

Focused Report

August 2010



Polk State College

Submitted to SACS Commission on Colleges – August 20, 2010

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Overview and Introduction

This Focused Report summarizes Polk State College's responses to the preliminary non-compliance judgments of the Off-Site Reaffirmation Committee from May 12, 2010. The College has reviewed the issues expressed by the Committee's assessment and addresses each of the nine findings in this report. While the College recognizes it did not make a fully compelling case across all *Comprehensive Standards*, it is fully committed to address any remaining questions about its compliance with the *Principles of Accreditation*.

As the original compliance certification will be included with this Focused Report, only new, previously not presented evidence will be introduced. Similarly, the report's narratives refrain from repeating already existing compliance statements and focus on areas that require additional clarification or explanation. In addition, the report incorporates information that has not been available at the time the compliance certification was presented.

Introduction To Polk State College

Located in Central Florida, Polk State College 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, Polk State College has undergone tremendous growth and change. The first academic year (1964) started with 1,107 students in temporary quarters on the Bartow Air Base. Today, under the leadership of the President, Dr. Eileen Holden, the College annually serves nearly 14,000 credit and 8,000 non-credit students in locations throughout Polk County (see Figure 2-1). By the end of academic year 2009/2010, the total enrollment exceeded 6,700 FTE (full-time equivalent).

As part of Florida College System of 28 state and community colleges, Polk State College was one of nine institutions to participate in the Florida State College Pilot Project, which enabled community colleges to offer specialized workforce-oriented baccalaureate degrees that meet local needs. In 2009, the College changed its name from Polk Community College to Polk State College (July 2009) and modified its mission to reflect the change:

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

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. With its expanded mission, Polk State College continues to be an open-access community college with programs and services that reflect the diversity of its students and the dynamic needs of its community. Approximately 72% of Polk State College's credit students are part time, 63% are female, and over 32% are racial/ethnic minorities.

The College is a multi-campus institution where an estimated 70% of graduates receive the Associate in Arts (AA) degree. Additionally, Polk State College offers 30 Associate in Science (AS), 27 Associate in Applied Science (AAS) degrees, and one Bachelor of Applied Science (BAS) degree with three areas of concentration. Since opening in 1964, Polk State College has awarded over 33,000 degrees.

Comprehensive Standard 3.2.13 (Institution-Related Foundations)

3.2.13 Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission.

Status: Compliance

Off-Site Committee Report

Non-Compliance

Polk State College does not indicate that they have a “contractual or other formal agreement” with their foundation. No affiliation agreement is cited.

Polk State College Response

Polk State College has a formal agreement with its Foundation. More specifically, the agreement provides governance for “determining certain operational and liability issues between said parties.” Please see the attached copy of the agreement describing the relationship between Polk State College and its Foundation.

Supporting Evidence:

- PSCF Operation Agreement

Comprehensive Standard 3.3.1 (Institutional Effectiveness)

3.3.1.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes.

Status: Compliance

Off-Site Committee Report

Non-Compliance

While Polk State College has provided examples of evaluation of pass, retention, or completion rates, it is unclear to the committee that the college has established student learning outcomes at the course level other than general education outcomes. The college has very clearly identified general education outcomes and has demonstrated that these outcomes are mapped in appropriate general education courses. The college has also provided results of outcomes assessments in general education; however, the college has not provided examples of use of assessment results. The college should demonstrate that it identifies student outcomes, assesses those outcomes, and uses the assessment results for continuous improvement. Distance education courses or programs were also not addressed in the compliance certification documentation.

Polk State College Response

The Off-Site Review Committee determined that PSC has identified program-level competencies, that it measures the associated student learning outcomes, and that it uses a variety of means to establish and document the results of the assessment measures. However, the Committee also mentioned three areas where additional clarification was required to establish the college's full compliance with this comprehensive standard. These remaining questions concerned the extent to which the College

- has established student learning outcomes at the course level other than general education outcomes
- has provided sufficient examples of the use of assessment results
- has addressed distance education courses in its documentation

Student Learning Outcomes

While CS 3.3.1.1 specifically asks for evidence that student learning outcomes have been established and assessed at the program level, PSC faculty have defined course objectives for all courses taught at the College. These course objectives are documented as part of each course's individual Basic Course Information (BCI) sheet, which also indicates which of the student learning outcomes defined by the College's general education goals, are addressed by the course content. A set of ten examples from courses that do not belong to the general education curriculum are attached to this narrative (Non-GenEd BCI Example Binder).

Student learning outcomes for AS, AAS, and Certificate programs are documented in the college's PSC Workforce Program Outcomes (attached). In addition, workforce programs are defined by the strict skill sets and content requirements of the Florida Department of Education's *Curriculum Framework* <http://www.fldoe.org/workforce/dwdframe/> established for workforce development programs. For some workforce development programs, additional requirements are defined via their program-specific accreditation or governance standards (examples: Nursing, Criminal Justice) and/or are expressed by recommendations of local workforce-program advisory committees, which

are reflected in the college's annual program review, provided together with the original compliance certification. Since the College has either completed or is in the process of completing program-specific accreditation requirements for all programs where such requirements are applicable, additional documentation can be provided upon request.

Use of Assessment Results

The Off-Site Review Committee recognized that the College provided results of outcomes assessments in general education, but it also indicated that it was missing sufficient evidence for the use of these results. The College has identified that the General Education Review 2010 (submitted as part of the original narrative) only provides summary pages for the courses of the general education curriculum and that additional examples need to be provided to demonstrate that each General Education course review is more comprehensive and includes results and the use of results.

For example, the single summary page for each general education course assessment included in the general education review report does contain the aggregated scores for each student learning outcome covered by the course, but not the evaluation of the results, and the subsequent recommendations. The latter two are an integral portion of each course assessment form, and need to be completed by faculty and/or assessment coordinators for each student learning outcome of each general education course.

The attached table (Summary Table for 20 General Education Courses) shows 20 examples of how results from a cross-disciplinary mix of assessment are used to improve general education at PSC. A legend containing the full course names associated with each label is provided at the end of the table. For each of the courses shown, the original comprehensive assessment form is also provided via the attached GenEd Assessment Examples Binder. The original CS 3.3.1.1 narrative also contains examples for the use of results from three workforce education programs. Additional examples can be provided upon request.

Distance Education

Polk State College has offered more than 50% of the courses required for the AA degree and other degree programs since the late 1990's. However, none of the college's degree programs is available fully online at this point in time. Full-time faculty that are teaching online courses are in most cases also teaching the face-to-face sections and blended/hybrid classes of that course. Similarly, the random student selections for the assessment of specific courses are indifferent to the course delivery format and assessment results are typically aggregated across delivery formats.

Up to this point in time, it has been the choice of the academic departments to assess if different delivery methods are associated with significant variances across student learning outcomes. While the college's Assessment Support Measures Report (included with the original narrative) contains a comparative assessment of student success rates across delivery mechanisms, a more differential comparison of student learning outcomes between distance education, hybrid, and face-to-face classes was not planned before the completion of new baseline measures for the general education curriculum. This remains one of the topics that is scheduled to be on the agenda of the fall 2010 meetings of the college's General Education Committee.

Supporting Evidence:

- Non-GenEd BCI Example Binder
- PSC Workforce Program Outcomes
- Florida Curriculum Framework Website Screenshot
- Summary Table for 20 General Education Courses
- GenEd Assessment Examples Binder

3.3.1.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: administrative support services.

Status: Compliance

Off-Site Committee Report

Non-Compliance

Polk State College has provided examples of post hoc evaluation; however, the college should provide expected outcomes for administrative support services as well as examples of assessment of these outcomes, and examples of the use of assessment results.

Polk State College Response

The Off-Site Review Committee determined that PSC has provided examples for the evaluation of administrative support services, but has considered these examples to be post-hoc and has asked the College to provide:

- Expected outcomes for administrative support services
- Examples of assessment of these outcomes
- Examples of the use of assessment results

The College recognizes that not all administrative support services expected outcomes, assessment of these outcomes, and use of assessment results have been provided and that additional explanations regarding those offered by the compliance certification are required.

While a variety of the assessment examples described in the original narrative do not include explicit sets of expectations, for many of them, desired outcomes are implicit to the very nature of the assessment. For example, the PACE survey results provide peer benchmarks and longitudinal values from previous assessments. Within this framework, the College has the expectation to exceed both peer and previous scores, and where it does not, identify potential remedies in the form of change strategies. The college-wide leadership development process that has been launched as a result of the dissatisfying PACE survey results serves as an example.

Other examples are the Strategic Planning Online (SPOL) entries completed by the administrative services units of the College as part of the annual strategic planning process. The recent upgrade to this planning and assessment software system added a section for Intended Outcomes to be completed by each unit in addition to the outcomes-related fields. The attached Administrative Planning Unit Outcomes Examples Binder shows examples from the most recent planning year that augment those provided with the original narrative.

In addition, the table below summarizes another set of examples that addresses the request by the Off-Site Review Committee.

Service	Expected Outcome	Outcome Evaluation	Use of Results
Information Systems	No unplanned network or email outages.	2007: 0 outages 2008: 0 outages 2009: 1 e-mail outage	Identification of critical load and failure points resulting in planned system upgrades and increased scheduled maintenance cycle for critical areas.

	Reduced response time for service calls.	Initially there was insufficient quality of information to evaluate response time data due to inadequate tracking tools. We are currently evaluating the tracking data for trends in the types of service calls to establish the benchmarks and targeted service levels.	Implemented Track-It Helpdesk Software. Initial assessment of service data indicated that a significant workload area is password changes. As a result, Information Systems implemented a self-service password reset tool.
Human Resources	Employee satisfaction with Human Resources services of 80%.	Results of a staff survey conducted in the Fall of 2007 resulted in an overall satisfaction evaluation of just below 60%.	When this survey was conducted, it was intended that this be performed on a biannual basis to evaluate progress toward the stated goal. In the interim, the leadership changes in the HR Department necessitated postponement of the subsequent administration of the survey to allow for an internal evaluation of the departmental operation. In the interim, the HR Department has established on-campus office hours for the Lakeland Campus, Airside Center, and JD Alexander Center to address some of the customer service issues identified in the initial survey.
	Increase coordination between the Human Resources and Payroll departments	Monthly post-payroll meetings between HR and Payroll staff to review issues that came up and implement lessons learned.	Established an implementation team consisting of HR and Payroll staff to evaluate online time and attendance reporting to improve timeliness of leave reporting and reduce payroll processing time.
Facilities	Food Service Quality Assurance Audit will result in overall evaluations of 80% or greater.	Evaluations conducted in 2009 resulted in evaluations of 84% and 96% for the Winter Haven and Lakeland Cafés respectively.	Areas needing improvement were communicated to Café management.
	No critical items reported on the annual Fire Safety report.	2008 – 3 items 2009 – 1 item 2010 – 1 item	The remaining critical item is a project that is embedded in the renovation of the Winter Haven Learning Resources building. Advocacy for funding to complete that renovation is part of the college's Legislative agenda. Funds for this renovation were appropriated in the 2010 Legislative session but were vetoed by the Governor.

Finance	Increase accuracy and timeliness of time reporting by employees to reduce the number of late processed time sheets to less than 30 per month.	March 2010 – 34 April 2010 – 89 May 2010 – 29 June 2010 - 20	Monthly reporting of departments with late time sheets to senior staff for review. Established an implementation team consisting of HR and Payroll staff to evaluate online time and attendance reporting to improve timeliness of leave reporting and reduce payroll processing time.
	Increase participation in College Purchasing activities by certified minority vendors.	2008 - \$426,200 2009 - \$1,407,856 2010 (thru 3Q) - \$1,308,074	Increased participation in County Supplier Diversity workshops and advertising in local and specialized media to attract bids from certified minority vendors.

Supporting Evidence:

- Administrative Planning Unit Outcomes Examples Binder

3.3.1.3 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational support services.

Status: Compliance

Off-Site Committee Report

Non-Compliance

While Polk State College has provided examples of educational support services outcomes from SPOL software, the college has not provided consistent assessment results or use of assessment for improvement. The college has also provided post hoc evaluation results; however, the college should provide expected outcomes, examples of assessment of these outcomes, and examples of the use of assessment results.

Polk State College Response

The Off-Site Review Committee determined that PSC has provided educational support services outcomes and post-hoc evaluation results. The Committee also indicated that the College should provide additional sets of:

- expected outcomes
- examples of assessment of these outcomes
- examples of the use of assessment results

The College recognizes that not all educational support services expected outcomes, assessment of these outcomes, and the use of assessment results have been provided and that additional explanations regarding those offered by the compliance certification are required.

While a variety of the assessment examples described in the original narrative do not include explicit sets of expectations, for many of them, desired outcomes are implicit to the very nature of the assessment. For example, the CCSSE and ACT survey results provide peer benchmarks and longitudinal values from previous assessments. Within this framework, the College has the expectation to exceed both peer and previous scores, and where it does not, identify potential remedies in the form of change strategies.

The original narrative indicated a couple of strategic responses to the survey outcomes, for example the customer-focused training that had been launched. Another Use-of-Results example is the decision of the Registrar's Office to implement 24/7 access to the Registrar forms on the web, to provide special graduation information on the college's website, to develop and use a new check list for all graduates, and strive to be more consistent with students (see attached Registrar Staff Meeting Minutes).

Other examples are the Strategic Planning Online (SPOL) entries completed by the educational support areas of the College as part of the annual strategic planning process. The recent upgrade to this planning and assessment software system added a section for Intended Outcomes to be completed by each unit in addition to the outcomes related fields. The attached Educational Support Units Outcomes Examples Binder offers examples from the most recent planning year that augment those provided with the original narrative.

In addition, the attached Table of Educational Support Outcomes summarizes another set of examples that addresses the request by the Off-Site Review Committee across additional educational support service areas.

Supporting Evidence:

- Registrar Staff Meeting Minutes
- Educational Support Units Outcomes Examples Binder
- Table of Educational Support Outcomes

3.3.1.5 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: community/public service within its educational mission, if appropriate.

Status: Compliance

Off-Site Committee Report

Non-Compliance

The college has provided documentation that it evaluates community and public service; however, the college has not provided explicit outcomes for community and public service nor has the college provided examples of the use of assessment results for program evaluation that it reports in the compliance narrative. It is not clear to the committee that the college has established outcomes for community and public service or that it evaluates those outcomes, or uses the results of the assessment for continuous improvement. Evaluation appears to be a post hoc evaluation of activities rather than an assessment of an established set of student, program, or institutional outcomes.

Polk State College Response

The Off-Site Review Committee determined that PSC has provided documentation that it evaluates community and public service. However, to establish the college’s full compliance with this comprehensive standard, the Committee was concerned about the extent to which the College

- has established outcomes for its community and public services
- evaluates these outcomes
- uses assessment results for continuous improvement

The College has established four core program areas of community/public services in addition to the Continuing Workforce Education programs by the Corporate College (addressed in *Comprehensive Standard (CS) 3.4.2, Continuing Education/Service Programs*), and the college’s Service and Outreach Programs (addressed in the original CS 3.4.2 and CS 2.10 narratives).

These four core areas of annual community/public service are the college’s *Fallfest*, the *Back on Campus* program, the *Kids at College* program, and the *Student Volunteer* program. The following table provides an updated summary of expected outcomes with regard to these programs, how they have been evaluated, and how results have been used for improvement.

Program & Purpose	Expected Outcome	Outcome Evaluation	Use of Results
Fallfest: An annual one-day event to connect the Polk County community with area crafters and the College.	Increase number of visitors based on 2007 attendance.	2007: 10,000 visitors 2008: 12,000 visitors 2009: 12,000 visitors	Continue targeted advertising as it has increased the estimated number of visitors for 2008 and 2009 events by 20%.
	Increase crafter participation based on 2007 and 2008 space occupation.	2007: 172 crafters 2008: 176 crafters 2009: 192 crafters	Re-zoning of existing spaces and addition of new spaces helped to increase crafter participation from 2007 to 2009 by 11.6%.

	Improve vendors' satisfaction ratings of the event (very positive=excellent or very good)	2008: 88% Very Positive 2009: 92% Very Positive	Responding to collected vendor feedback helped improve satisfaction by 4% (absolute). Continue review/survey process.
Back on Campus: An annual multi-day event to provide lifelong learning experiences and lectures to senior citizens.	Increase participation in the program.	2007: 65 2008: 80 2009: 123 Increase 2007-2009: 89.2%	Continue to review program suggestions and expand program advertising via flyers and other media to the seniors in Polk County.
	Measure participants' satisfaction with program offerings, including program improvement suggestions.	Surveys have been administered at past events through evaluation forms that were completed at the end of each session. Participants' comments were compiled for discussion at the event committee's review meetings.	Shift survey administration to a more systematic information gathering process that consistently documents participants' feedback and allows for tracking of any pervasive issues. Take minutes at committee review meetings to document evaluation process and improvement-related decisions.
Kids at College: An annual summer program to provide fun and numerous educational activities for Polk County children, ages 5 to 14.	Expand program offerings to a more diverse population, including families with insufficient funds to enroll their children.	Partnering with the PSC Foundation's Fancelli Scholarship. These scholarship recipients are awarded a college scholarship as they graduate from fifth grade. Students are chosen based on their high college potential and low opportunity to be able to attend.	More recipients are offered a chance to attend Kids at College at no cost. The original idea for the partnership was to introduce these students to PSC immediately after the scholarship was awarded through the Kids at College program. Ultimate results are still pending.
	Expand minority participation to reflect local minority proportions.	2006: 18.1% 2008: 21.8% 2010: 23.3%	Minority increase successful; however, percentage goal (33.8% in 2010) not reached; expanding target marketing.
	Ensure participants have the opportunity for feedback and that improvement opportunities are addressed.	Any surveys that provide meaningful feedback are examined to see if the suggestions can be implemented. Instructors are provided with copies	Improvements based on any comments that can be addressed are put into action the following year (if possible immediately). Instructors make adjustments where

	Minimize complaints wherever possible.	of the feedback whenever comments are directed at a particular class.	possible/necessary. Since improvements have not been systematically documented, a respective suggestion has been made to the program.
<p>Student Volunteers:</p> <p>An ongoing initiative to provide service to various community areas while assisting students with developing job skills, work experience, and community contacts.</p>	Expand institutional support for PSC students' continual volunteer engagement in the community	Creation of the <i>Volunteer Vikings</i> as an essential part of PSC's athletic program in 2009 with 70 volunteers working 2,783 community service hours.	Opportunities for program expansion participation need to be combined with a more systematic evaluation that includes site/agency feedback (currently being developed at HR).
	Student Services currently works with a student focus group to create an annual survey for both PSC volunteers and the involved agencies.	Completion and first administration of a draft survey is scheduled for fall term 2010.	Determine student volunteer and local agency satisfaction with the program and apply survey results to program improvements.

In addition, each volunteer or community service activity has expected outcomes that are implicit to the specific activities associated with the service. A set of examples is provided below. PSC aims to further assess the success of these community initiatives during academic year 2010-2011 to establish baseline measures as indicated in the various developmental and evaluation related activities indicated in the table above. In the years to follow, the resulting strategies for improvement will be used to further improve the achievement of the desired outcomes.

Project	Expected Outcome
Habitat for Humanity	Practices collaboration; contributes to the completion of a team goal: the building of a home.
Inca House Clean-up (clean park)	Social responsibility; participates in the maintenance of a community and shared property.
Nursing Home Support	Appreciates diversity; creates and engages activities for the elderly.
Student Judges for Polk County – MLK Essay Contest	Meaningful interpersonal relationships; participates in the contest supporting the scholarship and enthusiasm of elementary students. Involves the reading and evaluation of over 800 essays.
Homeless Awareness Week - Donation Drive for Homeless Shelters	Social responsibility; raises awareness around a social concern, homelessness, and works toward solving it.

Comprehensive Standard 3.5.1 (College-Level Competencies)

3.5.1 The institution identifies college-level general education competencies and the extent to which graduates have attained them.

Status: Compliance

Off-Site Committee Report

Non-Compliance

PSC has identified college-level general education competencies as required by SACS. However, the Compliance Report states that PSC “is currently finalizing its revised General Education review process.” PSC utilizes *Program Review Level 1 Data Reports* provided by the Florida College System as a comparison measure to track PSC AA degree completers after they transfer to Florida College System institutions. Similar reports are used for tracking and assessment purposes as well. However, the process seems to be evolving. Therefore, the College should provide documentation to the On-Site Committee that assessment results have been used to improve general education.

Polk State College Response

The Off-Site Review Committee determined that PSC has identified college-level general education competencies as required by SACS, and that the College uses a variety of measures for assessment and tracking of college-level competencies. However, the Committee indicated that the College should provide documentation that assessment results have been used to improve general education.

While the process of general education assessment continues to evolve, the College has provided general education assessment results in summary form in the original CS 3.5.1 narrative and in more detail via the General Education Review 2010 report that was included as evidence. Because it was the college’s understanding that it is not part of the definitions and requirements of CS 3.5.1 to also provide evidence that assessment results have been used to improve general education – as this is specifically addressed as part of CS 3.3.1.1 – additional evidence to that notion was not provided with the original narrative

To satisfy the Off-Site Review Committee’s request and to demonstrate that improvement of general education is an integral part of the college’s assessment strategy, the attached *Summary Table for 20 General Education Courses* provides 20 examples of how results from a cross-disciplinary mix of assessment are used to improve general education at PSC. For each of the courses shown, the original comprehensive assessment form is also provided in the *Assessment Forms Binder* attachment. A legend containing the full course names associated with each label is provided at the end of the table.

For obvious reasons, mostly courses where student performance did not meet the expected outcomes defined in the *Success Measures* contributed to these examples. It is noteworthy that the College requires the same level of interpretation of findings and subsequent recommendations for all student learning outcomes of all courses of the general education curriculum, to capture (for example) declining or inclining tendencies for results above the defined expectation thresholds.

Furthermore, during the spring of 2010, the college’s General Education Committee has continued with the fine-tuning of the institution’s general education review process to ensure that the current process cycle (see Table 3.5.1-2 of the original compliance narrative) will conclude during academic year 2010/11 with a comprehensive set of cross-departmental general education

recommendations that go beyond the course-level and department-level recommendations addressed here. All curricular improvements not already addressed before that point in time are scheduled to be implemented during academic year 2011/12 and validated during the following general education review cycle.

This process is designed to lead to an overarching review of the General Education program, including benchmarks as well as cross-curricular improvement strategies beyond the course-specific assessment indicators. In addition, discussions have been underway to develop the framework for a General Education capstone course since the alternative of a standardized test administration has not been successful at peer institutions due to the low-stakes nature of the requirement.

The General Education Committee, together with the Vice-President for Academic and Student Services and the campus provosts, will provide the oversight to ensure that the process concludes with established baselines, refined assessment measures, and comprehensive improvement plans by the end of the 2011-2012 academic year, to inform the next General Education cycle according to the established process timelines.

Supporting Evidence:

- Summary Table for 20 General Education Courses
- GenEd Assessment Examples Binder

Comprehensive Standard 3.7.1 (Faculty Competence)

3. 7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

Status: Compliance

Off-Site Committee Report

Non-Compliance

See attached faculty worksheet of PSC faculty whose credentials require further review.

Polk State College Response

Polk State College has further reviewed its faculty credential roster and has made the following adjustments to address the Off-Site Review Committee's concern (worksheet attached) regarding the following faculty:

Howard Kerner – no longer teaching Speech.

Rosalinda Collins – no longer teaching French.

Virginia Robinson – adjunct; no longer employed.

Supporting Evidence:

- Off-Site Committee Worksheet

Comprehensive Standard 3.9.1 (Student Rights)

3. 9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Status: Compliance

Off-Site Committee Report

Non-Compliance

The institution has numerous procedures to insure student due process in a variety of academic as well as social settings. They also have a statement about student rights under FERPA. There is a statement in the student handbook (page 10) that says it is a student's responsibility to know the College's academic rules. However, the Committee could not find a specific statement of students' rights and responsibilities in any College publication or on line.

Polk State College Response

Polk State College has a published statement of student's rights and responsibilities. The information is available for student access through:

1. The college catalog: See Appendix A for an excerpt from the catalog that pertains to student's rights and responsibilities.
2. The Polk State College website: See Appendix B for a screenshot of the college's website that addresses student's rights and responsibilities (at the bottom of the screen capture).

Supporting Evidence:

- Student Rights - Appendix A
- Student Rights - Appendix B

Comprehensive Standard 3.9.3 (Qualified Staff)

3.9.3 The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs.

Status: Compliance

Off-Site Committee Report

Non-Compliance

The College provides extensive information about the position descriptions for the numerous personnel it employees in student affairs. Limited information is given about their academic credentials. No evidence is provided that the people holding those positions have the experience to perform their job duties.

Polk State College Response

Polk State College employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. The below lists (Table FR 3.9.3-1) student affairs individuals, their job titles, their degrees, and the required degrees as listed in the job descriptions as part of the initial submission. The resumes are available in the attached Student Services Resume Binder (sorted by first name).

Position	Employee	Resume	Current Degree	Required in Job Description
Academic Advisor	Hayes, Terrance	yes	MS	Bachelors
Academic Advisor	Culver, Mark	yes	BA	Bachelors
Academic Advisor	Anderson, Kerry	yes	BA	Bachelors
Academic Advisor	Buchannon, Jessica	yes	BA	Bachelors
Senior Academic Advisor	Ramer, Oscar	yes	MBA	Bachelors
Senior Academic Advisor	Walfall, Karen	yes	BA	Bachelors
Coordinator of Advising	Little, Sylvester	yes	MS	Masters
Coordinator of Advising	Sams, Michelle	yes	MEd	Masters
Enrollment Services/Outreach	Wagner, Matina	yes	MA	Bachelors
College Registrar	Bucklew, Kathy	yes	MS	Masters
Assistant Registrar	Bell, Yulonda	yes	BA	Bachelors
Student Services Assistant	Shell, Mary-Kate	yes	H.S. Diploma	H.S. Diploma
Student Services Assistant	Delgado, Carmen	yes	H.S. Diploma	H.S. Diploma
Student Services Assistant	Candia, Sue	yes	BA	H.S. Diploma
Student Services Assistant	Salvaterria, Brenda	yes	AA	H.S. Diploma
Student Services Assistant	Cortes, Rick	yes	AA & AAS	H.S. Diploma
Student Services Assistant	Williams, Laverne	yes	BS	H.S. Diploma
Senior Transcript Evaluator	Walker, Sandra	yes	AS	Bachelors
Graduation Coordinator	Coronado, Anna	yes	AAS	Associates

Academic Success Counselor	Igo, Cate	yes	MA	Masters
Academic Success Counselor	Pearsall, Kim	yes	MSW	Masters
Director of Financial Aid	Maultsby, Olivia	yes	MBA	Bachelors
Financial Aid Specialist	Burnett, Lenora	yes	AA	Associates
Financial Aid Specialist	Howell, Ronshetta	yes	AS	Associates
Financial Aid Advisor	Ward, Sandra	yes	BA	H.S. Diploma
Financial Aid Advisor	Banker (Roberts), Sandra	yes	H.S. Diploma	H.S. Diploma
Financial Aid Advisor	Jones, Meshall	yes	BA	H.S. Diploma
Financial Aid Advisor	Arnold, Brenda	yes	AS	H.S. Diploma
Coordinator of Institutional Testing	Westgate, Mary	yes	MA	Masters
Coordinator of Institutional Testing	Johnson, Simmi	yes	MEd	Masters
Student Activity & Leadership Coordinator	Parra, Carlos	yes	BS	Bachelors
Student Activity & Leadership Coordinator	Thompson, Melvin	yes	BA	Bachelors
Student Services Specialist	Garnett, Cheryl	yes	MBA	Bachelors
College Information Attendant	Brown, Roseanne	yes	AS	H.S. Diploma
College Information Attendant	Banks, Victoria	yes	H.S. Diploma	H.S. Diploma
Director of TRiO Support Services	Marshall, Gregory	yes	MEd	Masters
Dean of Student Services	Lyle, Charles	yes	MEd	Masters
Dean of Student Services	Webb, Reggie	yes	MBA	Masters
Admin. Asst. to the Dean of Student Services	Tanner, Tracy	yes	AS & AAS	H.S. Diploma
Admin. Asst. to the Dean of Student Services	Leslie, Rosebud	yes	H.S. Diploma	H.S. Diploma

Supporting Evidence:

- Student Services Resume Binder