

**POLK STATE COLLEGE  
AQC MINUTES**

Meeting: Academic Quality Council

Date/Time: April 20, 2020 at 3:00 p.m.

Location: Zoom: Videoconferencing

Recorder: Yvonne Velez

Attending Members: Lee Thomas, Orathai Northern, John Glenn, April Robinson, Rafaela Ellis, Von McGriff, Aaron Morgan, Mark Hartfield, Susie Moerschbacher, Greg Harris, Carolyn Orr, Gregory Toole, Bruce Dubendorff, Norma Gaddy, Dale Anderson, Maria Lehoczky, Merrybeth Etherton, Richard Benson, Mary Westgate, Courtlann Thomas, Chris Fullerton, Sylvester Little, Lawrence Pakowski, Susan Desbrow, Mary Clark, Sandra Ward-Jones,

Other Faculty/Staff Members: Christy Canady, Joyce Lee, Megan Cavanah, Annette Hutcherson, Christen Shea, Shana Kent-Smith, Lee Autrey, Scott Perkins, Jamie Selph, Beth Lockett, Gregory Johnson, Donald Painter, Cindy Freitag

**I. Welcome and Introductions**

Lee Thomas welcomed everyone and called the meeting to order. A quorum was reached at 3:06 p.m.

**II. Introduction to presentations**

Presenter: Mary Clark

Mary Clark thanked the committee for participating in the program review process. Since the meeting was a video conference, the PowerPoint presentations, and other visual presentations were shared with the committee in advance of the meeting. PowerPoint presentations will use the following order – Mathematics, Respiratory Care, Radiography, Criminal Justice, Digital Media, and Nursing. After each presentation, there will be a 10-minute Q&A. Each committee member received, by e-mail, the Curriculum Program Review (CPR) Summary and Recommendation form to comment on the program's successes and provide recommendations for improvement.

All PowerPoint presentations and curriculum program review self-study documents are available at the Institutional Research, Effectiveness & Planning department.

**III. Mathematics**

Presenters: Megan Cavanah

The mathematics program at Polk State College aims to provide a quality-driven, comprehensive curriculum to transform the lives of students through education. The program offers math courses from developmental arithmetic through differential equations and third-semester calculus courses in a variety of formats and delivery methods to meet the diverse

needs of students who enroll in the College, whether they are taking courses in the district or at a distance. Furthermore, they offer two mathematics pathways that are tied to student transfer intent. These math pathways are intended to direct students to math courses that are appropriate and applicable to their programs of study and career goals.

This review points to several opportunities for improvement. First, resources, facilities, and funding vary across the two campuses. Additional resources to support teaching and learning are needed to better serve students enrolled in math courses. There are also differences in student performance across courses and delivery method. Access to more data on student performance and completion is needed to explore these inconsistencies and identify promising solutions to address these disparities. Additional opportunities to share best practices amongst department faculty may also help identify promising solutions.

Additionally, this review highlights several strengths of the program. Faculty employ best practices in teaching and learning and provide a variety of support services to students enrolled in math courses at Polk State College. To ensure that the department is making progress toward achieving its mission and these student objectives, they engage in ongoing and systematic planning by conducting both program and course-level assessment and analysis. They also value their own professional development and the professional development of one another, often presenting at regional and national conferences. The program has also recently offered a professional development opportunity specifically for their adjunct staff.

#### IV. **Respiratory Care**

Presenter: Shana Kent-Smith

Polk State College Respiratory Care program has positively impacted Polk County and surrounding area for the past five years. A summary of program achievement includes:

- Five consecutive years: Distinguished Registered Respiratory Therapist Credentialing Success. This is one of the highest awards given by the Commission on Accreditation for Respiratory Care
- Awarded Continuing Accreditation in July 2014
- Award the Ten 10-re-affirmation for Certification of Accreditation effective until March 2029.
- 100% Employment Rate from 2015- 2019
- 100% Entry Level pass rate for the National Board Exam

Internal reviews such as Program Assessment, a 3-year program review and the Commission of Accreditation for Respiratory Care (CoARC) Annual reporting, have revealed strengths and areas of improvement within the program. A few of the notable strengths are supportive administration leadership (financially and administratively), an actively involved medical director, a well-supported advisory board and alumni involvement. The program's national board exams pass rates from 2014 to 2019 (for new graduate) are 93.88% (low cut score) and 85.7% (high-cut score). These results are above the national pass rate percentage. Our most recent new graduates of 2019 accomplished the greatest achievement on the national board exam. The graduates earned 100% (low cut score) which was more than 20% higher than national pass rate percent, and an 84.62% (high cut score), which is 18% higher than the national pass rate. These extraordinary results are directly related to the fact that 80% of our clinical instructors are dedicated alumni. In addition, students receive clinical training at the local hospitals which consistently hires more than 75% of graduates. The Program Director and Clinical Coordinator are both actively participates in student didactic courses, laboratory competencies evaluations, and clinical evaluations. The CoARC employer's survey and graduate's survey continues support quality and prepared graduates entering the health care workforce.

As a limited access program, the Respiratory Care program continues to exceed the requirements of the accrediting body for overall program graduate performance. For the past four years, 100% of our graduates have obtained employment. While 100% of our graduate with in the past four years have obtain careers in the respiratory care profession, the number of graduates does not meet the current demand. According to the current Occupational Outlook handbook from the Bureau of Labor Statistic (job outlook from 2018-2028), the demand for respiratory therapist has a faster than average growth of 21%. This parallels the 2019-2020 Florida Statewide Demand Occupational report, which reveals a 2.60% annual percent growth yearly. This growth has become an identified area of improvement for the program. While administration support through Perking's funding has provided an opportunity to update some laboratory equipment and meet industry changes, enrollment has not matched the demand within the profession. A focused, intentional marketing strategy with a marketing budget is needed to promote the program. Currently the internal budget does not support marketing.

The curriculum program review confirms Polk State College's Respiratory Program has sustained top performance during the review time frame. The curriculum design, unique combination of strengths and supportive relationship with the organizations and community stakeholders have contributed to the program's strong productivity, viability and quality. To continue serving the community, we must present a favorable impression to our stakeholders and meet the new demand/growth of the respiratory care profession. We also must update our strategic plan. This updated strategic plan will require administrative support for specialized marketing, support for increasing accreditation fees, and the addition of a Cardiopulmonary Science degree advancement option to the Respiratory Care Program.

## V. Radiography

Presenter: Beth Lockett

The Radiography Program is an opportunity to self-assess and reflect upon how well it has fulfilled seven core effectiveness standards identified by the Office of Institutional Effectiveness, Accreditation, and Research. This process of self-study will present the program's strengths and opportunities to improve relative to the college's mission, program goals, student learning, and graduate success as an entry level radiographer.

Upon completion of the responses to the review standards, the Radiography Program identified key points for each as summarized below:

- **Standard One:** The program is a long established, accredited program that is respected in the community.
- **Standard Two:** The program has developed a set of program goals and student outcomes that it strives to achieve to ensure student success from acceptance to graduation and successful employment as an entry level radiographer.
- **Standard Three:** The program is guided by numerous professional entities to assure it is following a curriculum that supports student success through the program and the national certification examination.
- **Standard Four:** The Program Director, Clinical Coordinator, and adjunct instructors have the appropriate degrees for their respective position and are properly credentialed in good standing. The program has identified the need for an additional F/T instructor to reduce high adjunct use.
- **Standard Five:** For the past five years, the program has successfully met or exceeded pre-determined benchmarks with its program effectiveness data. The program

reinforces the college's need for a health science advisor for student support from advisement to admission into the program.

- **Standard Six:** The program has established an assessment plan that directly correlates with the program goals and enjoys the support of a program assessment committee and advisory board.
- **Standard Seven:** The program has a recurring budget and administrative support. Due to the high cost of imaging equipment, the program has had to make requests from external funding to properly support the student lab.

The Radiography Program is a viable, productive program that focuses daily on student success both didactic and clinically. The Program Director appreciates the opportunity this program review offered to present its strengths, needs, and opportunities to improve.

## VI. **Criminal Justice**

Presenter: Christen Shea

The Criminal Justice Technology associate degree is designed to prepare students with cross-functional skills necessary for entry into the Criminal Justice profession. This degree prepares students to work in law enforcement, corrections, probation/parole, private/industry security, and other criminal justice fields. It also provides an educational path for officers who have passed recognized certification examinations in law enforcement, corrections, and probation/parole. This degree is also beneficial to employees in law enforcement seeking incentive benefits or career enhancement. Every course in the associate degree program is offered every semester. The courses are offered in a variety of formats to include online and face to face. Online courses are offered in eight-week, fast-track semesters which offer students an option to complete the degree program faster.

The completion of the curriculum program review has revealed the following:

- The associate degree in Criminal Justice at Polk State College has a strategic plan with objectives aligning directly with the College's priorities.
- Enrollment in the associate of science in Criminal Justice Technology has continued to decline every year since 2015/16.
- The program consistently strives to improve on results from assessments and student perception of instructions (SPI).
- Every course in the program is offered every semester, the program has developed each course's curriculum in alignment to Quality Matters best practices, and courses are moving to the use of Open Educational Resources coupled with the real world knowledge of professors who are practitioners in the field of criminal justice.
- The graduation rate of the program has decreased from 40 students to 28 students. This could be a direct correlation to the decline in overall student enrollment.

To address the concern of declining enrollment and completion rates, the Criminal Justice associate degree program needs a full-time program coordinator as well as an additional full-time faculty member should the budget permit.

## VII. **Digital Media**

Presenter: Gregory Johnson

The Digital Media department performed an internal program review during spring 2020 as required by Polk State's strategic planning process. Here are the key findings:

1. Digital Media has several distinctive features. It provides AS degrees with three tracks in Graphic Design, Video Production, and Web Production, in addition to three certificates in the same tracks. AA students may also choose Digital Media for their elective courses.
2. Strategic planning includes a 5% enrollment increase for 2021, 20% completion rate for concentrators, 80% achievement for learning outcomes, and an 80% student satisfaction rate. Plans are in place to achieve these goals.
3. Departmental planning incorporates feedback from students, Student Perception of Instruction (SPI) surveys, weekly staff meetings, discussions with employers and recent graduates about job needs, and Advisory Committee recommendations.
4. The program is well-equipped to attract, retain, and support highly qualified students. The department has >60 iMac computers, three 10-Gb servers, AV equipment for students to borrow, two instructional classrooms, a video studio, a photo studio, a student lab, well-qualified staff committed to effective instruction, and myriad projects to support learning and engagement.
5. Fulltime staff includes two faculty members and a program specialist. Part-time staff includes five Teaching Lab Assistants and an adjunct instructor.
6. Between 2015 and 2019, unduplicated AS headcount declined from 92 to 71. Declared majors decreased from 111 to 93. However, these numbers do not include AA students who have surpassed AS students in Digital Media enrollment.
7. Most AS Digital Media students are White (61%). Black and Hispanic students account for 11% and 19% respectively. Students between 20 – 24 years of age are 49% of enrollment, 15% are less than 20 years of age, and 19% are between 30 – 39 years.
8. The AS gender balance is even at 48% for males and females, however our survey (which includes AA students) suggest a slight edge for females at 51% to males at 49%.
9. Course success rates averaged 93% for the last five years. Withdrawal rates averaged 4% between 2015 and 2019. AS graduation rates have increased from 5 in 2015 to 24 in 2019, which shows a positive trend.
10. According to our survey, current Digital Media students and past graduates overwhelmingly rate their satisfaction with the program at 95%, felt the instructors were fair to them (96%), and would recommend the program to a friend (96%). Student perception of skills learned exceeded 94%, except for web content (which had an 81% rating). Lab staff, resources available, and quality of instruction all rated >94%.
11. To increase graduation rates, program maps were created for Digital Media students in AA, AS, and certificate programs to ensure students knew the path to completion. Additionally, we are advertising program options to high school seniors through tours, school visits, open houses, social media, and local digital signage.
12. Areas of concern for the program include reduced AS enrollment rates, unavailability of advanced courses when students need them, a floundering web program that needs revision or replacement, critical need for a full-time web/media faculty, need for two additional lab assistants, lack of access to cinematic equipment to prepare students for professional workflows, inconsistent instructional rigor between faculty members, need to update program maps to reflect course changes at transfer universities, lack of flexible lab hours for working students, missing course content (WordPress, print production, and real-world projects for all graphic design courses), reduced lab fees allocation, and student requests and job vacancy requirements for a 4-year degree option.

### VIII. **Nursing**

Presenter: Annette Hutcherson

The program review was conducted by assigning various standards to different committees within the department so that everyone participated in the review and the preparation of the

report. The review addresses both the Associate Degree program and the Baccalaureate Degree program.

We believe that both programs meet each of the standards. The success of graduates on the NCLEX-RN licensing exam and the reputation of the programs and our graduates in the community attest to the quality of the programs. Program review reflects a strong curriculum plan for both programs and a solid plan of evaluation that shows data collection and use of results to guide decisions. The Areas of Strength and Areas Needing Development as outlined in our 2017 accreditation self-study are reiterated in this report as they are still applicable. The primary areas of concern are lack of diversity in faculty and students and the retention of students in both programs.

The review process was relatively easy for us since we had recently completed a comprehensive review for our accreditation. We were able to use data from that report and update as needed without having to start from scratch.

#### VIII. **Adjournment**

The meeting adjourned at 6:06 p.m.