



**Quality Assurance and Compliance  
Onsite Monitoring Visit  
for  
Career and Technical Education**

**Polk State College  
March 5-7, 2013**

**Final Report**

**May 3, 2013**

# FLORIDA DEPARTMENT OF EDUCATION



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May 6, 2013

Dr. Eileen Holden  
President, Polk State College  
3425 Winter Lake Road  
Lakeland, Florida 33803

Dear Dr. Holden:

We are pleased to provide you with the Final Report of monitoring of the Career and Technical Education programs from our visit on March 5-7, 2013. The report will also be placed on our website at <http://www.fldoe.org/workforce/compliance.asp>.

We appreciate the leadership and professionalism demonstrated by your staff during the review process. If we can be of any assistance, please contact Rick Lockenbach, J.D., Program Specialist with Quality Assurance and Compliance at 850/245-9025, or via electronic mail at [rick.lockenbach@fldoe.org](mailto:rick.lockenbach@fldoe.org).

Thank you for your continuing commitment to improve services for Florida's students.

Sincerely,

A handwritten signature in black ink, appearing to read "RD".

Rod Duckworth

RD/pr

Enclosure

C: Patricia Jones  
Rick Lockenbach

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Florida Department of Education  
Division of Career and Adult Education

**Polk State College  
Career and Technical Education  
Quality Assurance Monitoring Report**

## **I. INTRODUCTION**

The Florida Department of Education (FLDOE), Division of Career and Adult Education (Division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance Division is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the Quality Assurance System is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the Division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

## **II. AUTHORITY**

The FLDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006. FLDOE awards sub grants to eligible providers to administer local programs. FLDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and adult education/family literacy. Each state shall have procedures for reviewing and approving applications for sub grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations (34 CFR 76.770). The Florida Department of Education, Division of Career and Adult Education is required to oversee the performance of Florida state colleges in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional cites noting authority to monitor and pertinent laws and regulations are located in the 2012-2013 *Quality Assurance Policies, Procedures, and Protocols*, Module A, Section 1.

## **III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS**

The *Quality Assurance Policies, Procedures, and Protocols* (Manual) was revised in the 2012-13 program year. The Manual was provided to each provider prior to the monitoring visit. The Manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the Manual in this document; it is located on the Division's website at <http://www.fldoe.org/workforce/compliance.asp>.

## **IV. PROVIDER SELECTION**

Various sources of data are used throughout the implementation of the Quality Assurance System. The monitoring component of the system is risk-based.

Risk Assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the FLDOE and the Division. A Risk Matrix, identifying certain operational risk factors, is completed for each provider. The Risk Matrix is located in Appendix A. The results of the Risk

Assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The monitoring strategy for Polk State College (PSC) was determined to be an onsite visit. Notification was sent to Dr. Eileen Holden, PSC President, on October 26, 2012. The designated representative for the agency was Dr. Patricia Jones, Dean of Academic and Student Services.

The onsite visit to the agency was conducted on March 5-7, 2013, by three representatives of the Quality Assurance section of the Division: Program Specialists Rick Lockenbach, J.D., Dr. Shahrokh Massoudi, and Tashi Williams.

**V. POLK STATE COLLEGE**

2011-2012 Career and Technical Education (CTE) Enrollment: 3,022

**The provider was awarded the following grants for FYs 2010-11 and 2011-12:**

**2010-2011**

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Postsecondary	\$384,177	\$16,828.11

**2011-2012**

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Postsecondary	\$431,124	\$20,197.45

Additional information about the provider may be found at the following web address:

<http://www.polk.edu>.

**VI. MONITORING ACTIVITIES**

The monitoring activities included pre-visit planning conference calls, an entrance conference, interviews with administrators, teachers, and students, observations, record reviews, and an exit conference.

Onsite Visits

Members of the team made onsite visits to the following locations:

- PSC Lakeland Campus
- PSC Winter Haven Campus
- PSC Airside Center, Lakeland

Entrance and Exit Conferences

The entrance conference for PSC was conducted on March 5, 2013; the exit conference was conducted on March 7, 2013. The participants are listed below:

	<b>Title</b>	<b>Entrance Conference</b>	<b>Exit Conference</b>
<b>Agency Participants</b>			
Dr. Patricia Jones	District Dean of Academic and Student Services	X	X
Lynn Chisholm	Internship Coordinator	X	
Chris Yannes	Career Pathways Coordinator	X	
Ken Ross	Vice President for Academic and Student Services	X	

Martha Santiago	Dean of Academic Affairs, Winter Haven Campus	X	
Teresa Vorous	Controller	X	X
George Cotellis	Consultant	X	X
Yati Patel	Accounting Specialist	X	X
Peter Usinger	Director, Institutional Research, Effectiveness, and Planning	X	X
Saul Reyes	Dean of Student Services, Winter Haven Campus	X	
Jayne Bell	Administrative Assistant	X	
Sharon Miller	Provost, Winter Haven Campus	X	
Val Baker	Director of Equity and Diversity	X	
Danette May	Grants Administrator	X	X
Donald Painter	Dean of Academic Affairs, Lakeland Campus	X	X
<b>FLDOE Monitoring Team</b>			
Rick Lockenbach, J.D.	Program Specialist	X	X
Dr. Shahrokh Massoudi	Program Specialist	X	X
Tashi Williams	Program Specialist	X	X

#### Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists, and students. Twenty interviews and ten observations were conducted. A minimum of two interviews and observations were completed at each site. All interviews and observations were held during the course of the visit.

#### Records Review

Program, financial, and administrative records were reviewed. A complete list is provided in Section VIII, Section G. Agency policies and procedures were reviewed at the agency's website and discussed at various times during the onsite visit.

## **VII. RESULTS**

Polk State College  
March 5-7, 2013

- A. ADMINISTRATION** refers to the management and/or supervision of programs, structure of programs and services, grant oversight, and other administrative areas.
- There is substantial support for CTE programs at all levels.
  - The administration is proactive in pursuing adequate resources for programs.
  - The College is working to improve and expand CTE programs, including building a new Bartow Campus to provide improved facilities for several existing CTE programs.
  - Strong communication among different levels at the College exists.
  - The faculty, instructors, and administration are experienced and have a wealth of knowledge of CTE programs.
  - The Dean of Academic and Student Services is responsible for the CTE programs and is a knowledgeable CTE administrator.

#### FINDINGS

No findings of non-compliance were noted at this time.

#### CONCERNS AND RECOMMENDATIONS

None

- B. DATA** refers to all the components of the data system, including data collection, entry, and reporting, as well as procedures. The use of data in program decision-making is also explored and commented upon.
- The process for data collection and reporting was reviewed, as well as a sample of CTE students from the agency data base who earned industry certification and completed programs.
  - The program review process is linked to an assessment component that incorporates program outcomes and budgetary needs.
  - For the 2009-2010 and 2010-2011 school years, the College had the highest placement rate in the Florida College System for CTE completers.
  - College staff participate in FLDOE Management Information Systems Advisory Committee and the Workforce District Data Advisory Committee meetings.
  - Data is being used by CTE programs for program improvement purposes.
    - The Office of Institutional Research Effectiveness and Planning conducts research to support CTE programs.

#### FINDINGS

No findings of non-compliance were noted at this time.

#### CONCERNS AND RECOMMENDATIONS

None

- C. CURRICULUM AND INSTRUCTION** refers to those elements which contribute to student learning and skill acquisition. It also addresses student and instructor observations.
- Instructional materials are current and are being used by students.
  - There are varied instructional strategies.
  - Interaction between instructors and students was very positive.
  - Many CTE programs have high industry certification passing rates, with several programs having rates greater than 90%.
  - For students enrolled in Engineering Technology and Supply Chain Management Programs, non-credit corporate training is validated via industry-approved certification and articulated into credit in Associate in Science (A.S.) programs.

#### FINDINGS

No findings of non-compliance were noted at this time.

#### CONCERNS AND RECOMMENDATIONS

None

- D. TECHNOLOGY AND EQUIPMENT** refers to a review of the technology and equipment used by students and teachers in the classroom; addresses access, availability, innovation, use and condition.
- The College uses the Genesis electronic system for numerous functions. The Passport electronic system is used for communication between students and College personnel.
  - There is a \$1,000 equipment threshold, and equipment meeting this threshold is tagged.
  - The agency database used for tracking equipment was reviewed.
  - There were no reports of theft or loss in the last year.
  - The Board of Trustees authorizes disposal of equipment.
  - Proceeds from the sale of equipment are returned to the program from which the equipment came.
  - The College uses a three year replenishment cycle for computers.

#### FINDINGS

No findings of non-compliance were noted at this time.

### CONCERNS AND RECOMMENDATIONS

Concern: The inventory did not reflect the current location for equipment for two digital ionization chambers and a Dell Latitude E6520 Computer (moved from classroom ASL 133 to ASL 130, but the location was not correctly reflected in the inventory); a Trainer Advanced Pneumatics at Airside Center was not tagged; and the following equipment at the Lakeland Campus (listed in the inventory as in classrooms LAC 1151-53) was not located: two simulators, two trainers, one injection model, trainer child heart/lung sound, and a mannequin.

*Recommendation:* Take steps to ensure that the inventory is up to date, revise the inventory as equipment is moved, tag all equipment, and locate equipment not found during the review.

**E. LEARNING ENVIRONMENT** encompasses all aspects of the physical environment where classes are held. Describing the learning environment may also attempt to capture the vision, philosophy, and character that is observed on the campus or in the classroom.

- Classroom walls are inviting and contain appropriate rules, signage, and program information.
- Buildings are well maintained, spacious, and accessible for student use.
- There were no safety issues.
- Technology is well integrated in the classroom.

### FINDINGS

No findings of non-compliance were noted at this time.

### CONCERNS AND RECOMMENDATIONS

None

**F. ACCESS AND EQUITY** refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation, and completion of programs.

- Non-discrimination notices were broadly posted.
- Non-discrimination notices cover all protected classes required required by state and federal law.
- The faculty and staff are required to complete online modules addressing this area on an ongoing basis.
- The College sponsors numerous monthly activities to support diversity awareness in such areas as disability, Black History, and Hispanic Culture.

### FINDINGS

No findings of non-compliance were noted at this time.

### CONCERNS AND RECOMMENDATIONS

None

**G. RECORDS REVIEW** refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of financial and programmatic records are reviewed:

- Articulation agreements
- Travel
- Purchases
- Inventory
- Financial policies and procedures
- Personnel Activity Reports (PARs) and certifications
- Student records
- Agency Website
- Non-discrimination policies
- *PSC College Catalog and Student Handbook*



## FINDINGS

No findings of non-compliance were noted at this time.

## CONCERNS AND RECOMMENDATIONS

None

H. **FINANCIAL** refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including financial management, procurement, inventory management, and allowable costs.

- The administrative financial system is based on three key modules that integrate nightly.
- Genesis software provides comprehensive financial information for decision-making purposes.
- Secure internal controls for financial procedures are in place.
- Approval processes are in place and were documented for a sample of grant purchases.
  - Representative equipment purchases were tracked from purchase request through tagging and inventory.
- A sample of the travel process and travel were reviewed; travel is reconciled daily.
- The College is audited annually.
- The Financial Director is experienced and knowledgeable.
- Purchasing cards (P-Cards) are not being used for CTE expenditures.
- All Perkins grants reviewed were at least 90% expended, and there is a process in place to review the level of expenditures on an ongoing basis.

## CONCERNS AND RECOMMENDATIONS

Concern: The form for reporting employee time for employees funded in part with Perkins funds does not report actual hours attributable to Perkins grant-related activity. A sample of appropriate documentation was provided.

*Recommendation:* Implement a personnel reporting system that reports actual hours, attributable to Perkins activity, for employees funded in part with Perkins funds.

## FINDINGS

No findings of non-compliance were noted at this time.

I. **COLLABORATION** refers to the collaborative agreements, partnerships, or Memoranda of Understanding (MOUs) that are in place to benefit an agency's programs and students.

- The College has strong relationships with business and industry in the community.
- A strong partnership between health programs and the medical community exists, including clinicals, internships, and student scholarships.
- Several CTE degree programs allow college credit for non-college credit experience.
- The Airside Building is a strong collaboration between the College and city of Lakeland, as the College pays substantially reduced rent for the city-owned building.
- Advisory committees are providing substantial curriculum support for CTE programs.
- The College is expanding efforts to promote CTE programs to secondary Career Academy students through enhanced marketing and tours of College CTE programs.
- Perkins funds are being used to expand internship opportunities for students in CTE programs.
- The College is facilitating an aerospace consortium of Florida Colleges.

## FINDINGS

No findings of non-compliance were noted at this time.

## CONCERNS AND RECOMMENDATIONS

None

J. **PROGRAM IMPROVEMENT PLAN** – A Program Improvement Plan (PIP) is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

A PIP is required for the performance levels that did not meet at least 90% of each agreed-upon target and is included in the grant. A PIP was reviewed during the visit. The purpose of the review is to determine if the strategies contained in the plan are measureable and verifiable during the visit.

**Postsecondary (2009-10 data)**

- The Agency met at least 90% of the local agency target except for:
  - 5A1 Non-traditional enrollment – 7% v. 10% target
  - 5P1 Non-traditional enrollment – 10% v. 15% target
    - For 2011-12, PIPs were required and are included in the grant.

Discussion took place among the monitoring team and the provider’s representative during the visit. Strategies identified in the plan were verified and documentation was provided. Implementation of the Perkins PIPs for recruitment of non-traditional students was reviewed with the District Dean of Academic and Student Services.

**General Recommendation:**

- Continue activities to improve this measure

**K. STUDENT PERSPECTIVE** – The team met with groups of students. Their perspective is presented as a portion of this report.

- Students represented diverse cultures and ages.
- Students loved the hands-on learning opportunities.
- Comments overall were very positive about their CTE programs, very appreciative of, and proud of their programs.
- Students are getting the support they need from all levels at the College, instructional and administrative, and there is a high level of responsiveness to student need.
- Program directors are a vital resource in helping students choose programs and meet other needs.

**CONCERNS AND RECOMMENDATIONS**

1. Concern: There is a shortage of advisors to assist students with registration, financial aid, and career development needs.

*Recommendation:* Assess the need for additional resources to support expanded student services, including expanded usage of the Florida CHOICES career development website.

Agency response: The agency is hiring additional staff to address student career development needs.

2. Concern: There is the need to train students in the Nursing Program at the Winter Haven Campus on the administration of medication to patients in clinical settings .

*Recommendation:* Assess the need to enhance this training within clinical settings.

3. Concern: In the Nursing Program, students must attend classes at both Lakeland and Winter Haven campuses, requiring extensive travel.

*Recommendation:* Evaluate the extent to which this is an issue and any resources to address this issue.

**VIII. REQUIRED RESOLUTION ACTIVITIES**

**CAREER AND TECHNICAL EDUCATION**

1. Corrective Action Plan – PSC is not required to complete a Corrective Action Plan.

2. Action Plan - The agency must provide an Action Plan (Appendix B) to address the concerns noted in the focus areas H and K in Section VII of this report.

Once the Action Plan is submitted, reviewed, and approved, the co-leader of the onsite visit is responsible for the regular follow-up with the agency's designated representative to ensure that resolution is complete.

#### **IX. TARGETED TECHNICAL ASSISTANCE**

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. Staff is encouraged to contact Division staff to assist their efforts toward systemic change.

- For Florida CHOICES, contact Patrick Wright at [patrick.wright@fldoe.org](mailto:patrick.wright@fldoe.org) or 850/245-0911 or go to <http://www.floridachoice.org>.

#### **X. REMARKS or POSITIVE PRACTICES**

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visit: Several students interviewed commended College personnel, both faculty and administrative, for the level of support provided by the College. One student commented that all the support one needed was available through the College.

#### **XI. SUMMARY**

Once the field work, including receipt of requested information, is completed, a draft report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed and forwarded to the Agency Head with a copy to the appropriate parties. Finally, the Division issues a Closure Notice to the Agency Head and designated contact person. This notice indicates all outstanding items have been completed.

We want to extend our appreciation to all participants in the PSC's onsite monitoring visit. Special thanks to Dr. Patricia Jones, District Dean of Academic and Student Services, for her participation and leadership in this process.

Risk Matrix  
 Polk State College  
 Career and Technical Education  
**Appendix A**

<b>Risk Factor</b>	<b>Criteria Scale</b>	<b>Value</b>	<b>Risk Factor Weight</b>	<b>Total Points</b>
Total amount of agency funding from grants (2010-11)	\$ 2,000,001+	8	<b>5 x 6</b>	30
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2010-11)	Number of grants	1 x 2 = 2	<b>2 x 6</b>	12
Number of grants with <b>10%</b> or more of unexpended funds (2010-11)	Number of grants	0 x 5 = 0	<b>0 x 4</b>	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	<b>6 x 10</b>	60
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Change in Director within the last two (2) fiscal years.	Yes = 1 No = 0	0 x 10 = 0	<b>0 x 4</b>	0
<b>TOTAL Level of Risk Score</b>				102

Polk State College Resolution Plan  
 Career and Technical Education  
**Appendix B**

Type of Plan	Strategies	Person Responsible	Projected Date of Completion
<p><b>Corrective Action Plan</b>                      Finding(s): None</p>			
<p><b>Action Plan</b>                      Concern(s):</p> <ol style="list-style-type: none"> <li>1. The inventory did not reflect the current location for equipment for two digital ionization chambers and a Dell Latitude E6520 Computer (moved from classroom ASL 133 to ASL 130, but the location was not correctly reflected in the inventory); a Trainer Advanced Pneumatics at Airside Center was not tagged; the following equipment at the Lakeland Campus (listed in the inventory as in classrooms LAC 1151-53) was not located: two simulators, two trainers, one injection model, trainer child heart/lung sound, and a mannequin.</li> <li>2. The form for reporting employee time for employees funded in part with Perkins funds does not report actual hours attributable to Perkins grant-related activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. During the annual physical inventory, all items were located. The database has been updated with each item's current location. The tag for the Advanced Pneumatics trainer has been affixed. All equipment costing \$1,000 or more will be tagged with both an standard Polk State College inventory tag and a —Perkins funded" identifier. Department processes will be enhanced to include equipment transfer forms to better track equipment throughout the year. The existing inventory has been revised to reflect the location of the equipment that was not located during the visit.</li> <li>2. Actual hours attributable to Perkins grant-related activity will be documented and reviewed on a regular basis.</li> </ol>	<ol style="list-style-type: none"> <li>1. John Irvine/Harold Parker/Department Heads</li> <li>2. Patricia Jones</li> </ol>	<ol style="list-style-type: none"> <li>1. June 30, 2013</li> <li>2. June 30, 2013</li> </ol>

<p>3. There is a shortage of advisors to assist students with registration, financial aid, and career development needs.</p>	<p>3. The College recently restructured the Financial Aid office, adding personnel to address the large volume of student requests for financial aid. The College is also in the process of hiring two full-time career counselors to address career placement needs.</p>	<p>3. Marcia Conliffe, Reggie Webb, and Saul Reyes</p>	<p>3. June 30, 2013</p>
<p>4. There is the need for training on administration of medication to patients in the Nursing Program at Winter Haven Campus in clinical settings.</p>	<p>4. Polk County's two largest hospitals are in the process of implementing new medicine-dispensing systems and new electronic medical records systems. Until these systems are fully implemented, the hospitals will not let students give medications. The hospitals are aware this is an issue and will permit student nurses to dispense medication again (under the supervision of a clinical instructor) as soon as feasible. The College has a medicine-dispensing machine in the nursing lab that students can practice with as much as they desire. Also, the Foundation is purchasing two additional machines, one for each campus.</p>	<p>4. Annette Hutcherson</p>	<p>4. August 2013</p>
<p>5. In the Nursing Program, students must attend classes at both Lakeland and Winter Haven campuses, requiring extensive travel.</p>	<p>5. The nursing program has grown to the point that there is not sufficient space at any one campus to accommodate its space needs. In order to provide the highest quality</p>	<p>5. NA</p>	<p>5. NA</p>

	<p>learning environment for the students, the nursing program has elected to divide its courses between the Winter Haven and Lakeland campuses. Splitting the courses between the campuses gives the program space to do more small-group interactive learning activities. Due to the current economic times, it is highly unlikely the College will have sufficient funds, space, and personnel to offer all courses at both campuses in the foreseeable future. However, students are assigned to a particular campus for an entire semester, so no student is driving back and forth between the two campuses each day.</p>		
<p>Technical Assistance Needed and/or Provided:</p>			
<p>Plan submitted by (name and title): <u>Patricia Jones, District Dean of Academic and Student Services</u> Date: <u>4/18/2013</u></p> <p>Plan accepted by: _____ Date: _____</p>			
<p><b>Status of Resolution Plan</b> (to be completed by FLDOE staff)</p>			
Date	Status of Plan Completion		

Highlights from Polk State College CTE Programs  
Submitted by Polk State College  
**APPENDIX C**

**Polk State College** has ranked first for two years in a row in the Florida College System for employment/job placement of CTE completers (2009-2010 and 2010-2011).

**Polk State Pass Rates**

**Nursing:**

NCLEX

2012: Polk State 97.28%, Florida average 87.27%, National average 90.88%

2011: Polk State 97.89%. Florida 88.06%, National 87.09%

2010: Polk State 96.03%. Florida 88.97%, National 87.95%

**Physical Therapist Assistant:**

2010-2012: Polk State 85.78%, National average 80%

**Cardiovascular Technology:**

2010-2012: Polk State 95.3%

**Diagnostic Medical Sonography:**

2011: Polk State first-attempt 85%

2012: Polk State first-attempt 100%

**Radiography:**

Five-year average: Polk State first-attempt 91%

**Respiratory Therapy:**

2008-2012: Polk State CRT (Certified Respiratory Therapist) 98%

The CRT credential is required for state licensure.

2008-2012: Polk State RRT (Registered Respiratory Therapist) 86%

**Emergency Medical Services:**

EMT: 96% first-time test takers— Ranked 1<sup>st</sup> in the state

89% overall – 25.8% above the state average



Paramedic: 100% first-time test takers— tied for 1<sup>st</sup> in the state  
89% overall— Ranked 2<sup>nd</sup> in the state among all EMS Programs— 32.66% above the state average

**Early Childhood Education:**

2012: 40 students completed coursework, observation, and portfolio requirements to earn the Department of Children and Families Florida Child Care Professional Credential.

Yearly: approximately 65 students complete coursework for eligibility for the Department of Children and Families Director's Credential.

**Engineering Technology and Supply Chain Management:**

Designed around innovative career pathway model in which non-credit corporate training is validated via national industry-approved certifications and articulated into AS credit.

**Supply Chain Management**

Launching a Logistics & Transportation Specialist Certificate. This 18-hour college-credit certificate will serve as an added credential and entry point and will include six hybrid courses beginning fall 2013.

**Aerospace**

Two AS degrees added recently: Professional Pilot Science and Aerospace Administration.

The Aerospace Program Director is a member of the FAA Advisory Rulemaking Committee for Airmen Testing Standards and Training in Washington, D.C. This group is made up of 13 members from industry/academia, along with key figures from the FAA working to improve the quality of certificated pilots by updating the standards by which all future airmen are trained and evaluated.

**Kenneth C. Thompson Institute of Public Safety**

In 2007, the Institute became the first training academy associated with a college or university to receive accreditation from the Commission on Accreditation for Law Enforcement Agencies Inc. (CALEA). In 2013, it became the first training academy of its kind in the nation to receive Accreditation with Excellence Award from CALEA.