being used to contact security during emergencies; these can also be used to make announcements, as they are equipped with outdoor speakers. The College's Cisco IP phone system is also able to be used as an announcement system when needed.

Student Government Association

Each of PCC's main campuses has an active Student Government Association (SGA). SGA is the voice of the students; its officers make an effort to work with the College's administration to ensure that students' voices are heard.

Student Organizations and Clubs

The Student Activity Office on each campus assists interested students in forming new student clubs or organizations on the campuses. Interested students may contact a Coordinator of Student Activities for more information on starting an organization.

Academic Regulations and Student Responsibility

The College is responsible for publishing all rules and regulations regarding students' responsibilities. Students are responsible for familiarizing themselves with these rules and regulations and for their conduct. Written rules, regulations, policies, and procedures that are in effect at the time of an infraction are binding.

The College reserves the right to make changes to course offerings, curricula, academic policies, and other rules and regulations at any time. These changes govern currently and formerly enrolled students. Copies of all official Board of Trustees rules are available for inspection in the library and the Office of the Dean of Student Services on both the Lakeland and Winter Haven campuses. Ignorance of duly published rules and regulations is not considered a valid excuse for failure to comply.

Retention Services

Polk Community College wants students to succeed. To achieve that goal, each campus has a Teaching/Learning Computing Center (TLCC) that offers computers, educational software, and tutoring. All services are free for any student attending Polk Community College. Also, faculty members have office hours for students to obtain help with their course work.

In addition to TLCC services, TRiO Student Support Services is a federally-funded program designed to offer free individual, academic, and personal support to qualified students. To qualify, students must be first-generation college students (neither parent has a bachelor's

degree); low income (according to the federal guidelines); and/or have a documented physical, mental, or learning disability. Additionally, beneficiaries must be full-time students at PCC who are seeking to transfer to a 4-year college or university to complete a bachelor's degree. Services include academic and career guidance, mentoring, textbook lending, transfer counseling, and visits to local 4-year colleges and universities.

Veterans' Services

Information and advising is available for those veterans eligible for educational benefits under the various laws aiding veterans and their dependents. Veterans who are eligible under Chapters 30, 106, 32, and 35 of Title 38, U.S. Code are required to be degree seeking, but they may attend the College part time. It is important for veterans to meet with an academic advisor prior to registration each term. The Financial Aid Office completes the Veteran's Certification for the United States Department of Veterans Affairs (VA). Benefits are paid on a sliding scale:

- Full: 12 or more credit hours
- 3/4: 9 to 11 credit hours
- 1/2: 6 to 8 credit hours
- Tuition only: 1 to 5 credit hours

All veterans and dependents, except those on vocational rehabilitation, are responsible for paying all College fees within the appropriate deadlines. Registration fees may be deferred, when necessary, for up to sixty days or ten days less than the length of the term (whichever is earlier). Fees may be deferred only once per academic year. Veterans wishing to apply for advanced payment from the VA in order to have the initial allotment available by the registration date should apply for benefits through the Financial Aid Office at least forty-five days prior to registration. VA regulations require veterans to progress at a regular rate toward graduation. Details regarding current PCC policy for meeting this requirement are available in the Financial Aid Office on both campuses. Recipients of veterans' benefits are responsible for reporting information regarding attendance, or changes in program or place of training, directly to the VA:

United States Department of Veterans Affairs
 P.O. Box 1437
 St. Petersburg, FL 33731

Veterans should contact the Financial Aid Office for assistance with the appropriate paperwork.

Conclusion

Polk Community College's Student Services Department assists students from Admission to Graduation and helps prepare them for transition to the workforce or upper-division studies. Polk Community College is committed to providing career and lifelong learning programs within an environment of excellence and commitment to student success. The existing structure as outlined will provide the same level of services for the B.A.S. student and will create an environment that fosters student success.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Application for Admission	Appendix R
Student Orientation PowerPoint Presentation	Appendix R
Online Student Web Portal (Screen Copy)	Appendix R
Honors Program Brochure	Appendix R
Student Handbook	Appendix R
B.A.S. Open House Invitation/Flyer	Appendix R
Organizational Charts for Student Services	Appendix R

XI. CORE REQUIREMENT ELEVEN

Statement

The institution

(1) has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

(Financial Resources)

- Compliance
 Partial Compliance
 Noncompliance

Polk Community College has consistently maintained a sound financial base and possesses adequate physical and financial resources to support the mission and scope of the programs and services it offers. The College is audited on an annual basis by the State of Florida Auditor General's Office. The scope of each audit includes an assessment of PCC's financial base, stability, and ability to provide adequate physical resources. Audits are conducted pursuant to the provisions of Florida Statutes, Section 11.45, and the applicable standards contained in the Government Auditing Standards issued by the Comptroller General of the United States. An audit report and management letter is issued to the DBOT at the completion of each annual audit. The reports have consistently indicated that the College's financial statements are fairly stated and represent the true financial position of the College. Copies of audit reports are available upon request.

Analysis of the financial results of operations documented in PCC's audited financial statements show the history of the College's financial stability and growth.

Table 27
College Financial Information

	2003-04	2004-05	2005-06	2006-07	2007-08
Unrestricted Revenues	\$23,082,930	\$24,187,981	\$26,509,100	\$29,373,539	\$31,154,872
Unrestricted Expenditures	\$23,236,080	\$24,319,176	\$25,702,271	\$27,643,526	\$30,840,026
Net Revenues	(\$153,150)	(\$131,195)	\$806,829	\$1,730,013	\$314,846

In fiscal years 2004 and 2005, the College implemented a new Enterprise Resource Planning (ERP) system. A portion of the fund balance had been reserved and was used to cover the initial costs related to this implementation. This, along with repair costs associated with extensive hurricane damage in 2004, readily explains expenditures slightly exceeding revenues during these years.

PCC has a sound and conservative annual budgeting process that is driven by the priorities developed within the strategic plan and approved each year by the College's senior staff. The College uses contributions and recommendations from its Budget Council and Planning Council to ensure that all employees of the College have an opportunity to provide input in the creation of the budget.

The budget process begins in January each year. Each of the budget managers seeks input from the members of his or her respective areas of responsibility, and this input is used to generate a budget request that is based on the program and department needs. New programs and initiatives are submitted at the departmental level through an electronic Strategic Planning and Budgeting Tool, which outlines associated personnel, supply, and equipment budgets. The programs and initiatives are reviewed by the College's Planning Council and Budget Council to determine alignment with the College's strategic plan, and to prioritize the programs and initiatives relative to the available resources.

A budget workshop is held in early June of each year to allow involvement of the DBOT in the process and to make them aware of issues, programs and initiatives, and available resources contained within the proposed budget. At the June Board meeting of each year, the DBOT approves the budget. The budget is then sent to the Department of Education (DOE) of the State of Florida, where it is approved contingent on compliance with State law, DOE rules and State Board of Community College guidelines. Copies of the annual operating budgets are available upon request.

The budget for the Bachelor of Applied Science in Supervision and Management degree program was developed by examining the needs of the various components of the College related to the B.A.S. initiative. The Vice President for Administration/CFO and the Vice President for Academic and Student Services collaborated to develop this plan, allocating resources based on an analysis of student and instructional needs, as well as technological requirements for support of the program. The plan provides for the program to be self-sustaining by its fifth year

Performance Expectations

The College projects that it will start with a cohort of at least 30 students, and that it will graduate its first class from the B.A.S. program in the fall of 2011. Based on student demographics and statistics regarding current student performance, the College predicts a 66% success rate in graduation (approximately 20 of the 30 students enrolled in the cohort). Based on the high demand for baccalaureate degree graduates from all three B.A.S. concentration areas in the Polk County labor market, the College expects virtually 100% placement for its graduates.

Projected Program Expenditures

Instructional and Operating Expenses

The College anticipates the need to hire two full-time faculty instructors; the remaining classes not covered by existing full-time faculty resources will be covered by existing adjunct instructors.

In addition to the faculty members needed, the College plans to hire a Director of Baccalaureate Programs and as soon as budget conditions permit. These newly added positions will be supplemented by an administrative assistant for the Director, a librarian, and additional resources supporting the libraries. The budget includes the expense of hiring consultants to assist in the development of the baccalaureate program and its curriculum. Additionally, the expense of a SACS site visit is included as a mandatory component of the process required to change the designation of the College to a Level II Institution.

Capital Outlay

The majority of the expense indicated in this line of the budget has been designed for the purchase of materials for the libraries to support students and instructors. A portion of these resources will also be used to provide technological equipment for new faculty and staff members hired for the program.

Funding Sources

During the 2009/2010 year, the College will absorb the start-up costs of the B.A.S. program from its operating budget. Student fees and state revenue should almost completely offset the expense of the program by the end of the 2012/2013 academic year.

Library Resources

Polk Community College has full-service libraries at its Lakeland and Winter Haven campuses. These libraries support the information, and research needs of PCC students, faculty, and staff members. Each library is open for 64 hours per week.

Each library has circulating and reference print collections, media, and a Course Reserve collection, as well as inter-library and inter-campus loan services, and print periodicals with back-files both in print and on microfilm. Additionally, libraries have group study areas and programs of course-integrated information literacy instruction. Each library has a staff of full-time professional librarians, as well as a paraprofessional support staff, sufficient to provide service during hours of operation.

The libraries provide students with access to a significant number of commercial online databases, most of which provide full-text articles from scholarly journals, magazines, and newspapers (some of these also function as online reference resources). The libraries' electronic resources also include access to over 60,000 e-book titles that can be researched and accessed by currently enrolled students, faculty members, and staff directly from the online catalog using a College-assigned ID number. The databases can be accessed directly from the database page on the PCC Library website using the same ID. Together these e-resources provide a wealth of information—from any location, at any time—over the World Wide Web.

Each campus and library center has a student-use computer lab as well. The labs at the Lakeland and Winter Haven campuses each have more than 70 computers for data processing, wireless access, and access to a variety of educational software products. In addition, the student-use computer labs house tutoring centers. Tutoring is available for mathematics, writing, foreign languages, and some sciences. The labs, tutoring centers, and libraries are administered by the Directors of Learning Resources.

Current staffing for the two campuses and two centers includes: five full-time librarians, four part-time librarians, and seven full-time and two part-time paraprofessional employees. During the start-up of the B.A.S. program, the existing library staff will be utilized initially to serve the needs of students, faculty, and staff. A needs assessment of the staffing requirements for library support will be conducted during the first year of the new program to determine the level of library support and to project any further supporting resources that will be required as the degree program expands over time.

Facilities and Equipment

State-of-the-art technological facilities are present in all classrooms at the College. Courses will be delivered in traditional, hybrid, and online formats. Many classes will be offered during Friday afternoons and Saturday mornings to meet the needs of working students. Computers and other equipment will be purchased for faculty members in order to provide for the range of course offerings.

(2) has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

- Compliance
- Partial Compliance
- Noncompliance

Polk Community College (PCC) operates and maintains extensive physical resources to support its mission, its critical activities, and a wide scope of programs and services.

In compliance with State Requirement for Educational Facilities (SREF) Chapter 3, every five years PCC's Facilities Department, in collaboration with campus administration, undertakes a thorough evaluation of the current facilities inventory and the academic needs of the institution. This is referred to as the Educational Plant Survey (EPS) (see Appendix I). The outcome of this evaluation allows orderly planning for the housing of academic programs, anticipation of requirements for the student population, and prediction of the needs of faculty, administration, and ancillary services. The determination of the space needs for the institution is based on the approved Florida Department of Education annual five-year capital outlay of Full-Time Equivalents (FTE) enrolled, as well as any additional requirements for new programs and changes to existing academic/vocational programs. The most current EPS was performed in December 2006. The College anticipates extensive revision in the 2009 EPS due to explosive growth in its student population and increasing demand for additional space in academic and vocational programs.

Based on this information, and to satisfy the identified and on-going needs of the district's constituents, PCC has recently expanded its building resources to include two new facilities. Airside Lakeland is a 25,000-square-foot leased facility in Lakeland, and the JD Alexander Center is a newly renovated 16,000-square-foot owned facility in Lake Wales. The JD Alexander Center is an example of a public/public partnership. This historic building, formerly the Lake Wales City Hall, was ravaged by hurricanes and neglect. Through collaborative partnership, the historic building was renovated into a high-tech academic building while preserving its historic architectural heritage.

The SREF sets guidelines for the safe and proper utilization of an educational facility and is used in conjunction with PCC's Capital Improvement Program (CIP) to ensure the adequacy of the College facilities. PCC's priorities for new construction, remodeling, renovation, site improvement, and grounds maintenance are approved by campus administration, the College's President, and District Board of Trustees.

The EPS and CIP are the major source documents for funding PCC facilities. An additional resource available to PCC is the State Facility Enhancement Challenge Grant Program. This program provides for the state to match donated funds on a one-for-one basis. The College's newest planned site, *PCC@Clear Springs*, is an example of a private/public/public partnership, wherein a private donation of \$12 million dollars and public grant of \$2.0 million is expected to be matched in the coming legislative session for the future building of this site. PCC is also partnering with the Polk County Sheriff's Office to establish a new home for the College's Institute for Public Safety Program, accredited by the Commission on Accreditation for Law Enforcement Agencies (CALEA). This program is currently housed on the Winter Haven campus. After each EPS cycle, PCC prepares a Project Priority List (PPL) for projects that may be funded in total (or in part) through the utilization of Capital Outlay and Debt Service (CO&DS) funds, a share of which is made available to PCC. PCC may use these funds only for projects included in the PPL, which may be amended as necessary.

PCC's campus Facilities Department managers are responsible for the maintenance and upkeep of the College's buildings, equipment, and grounds as per the established procedures and guidelines.

Additional Documentation Provided (as referenced in previous section)	
Document Name	Location
Florida Statute §11.45, Definitions; Duties; Authorities; Reports; Rules	Appendix S
Audit and Management Letter 2007-2008	Appendix S
Projected Budget for the B.A.S. for FY 2009-2010	Appendix S
Annual Financial Report 2007-2008	Appendix S
Annual College Budget 2008-2009	Appendix S
DBOT Meeting Minutes: June 2008 (Board of Trustees Approval of 2008-2009 Budget)	Appendix S
Educational Plant Survey	Appendix I

XII. CORE REQUIREMENT TWELVE

Not applicable.