Airside Center

DOCUMENTATION PREPARED BY THE INSTITUTION FOR THE REVIEW COMMITTEE EXAMINING OFF-CAMPUS SITES AT REAFFIRMATION

Submitted To:

COMMISSION ON COLLEGES
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Off-Campus Site:

Polk State College - Airside Center
3515 Aviation Drive, Lakeland FL 33811

Site Visit: October 4-7, 2010
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Part I. Overview

The Polk State College Airside Center, 3515 Aviation Drive, Lakeland FL 33811 was created to address an immediate need for instructional space, to meet demand for a trained workforce by local employers, and to provide for residents seeking jobs or job advancement in West Polk County. It provides room for the Polk State College Medical Imaging Complex, which currently includes the Cardiovascular Technology Program (CVT), the Diagnostic Medical Sonography Program (DMS,) and the Radiography Program (RTE) (relocated from the Winter Haven campus). In addition, it serves as the interim space for the Corporate College, which provides training for local manufacturing and supply companies. The building is owned by the City of Lakeland with whom the College signed a multi-year lease. The creation of the Airside Center was approved by the Polk State College District Board of Trustees at its July 2007 meeting. After significant renovations, classes started at the Airside Center on January 7, 2008. The initial date of Commission approval was June 17, 2008. All academic, student services, library/learning resources, and physical facility support functions provided at the Airside Center are managed by the Polk State College Lakeland campus. The programs offered at the Airside Center are not offered on the Polk State College Winter Haven or Lakeland campus, or any other off-campus site.

Three hundred and thirty-two credit students are currently served at the center. The projected demand for the Airside Center programming is subject to ongoing evaluation with growth of enrollment. The primary instructional delivery method at the Airside Center is didactic reinforced by laboratory work and clinical experience supporting the student-cohort concept inherent in the design of each of the programs.
Part II. Institutional Assessment of Compliance

1. Integrity:

The institution acts with integrity in its operation of the site(s) and reporting of compliance at the site(s). (Standard 1.1)

[To be determined by the review committee.]

2. Faculty

Programs at the site(s) use faculty in appropriate numbers and competence to maintain the quality of the programs. (CR 2.8, CS 3.4.11, CS 3.7.1)

There are several processes in place to ensure structured student access to faculty. Faculty maintain office hours that are posted to inform students of their availability. Polk State College has activated a student e-mail system that affords both the student and faculty members to correspond with each other. Additionally, Polk State College maintains a web platform (PASSPORT) that further assists students and faculty to electronically communicate with each other during the instructional process.

The Dean of Academic Affairs, Lakeland campus, supervises the program faculty/staff at the Airside Center and is responsible to ensure that each person is evaluated. In regards to the processes to oversee and evaluate the faculty and curriculum, there are standard processes observed. For example, there is a faculty selection process and a minimum credential requirement for full-time and part-time faculty members. Polk State College regularly evaluates the effectiveness of each full-time and part-time faculty member. The faculty is also provided with Professional Development opportunities. Polk State College’s Academic Quality Council, comprised of faculty members from all disciplines, is charged with curriculum and course development and review (See Compliance Certification, Core Requirement 2.8).

The Airside Center’s faculty and staff adequately support the programs offered. A complete faculty roster for each program, including descriptions of qualifications of faculty members, program directors, and clinical coordinators for the past two semesters are provided in Appendix A, Faculty Roster. The current course schedule is provided by the administrative system’s Section Status Report in Appendix B.
3. Qualifications of Personnel

The administrative and academic officials leading activities and programs at the site(s) have appropriate qualifications. (CS 3.2.8)

The administrative and academic officers employed by Polk State College have the proper credentials and the necessary experience and competence to properly serve the institution. Recruitment for vacant administrative positions is conducted nationally, pursuant to Polk State College Procedure 6014 - Recruiting/Employment Processes, which establishes procedures applicable to the recruitment of full-time or part-time administrative, instructional, and career positions. It establishes that the intent of the College is to hire "...the most qualified candidate for employment... without regard to age, race, religion, color, sex, national origin, marital status or disability in compliance with Executive Orders and Titles VI, VII and IX of The Civil Rights Act as amended."

The College includes the academic qualifications of its administrative and academic officers in the Polk State College Catalog 2009/2010 (pg. 172).

The staff at the Airside Center is under the direct authority of the Lakeland Campus Provost. Table 1, Administrative Personnel at the Airside Center, identifies the administrative and academic officials leading activities at the Airside Center. The resumes for the Lakeland Campus Provost, Dean of Academic Affairs, Dean of Student Services, Director of Learning Resources and TLCC, and Airside Center program directors are included in Appendix C, Resumes. The organizational chart that shows the administrative responsibility for the Airside Center is presented in Appendix D, Organizational Chart for Airside Center.

Table 1. Administrative Personnel at the Airside Center

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Function</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen Hull, M.S. Ed.</td>
<td>Provost – Lakeland Campus and Airside Center</td>
<td>Provides leadership and day-to-day management of campus and center operations.</td>
</tr>
<tr>
<td>Marvin Pippert, Ph.D.</td>
<td>Dean of Academic Affairs – Lakeland Campus and Airside Center</td>
<td>Supervises, manages, plans, designs, and develops all academic programs for the campus and center.</td>
</tr>
<tr>
<td>Reginal Webb, MBA</td>
<td>Dean of Student Services - Lakeland Campus and Airside Center</td>
<td>Supervises, manages, plans, designs, and develops all student services programs delivered on the campus and center.</td>
</tr>
<tr>
<td>Bill Foege, M.L.S.</td>
<td>Director of Learning Resources and TLCC – Lakeland Campus and Airside Center</td>
<td>Supervises, manages, plans, designs, and develops the library and learning resources for the campus and center.</td>
</tr>
</tbody>
</table>
4. **Student Services**

Student services at the site(s) are appropriate for the programs offered and the student body served by the site. *(CR 2.10, CS 3.4.9, CS 3.9.3)*

Polk State College’s Student Services Department assists students from admission to graduation and helps prepare them for transition to the workforce or completion of the Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS), or Bachelor of Applied Science (BAS) degree programs. Various services are provided and made accessible to students. The services presented in Table 2, Services Available at Lakeland Campus and Airside Center, are fully available at the Lakeland Campus; however, some services are provided in an abbreviated format at the Airside Center, and some services are also made available upon student request.

**Table 2. Services Available at Lakeland Campus and Airside Center**

<table>
<thead>
<tr>
<th>Services</th>
<th>Lakeland Campus</th>
<th>Airside Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Institutional Testing</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>X</td>
<td>Upon Student Request</td>
</tr>
<tr>
<td>Registration</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Advising</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Help Center</td>
<td>X</td>
<td>Upon Student Request</td>
</tr>
<tr>
<td>Disabilities Services</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student Activities and Leadership Dev.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Career Center</td>
<td>X</td>
<td>Program Sponsored</td>
</tr>
<tr>
<td>College Reach-Out Program</td>
<td>X</td>
<td>Upon Student Request</td>
</tr>
<tr>
<td>TRiO Programs (Ed Talent Search, Upward Bound, Student Support)</td>
<td>X</td>
<td>Upon Student Request</td>
</tr>
<tr>
<td>Retention Services</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Publications</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>X</td>
<td>Not Available</td>
</tr>
<tr>
<td>Student Clubs and Organizations</td>
<td>X</td>
<td>Funding Available</td>
</tr>
<tr>
<td>Student Government Association</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Phi Theta Kappa</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Multi-Cultural Events</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Veterans’ Services</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Honors Program</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Library Services</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
A dedicated full-time Academic Advisor has been assigned to the Airside Center. The advisor is responsible for providing advising, admissions, registration, and recruitment services at the Center. The advisor is also responsible for arranging and coordinating any additional student services requested by students at the Airside Center.

**Table 3. Student Services Staff at the Airside Center**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerry Shapiro, BA</td>
<td>Academic Advisor</td>
<td>Advising, admissions, registration, recruiting, and arranging for additional services requested by students at the center.</td>
</tr>
</tbody>
</table>

**5. Library/ Learning Resources**

Library/Learning resources that can be accessed by students enrolled in courses offered at the site(s) are sufficient and appropriate for the programs offered. This includes access, services, and facilities. *(CR 2.9, CS 3.8.1, CS 3.8.2, CS 3.8.3)*

Learning Resources at Polk State College consist of libraries and learning resource facilities known locally as the Teaching/Learning Computing Centers (TLCC). A full-service library and TLCC facilities are located on the Lakeland campus. Services provided by this facility are extended to all Airside Center students as well as faculty members teaching at the Airside Center.

**Library**

Library services are available at the Airside Center on an outreach basis. A library office space (ASL 112), a computer librarian information kiosk, and a dedicated storage area (ASL 148) are in place at the center. While there is not a physical library collection at the facility, professional librarians (with Master of Library Science (M.L.S.) degrees and significant experience with electronic references) provide information literacy instruction. Librarians have been assigned for a total of 16 hours per week at the Airside Center. The librarians’ scheduled times at the facility are planned such that they coincide with peak class times. The Airside Center Library Services Operating Schedule is Monday – Thursday, 2:00 p.m. – 4:00 p.m. and 4:30 p.m. – 6:30 p.m.

Learning resources and associated services at Polk State College consist of libraries, student-use computer labs, tutoring centers, and testing services. Processes are in place in these units to ensure that the various resources and services provided support the curriculum and the needs of students and faculty.

Polk State College libraries provide access to and support faculty and students through library collections and services via ownership and consortia agreements and memberships. The Lakeland Campus library is responsible for providing services to the Airside Center. Library services provided at the Lakeland Campus and Airside Center are summarized in Table 4, Library Services Available at Lakeland Campus and Airside Center.
Table 4. Library Services Available at Lakeland Campus and Airside Center

<table>
<thead>
<tr>
<th>Service</th>
<th>Lakeland Campus</th>
<th>Airside Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Assistance</td>
<td>In Person/By Phone/Online</td>
<td>In Person/By Phone/Online</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>In Person/Online</td>
<td>In Person/Online</td>
</tr>
<tr>
<td>Instruction/Tutorials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interlibrary Loan</td>
<td>Online</td>
<td>Online</td>
</tr>
<tr>
<td>Electronic Resources</td>
<td>Available</td>
<td>Available</td>
</tr>
<tr>
<td>Print Collections</td>
<td>Available</td>
<td>Available upon request</td>
</tr>
<tr>
<td>Resource Renewal</td>
<td>Online</td>
<td>Online</td>
</tr>
<tr>
<td>Computers/Laptops</td>
<td>Available</td>
<td>Laptops currently not available</td>
</tr>
<tr>
<td>Reserve Items</td>
<td>Available</td>
<td>Available</td>
</tr>
<tr>
<td>Faculty Request for Resources</td>
<td>Available</td>
<td>Available</td>
</tr>
<tr>
<td>Works Cited Help</td>
<td>In Person/Online</td>
<td>Online</td>
</tr>
</tbody>
</table>

The Lakeland campus library maintains collections of circulating and reference books. Students, faculty and staff are able to borrow materials and can renew these by logging into their library account from the LINCCWeb online catalog. The library also maintains collections of print periodicals with research backfiles, microfilm, audio compact disks, popular paperback books, art and sculpture reproductions, and DVD/VHS educational videos. All collections are fully cataloged and accessible through LINCCWeb. Borrowing policies and procedures are detailed on the library’s website. Table 5, Library Collection Title Count, provides information on the number of collections held by the Lakeland campus library that provides services to the Airside Center.

Table 5. Library Collection Title Count

<table>
<thead>
<tr>
<th>Collection</th>
<th>Title Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakeland Library titles</td>
<td>31,369</td>
</tr>
<tr>
<td>Library electronic books</td>
<td>75,510</td>
</tr>
<tr>
<td>Library electronic databases</td>
<td>124</td>
</tr>
<tr>
<td>Digitized videos</td>
<td>390</td>
</tr>
</tbody>
</table>

Students, faculty, and staff at the Airside Center have full access to the library’s array of online resources. All electronic resources are web-based and accessible with authenticated login through the Internet. Once authorized, users provide their Library Borrower IDs and PINs to authenticate. Once signed in, they have access to over 100 commercial full-text databases and over 75,000 electronic books.
In addition, a number of commercial databases are available to support the medical imaging programs located at the Airside Center. These databases are identified in Table 6, Medical and Allied Health Commercial Databases Available at the Airside Center.

Table 6. Medical and Allied Health Commercial Databases Available at the Airside Center

<table>
<thead>
<tr>
<th>CINAHL Plus Full-text (EBSCO)</th>
<th>MEDLINE with Full-text (EBSCO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Issues, Reference Shelf Plus (Wilson)</td>
<td>Natural Medicines Comprehensive Database (Therapeutic Research Center)</td>
</tr>
<tr>
<td>Health and Wellness Resource Center (Gale)</td>
<td>Nursing and Allied Health Source (ProQuest)</td>
</tr>
<tr>
<td>Health Reference Center Academic (Gale)</td>
<td>Nursing Library (Rittenhouse)</td>
</tr>
<tr>
<td>Health Source Consumer Edition (EBSCO)</td>
<td>Physician’s Desk Reference (PDR) (Micromedex)</td>
</tr>
<tr>
<td>Health Source Nursing Academic Edition (EBSCO)</td>
<td>Psych Articles (EBSCO)</td>
</tr>
<tr>
<td>MEDLINE via FirstSearch (OCLC)</td>
<td>Thomson Healthcare Series</td>
</tr>
</tbody>
</table>

With the exception of a selected set of program-relevant medical imaging reference books in Room ASL 134, there is no physical library collection of books or other materials at the Airside Center. However, students, faculty, and staff may request available circulating materials from any Polk State College campus library. Requested items are delivered to the Airside Center by internal courier within two working days. Requests can be made directly from the Polk State College Library Online Catalog, through an in-person meeting with an Airside Librarian, by telephone to the holding library, or via the library’s Ask-a-Librarian online e-mail reference service.

Borrowed materials may be returned to the Airside Center or to any other Polk State College campus library or center. Many general and discipline-specific reference resources are accessible electronically through Polk State College’s subscription databases (such as the *Gale Virtual Reference Library*, *Biography Resource Center*, *Health and Wellness Resources Center*, and *Encyclopedia Britannica, et al.*).

**Library Staff**

The Lakeland campus library has a reference desk which is staffed by a professional librarian during regular library operating hours. It is the role of the reference librarian to assist students and other library users with utilizing the library’s electronic and traditional resources and to consult with students on identifying and filling their information needs.

All Lakeland campus professional librarians and the library director serve at the library’s reference desk as a regular part of their assignments. Additionally, paraprofessional team members providing services at the library’s circulation desks are able to assist students and other library users with solving basic information problems, such as catalog searches, database access, identifying course reserve materials, finding books in the library, or other tasks. These paraprofessionals refer more complex needs to the reference librarians.
The Airside Center is served by designated outreach librarians from the Lakeland campus library. Table 7, Airside Center Outreach Librarians, identifies the designated center outreach librarians.

Table 7. Airside Center Outreach Librarians

<table>
<thead>
<tr>
<th>Airside Center Librarians</th>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gigi Riggio</td>
<td>M.L.S., University of South Florida</td>
</tr>
<tr>
<td>Judy Scuderi</td>
<td>M.L.S., University of South Florida</td>
</tr>
<tr>
<td>Kristen Jernigan</td>
<td>M.L.S., Florida State University</td>
</tr>
</tbody>
</table>

Teaching/Learning Computing Center/Computer Lab

The Lakeland campus TLCC houses and maintains a student-use computer lab. A student use computer lab facility is in place at the Airside Center (ASL 118). Open access computers (32) with curriculum-related software, Microsoft Office applications, and information resources are available in the Airside student computer laboratory.

Tutoring services are planned for Airside Center students taking General Education courses in math and English. The use of online tutoring tools such as SmartThinking and the scheduling of peer tutors at the facility are tools that are being considered with growth of enrollment. Polk State College’s online course management program, Polk Access to Learning (PAL), is available to all faculty members for online courses and for supplementing face-to-face instruction. PAL access is arranged upon instructor request to the college’s Instructional Technology Department. This department maintains a liaison at the Airside Center. PAL provides convenient access to both the Polk State College library and TLCC websites.
6. Physical Facilities

The institution operates and maintains physical facilities at the site(s) that appropriately serve the needs of the programs and activities at the site(s). (CS 3.11.3)

The building hosting the Airside Center is owned by the City of Lakeland, with whom the College signed a multi-year lease. Detailed descriptions of the facilities are listed below and supported by the floor plan presented in Figure 1, Airside Center Floor Plan.

Figure 1. Airside Center Floor Plan
**OCCUPANCY:**

- Cardiovascular Technology Program: Rooms ASL 123, 132, and 139
- Diagnostic Medical Sonography Program: Rooms ASL 124 and 131
- Radiography Program: Rooms ASL 125-130 and 140
- Corporate College (for non-credit courses): Rooms ASL 141-147; 150-154; and 106, 107, 110 and 122.

The Airside Center was created to provide room for Polk State College’s Medical Imaging Complex; it also provides the interim space for the Polk State College Corporate College, which provides training in partnership with local manufacturing and supply companies. After significant renovations, the following facilities are available:

- (7) Classrooms: Rooms ASL 119-126.
- (1) Computer Laboratory: Room ASL 118.
- (2) Radiography laboratories: Rooms ASL 129 and 130 (both labs equipped with functioning equipment).
- (1) Cardiovascular laboratory: Room ASL 132 (equipped with functioning equipment, laboratory space containing viewing area rooms ASL 132A and 132B, two curtain-equipped beds, and cabinet storage).
- (1) Diagnostic Medical Sonography (DMS) laboratory: Room ASL 131 (equipped with functioning equipment; laboratory space containing six hospital-grade curtain-equipped beds, meeting space, a private bathroom, and cabinet storage).

The DMS lab has six ultrasound machines with technological equivalence to machines used in hospitals today. There are three internet-equipped computers in the lab for student use in research and reviewing for National Board exams and an overhead projector with computer for presentations and lectures.

- The DMS classroom (Room ASL 124) is a standard classroom equipped for current technology needs.
- (1) Sterile laundry space: Room ASL 131A (shared by the cardiovascular laboratory and the sonography laboratory).
- Office space for program personnel: Rooms ASL 127, 132C, 133-137.
- Dedicated storage space for allied health programs: Rooms ASL 128 and 138.
- Student/staff lounge: Room ASL 111
- Office space for administration and The Corporate College.
- (5) Laboratories dedicated to Corporate College training sessions.
- (1) Classroom dedicated to Corporate College training sessions.
- Air-conditioned space for server and telephone-communication equipment.
- The latest technology for the delivery of instruction in all classrooms and all laboratories (similar to the technology at the Lakeland campus).
- The latest technology for all office spaces and meeting space(s) (similar to the technology at the Lakeland campuses).
- Gathering space in the atrium for students, staff, and visitors.
- Approximately 450 parking spaces are available for all building occupants.
7. Student Learning Outcomes

The institution demonstrates the comparability of student learning outcomes with those for the same or similar programs offered on the main campus. (CS 3.3.1.1, CS 3.4.6)

The Airside Center was created to house the Polk State College Medical Imaging Complex, which includes the Cardiovascular Technology Program, the Diagnostic Medical Sonography Program, and the Radiography Program. These programs are designed to prepare students for employment and the successful completion of an AS or AAS degree.

Student learning outcomes are defined for all AS/AAS 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 AS/AAS degree program at Polk State College. The evaluation plans are at varying stages of implementation, depending on a program’s assessment cycles and its specific accreditation requirements.

Additionally, each course at Polk State College, regardless of delivery mode or site, meets the program and course outcomes established for the course in the Basic Course Information (BCI) document, which is submitted when a course is approved by the Academic Quality Council (AQC). As stipulated in Polk State College Procedure 1001, Communicating Course Information to Students, the BCI for each course must identify the program outcomes (for AS courses) or the General Education outcomes (for AA courses) met by the course as well as specific course learning outcomes for the course. The section in the BCI for each course entitled PSC Mission and Core Objectives lists either the program outcomes (for AS courses) or the General Education outcomes (for AA courses). The section in the BCI entitled Course Objectives lists the individual course learning outcomes and identifies the program or General Education outcome statements from which they are derived. All courses of a given section, regardless of delivery mode, follow the same outcomes listed on the course BCI.

The course descriptions for all courses are included in the Polk State College Catalog. Each course description includes the number of credits as well as the number of lecture, lab, and/or clinical hours required for a given course as appropriate. Course outcomes for each course can be found on the Basic Course Information (BCI) form for each course. The BCI for each course can be found on the College website at the following link: www.polk.edu/bci.

Assessing the effectiveness of the college's AS and AAS degree programs and certificate programs is the responsibility of the individual program directors. Many of these programs face additional mandates from professional accrediting bodies and their assessment follows (by necessity) those specific compliance timelines and content requirements. Similar to the assessment measures of the General Education curriculum, program-specific documentation is collected using the Strategic Planning Online (SPOL) system, starting with the SPOL assessment module implementation during the Fall 2009 Semester.
In addition, a recently modified Basic Program Review (BPR) form and a unified Performance Success Indicator (PSI) sheet have been used to facilitate the administrative aspects of the program review. The results are published in the Annual Program Review. The 2009 review document has been part of the College’s original compliance certification, while the most recent revision of the underlying Program Learning Outcomes has been submitted as part of the Focused Report documentation (PSC Workforce Program Outcomes.pdf).

The program-specific assessment plans/matrices for Cardiovascular Technology, Diagnostic Medical Sonography, and Radiography can be found in Appendix E: Assessment Plans. All student learning outcomes across the General Education curriculum are evaluated as part of the college-wide General Education assessment, which involves a random selection of students enrolled in the required General Education course selections across Polk State College’s campuses and center sites. The measurement specifics concerning student learning outcomes for the General Education curriculum are determined by departmental faculty, governed by the campus Deans of Academic Affairs, and aggregated in a central assessment repository by the Office for Institutional Research, Effectiveness, and Planning.

The programs offered at the Airside Center are not offered by the College on the Polk State College Winter Haven or Lakeland campus, or any other off-campus location.
Part III. Appendices

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Appendix A: Faculty Roster
### Faculty Roster Form

**Qualifications of Full-Time and Part-Time Faculty**

**Name of Institution:** Polk State College  
**Name of Academic Area, Discipline, Department/School:** Cardiovascular Technology  
**Academic Term(s) Included:** 20101, 20102, 20103  
**Date Form Completed:** August 27, 2010

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Courses Taught</th>
<th>Relevant Academic Degrees and Course Credits Earned</th>
<th>Other Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kevin Ferrier (F)</td>
<td>CVT 2211C Critical Care Applications (N)</td>
<td>AS, Radiologic Tech., PSC</td>
<td>ARRT License # 285942</td>
</tr>
<tr>
<td>2.</td>
<td>William Luckett (F)</td>
<td>CVT 1000C Intro. To Cardiovascular Technology (N)</td>
<td>AS, Radiologic Tech., PSC</td>
<td>Registered Technologist AART #200172, Florida Certified #2895845</td>
</tr>
<tr>
<td>3.</td>
<td>Orlando Marrero (P)</td>
<td>CVT 2421C Invasive Cardiology II (N)</td>
<td>MBA, Business Admin., Upper Iowa Univ. BS, Business, FMU AS, CVT, Edison CC</td>
<td>Registered Cardio. Invasive Specialist, #00011654 Winter Haven Hospital, Cardiac Cath Lab</td>
</tr>
<tr>
<td>4.</td>
<td>Rosevelt Nheik (P)</td>
<td>CVT 2511 Radiation Biology and Safety (N)</td>
<td>BMSc, Medical Sciences, Emory University AAS/AA Radiography, PSC</td>
<td>ARRT License #417892</td>
</tr>
<tr>
<td>5.</td>
<td>Boyd Storey (P)</td>
<td>CVT 1261 Cardio Anatomy &amp; Physiology (N)</td>
<td>BS, Cardiopulmonary Science, UCF</td>
<td>Licensed Respiratory Therapist RT5755 RT 1210 Cardio Anatomy and Physiology</td>
</tr>
</tbody>
</table>
# Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Polk State College

Name of Academic Area, Discipline, Department/School: Radiography

Academic Term(s) Included: 20101, 20102, 20103  
Date Form Completed: August 27, 2010

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<th>Courses Taught</th>
<th>Relevant Academic Degrees and Course Credits Earned</th>
<th>Other Qualifications</th>
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<td>Barbara Koontz (F)</td>
<td>RTE 1458 Principles of Radiographic Exposure II (N)</td>
<td>MA, Guidance Counseling, USF BA, Technical Education, USF AA, Radiology, St. Pete Junior C.</td>
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<td>Jamie Selph (F)</td>
<td>RTE 1503 Radiographic Positioning I (N)</td>
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<td>William Luckett (F)</td>
<td>RTE 2762 Cross-Section Anatomy (N)</td>
<td>AS, Radiologic Tech., PCC</td>
<td>Registered Technologist AART #200172, Florida Certified #2895845</td>
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| 4 | Beth Fletcher (P)         | RTE 1000 Orientation to Radiologic Technology (N)                             | AAS, Radiology, PSC                                                                     | ARRT certification #375731  
                                            | RTE 1111 Radiographic Nursing Procedures (N)                                   | Certified Radiologic Technologist; License #CRT62366       |                                                             |
| 5 | Roosevelt Nheik (P)       | RTE 2458 L Radiographic Quality Assurance (N)                                 | BMSc, Medical Sciences, Emory University                                                | ARRT license #417892                                        |
|   |                           |                                                                               | AAS, Radiography, PSC                                                                   |                                                             |
| 6 | Patrick Phillips (P)      | RTE 1418 Principles of Radiographic Exposure I (N)                             | AAS, Radiologic Tech., PSC                                                              | ARRT Certified #418131                                       |
|   |                           | RTE 2762 Cross-Section Anatomy (N)                                            |                                                                                         | CRT #72799                                                  |
|   |                           | RTE 2782C Radiologic Pathology                                                 |                                                                                         |                                                             |
## Faculty Roster Form
### Qualifications of Full-Time and Part-Time Faculty

**Name of Institution:** Polk State College  
**Name of Academic Area, Discipline, Department/School:** Sonography  
**Academic Term(s) Included:** 20101, 20102, 20103  
**Date Form Completed:** August 27, 2010

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| 1. Merrybeth Etherton (F) | SON 1000 Intro. To Sonography (N)  
SON 1112C Abdominal Sonography II (N)  
SON 1211 Medical Sonographic Physics I (N)  
SON 1121C Obstetrics/Gynecology I (N)  
SON 2122C Obstetrics/Gynecology II (N) | AS, Radiologic Technology, PCC Certificate, Sonography, Hillsborough CC | Lead Sonographer, Gessler Clinic  
Registered Diagnostic Medical Sonographer #41929 |
| 2. Dina Brice (P) | SON 1112C Abdominal Sonography II (N)  
SON 1212 Medical Sonographic Physics II (N)  
SON 2061 Seminar in Sonography (N) | AS, Radiologic Technology, PCC Certificate, DMS, Florida Hospital College of Health Sciences | ARRT Certification #309898  
Registered DMS #81427  
ARDMS Certified #81427 |
| 3. Joanne Buchanan (P) | SON 1100C Procedures & Protocols of Sonographic Imaging (N)  
SON 1111C Abdominal Sonography I | AS, Sonography, Florida Hospital C. of Health Sciences | ARDMS Registered Sonographer;  
#81687 |
| 4. Leslie McElroy | SON 2150C Neurosonology & Superficial Structures (N) | AS, Sonography, Valencia CC | ARDMS certification #81824  
Sonographer |
## Faculty Roster Form
### Qualifications of Full-Time and Part-Time Faculty

**Name of Institution:** Polk State College  

**Name of Academic Area, Discipline, Department/School:** General Education, Developmental, Business, misc.

**Academic Term(s) Included:** 20101, 20102, 20103  

**Date Form Completed:** August 27, 2010

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| 3. Donald Mikula (P)| PHI 2600 Ethics (T)                   | Ph.D., Philosophy, Southern Illinois Univ.  
MA, Philosophy, Washington Univ.                              |                                            |
| 4. Arthur Burdett (P)| PSY 2012 General Psychology (T)       | MS, Clinical Psychology, New Mexico Highlands                                                                    |                                            |
| 5. Joel Decker (P)| ETD 1320C Intro. To CAD (N)            | MS, Technical Education, FSU                                                                                        |                                            |
| 6. Michael Derry (P)| ECO 2013 Prin. of Macroeconomics (T) | MA, Economics, Virginia Tech                                                                                        |                                            |
|                    | ECO 2023 Prin. of Microeconomics (T)   |                                                                                                                     |                                            |
BA, Secondary Ed., Arizona State                                   |                                            |
<p>| 9. Pam Hoffman (P) | HSC1531 Medical Terminology (T)        | MS, Health Education, UF                                                                                            |                                            |
| 10. Kevin Fitzgerald (F)| ACG 2001 Prin. Financial Accounting I (T) | Ph.D., Business Administration, Univ. of Tennessee                                                               |                                            |
|                    | ACG 2011 Prin. Financial Acct. II (T)  |                                                                                                                     |                                            |</p>
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BUL 2241 Business Law (T)                       | JD, Law, U. of LaVerne  
MBA, Accounting, U. of Miami                      |
ACG 2011 Prin. Financial Accounting II (T)       | MA, Accounting, Nova Southeastern                  |
| 14.| Francisco Rodrigues (P)     | TRA 1154 Intro to Supply Chain Man. (T)  | MBA, Business Administration, UCF  
MS, Industrial Engineering, Univ. of Florida            |
| 15.| Edna Mitchell (F)           | ACG 2011 Prin. Financial Acct. II (T)     | MBA, Business Administration, Austin Peay  
18 credits in Accounting                               |
| 16.| Rodney Carson (P)           | GEB 2350 Intro. To International Business (T) | MBA, Business Administration, UNC        |
Appendix B: Term 2011-1 (Fall 2010) Airside Course Schedule
INPUT PARAMETERS USED FOR RUN:
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Campus Code: A
Credit Type 1: 01
Credit Type 2: 02
Credit Type 3: 03
Credit Type 4: 4
Credit Type 5: 5
Credit Type 6: 6
Session Code 1: 1
Session Code 2: 2
Session Code 3: 3
Session Code 4: 4
Session Code 5: 5
Session Code 6: 6
Division: 1
Department: 2
Special Designator: 3
Subject Area: 4
Full/Part-Time: 5

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***** Total section records read: 37 *****
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Section Status & Enrollment Recap

Total Sections: 37, Open: 36, Full: 4, Canceled: 6, <35: 70

Enrollments: Allocated: 867, Current: 332, Paid: 324

Potential Student Semester Hours: 2576
Actual Student Semester Hours: **END OF REPORT***
Appendix C: Resumes
Stephen E. Hull

**Home Address:**
28 Brevard Dr. SE  
Winter Haven, FL 33884
(863) 325-8280

**Business Address:**
Polk State College  
999 Ave. H, NE  
Winter Haven, FL 33881
(863) 297-1094  
(863) 669-2331 FAX  
shull@polk.edu

**PROFESSIONAL EXPERIENCE:**

1992-Present:  
Polk State College  
Winter Haven, FL

**Provost Lakeland Campus – (2007-Present)**

- Provide executive direction and leadership for all campus based activities of the college on the PSC Lakeland Campus and Airside Center including academic affairs, student services, library and learning services, charter high school, and associated campus services. Teach reading in the college Development Studies Program.


- Managed all functional aspects of the Workforce and Economic Development Division including staffing, scheduling, budgeting, and program and staff evaluation for the following program areas: Accounting Technology, Business Administration and Management, Cardiovascular Technology, Computer Technologies, Criminal Justice Technology and Training, Diagnostic Medical Sonography, Engineering Technology, Early Childhood Education, Nursing, Occupational Therapy Assistant, Office Administration, Physical Therapy Assistant, Radiography, Respiratory Care, Health Information Management, Emergency Medical Services, the PSC Corporate College and Collegiate High School.

**Continuing Education Manager – (1992-1996)**

- Managed the Continuing Education Department including budget, staffing, non-credit programs, selected A.S. degree programs and telecourses. Provided leadership that resulted in unprecedented enrollment growth. Led an initiative to establish corporate partnerships and contract training. Worked cooperatively with the Florida Phosphate Council to establish Contractor Safety Training, a program that still serves in excess of 4,000 students annually.

1988-1992:  
Aluminum Company of America (ALCOA)
Coordinator, Educational Delivery & Quality Facilitator  
Alcoa Technical Center – (1990-1992)  
Alcoa Center, PA

- Managed all aspects of the Alcoa Distance Education Program. Consulted with all Alcoa domestic locations to identify need and deliver requested training. Pioneered Alcoa’s entry into broadcasting education and training via satellite to all domestic locations. Led a corporate benchmarking team to establish distance education and broadcast standards. Instructed quality and professional development courses. Served as a quality facilitator.

Training Administrator  
Davenport, IA

- Managed the Davenport Works training and professional development program (total employment: 3,000, including 750 salaried personnel). Promoted to corporate.

1980-1988: Eastern Iowa Community College District

Associate Dean for Community Education and Alternative Programming – (1985-1988)  
Eastern Iowa Community College District  
Scott Community College, Bettendorf, IA

- Directed, managed, and evaluated all off-campus A.S. degree programs and non-credit programs offered in the Scott Community College service area. Served as the lead faculty member for the Quality Control Technician program and taught in the Business Administration program.

Assistant Director for Trades & Industrial Education, Community education – (1980-1985)  
Eastern Iowa Community College District  
Davenport, IA

- Planned, developed, managed, and evaluated all A.S. degree programs and non-credit Trade and Industrial Education programming in the EICCD. Developed, monitored, and managed the Trade and Industrial Education budget. Increased department enrollments by 45% through innovative, needs based programming. Wrote grants totaling $450,000 to provide industry-based training.
ECONOMIC DEVELOPMENT AND GRANT WRITING/MANAGEMENT ACTIVITY:

Quick Response Training Program
QRT is a Workforce Florida, Inc. initiative to fund training costs for new and expanding business creating high-quality jobs in the State. QRT grant total is $1.75 million.

- QPI 1993 $112,565 246 employees trained
- Glendale Protective Tech. 1993 $30,639 50
- MacMillan Bloedel 1993 $99,656 52
- Mulberry Ethanol 1994 $61,572 36
- Ytong 1995 $165,270 115
- GEICO 1996 $100,313 129
- GEICO 1998 $311,640 508
- Pepperidge Farm 1998 $97,125 40
- Keymark 1998 $97,469 139
- Maxpak 1999 $19,312 57
- Mid State Truss 1999 $17,850 22
- Pepperidge Farm 2000 $65,520 78
- Lockheed Martin 2002 $129,780 103
- USCO 2003 $218,000 590
- Minute Maid 2003 $250,000 150
- Ford Motor Company 2003 $239,784 99
- Pepperidge Farm 2004 $114,240 48
- Rotanis 2005 $82,320 70
- Lockheed Martin 2005 $122,241 100

Capitalization Incentive Grants
- Network Engineering Technology 1998 $250,000
  Funds used to start the Network Engineering Technology A.S. program.
- A+/Cisco 1999 $250,000
  Funds used to expand the NET program by creating an A+ and Cisco program track.

State Workforce Funding
- Information Technology Training and Certification Grant (2001) $200,000
  Participating companies: Pepperidge Farm, Badcock, City of Lakeland, Polk County School Board, Watkins, Publix, Next Gen Technologies, Lakeland Ledger, Central Florida Development Council, Polk County Sheriff’s Office, City of Eagle Lake, Micro Business Solutions, BCI Engineers and Scientists, Inc. 50 participants trained and certified.
- Targeted Industry Sector IT Training Grant (2002) $294,315
• Skills Upgrade Challenge Grant (2002) $478,500
To provide insurance licensure training for 810 GEICO employees.

• Step-up Challenge Grant (2000) $109,500
To provide call center training for WIA clients.

• Customer Care/Work and Learn (2002) $122,000
To provide customer service training for WIA clients.

• Child Care Training Grant (2001) $103,678
A DCF grant to provide state mandated training for child-care workers in Polk County.

• Jobs for Florida’s Future Grant (2005) $758,882
A grant to establish the start-up of a Respiratory Care A.S. degree program on the Lakeland campus.

A grant to establish the start-up of a Cardiovascular Technology A.S. degree program located at the Airside Center.

A grant to establish the start-up of a Diagnostic Medical Sonography A.S. degree program located at the Airside Center.

**Federal Initiatives**

• Department of Education - Tech-Prep Demonstration Grant (2001) $500,000
A partnership with the Polk County School Board to transition high school students into post-secondary career and technical education programs of study – and to create the PSC Collegiate High School.

• Department of Labor - President’s Community Based Job Training Grant (2007) $2,000,000
A partnership with the Polk County School Board to create a career path for secondary students in allied health career academies to articulate into the Cardiovascular Technology A.S. degree program.

**Local Initiatives**

• Polk Works Support Grant (1998) $276,747 annually
To staff the learning assessment center at Polk Works’ Winter Haven and Lakeland one-stop centers.

• PCC Collegiate Charter High School (2003)
The PCC Collegiate High School will begin operations as a charter high school in August, 2004. The estimated annual revenue for 200 students is $1,500,000.

• A Partnership for Success (2003) $1,322,025
An agreement with LRMC, WHH, Heart of Florida, Bartow Memorial, and LWMC to support the PCC Nursing Program.
• Cargill Foundation Grant (2003) $100,000
  A grant to support program expansion in the Corporate College. $50,000 funded locally, $50,000 funded at the corporate level.

• Progress Energy Foundation Grant (2003) $50,000 annually
  To provide teacher education and summer internships for non-education teachers in order to meet alternative certification.

• Verizon Foundation Grant (2003) $20,000
  Funding to enable the Small Business Consortium partners to attend Corporate College training programs.

• Florida High Tech Corridor Council (2003) $100,000
  A grant from the FHTCC to start a Wireless Systems Technology program at Polk Community College.

  A joint project with Ford and the United Auto Workers to establish and operate a training center in their Polk County facility.

• Voluntary Pre-Kindergarten – VPK (2005) $38,000
  A grant to establish PCC as the agency determining the eligibility of potential VPK providers as well as monitoring performance of established VPK providers.

• Best Employment Solutions in Training – BEST (2005) $371,000
  A partnership with Polk Works to provide a summer pre-engineering academy for high school students and to provide process control and power generation training for local employers.

EDUCATION:

1984-1986 M.S. Ed., Northern Illinois University
  Adult and Continuing Education

1971-1975 A.B., Augustana College
  Business Administration

CIVIC ORGANIZATIONS:

• Lakeland Chamber of Commerce – Leadership Lakeland
• Winter Haven Chamber of Commerce – Leadership Winter Haven
CURRICULUM VITAE

Dr. John Marvin Pippert
Dean of Academic Affairs
Lakeland Campus

Polk State College
999 Avenue H, Northeast
Winter Haven, FL 33881-4299
(863) 297-1010 x6245

262 Las Flores
Winter Haven, FL 33884
(863) 259-0064 (C)
e-mail: mpippert@polk.edu

EDUCATION

DISSERTATION/THESIS
Dissertation: "Return Migration: Socioeconomic Determinants for State In-migration."
Thesis: "Determinants of In-migration in Metropolitan Appalachia."

EMPLOYMENT RECORD
Dean of Academic Affairs-Lakeland, Polk State College, 2007-present
Associate Dean of Liberal Arts, Polk Community College, 2005-2007
Head, Department of Psychology & Sociology, North Georgia College & State University, 2002-2005
Acting Head, Department of Psychology & Sociology, North Georgia College & State University, 2001-2002
Professor of Sociology, North Georgia College & State University, 2003-2005
Awarded tenure, 2003, North Georgia College & State University.
Associate Professor of Sociology, North Georgia College & State University, 1998-2003
Associate Professor of Sociology, Roanoke College, 1992-1998
Awarded tenure, 1992, Roanoke College.
Chair, Sociology Department, Roanoke College, 1993-1994.
Assistant Professor of Sociology, Roanoke College, 1987-1992.
Assistant Professor of Sociology, Longwood College, 1985-1987.

HONORS AND AWARDS
Chapter Representative, AKD
Omicron Delta Kappa
Outstanding Faculty Member of the Semester, Fall, 1999. Student Government Association, North Georgia College & State University.
Phi Kappa Phi
Who’s Who in the World, 2000
Pi Gamma Mu.
Graduate Tuition Scholarship, Virginia Tech, Department of Sociology, 1982-1985
Chapter Executive Committee, Alpha Kappa Delta, Virginia Polytechnic Institute and State University, 1978-1979
Member, Alpha Kappa Delta, 1977 to present
GRANTS/FELLOWSHIPS

National Science Foundation Grant, "Sociology Computer Lab for integration of Computers into the Sociology Curriculum" with the Sociology Department, $37,000, funded, 1995-96.

Roanoke College Curriculum Development Grant, "Department Workshop to Develop Mechanisms for Integrating Theory and Method", $1250, funded.

Roanoke College Sabbatical, Spring 1996.

Faculty Research Committee, Summer residence funds for Student Barry Meek while working on "Infant Mortality in Virginia" project, 1990.

Matsushita Foundation for Summer Symposium sponsored by International Cluster of New Dimensions Program, $37,083, funded for 1989 (co-authors Howard Warshawsky and Doug Spadaro).

Faculty Research Grant, Roanoke College, 1988, $1005. Project Title: Impacts of a Changing Economy on Elderly Appalachia.

Small Project Grant Award, Virginia Polytechnic Institute and State University, 1979, $900. Project name: The Role of Cities in Migration in the Appalachian Region. Juliette L. Redding and John Marvin Pippert.

COURSES TAUGHT

Introduction to Sociology  Population and Society
Social Problems  Environmental Sociology
Marriage and the Family  Deviance
Race and Ethnicity  Military Sociology
Social Stratification  Sociology Seminar
Social Change  Sociology Theory
Urban Sociology  Internship in Sociology
Rural Sociology  Social Gerontology

ADMINISTRATION/SERVICE

Dean of Academic Affairs, 2007-present

Multiple committee memberships (AQC, QEP, Admissions/Petitions, etc.)

Chair—search committees for variety of faculty & program directors at PSC

Associate Dean of Liberal Arts, 2005-2007

Head, Department of Psychology & Sociology, 2002-2005

Member, Admissions Committee, 2004-2005


Member, Business Administration Search Committee, 2002-2003

Acting Head, Department of Psychology & Sociology, 2001-2002

Member, Leadership Taskforce 2001-2005

Member, Criminal Justice Search Committee, Summer 2002

Member, NGCSU Distinguished Professor Selection Committee, 2002

Member, Graduate Council, 2001-2005

Member, Academic Activities Committee, 2001-2005

Member, Comprehensive Program Review Steering Committee, 2001-2005

Chair, Sociology Search Committee, Fall 2001

Member, University Discipline Committee, 2001-2004

Chair, Sociology Search Committee, Spring 2001

Member, Psychology Search Committee, Spring 2001

Member, Criminal Justice Search Committee, Spring 2001

Faculty Advisor, Alpha Kappa Delta, Spring 2000-2005

Corps of Cadets Academic Advising Committee, January 2000-2005
Member, Department Strategic Planning Committee, Fall 1999-2001
Admissions Committee, 1999-2002
Ad Hoc Core Curriculum Committee, Fall, 1999
Member, Faculty Performance Evaluation Tool Revision Committee, 1999
Member, Rewarding Teaching Excellence Committee, 1998-1999
Faculty Advisor, Sociology Club, 1998-2005
Member, Grade Appeal Committee, 1998-1999
Member, Student Conduct Board, 1990-1998
Faculty Advisor, 1987-2005
Chair, Department of Sociology, Roanoke College, 1993-1994
Dean's Council, 1993-1994
Coordinator, Multimedia Group, Dean's Council, 1993-1994
Faculty Mentor, 1993-1998
FGC Representative on Bylaws Ad Hoc Committee, Summer 1993
Faculty Grievance Committee, 1992-1996
Faculty Advisor, CIA, 1992-1994
Faculty Advisor, Sociology Club, 1991-1996
Faculty Advisor, Earthbound, 1991-1995
Minority Recruitment Advisory Committee, Admissions, 1991
Student Conduct Board, 1990-1998
Academic Integrity Board, 1990-1994
Faculty Advisor, Habitat for Humanity, 1990-1995
Curriculum Committee, 1989-1992
Curriculum Committee Chair, 1989-91
Faculty Affairs Committee, 1989-1991
International Cluster Co-chair, 1989
Self-Study Committee for Student Affairs, 1989-1990
Director of Convocations, 1988
Coordinator, International Cluster - 1989-90
Curriculum Committee, Secretary - 1988

PROFESSIONAL PUBLICATIONS
“Southern Whites/Appalachians.” Encyclopedia of the Midwest, University of Indiana Press. 2003


**PROFESSIONAL PRESENTATIONS**


“Teaching the Appalachian Region at the College Level. Appalachian Teachers Network Conference, Radford University, Radford, VA, September 1993.


“Teaching about Rural Minorities in a Liberal Arts Environment,” presented at Rural Sociological Society, August 8-11, 1990, Norfolk, VA.

“Teaching Rural Sociology in a Liberal Arts Environment,” presented at Rural Sociological Society, August 8-11, 1990, Norfolk, VA.

"Farm Crisis and Saving the Family Farm." Presentation, August 9, 1989, Senior Adult Ministry, College Lutheran Church.
"World Hunger and Poverty." Discussion leader/co-instructor, Fall 1989, Contemporary Challenges class.
"Determinants of In-migration in Metropolitan Appalachia," Mid-South Sociological Association Meetings, November 1979.

OTHER PROFESSIONAL LEADERSHIP

Teaching and Learning with Advanced Technologies Conference.” University of Georgia. April 1-2, 2002.
Worked on e-Core team to create online Introduction to Sociology course. 2002.
House Bill 605 Elementary Taskforce Member. Lumpkin County.
Consultancies:
Fannin County, Early Childhood Initiative, Appalachian Regional Commission, 2000
Yankolovich, Clancy, Schulman, New York, 1991
Bonheur and Associates, 1991
Lavitch and Associates, Atlanta, 1991
Lewis Gale Hospital, 1990-91
Poverty in Appalachia program, 1990
Free Clinic of Roanoke Valley, 1990
Roanoke Times & World News, 1990
League of Older Americans, 1990
RAM House, 1989
WROV Radio, 1989

Other items:
Acting Assistant Coach, Lacrosse Team, 1991
With Eberle Smith, developed "Images of Women in Advertising" slide presentation for use in SOCI 101 and SOCI 236 classes
Featured in Roanoke Times & World News article "A Health Update" on bacterial meningitis, October 1990.
Supervised student internships, student research and student independent studies, 1989-2005
Organizer for Japan Symposium, May 15-19, 1989, Roanoke College
Organizer for World Hunger Conference, September 30, 1989, Roanoke College
Section Captain, Roanoke River Clean-up, 1989
Member, Drug and Alcohol Task Force, 1986
Sponsor, Alpha Kappa Delta
Review, Sociology Inquiry
Editorial Assistant, Sociology Inquiry
President, Board of Directors, Domestic Assistance For You, Inc.
Sponsor, Sociology and Anthropology Club, 1985-87

PROFESSIONAL MEMBERSHIPS:
Georgia Sociological Association—not current
    Chair: Teaching Sociology Committee, 2000-2002
Rural Sociological Society
Population Reference Bureau
Southern Sociological Society
Alpha Kappa Delta

REFERENCES UPON REQUEST
Reginal T. Webb
1217 Lake Deeson Woods Lane
Lakeland, FL 33805
(863) 669-2813 (work)
(863) 698-4759 (cell)

CAREER PROFILE

Dynamic, vision driven, professional offering a proven record of excellent leadership and organizational achievements. Well organized, take-charge individual with exceptional management, team building and interpersonal skills. Capable of ascertaining organizational objectives with the talent to streamline existing operations, envision new ideas and concepts, and follow through with direction, development and accomplishment. Excels in a fast-paced environment where flexibility and adaptability are a must. Have the ability to develop solid relationships with students, staff, faculty, and administration. Team-oriented leader who fosters motivational and mentoring relationships. Demonstrated excellence in a variety of areas:

- Recruitment and Retention
- Advising and Counseling
- Test Evaluation
- Admissions
- Registration
- Records
- Career Planning
- Minority Students
- Early Admission
- Dual Enrollment
- Residency
- International Students
- Special Needs Students
- Student Conduct and Discipline
- New Student Orientation
- Academic Instruction
- Non-Tradition Students
- Financial Aid

SPECIAL ASSIGNMENTS

- Serve as the Home Team leader for Student Services on SISCOM.
- Serve as lead in Student Services implementation of new GENESIS Computer System.
- Supervise PSC new “One Stop Concept” delivery of services on the Lakeland Campus.
- Handle student complaints in conjunction with the Vice President of Academic and Student Services.
- Oversee all student parking ticket violations.
- Serve as a chair person on the Admissions/Petitions, Substitution/Waiver, and Discipline Committees.

EXPERIENCE
Polk State College, Lakeland, FL

Dean of Student Services

January 2006-Present

- Maintains Regular Attendance.
- Hire, train, evaluate, reward and encourage, as well as discipline assigned employees.
- Develop and administer appropriate staff development activities.
- Develop and maintain staff mentoring program.
- Know and enforce PSC Policies and Procedures.
- Ensure compliance with State and Federal Statutes (i.e. FERPA, ADA, etc).
- Support faculty and staff initiatives that promote innovation and enhanced learning.
- Supervise the discipline and grievance processes for students.
- Supervise the ombudsman services for students.
- Develop, implement and evaluate programs and services for students with disabilities.
- In collaboration with the TLCC, develop, implement and evaluate student support, leadership development, and mentoring programs for students.
- Serve as college articulation officer at local and state levels.
- Oversee the management, security and retention of all appropriate student records.
- Oversee the coordination of student recruitment, course registration activities, graduation and related activities. Provide for coordination of these activities with other organizational units.
- Oversee the certification of student enrollments and student completions and graduations.
- Oversee and provide for coordination with other academic units in the development and implementation of admission requirements and of the credit course schedule.
- Participate in resource development.
- Oversee the budget and resource allocation of all areas assigned.
- Assist the District Vice President for Academic and Student Services with the development of the academic calendar.
- Assist with the review and revision of college policies and procedures.
- Work collaborative with academic deans, provost and district staff to analyze data that affects course offerings to enhance campus and college wide enrollment.
- Maintain, organize, evaluate, and manage outcomes assessment for student services functions.
- Establish Continuous Process Improvement.
- Lead student services segment of SACS accreditation for Campus and College.
- Provide avenues of communication among Campus members and the District.
- Participate in strategic planning initiatives.
- Promote a shared decision making and governance process.
- Demonstrate active involvement in the community (internal and external).
- Create and sustain partnerships with local elementary, middle and high schools and home school organizations to ensure widespread outreach of PSC programs and services.
- Create and sustain partnerships with area Adult Education Centers.
- Assist other administrative staff on institutional projects that have impact on the Campus and District.
- Serve on and chair (as needed) campus and college committees.
Polk State College, Winter Haven, FL  
November 2000-December 2005

Director of Enrollment Management

- Supervise the day to day operation of Student Services on the Lakeland Campus.
- Supervise Academic Advising, Institutional Testing and Enrollment Management Departments.
- Coordinate registration in conjunction with the Registrar’s Office.
- Coordinate graduation in conjunction with the Registrar’s Office.
- Manage the Public Service Scholarship in conjunction with the Financial Aid office.
- Budget heard for advising, institutional testing and enrollment management.
- Screen, interview, and recommend the hiring of employees in assigned areas.
- Train and evaluate assigned employees.
- Develop and administer appropriate staff development activities.
- Develop staffing plans and schedules, and delegating work assignments.
- Review, and approve leave requests, overtime and travel requests.
- Review, approve and/or recommend personnel actions and their associated documentation.
- Determine resource needs and make recommendations in regard to them.
- Maintain an effective organization structure, and make recommendations for revisions as identified, as needed an appropriate.
- Provide leadership that exemplifies the service element of student services.
- Integrate the goals and objective of enrollment management services with those of the Division of Student Services and the institution.
- Develop and/or recommend methods of implementing and then implementing programs, services or procedures mandated by law, rule and directive.
- Plan and implement a program to recruit students from all segments to be enrolled at Polk State College; develop an annual recruitment plan.
- Coordinate with limited enrollment or other targeted programs recruitment and admission efforts, policies and procedures; conduct a program of events to support these efforts, including open house, information evenings, and public appearances.
- Serve as the college’s representative for special population students. Supervise services to WIA Vocational Rehabilitation, and other identified student population such as International students and minorities.
- Serve as the college’s contact for Tech Prep; assume that appropriate credit or other consideration is awarded for Tech Prep work, Develop and lead program/services for high school students.
- Facilitate the admission of students participating as Dual Enrollment students.
- Manage the College Board tutoring partnership grant program.

Polk State College, Winter Haven, FL  
December 1992-November 2000

Admissions Specialist

- Oversee all recruitment activities for college.
- Develop and implement recruitment plan.
- Supervise 23 Public Service Scholars in recruitment efforts in area high schools and community.
- Coordinate all recruitment activities in the local public-private high schools.
- Coordinate all recruitment activities at the adult schools.
- Coordinate all recruitment activities at the technical centers.
- Represent Polk State College for various recruitment activities in the community.
- Ensure that all prospective students understand admissions requirements.
- Coordinate Open House/Senior Day in conjunction with the Student Activity Board.
- Coordinate all campus tours.
- Assist in new student orientation.
- Assist in advising students.
- Assist with graduates’ checkout.
- Provide services necessary to accommodate international students (Lakeland Campus).
- Provide services necessary to accommodate early admissions/dual enrollment (Lakeland Campus).
- Coordinate the distribution of college materials (catalogs, schedule books, brochures, etc.).
- Coordinate the training of scholarship recipients.
- Coordinate high school counselors’ breakfast.
- Disseminate information on financial aid and scholarships.
- Review student transcripts for admission.

**Polk State College, Winter Haven, FL**  
**Adjunct Business Instructor**  
- Principles of Banking.
- Commercial Lending.
- Consumer Lending.

**Polk State College, Winter Haven, FL**  
**Academic Advisor**  
- Provide students with planned program to meet academic goals.
- Advise students concerning the choice of academic courses to meet their goals.
- Interpret placement test scores and provide results.
- Assist students in registration process.
- Provide information relative to the college academic standards of progress policy.
- Assist in athletic registration.
- Explain transfer requirements for upper-division institutions.
- Counsel students on walk-in basis.
- Represent the college at student recruitment events.

**Peoples Bank of Lakeland, Lakeland, FL**  
**Supervisor of Tellers/New Account Representative**  
- Supervise and train new tellers.
- Debit and credit customers’ accounts.
- Balance customers’ accounts.
- Open and close customers’ accounts.
- Approve large deposits over $500,000.00.
- Assist with the auditing of tellers.
EDUCATION

- Master of Business Administration, NOVA Southeastern University  July 1993
- Bachelor of Science Degree in Accounting, Bethune Cookman College  April 1989

PROFESSIONAL ORGANIZATIONS

- Florida Association of Collegiate Registrars and Admissions Officers (FACRAO)
- Florida Association of Community Colleges (FACC)
- Council of Student Affairs

PROFESSIONAL DEVELOPMENT

- American Management Association: Leadership Effectiveness Seminar
- American Management Association: Supervisor Effectives Seminar
- Polk State College: Facilitator, Strategic Planning
- Polk State College: Leadership, Education Grant Program

CONFERENCES/WORKSHOPS

- FCCSC Student Group Meeting (August 2005)
- SACS-COC Annual Meeting (December 2004)
- League for Innovation (November 2004)
- National Conference on Student Retention (November 2004)
- FACC for the Council of Student Affairs (October 2003)
- NAFSA Region VII Conference (September 2003)
- 28th Annual College Board Summer Institute (July 2002)
- Florida Center for Advising and Academic Support (October 2001)

COMMUNITY INVOLVEMENT

- NAACP Lakeland branch (present)
- President Lakeland Lumberjack Youth Football (Present)
- Graduate of Leadership Lakeland, Class XVII (May 2000)
- Troop Leader of Boys Scouts of America (1996)
- Board of Director, Boys and Girls Campfire (1994)

REFERENCES

References available upon request.
William C. Foege Jr.
1474 Longoak Drive South
Lakeland, Florida  33811
wfoege@tampabay.rr.com
(863) 797-6722

PROFESSIONAL GOALS
I am seeking a position as Director of an academic or public library. I have been a professional librarian and information specialist for over 25 years with more than 17 years of departmental and divisional management and leadership experience in special and academic libraries. I have a second subject masters degree, as well as eighteen graduate hours in Public Administration.

SUMMARY OF PROFESSIONAL EXPERIENCE

- Academic, public, and special libraries
- Library management of reference, instruction, and access services
- Budgeting and fiscal control
- Supervision and evaluation of professional and paraprofessional staff
- Staff development and training
- Assessment and development of services and collections
- Strategic planning
- Reference
- Information literacy instruction
- Library Web site design and maintenance
- Administration of automated circulation, reserve, and interlibrary loan systems
- OCLC and other interlibrary loan
- Subject specialties in law, public administration, environmental and energy policy studies, social sciences, and business
- Reading knowledge of Spanish

CHRONOLOGY OF PROFESSIONAL EMPLOYMENT


Learning Resources Faculty - Head of Access Services, Polk Community College, 1991 - 1997
Head, Circulation/Reserve Department, University of South Florida, Tampa, Florida, 1987 - 1990
Reference Librarian, Tampa-Hillsborough County Public Library, Tampa, 1986 - 1987
Information Specialist, Environmental Evaluation Group, Santa Fe, New Mexico, 1985 - 1986
Consultant, New Mexico Health and Environment Department, Santa Fe, New Mexico, 1985 -1986
Library Director, New Mexico Department of Corrections, Santa Fe, New Mexico, 1983 - 1985
EDUCATION

- **Graduate Certificate in Public Management**, University of South Florida, 1992
- **Master of Science in Social Science**, Environmental and Energy Policy Studies, State University of New York at Buffalo, 1983
- **Master of Library Science**, State University of New York at Buffalo, 1980
- **Bachelor of Arts**, Sociology, State University of New York at Buffalo, 1977
- **Associate of Arts in Liberal Arts**, Nassau Community College, 1975
Curriculum Vitae

Education


1974-1976 Morton F. Plant Hospital School of Radiologic Technology, Morton F. Plant Hospital, Clearwater, Florida. Earned a diploma upon completion enabling me to sit for the American Registry of Radiologic Technologists examination.

1976-1979 University of South Florida, Tampa, Florida. Earned a Bachelor of Arts degree in Adult Education, specifically Industrial/Technical Education through the College of Education.

1985-1989 University of South Florida, Tampa, Florida. Earned a Master of Arts degree in Guidance and Counseling through the College of Education.

1995 Received credentialing in Mammography upon successfully passing the American Registry of Radiologic Technologists examination for advanced Mammography.

Experience

1976 Staff radiographer at New Port Richey Community Hospital, New Port Richey, Florida.

1977-1979 Staff radiographer at Centro Espanol Memorial Hospital, Tampa, Florida.

1979-1981 Staff radiographer at St. Joseph's Hospital, Tampa, Florida.

1981-1996  St. Petersburg Junior College, St. Petersburg, Florida. Instructor in the Radiography Program. Responsible for didactic and clinical education in a program that has had up to 55 new students in the freshman class and as many as 12 primary clinical affiliate sites. Experience in teaching all courses related to radiography field offered in this program.

1985-1993  Staff radiographer for RADS temporary assignment services, based in Clearwater, Florida. Periodically worked for service to maintain clinical skills.

1997-Present  Polk State College, Winter Haven, Florida. Radiography Program Director. Responsible for the administration and didactic education of a program with an internal capacity limit of 40 students. Responsibilities also include supervision of Clinical Coordinator, Clinical Instructors and adjunct faculty.

**Professional Engagements**

1981-Present  Active member of West Coast Educators Council in Radiography Education.

1981-Present  Active committee member for the Annual Student/Educator Conference held for students and educators in Radiography.

1986  Presenter at the Florida Society of Radiologic Technologist Annual Meeting.

1987  Co-presenter at Annual Student/Educator Conference in Tampa, Florida.

1988  Presenter at Florida Society of Radiologic Technologist Annual Meeting.

1986-1991  Presenter at Florida Chiropractic Associations Annual Meetings held three times a year throughout the state of Florida.


1997  Speaker at Heart of Florida Society of Radiography Professionals meeting.

1999-Present  Chairman of student program and Student Bee at the West Coast Educators Council Annual Student/Educator Meeting in Orlando, Florida.

2004-Present  Site Visitor for Joint Review Committee on Education in Radiologic Technology.
**Professional Organizations**

American Registry of Radiologic Technologists  
Radiology #125939  
Mammography #125939

State of Florida Department of Health, Bureau of Radiation Control, Radiologic Technology Program #4456

**Professional Honors**

1999  
Selected for inclusion in the sixth edition of “Who’s Who Among America’s Teachers, 2000”.

2000  
Selected as a “Teaching Chair Recipient” Endowed Chair Award from Polk Community College.
ROBERT KEVIN FERRIER
264 Santa Rosa Drive
Winter Haven, FL 33884
(863)-608-0142

EMPLOYMENT

**Polk State College**  
Lakeland, FL  
March 2007 – Present  
Program Director Cardiovascular Technology

- Develop curriculum including academic and clinical policies and procedures
- Teach courses in the didactic and clinical setting
- Prepare and administer program budgets and grants
- Hire, evaluate, and supervise faculty and staff
- Advertise, market, and recruit students for program
- Maintain, organize, and evaluate program outcome and assessment plans

**Heart of Florida Hospital**  
Davenport, FL  
January 02 – Present  
Cardiac Catheterization Lab

- Precept newly hired technologists and those directly from college
- Perform scrub duties during diagnostic and interventional cardiac and peripheral procedures including PTCA, stenting, thrombectomy, atherectomy, IVUS procedures, and pacemaker and AICD implantations
- Responsible for obtaining hemostasis through the deployment of vascular closure devices (AngioSeal, Perclose, & VasoSeal) and manual compression
- Responsible for ordering and maintaining par levels for supplies needed for all diagnostic and interventional procedures

**Lakeland Regional Medical Center**  
Lakeland, FL  
February 00 – January 02  
Special Procedures Vascular Lab

- Precept newly hired technologists directly out of school
- Perform duties in the scrub role during various special procedures including stent grafting, carotid stenting, Possis, and Angioplasties
- Provide hemodynamic monitoring and circulating duties
- Responsible for ordering supplies vital for specific interventional procedures

**Johns Hopkins Hospital**  
Baltimore, MD  
October 98 – February 00  
Cardio-Vascular Cath Lab

CARDIOLOGY & RADIOLOGY:
- Assist Cardiologists/Fellows with right and left heart procedures as well as emergent interventional cardiac caths
- Member of post procedural sheath pull team
✧ Responsible for panning injections and providing input on catheters and wires used for interventional procedures
✧ Responsible for setting up and maintaining equipment for interventions including PTCA, Rotablation, Laser, IVUS, Angio Jet, IABP, and Cardiac Flow-mapping, and heart biopsies
✧ Assist Radiologists/Fellows with special procedures
✧ Responsible for panning injections and providing input during selective arteriography, TIPS, Sclerotherapy, Chemo Embolizations, and Biliary and Nephrostomy tubes

Forsyth Memorial Hospital  Winston-Salem, NC
May 96 - October 98 Special Procedures Department
✧ Perform duties in scrub role, circulation role, and hemodynamic monitoring during diagnostic and interventional special procedures
✧ Responsible for ordering supplies vital to special procedures
✧ Team member in diagnostic radiology, emergency room, and operating room in Level II Trauma Center

Winter Haven Hospital  Winter Haven, FL
October 94- March 96 Staff Radiological Technologist
✧ Team member in diagnostic radiology providing patient services in fluoroscopy, special procedures, myelography, IVP's, and portable radiography

EDUCATION

Forsyth Technical Community College
Specialty Diploma in Cardiovascular/Vascular Intervention
High Honors  July 98

Polk Community College
Associate in Science, Radiological Technology
Academic Honors  December 94

CERTIFICATIONS

Basic Life Support
Advanced Cardiac Life Support

ARRT # 285942:
RT(R)(CV) - Registered Technologist, Radiography, Cardiovascular Intervention

State of Florida # 40479:
General Radiographer

STRENGTHS

Motivated, Reliable, and Compassionate
Mary E. Luckett  
92 Lake Daisy Blvd, Winter haven, FL 33884  
863-207-4738  
bbluckett@aol.com

OBJECTIVE:
- To effectively utilize my education and skills for the purpose of meeting or exceeding the requirements of this position.
- To continue the pursuit of education and training for both personal and professional performance improvement.

PROFILE:
- Professional Radiologic Technologist with twenty five years experience
- Seven years Clinical Instructor experience
- Seven years Clinical Coordinator experience
- Three years Program Director experience

EDUCATION:
- 2010  University of South Florida  Master of Arts  
  4202 Fowler Avenue  Career and Technical Education  
  Tampa, FL 33620  August, 2010
- 2008  University of South Florida  Bachelor Science, Applied Science  
  4202 Fowler Avenue  Business Concentration  
  Tampa, FL 33620
- 1985  Polk Community College  Associates of Science Degree  
  999 Avenue H, NE  Radiologic Technology  
  Winter Haven, FL 33881
- 1983  Bartow High School  High School Diploma  
  1279 South Broadway Ave.  
  Bartow, FL 33830

EMPLOYMENT:
- 2000 – Present  Polk State College  Clinical Coordinator,  
  999 Avenue H, NE  Radiography Program  
  Winter Haven, FL 33881  Program Director,  
  2000-2007  Sonography Program
- 1985-2000  Winter Haven Hospital  Staff Technologist  
  200 Avenue F, NE  Clinical Instructor  
**LICENSES:**

- 1986 – Present A.R.R.T. Registered Radiologic Technologist
- 1986 – Present Florida HRS License Radiologic Technologist

**ORGANIZATIONS:**

- 1999 – Present West Coast Educators Society Student-Educator Conference, Committee Member

**RECOGNITIONS:**

- 2000 Heart FL Society, Radiologic Technology Polk County Technologist of the Year

**REFERENCES:**

- Available upon request
ROBERT E. CLANCEY
401 Osprey Landing Way
Lakeland Florida 33813
863-899-3406

rclancey@polk.edu

PROFILE

Proven corporate executive who has successfully transferred his talents to the academic world. Dedicated to Workforce Education, Polk Community College and the community. Demonstrated ability to create successful programs with sustainable economic impact. Exceptional oral, written, communication and motivational skills. Comprehensive marketing and promotions experience utilizing state-of-the-art technology and print medium. Extensive knowledge in developing and managing budgets.

Academic Teaching and Experience

Polk State College

Director Corporate College
October 2003 to Present

Responsible for budgeting, marketing and operations of this $1.6 million department. The Corporate Colleges functions as the outreach arm of the college, working with private industry and non profit organizations to enhance the standard of living in the community. The Corporate College is comprised of seven main programs. Direct reports include coordinators in the areas of, Safety, Supply Chain Management, Advanced Manufacturing, Curriculum Development and Research, IT, Insurance and Real Estate License program, Professional Development and Child Care including, Pre VK certification. Developed and Deliver, through the Corporate College, Professional Development to all employees of the college.

A successful marketing campaign including web based and print medium are generated from this office, utilizing the latest technology to generate sales, create marketing campaigns, tracking and community outreach efforts. Secured over $2,000,000 in grant funding from Federal and State agencies to offset the training costs of companies in Polk County; with over 10,000 participants completing our programs.

Work directly with all Economic Development organization within the County and Serve as head facilitator of the Polk Community College Marketing Committee and am a member of Presidents Staff.
Bellevue Community College

Executive Director, Institute for Business and Professional Training
October 2001- December 2003

Responsible for development of curriculum, marketing, and sales of training programs to the Seattle area business community. Utilized internationally recognized instructional resources, paper- and web-based assessment tools, plus distance education methodology. Responsible for liaising with non-profit organizations, local municipalities, and economic development committees to help create jobs and awareness of resources and educational opportunities in the community. Supervised Small Business Development Council (extension of the SBA), which counsels and offers technical assistance to entrepreneurs and small businesses. At the end of 2002, was asked to direct all marketing activities for BCC Continuing Education, consisting of four major publications and a complete and interactive website. The program includes 30+ IT certifications, Health Care, Project Management, HR and Personnel Development programs generating over $8.4 million per year.

City University and Bellevue Community College

Instructor

Instructor, City University Seattle, teaching Marketing and Management courses to undergraduate and graduate MBA students in the School of Business and Management. Served as a member of the planning committee for the School of Business, the governing body directing curriculum development and overall administration. Instructor in the MBA program University of Beijing for 2 years. Instructor at Bellevue Community College. Classes taught included General Business, Marketing, Advertising

The Learning Studio, Inc

President
July 1996 to March 2001

Established from concept this proprietary school dedicated to the personal development of adult learners. Expanded and managed the growth of company owned facilities from one to five in the New Jersey/Pennsylvania market. Responsible for administration, including human resources (full-time staff of 23), registration, retention and creation of database system that enrolled over 40,000 students per year. Established and monitored all budgets and directed all marketing and advertising. Directed creation of a robust, content-rich website, which expanded business through e-commerce and distance learning. Managed two major fundraising campaigns resulting in a total contribution of $4.5 million.
Corporate and Business Experience

Benetton SportSystem Active NA
President and CEO
1991-1996

Challenged to plan and implement a strategy for four leading global brands suffering losses and losing market share. Established a global business group and an integrated marketing initiative to serve the individual Benetton brands, including Prince (tennis), Nordica (ski), and Rollerblade. Resulted in reaching profitability with over $40 million gross sales. Achieved improved profitability from distribution and operations while directing all budgeting, expenditures, and multiple facility management. Responsible for creating all marketing, advertising and public relations efforts in the US while participating in developing the global marketing strategy that resulted in $800 M sales worldwide for the group. Committed to the personal and professional development of 150 field representatives, 45 operation personnel, and 4 division heads.

Ellesse, Division of Reebok
Executive Vice President of Apparel
1989-1991

Contracted to improve both profit margins and brand presence resulting from years of neglect of upscale ski/tennis/golf/sport shoe brand. Achieved immediate results by revamping sourcing structure, team building, and implementing a strategic plan with long- and short-term goals. Generated sales increase of 31% in 1989, while posting the first profitable year in the company’s seven year history. Hired and trained new sales force and launched a targeted marketing campaign. Through personal contact with industry leaders, achieved 130% of 1990 goals. Reorganized sourcing and design, establishing the brand as an industry leader.

Fred Perry Sportswear, Division of Figgie International

President
1985-1989

Hired to turn around this international brand and bring it back to profitability and market dominance. First year results improved gross sales by over $4 million. Implemented a strategic integrated marketing and communication plan that produced sales increases of approximately 25% with a 12% net return. Responsible for all financial and budgeting decisions, hiring and training of a professional sales force, as well as creation and operations of a highly regarded customer service department. Redesigned and secured cost-effective sourcing for a product range suitable for the US market.
Le Coq Sportif, Division of Adidas Worldwide

Vice President of Sales and Marketing  
1982-1985

Hired as a consultant to establish a product line for the US market. In 1984,

Invited to head sales and marketing effort in the US, resulting in a 300% increase in gross sales. Hired, trained, and directed a top sales force which established the brand in the #1 position in specialty stores and in a prominent position in better department stores. Directed all marketing and merchandising efforts while lowering production cost by as much 50% across product lines.

EDUCATION

Masters Ed, Springfield College, Springfield, MA
]Executive MBA Program, American Management Association
B.A., New Mexico State University, NM

PROFESSIONAL ASSOCIATIONS & TEACHING EXPERIENCE

Past Vice President, Board of Directors, Bellevue Entrepreneur Center  
Worked with staff and instructors from the University of Washington and Bellevue Community College to serve minority and underserved owned business.

Board of Directors, Learnpoints .com

Past Member, Planning Committee, School of Business and Management, City University, Seattle WA

Past Member, Bellevue Chamber of Commerce Diversity Committee

2007- Leadership Lakeland
2006-7 - Polk Vision Economic Development Steering Committee
VOLUNTEER: Take Stock in Children program at Lakeland HS working with two very unique individuals for approximately 4 hours per month.
Appendix D: Organizational Chart for Airside Center
Appendix E: Assessment Plans
**Diagnostic Medical Sonography Program**

**Program Assessment Plan**

The Diagnostic Medical Sonography Program is a new medical imaging program at PCC. As part of the process of self study and initial program accreditation, the following assessment plan will be utilized to help establish a rigorous and broad based self-evaluation and program assessment. This assessment plan presents program goals, intended outcomes, measurement tools, and timeframes for each goal. Actual Outcomes and resultant action plan will be updated after graduation of first class.

**Goal #1:** The program will prepare student sonographers to successfully complete the ARDMS examination.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measurement Tool</th>
<th>Time Frame</th>
<th>Person Responsible</th>
<th>Actual Outcome</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates will pass ARDMS examination on their first attempt.</td>
<td>ARDMS examination summary report</td>
<td>Annually</td>
<td>Program Director</td>
<td>December 2009 graduates have taken the SPI (physics) portion of the ARDMS exam.</td>
<td>Continue to monitor as students begin to take ARDMS specialty exams.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adam Walkenhorst</td>
<td></td>
</tr>
<tr>
<td>2. Graduate scores on ARDMS examination will reflect national averages.</td>
<td>ARDMS examination summary report</td>
<td>Annually</td>
<td>Program Director</td>
<td>No scores received yet.</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adam Walkenhorst</td>
<td></td>
</tr>
<tr>
<td>3. Graduate scores on ARDMS examination will reflect state averages.</td>
<td>ARDMS examination summary report</td>
<td>Annually</td>
<td>Program Director</td>
<td>No scores received yet.</td>
<td>TBD</td>
</tr>
</tbody>
</table>
**Goal #2**: The program will prepare students for immediate employment in diagnostic sonography by providing opportunities to master competencies in technical skills, patient care practices, critical thinking situations, problem-solving skills, and effective communication.

<table>
<thead>
<tr>
<th>Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. The majority of each entering class will ultimately graduate from program.</td>
<td>Class rosters for SON1000 and SON2122C</td>
<td>Annually in December</td>
<td>Program Director</td>
<td>13 students began program January 2008. 12 students graduated December 2009.</td>
<td>Continue to monitor.</td>
</tr>
<tr>
<td>2. Students will graduate with clinical competence.</td>
<td>Clinical competency evaluation forms.</td>
<td>Annually in December</td>
<td>Program Director</td>
<td>Students completed all clinical competency requirements for graduation.</td>
<td>Continue to monitor.</td>
</tr>
<tr>
<td>3. Students will demonstrate critical thinking, problem solving, and communication skills.</td>
<td>Clinical competency form, lab simulations, classroom demonstrations.</td>
<td>During and at end of each term.</td>
<td>Clinical Coordinator</td>
<td>All students of 2009 class marked at satisfactory level or higher on competency forms and evaluations.</td>
<td>Continue to monitor.</td>
</tr>
<tr>
<td>4. Graduates indicate they were adequately prepared to perform as entry level sonographers.</td>
<td>Graduate surveys</td>
<td>Six months post graduation.</td>
<td>Program Director</td>
<td>Graduate surveys sent out July 2009.</td>
<td>Monitor first surveys to determine action plan.</td>
</tr>
</tbody>
</table>
Goal #3: Program will encourage student sonographers to attend and/or participate in professional society functions and continual educational experiences.

<table>
<thead>
<tr>
<th>Outcomes</th>
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<th>Actual Outcome</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate professional development and growth.</td>
<td>Attendance at state or national sonography conference</td>
<td>Evaluated August each year.</td>
<td>Program Director</td>
<td>50% of 2009 class attended review seminar/conference before graduation.</td>
<td>Continue to emphasize importance of attending seminar/conference. Have new students join SDMS.</td>
</tr>
<tr>
<td>2. Graduates will demonstrate desire to continue education by gaining additional certification in other sonography concentrations or pursuing a higher academic degree.</td>
<td>Graduate survey</td>
<td>Six months post graduation</td>
<td>Program Director</td>
<td>Awaiting return of graduate surveys.</td>
<td>Continue to emphasize importance of gaining additional certifications/degrees.</td>
</tr>
</tbody>
</table>

Goal #4: Program will encourage student sonographers to maintain high professional ethics and practices as they serve the needs of the community as sonographers.

<table>
<thead>
<tr>
<th>Outcomes</th>
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<th>Actual Outcome</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates will indicate they practice within the legal and ethical framework of the profession.</td>
<td>Graduate survey</td>
<td>Six months post graduation</td>
<td>Program Director</td>
<td>Awaiting return of surveys from 2009 class.</td>
<td>TBD</td>
</tr>
<tr>
<td>2. Employers will indicate satisfaction of graduates’ professional ethics and practices.</td>
<td>Employer survey</td>
<td>Six months post graduation</td>
<td>Program Director</td>
<td>Awaiting return of surveys from employers.</td>
<td>TBD</td>
</tr>
</tbody>
</table>
### Cardiovascular Technology Program

#### Program Assessment Plan

Goal 1: Cardiovascular Technology Program will prepare students to successfully complete the Cardiovascular Credentialing International (CCI) examination.

<table>
<thead>
<tr>
<th>Outcomes</th>
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<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In a cohort, 60% of graduates will pass the CCI exam on their first attempt.</td>
<td>CCI Exam Summary Report</td>
<td>Annually</td>
<td>Program Director</td>
<td>2009: -5/8 passed exam on first attempt -1/8 passed exam on second attempt -1/8 have not made second attempt on exam to date -1/8 have not attempted exam</td>
<td>2009: Outcome met. Continue to monitor the two students who have not taken the exam. 2010: data collection ongoing.</td>
</tr>
<tr>
<td>2. Graduates’ scores on the CCI exam will reflect the national average score.</td>
<td>CCI Exam Summary Report</td>
<td>Annually</td>
<td>Program Director</td>
<td>2009: Summary Reports not issued to program by CCI. Problem addressed with CCI and exam summary reports will be issued for class of 2010. 2010: data collection ongoing.</td>
<td>2009: Summary Reports not issued to program by CCI. Problem addressed with CCI and exam summary reports will be issued for class of 2010. 2010: data collection ongoing.</td>
</tr>
</tbody>
</table>
Goal 2: Program will prepare students for immediate employment with minimal additional training in Interventional Cardiac Catheterization Labs.

<table>
<thead>
<tr>
<th>Outcomes</th>
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</tr>
</thead>
</table>
| 1. In a cohort, 100% of students will graduate from the program with a “C” or better in all required program courses. | Genesis and Passport Reports            | August      | Program Director                       | 2009: 8/8 completed curriculum courses with a “C” or better  
2010: 9/9 completed curriculum courses with a “C” or better | 2009: Outcome met.  
2010: Outcome met.                                                      |
| 2. Students will graduate with clinical competence.                      | Clinical Competency Evaluation Forms     | August      | Program Director and Clinical Coordinator | 2009: 8/8 students completed required competencies for program completion  
2010: 9/9 students completed required competencies for program completion | 2009: Outcome met.  
2010: Outcome met.                                                      |
| 3. Students will demonstrate cognitive (knowledge), psychomotor (skills), and affective (behavior) abilities in this field. | Clinical Competency Evaluation Forms     | August      | Program Director and Clinical Coordinator | 2009: 8/8 students completed required competencies for program completion  
2010: 9/9 students completed required competencies for program completion | 2009: Outcome met.  
2010: Outcome met.                                                      |
|                                                                          | Clinical Hands-on Evaluation Forms       | Every term with clinical practicum’s | Program Director and Clinical Coordinator | 2009: Utilization of this evaluation tool began with the spring term 2010 as delineated per program accreditation resource assessment matrix  
2010: 9/9 students successfully completed clinical hands-on evaluation | 2009: Utilization of this evaluation tool began with the spring term 2010 as delineated per program accreditation resource assessment matrix  
2010: Data collection is ongoing.                                         |
|                                                                          | Employer Surveys                        | August      | Affiliate Catheterization Lab Manager   | 2009: Utilization of this evaluation tool began with the spring term 2010 as delineated per program accreditation resource assessment matrix  
2010: Data collection is ongoing.                                         | 2009: Utilization of this evaluation tool began with the spring term 2010 as delineated per program accreditation resource assessment matrix  
2010: Data collection is ongoing.                                         |
Goal 3: The program will encourage students and graduated cardiovascular technologists to attend professional functions and subscribe to professional publications for continuing education.

<table>
<thead>
<tr>
<th>Outcomes</th>
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<th>Time Frame</th>
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<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate professional development and growth.</td>
<td>Society of Invasive Cardiovascular Professionals (SICP) Registry Review Course</td>
<td>Every August</td>
<td>Program Director</td>
<td>2009: A registry review was provided to the first two graduating classes in July 2009 and paid for out of grant funding. 2010: No SICP registry review was provided due to the cost of such a course to the program; in addition, the grant funding used to provide the first review course expired.</td>
<td>It has been determined infeasible to pay for a costly review course through the programmatic budget. A student self-paced computer based review course was purchased for all students and will be utilized with all future classes for exam preparation. The program will discontinue the utilization of this assessment tool.</td>
</tr>
<tr>
<td>2. Graduates will demonstrate a desire to continue education by cross training in another RCIS modality or pursuing a higher academic degree.</td>
<td>Graduate Survey</td>
<td>Evaluated 1 year post-graduation</td>
<td>Program Director</td>
<td>All graduates that pass the credentialing exam are required by the credentialing agency to maintain a specific number of continuing education points within a two year period in order to maintain a valid credential. The program has determined that it is not feasible to track graduate continuing education credits or the graduates desire to seek additional credentials through cross training.</td>
<td>The program will continue to urge students and graduates toward higher education/cross training and to attend professional functions. The program will discontinue the utilization of this assessment tool.</td>
</tr>
<tr>
<td>3. Graduates will subscribe to free professional publications to enhance clinical knowledge and complete CE point requirements.</td>
<td>Graduate Survey</td>
<td>Evaluated 1 year post-graduation</td>
<td>Program Director</td>
<td>All students and graduates are highly encouraged to subscribe to the free professional publications available. All graduates that pass the credentialing exam are required by the credentialing agency to maintain a specific number of continuing education points within a two year period in order to maintain a valid credential. It is not feasible to track subscription rates to professional publications in regard to program graduates.</td>
<td>The program will continue to urge all students and graduates to subscribe to professional publications. The program will discontinue the utilization of this assessment tool.</td>
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</tbody>
</table>
### Radiography Program
#### Program Assessment Plan

**2009**

**Goal #1:** Students will graduate clinically competent.

<table>
<thead>
<tr>
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<td>Clinical Coordinator</td>
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<td>3. Students will demonstrate proper radiation protection for self and patient.</td>
<td>Laboratory simulations Clinical Competency form. Employer surveys</td>
<td>100% compliance. On a scale of 0-3, no less than 2 on #5. On a scale of 1-4, no less than 2 on #2</td>
<td>Each semester during simulation Annually</td>
<td>Clinical Coordinator Clinical Coordinator Program Director</td>
<td>2009: 20/20 19/19 16/16 2010: 8/15 15/15 17/17 2009 not available 2008:11/11=100% 2009: not available</td>
<td></td>
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</tbody>
</table>
### Goal #2: Students will demonstrate effective communication skills in the classroom and clinic.

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<thead>
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<tbody>
<tr>
<td>1 The student will demonstrate effective oral communication skills.</td>
<td>Classroom presentation Employer</td>
<td>90% of the class will complete a case study presentation with a minimum grade of passing. On a scale</td>
<td>Evaluated in Positioning III</td>
<td>Clinical coordinator</td>
<td>2008: 14/14=100%</td>
</tr>
<tr>
<td></td>
<td>survey Laboratory simulations</td>
<td>of 1-4, no less than 2 on #4 Provide clear and concise instructions for a minimum of 75% of procedures</td>
<td>Annually</td>
<td>Program Director</td>
<td>2009: 16/17=100%</td>
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<td></td>
<td></td>
<td>Evaluation at the end of each semester</td>
<td>Evaluated at the end of each semester</td>
<td>Clinical coordinator</td>
<td>2010: 16/17=94%</td>
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<tr>
<td>2. The student will demonstrate effective written communication skills.</td>
<td>Classroom case study Quality</td>
<td>90% of the class will complete a case study with a minimum grade of passing. 90% of students will</td>
<td>Evaluated in Positioning III</td>
<td>Clinical coordinator</td>
<td>2006: 14/14=100%</td>
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<td></td>
<td>study Assurance Project</td>
<td>complete a QA written assignment with a minimum grade of passing</td>
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<td>2007: 20/20=100%</td>
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<td>Evaluation at the end of QA course</td>
<td>Evaluated at the end of QA course</td>
<td>QA instructor</td>
<td>2008: 17/17=100%</td>
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<td>2009: 16/16=100%</td>
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</tbody>
</table>
Goal #3: The student will demonstrate critical thinking and problem solving skills in the classroom and clinic.

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<tbody>
<tr>
<td>1. Students will be able to adapt procedures for non-routine exams.</td>
<td>Competency Evaluation</td>
<td>A random sampling of 10 students will achieve a minimum of 2 on items #3, 6 and 7 on competencies performed that semester.</td>
<td>Annually</td>
<td>Clinical Coordinator</td>
<td>2009: not available</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid-term evaluation</td>
<td>A random sampling of 10 students will achieve a minimum of 3 in Technical Skills and Equipment section</td>
<td>Annually</td>
<td>Clinical Coordinator</td>
<td>2009: not available</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final clinical evaluations</td>
<td>A random sampling of 10 students will achieve on a scale of 1-5 an average of 3 on item 2 and 3 in Clinic 3 and items 4 and 7 in Clinic 6.</td>
<td>Annually</td>
<td>Clinical Coordinator</td>
<td>2009: not available</td>
<td></td>
</tr>
<tr>
<td>2. Students will adapt positioning and patient care techniques to meet the needs of the patient.</td>
<td>Clinical Coordinator positioning simulation scenario</td>
<td>90% will pass the simulation on the first attempt</td>
<td>Positioning 3 lab</td>
<td>Clinical Coordinator</td>
<td>2009: 15/16=93.7%</td>
<td>2009: assessment plan developed after pt. care course.</td>
</tr>
<tr>
<td></td>
<td>Patient care simulation</td>
<td>90% will pass the simulation on first attempt</td>
<td>Nursing procedures course</td>
<td>Nursing procedures instructor</td>
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</tbody>
</table>
### 2009

#### Goal #4: Students and graduates will demonstrate professional growth and development.

<table>
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</thead>
<tbody>
<tr>
<td>1. Students will attend a state or national conference.</td>
<td>Attendance at the Florida or Georgia student/educator conference</td>
<td>90% of the second year students will attend a conference.</td>
<td>Annually</td>
<td>Program Director</td>
<td>2008:12/14=85.7% 2009:12/14=85.7% 2010: 14/14=100%</td>
<td>2008: Benchmark unmet. Two students lacked finances. Program plans to enhance fundraising to decrease out of pocket expenses. 2009: Adequate funding was available. One student needed to work and the other student had childcare issues. Continue to monitor.</td>
</tr>
<tr>
<td>2. Students will complete a specialty rotation.</td>
<td>Written assignment identifying specific objectives of profession and career opportunities</td>
<td>Complete a written assignment with a minimum grade of passing</td>
<td>Annually</td>
<td>Program Director</td>
<td>2009: 14/14=100%</td>
<td></td>
</tr>
<tr>
<td>3. Students will exhibit professional behavior in the clinical setting</td>
<td>Mid-term evaluation Final Evaluation</td>
<td>On a scale of 1-5 students will achieve and average of 4 in the Professionalism segment On a scale of 1-5 students will achieve an average of 4 in the Professionalism segment</td>
<td>Annually</td>
<td>Program Director</td>
<td>2009 not available</td>
<td></td>
</tr>
</tbody>
</table>

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Goal #5: The program will graduate entry level technologists.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates will pass the ARRT examination on their first attempt.</td>
<td>ARRT examination summary report</td>
<td>75% of the graduates will pass the ARRT examination on their first attempt.</td>
<td>Annually</td>
<td>Program Director</td>
<td>2007: 19/20 = 95% 2008: 13/13 = 100% 2009: 12/14 = 85.7%</td>
<td>2007: Benchmark met. Continue to monitor 2008: Benchmark met. Continue to monitor 2009: Benchmark met. Continue to monitor.</td>
</tr>
<tr>
<td>2. Graduate scores on the ARRT examination will reflect national averages.</td>
<td>ARRT examination summary report</td>
<td>The class score average will be no more than 3 points below the national average.</td>
<td>Annually</td>
<td>Program Director</td>
<td>2007: Benchmark met and program is investigation modification of seminar course by requiring Corectec review course in seminar course. 2008: Benchmark met. Good results with Corectec. Continue to monitor 2009: Benchmark not met. Increase the minimum requirement for each component of the Corectec review course from 80% to 85% for the 2010 class.</td>
<td></td>
</tr>
<tr>
<td>3. Graduates will be satisfied with their education and indicate that they were adequately prepared to perform as entry level radiographers.</td>
<td>Graduate Survey</td>
<td>Responding graduates will score 46 points or greater on Parts II-V, questions 1-16.</td>
<td>Evaluated 1 year post-graduation.</td>
<td>Program Director</td>
<td>2006: 5/5 2007: 5/5 2008: 7/7</td>
<td>2007: Benchmark met. Continue to monitor 2008: Benchmark met continue to monitor</td>
</tr>
</tbody>
</table>
4. Employers will indicate that the graduates are adequately prepared to perform as entry level radiographers.

| Employer Survey | Responding employers will score graduates at a level of 60 points or greater on Parts II-V, questions 1-20. | Evaluated 1 year post-graduation. | Program Director | 2006: 12/12  
2007: 14/14  
2008: 11/11 | 2007 Benchmark met. Continue to monitor  
2008 Benchmark met continue to monitor |

5. Over a five year period graduates will, within 6 months, successfully find employment in the imaging profession.

| Student self disclosure. | 80% of students seeking employment will attain employment within 6 months of graduation | Evaluated six months post graduation. | Program Director and Clinical Coordinator | 2004: 87.5%  
2005: 100%  
2006: 94%  
2007: 18/20=90%  
2008: 7/11=63.6%  
2009: 9/14=64.2% | 2007 Benchmark met. Continue to monitor  
2008: Benchmark not met. Consult Advisory Committee as to employment projections.  
2009: Benchmark not met. Advisory Committee continues to project bleak employment opportunities for graduates. |

6. Enrolled students will graduate from the program.

| Roll sheets from RTE 1000 and RTE 2061. | 75% or greater will successfully complete the program. | Evaluated in December of each year | Program Director | 2004: 20/21=95%  
2005: 16/20=80%  
2006:14/20=70%  
2007:20/19=105%  
2008:14/19=74%  
2009:14/19=73.6% | 2008: Benchmark not met. Three of six students who left program are in 2009 class. Two students left county. Program plans to continue to offer students who fail a course the opportunity to repeat course as independent study after successful completion of first semester. Students who fail in first semester will be encouraged to return the following year.  
2009: Benchmark not met. Two students moved out of the county. One student was not suitable for the field. Two students will complete program in 2010. Continue to offer independent study for students struggling academically. |