

**POLK STATE COLLEGE
ACADEMIC QUALITY COUNCIL MINUTES**

Meeting: Academic Quality Council (AQC)

Date/Time: April 19, 2021, at 3:00 p.m.

Location: Zoom: Videoconferencing

Recorder: Yvonne Velez

Attending Members: Lee Thomas, Orathai Northern, David Sutton, April Robinson, Fatin Morris Guirguis, Earl Brown, Pamela Jones, Mark Hartfield, Susie Moerschbacher, Greg Harris, Carolyn Orr, Greg Toole, Bulmuo Maakuu, Margaret Stengel-Martinez, Megan Cavanah, Maria Lehoczky, Merrybeth Etherton, Richard Benson, Mary Westgate, Courtlann Thomas, Chris Fullerton, Lawrence Pakowski, Susan Desbrow, Mary Clark, Cody Moyer

Other Faculty/Staff Members: Eric Crump, Amanda Jones, Sharon Kochanowski, Andy Oguntola, Christen Shea, Amanda Rose, Christy Canady, Cindy Freitag, and Sue Candia

I. Welcome and Introductions

Lee Thomas welcomed everyone and called the meeting to order. A quorum was reached at 3:04 p.m.

Lee requested that those in attendance introduce themselves.

II. Approval of Minutes

Greg Harris made a motion to approve the meeting minutes from March 15, 2021; Mark Hartfield seconded. No further discussion ensued; the motion passed unanimously.

III. Introduction to the Self-Study Presentations

Presenter: Mary Clark

Mary Clark thanked the committee for participating in the program-review process.

[Note: The Academic Quality Council meetings are presented via video conference, and PowerPoint presentations and other visual presentations are shared with the committee in advance. This meeting's PowerPoint presentations are presented in the following order: Aerospace Administration, Natural Sciences, Accounting Technology, Business Administration, Early Childhood Education, Elementary Education, and Criminal Justice. After each presentation, a 15-minute Question and Answer session is provided. Each committee member is provided, by e-mail, with the *Curriculum-Program Review (CPR) Summary and Recommendation*

Form to comment on each program's successes and to 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.]

IV. Aerospace Administration, AS

Presenter: Eric Crump

Executive Summary from the 2020-2021 Curriculum-Program Review Process

The Polk State Aerospace Program consists of three core Associate in Science degree programs, one Bachelor of Science degree program, and one non-credit, certification program. The program's mission statement is to:

Provide an exemplary education in aviation safety, professionalism, and technical proficiency. Safety is the program's way of life; professionalism is the standard; aviation is the passion.

Since the establishment of the Program in January 2013, the department's singular goal has been to provide a cost-effective, professional training solution for individuals interested in pursuing a career in the aerospace field. From a humble beginning with nine students, two airplanes, two adjunct faculty members, and two flight instructors, the program has grown dramatically over the last eight years to enroll almost 300 students. There are now four degree programs, 17 airplanes, 12 faculty members--and no intention of slowing down. The Aerospace Program firmly believes that the aerospace industry is in need a qualified talent, and that Polk State College is uniquely positioned to help fill that demand.

The Associate in Science in Aerospace Administration degree was the second offering created within the Polk State Aerospace Program. This degree program began enrolling students in the fall of 2014. As of this writing, per PASSPORT program-enrollment information, the program has a total enrollment of 25 students. Another 36 students have graduated and are currently enrolled in the Bachelor of Science in Aerospace Sciences program in the Aerospace Administration Concentration.

Summary of Key Findings from the Response to Review Standards:

- Finding 1: Difficulty in Connecting with Online Degree-Seeking Students May Impede Degree Completion
 - The Program Director launched a weekly virtual coffee and discussion meeting for all Aerospace Program students in February 2021.
 - Program staff members are working to develop a plan for student follow-up and regular communication to ensure that future enrollment, retention, and completion numbers meet the College's goals and objectives.
- Finding 2: Lack of an Internal Process for Ongoing Annual Review of Performance
 - The Program has not adequately assessed two of its Program Learning Objectives on an annual basis.
 - The Program needs an internal evaluation rubric to ensure that a complete, worthwhile annual assessment is completed.
- Finding 3: Program Goals and Objectives Need More Regular Review and Alignment with the College

- The current Program goals and objectives need to be reviewed with Program leadership to determine efficacy and alignment with the overall College goals and objectives.

V. Science (Natural Sciences Department)

Presenters: Bulmuo Maakuu and Amanda Jones

Executive Summary from the 2020-2021 Curriculum-Program Review Process

The Natural Sciences Program at Polk State College consists of the Biological Sciences, Physical Sciences, and Wellness. The Program consists of a diverse group of qualified faculty members who work extensively to provide students with an engaging and enriching learning environment that promotes lifelong learning and growth. Courses are offered in a variety of formats and modalities to meet the diverse needs of the College and community. Outside the classroom, the Natural Sciences Program provides a variety of optional extracurricular programs that further enhance and support student success.

This self-study points to several opportunities for improvement. To provide consistent, quality instruction, current vacancies and necessary faculty and staff positions should be filled to meet the needs of students. In addition, there are serious concerns regarding outdated and failing lab equipment. Support from the College is needed to bring the laboratories and other hands-on, activities-based courses up to modern standards. Finally, as the College in the early phases of a new assessment model, the Natural Sciences Program hopes to move toward full participation in the assessment process. Increased participation can help drive any necessary curricular changes and lead to increased interdisciplinary discussions.

Furthermore, this self-study highlights multiple strengths of the Natural Sciences Program. Numerous Program faculty members not only provide high-quality curricula, but they are also heavily involved in various adjacent activities, events, processes, and support systems to carry out the mission of the Program and enhance student success. As a result, the College attracts, retains, and graduates students who are well-equipped with scientific skills to meet the challenges of their academic and career goals. The Program has a collaborative administrative structure that works together with all Program faculty members to ensure acceptable progress is made toward meeting the needs of students, the College's mission and strategic vision, and the strategic goals of Academic Affairs. Program faculty members also engage in various professional development opportunities to enhance their teaching practices and keep current in their field. Some of the faculty have received local and national teaching awards and others have been invited to present at regional and national conferences.

VI. Associate in Science in Accounting Technology

Presenter: Maria Lehoczky

Executive Summary from the 2020-2021 Curriculum-Program Review Process

The Associate in Science in Accounting Technology degree is designed to prepare students with the foundational skills necessary to work in the field of accounting. The Program prepares the graduate for a career in government, non-profit, or public accounting, or within the private accounting industry. The program is also of value to the small business owner. The Accounting Technology Program also provides the required

accounting courses to AA-degree-seeking students who wish to transfer to a Business program at a state university.

The Accounting Technology Program provides open access to students, as well as a variety of means through which they can complete their requirements. The Program primarily consists of non-traditional students and the schedule reflects this. Courses are offered in eight-week and sixteen-week sessions in a variety of formats: traditional face-to-face, hybrid, and online sections. The required courses are offered every semester so that students can seamlessly progress through the curriculum. Traditional and hybrid course offerings are available during the day and evening on both the Winter Haven and Lakeland campuses.

The completion of the Curriculum-Program Review Process has revealed the following information:

- The Program's mission and purpose support the mission and values of the College.
- The Program has a strategic plan with objectives that align with the College's strategic priorities.
- The Program's objectives have not been met with regard to enrollment, retention, graduation, and time-to-completion metrics. Additional support may be needed to reach out to students directly.
- The Program strives toward continuous improvement through program assessment and review. Assessment instruments can be further developed and used on an ongoing basis throughout the Academic Year. Additional support may be needed to improve the process of data collection and analysis.
- The program has adequate resource support through classroom facilities, the library, the TLCC, and budgeting.

VII. Associate in Science in Business Administration

Presenter: Maria Lehoczky

Executive Summary from the 2020-2021 Curriculum-Program Review Process

The Associate in Science in Business Administration degree program is designed to prepare the graduate for employment in a business-based occupation. This Program provides a broad study of business administration principles with a focus on the skills required to find employment in a chosen business-related field. The student examines, applies, and assesses the principles of business operations, management, marketing, and business law. The elective course options allow the student to pursue specific business-related areas of interest.

The Program provides open access to students as well as a variety of means through which students can complete program requirements. The Program primarily consists of non-traditional students; therefore, the course schedule reflects this. Courses are offered in eight- and sixteen-week sessions in a variety of formats: traditional face-to-face, hybrid and online sections. The required courses are offered every semester so that students can seamlessly progress through the curriculum. Traditional and hybrid course offerings are available during the day and evening on both the Winter Haven and Lakeland campuses.

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

- The Program’s mission and purpose support the mission and values of the College, and the Program has a strategic planning process that aligns with the College’s strategic priorities.
- The Program’s goals in relation to enrollment, retention, graduation, and time-to-completion metrics have not been met. Additional support may be needed to reach out to students directly.
- The Program strives toward continuous improvement through program assessment and review. The assessment instruments can be further developed for more ongoing use throughout the academic year. Additional support may be needed to improve the process of data collection and analysis.
- The Program has sufficient supporting resources.

VII. Early Childhood Education, BS

Presenter: Sharon Kochanowski

IX. Elementary Education, BS

Presenter: Sharon Kochanowski

Executive Summary from the 2020-2021 Curriculum-Program Review Process

A career as an early childhood educator can be challenging. To ensure teacher candidates are ready to meet the challenge, the Polk State College Early Childhood Education Program is poised to become a leader in preparing individuals for the rigors of teaching younger children.

The Bachelor of Science in Early Childhood Education Program is considered a Pre-Kindergarten to Third Grade (PK-3rd Grade) Program and provides field-study experiences each semester, as well as a final internship. Florida Reading and ESOL Endorsement material is incorporated throughout the program. Elements for these endorsements are infused throughout the curriculum to ensure continuity of learning. The final internship is built on *Reading Endorsement Competency Five*, which includes practice and evidence of learning. Current faculty members are well-versed in the *Florida Standards, Florida Educator Accomplished Practices, ESOL Domains, and Reading Endorsement Competencies*.

In August 2020, the Education Program transitioned to new leadership and areas were self-identified for improvement. Faculty, staff, and teacher candidates took part in discussions to discover areas of strength and weakness. Faculty meetings became a monthly avenue of conversation for continued improvement. For example, the Program is currently addressing a concern related to courses for the Early Childhood Program that have been recently combined with Elementary Education-level courses in the Spring Term 2020. This has removed all but one Early Childhood-specific course out of the program. With the aid of Program Advisory Board and faculty and staff members, a restructuring of the Early Childhood Program is being considered. The options are either to review and revise the current PK-3rd Grade degree program or implement a Birth to Age Four degree program. Research is being conducted on both options; future decisions are forthcoming.

There are many positive opportunities for the overall Polk State Education Program as the two degree options move into their sixth year. This includes ongoing improvements, increased student enrollment numbers, and Polk State’s teacher graduates making a

difference in the lives of children. All of these outcomes continue to support the Program's mission and purpose, as well as the mission and vision of Polk State College.

X. Criminal Justice, BS

Presenter: Christen Shea

Executive Summary from the 2020-2021 Curriculum-Program Review

The Bachelor of Science in Criminal Justice degree program at Polk State College is designed to provide students with a broad understanding of crime and society's crime-control mechanisms, and to prepare them for professional careers in criminal justice. The degree incorporates a broad overview of the interdisciplinary field of criminal justice drawing upon the areas of Criminology, Sociology, Psychology, Law, Public Policy, and Causes and Prevention of Criminal Behavior.

The completion of this Curriculum-Program Review Process has revealed the following:

- The Bachelor of Science in Criminal Justice at Polk State College has a strategic plan with objectives aligning directly with the College's priorities.
- Enrollment in the Bachelor of Science in Criminal Justice has declined every year.
- The Program consistently strives to improve on assessment results and *Student Perception of Instruction* (SPI) instruments.
- All Program courses are offered every semester. The Program has developed each course's curriculum to align with Quality Matters best practices. Additionally, courses are moving to the use of Open Educational Resources coupled with the real-world knowledge and experiences of professors who are practitioners in the field of Criminal Justice.
- The graduation rate of the program has fluctuated.

The curriculum-program review process for the Associate in Science in Criminal Justice Technology (completed last year) revealed the same findings as those seen in the baccalaureate program. The requests for improvement listed by the Program Director for the Bachelor of Science in Criminal Justice have been determined by analyzing the data. The following review mirrors the requests presented in the review of the AS degree program. The Criminal Justice Program (as a whole) needs a full-time program coordinator for outreach and student services, as well as an additional full-time faculty member, when the budget permits these opportunities.

The recommendations from the Academic Quality Council to address the deficiencies noted during the 2019-2020 Associate in Science in Criminal Justice Technology Curriculum-Program Review Process have been implemented program-wide during the past year.

XI. Adjournment

The meeting adjourned at 5:14 p.m.