

**POLK STATE COLLEGE
ACADEMIC QUALITY COUNCIL MINUTES**

Meeting:	Academic Quality Council (AQC)
Date/Time:	April 15, 2024 at 3:00pm
Locations:	via Microsoft Teams Video Conferencing
Recorder:	Megan Cavanah
Attending Members:	Bert Rivera-Marchand, Kim Thomas, Fatin Morris Guirguis, Earl Brown, LJ Russum, Ben Pila, Dawn Drake, Greg Harris, Carolyn Orr, Meriem Diouri, Margaret Strengel-Martinez, Koushik Banerjee, Mike Long, Jaime Selph, Merrybeth Etherton, and Dawnetta Wearing
Attending Resource Members:	Chris Fullerton, Andy Oguntola, Sandra Ward-Jones, Cody Moyer, Bob Evans, Deleise Wilson, and Beth Luckett
Other Faculty/Staff:	Gary Smith, Steve Bucklin, Erin Martinez, Von McGriff, Maria Lehoczky (presenting), and Gordon Mayes (presenting)

I. Welcome

Megan Cavanah welcomed everyone and informed the Council that she would be leading the April 15, 2024 meeting in place of Amy Bratten. A quorum was reached at 3:01pm.

II. Approval of Minutes

Greg Harris made a motion to approve the *Academic Quality Council Meeting Minutes: March 18, 2024*; Ben Pila seconded. No further discussion ensued; the motion passed unanimously.

III. Informational Item: Civic Literacy Update (Presenter: Megan Cavanah)

Megan reported that students can now take AMH 1010 *History of the United States: 1607-1877* to meet the Civic Literacy coursework requirements.

IV. Curriculum Program Review: Self-Study Presentations

[Note: *The Academic Quality Council meetings are presented via video conference, and PowerPoint presentations and other visual materials are shared with the committee in advance. This meeting's PowerPoint Program Self-Study presentations were presented in the following order: Social and Behavioral Sciences Department, Associate in Science (AS) in Diagnostic Medical Sonography, Bachelor of Applied Science (BAS) in Supervision and Management, AS in Computer Systems and Business Analysis, and AS in Professional Pilot Sciences and Bachelor of Science in Aerospace Sciences—Professional Pilot.*

After each presentation, a five-minute Question and Answer Session was provided. Each committee member was provided (by e-mail) the Curriculum-Program Review (CPR)

Summary and Recommendation Form to comment on each program's successes and provide recommendations for improvement.

All PowerPoint presentations and Curriculum-Program Review Self-Study documents are available through the Office of Institutional Research, Effectiveness, and Planning.]

A. Social and Behavioral Sciences Department (Presenter: Greg Harris)

Executive Summary from the 2023-2024 Curriculum Program-Review Process

The goal of the Social Sciences Department at Polk State College is to provide students with a high-quality, wide-ranging curriculum that stimulates transformative educational experiences. This department offers a spectrum of courses aligned with the six major Social Sciences branches: Anthropology, Economics, History, Political Science, Psychology, and Sociology. Courses are presented via diverse formats and delivery methods that are tailored to accommodate the varying educational requirements of enrolled students, regardless of their geographic proximity to the College.

This self-study provides an inclusive overview of the current curriculum, as well as areas cited for improvement and development for academic success. Program updates and changes stem from legislative changes in policies and procedures that influence current and future course offerings within the Social Sciences Department. An example is the implementation of the state's Civic Literacy Competency requirement, which has led to an increased demand for Political Science and American History courses. Additionally, there are other adjustments to courses designated within the General Education Core that are on the horizon. Consequently, the Social Sciences Department must closely monitor these developments and adapt its offerings accordingly to align with the mandates established by Florida legislation.

While conducting this review, faculty cited the need to secure funding for the academic environment and resources needed to enhance the curriculum and classroom settings. First, there is a need to update the classroom maps utilized in numerous history courses. The current maps are outdated and exhibit signs of extreme wear and tear; up-to-date maps would provide students with more visually stimulating and engaging resources, better augmenting the learning experience. Secondly, the local community offers a plethora of social and academic resources, including historical sites and museums, which have the potential to enrich learning experiences significantly beyond the confines of the classroom. Appropriate financial support is necessary to subsidize field trips to these attractions, allowing students to engage with historical content in a more immersive and meaningful manner. Lastly, faculty members cite the need for institutional assistance to participate in professional organizations and attend conferences to enhance professional knowledge and skills. Accommodation of these needs would facilitate opportunities for faculty to engage in innovative strategies, emerging technologies, and pedagogical advancements that contribute to continuous improvement of instruction and overall student academic success.

This review depicts several departmental strengths, including the positivity that full-time and part-time faculty express regarding the Social Sciences Department and their respective roles at the College. Faculty members demonstrate a strong commitment to teaching and student welfare. They employ effective teaching methodologies and provide diverse services to the students. As a result, the program attracts, retains, and graduates students equipped with the skills necessary to navigate their personal, academic, and career aspirations.

The Social Sciences faculty members not only deliver a high-quality curriculum but also participate in various initiatives and support systems to advance the department's mission and bolster student success. An illustration of this is the adoption of creative approaches and

strategies to aid students in successfully passing the Civic Literacy Exam mandated by the State of Florida. Additionally, the faculty's commitment to serve extends beyond the boundaries of the department. Collaborative efforts between Social Sciences faculty and other departments, such as the Office of Institutional Effectiveness, Assessment, and Research, have benefited the College as an institution and have provided valuable insights for enhancing and refining operational and academic procedures.

B. Associate in Science in Diagnostic Medical Sonography (Presenter: Merrybeth Etherton)

Executive Summary from the 2023-2024 Curriculum Program-Review Process

The Polk State Associate in Science in Diagnostic Medical Sonography (DMS) degree consists of a two-year program of 24 continuous months. It is typical of other college-based health occupation programs in that the academic courses are taught in a separate environment from the clinical experiences. Such a division capitalizes on the strengths of both the hospital environment and College resources. The College provides faculty experts who deliver didactic knowledge and keep abreast of new subject matter and trends in teaching. The hospitals provide clinical instructors and sonographers who are experts in the practical application of sonography skills. The Sonography Program is a viable, productive program that focuses daily on both didactic and clinical success for its students.

The self-study submitted by the Sonography Program has provided an opportunity to assess and reflect upon how well the program has fulfilled seven core effectiveness standards identified by the Office of Institutional Effectiveness, Accreditation, and Research. The process of self-study presents the program's strengths and opportunities to improve relative to the College's mission, the program's goals, student learning outcomes, and graduates' success as entry-level sonographers.

C. Bachelor of Applied Science in Supervision and Management (Presenter: Maria Lehoczky)

Executive Summary from the 2023-2024 Curriculum Program-Review Process

The Bachelor of Applied Science (BAS) in Supervision and Management provides an individual with an associate degree (or the equivalent) the opportunity to further his or her education and advance in a chosen profession. The student builds upon the foundational skills attained through the associate degree by completing upper-division coursework, developing theoretical and practical understanding of organizational management within a specific profession. The BAS degree provides six areas of concentration: Business Administration, Business Information Technology, Healthcare Administration, Human Resource Management, Public Administration, and Supply Chain Management. The Supply Chain Management concentration is not addressed in this review as it was launched in the Fall 2023 Term; therefore, significant data is not available.

The completion of the Curriculum Program Review has revealed the following:

- The program's mission and purpose support the mission and values of the College.
- The program has a strategic planning process that aligns with the College's strategic priorities.
- The program strives toward continuous improvement through ongoing program assessment and review. The assessment instruments can be further developed and leveraged in their implementation throughout the Academic Year.
- The program continues to prioritize and implement quality-enhancement tools and initiatives for online courses.

- The program needs to develop more effective strategies to address enrollment, retention, and graduation rates. These strategies should include increased coordination and teamwork with the Student Services Department.
- The program has sufficient supporting resources (i.e., the library, TLCC testing and tutoring services, classroom technology tools, and office space). The addition of specific software is needed for improved student preparation for the workforce.
- The organizational structure of the Business Administration concentration is to be reviewed for increased departmental effectiveness.

D. Associate in Science in Computer Systems and Business Analysis (Presenter: Shakia Riggins)

Executive Summary from the 2023-2024 Curriculum Program-Review Process

As a component of Polk State's strategic planning and institutional effectiveness, the Computer Information Systems Department provides an Associate of Science in Computer Systems and Business Analysis degree. Through this program of study, the student analyzes business issues and data challenges, and then applies decision-support and business-intelligence solutions for improving work processes for better business decision-making. The Computer Systems and Business Analysis degree enables students to gain real-world experience and skills for direct use in the computer programming, computer systems, software development, and computer-systems analysis industries.

To support the program's mission, students continuously obtain skills in the areas of business, application programming, database and system design, and web-based technologies. To further reach goals, this Associate of Science degree now offers in-demand workforce certificates for Computer Programmer Databases and Software Developer Applications that can be quickly leveraged within the industry. Workforce certificates focus on specific programming languages (including Python and SQL) and the skillsets that are currently needed in the workplace to help attain (or further) employment opportunities.

In addition, the AS degree now offers a Capstone Course that supports the program's vision for each graduate to work as a liaison among company stakeholders. The Capstone Course prepares the student to design, develop, and write computer programs using skills acquired in core and program-concentration courses under the direction of the professor. A student has the opportunity to use the Capstone Project to engage with a prospective employer within his or her professional profile for work experience.

E. Associate in Science in Professional Pilot Science and Bachelor of Science in Aerospace Sciences--Professional Pilot (Presenter: Gordon Mayes)

Executive Summary from the 2023-2024 Curriculum Program-Review Process

The Aerospace Program's Associate in Science in Professional Pilot Science and Bachelor of Science in Aerospace Sciences—Professional Pilot programs are premier educational opportunities that prepare students for exciting careers in the field. Continuing into its tenth year, the Aerospace Program has experienced continuous student growth, with alumni working actively throughout the Aerospace industry. The Aerospace Program team consists of a Program Director, Program Coordinator, 30-hour Chief Ground and Flight Instructor, 30-hour Operations Worker, and a full-time Aerospace Professor. The Aerospace Program also has an on-site Student Services representative who provides a direct link for recruiting, meeting new students, and assisting current program students.

The Aerospace Professional Pilot Program is popular at the College and within the community; many students enroll from within Polk County and Central Florida, as well as from the Veteran community. The program also attracts and enrolls several out-of-state and international students. Additionally, Aerospace-related arenas such as Sun N' Fun, the Aviation Center of Excellence, the Central Florida Aerospace Academy - Winter Haven, and the Central Florida Aerospace Academy - Kathleen provide excellent avenues to feed enrollment. Dual enrollment is active at both of the Central Florida Aerospace Academy high schools, with six Aerospace classes available.

Regarding flight training, Sunrise Aviation, the program's flight provider, is to receive an extension this year for its outstanding work with training the College's students. Additionally, the Airside East facility is due for a lease extension, and the program is to attain much-needed office space.

After the Program had its worst possible day, marked by the loss of two members of its family—a student and pilot—the program has embarked on a journey of healing. There is increased emphasis on comprehensive awareness, recognizing that mid-air collisions rank second only to pilot loss-of-control and spatial disorientation in terms of aviation hazards. During this challenging time, support from College leadership has been phenomenal, tending to the immediate needs of the students and team, then guiding the Aerospace Program and College community through the process of healing. From behavioral health support to student arrangements, as well as social activities and charting a path toward training resumption, every aspect has been well-planned and executed.

The Aerospace Program provided the Federal Aviation Administration (FAA) Investigation Team with all needed documentation upon arrival; after this task, the program's primary focus shifted towards enhancing in-flight awareness. Importantly, the program increased its training efforts related to factors contributing to flight safety. This included education for both pilots and instructors, reinforcement of thorough flight briefings, and the implementation of a risk-management matrix and an analysis protocol for every flight.

Last summer, the Aerospace Program received a new full-motion simulator where students can practice scenario-based training, flight-standardized procedures, and aircraft avoidance techniques. In 2024, the program purchased *Real Nav*, a program that allows for real-time flight programming for simulators to assist students with in-flight management. Additionally, a Flight Data Unit (FDU) trainer (for data screen use) and *Switchology* applications (for in-classroom training leading to FDU proficiency) have been purchased to allow for the use of flight-simulation trainers earlier in the program. Additionally, the Aerospace Program created a one-credit course (ATF 2600) that qualifies students for simulator use. ATF 2600 is offered starting with the *2024-2025 Polk State College Catalog/Student Handbook*.

The Program's capability to sustain flight-lab growth has been a source of concern with flight instructors moving to the airlines for employment, and uncontrollable weather that slows student progression. Student enrollment becomes concerning in the fall semester, as enrollment is high within the *Private Pilot Flight Lab* offering, a degree prerequisite.

Outside of academics, the Polk State Flight Team is remarkable and competitive, being invited to the nationals three years running. The College's team is one from among 83 *Part 141* colleges within the United States that competed for an invitation; it is one of only 30 to be selected to attend the competition. This year's flight team has more than 25 flight students; last year's team of just 14 students placed 21st overall in the competition. To encourage growth and success, additional funding for the Polk State Flight Team should be considered.

As the Associate in Science and Bachelor of Science programs for the Professional Pilot continue to grow, the department plans to request facility upgrades. These include lighting enhancements so students can experience light-reduction and adaptation experiences,

spatial disorientation, and weather decision-making challenges; classroom whiteboards for small-group studies; and controlled room-lighting for class presentations. Equipment modernization efforts should focus on more computer-based training aids; mock aircraft engines, propellers, parts, and display stands; a barrier to separate the motion platform simulator from static simulators; and a rack to hang simulation instrumentation (to protect sensitive equipment from damage).

The Aerospace Program's Professional Pilot students receive an outstanding education, obtaining FAA credentials and a path to a fabulous career. The Aerospace Team is young, strong, and committed to students, recruitment, and the community. The Aerospace Program's Student Services Representative at Airside East, Gaily Harrell, is a superstar! Additionally, the leadership at Polk State College provides the guidance and coaching to achieve remarkable results and high student success.

V. Adjournment

Greg made a motion to adjourn the meeting and Earl seconded. The meeting adjourned at 4:28 p.m.