

Calendar of Surveys Edison College 2006-07	Jul-06	Aug-06	Sep-06	Oct-06	Nov-06	Dec-06	Jan-07	Feb-07	Mar-07	Apr-07	May-07	Jun-07	USE OF RESULTS	
Baccalaureate Surveys														
Community Needs Assessment including Education Needs Assessment (Ongoing; Rotating fields; Baccalaureate focus in 2006-07)	Telephone survey of education students results were used to apply for State of Florida permission to offer Baccalaureate Degrees in Secondary Education Math and Biology.	Based on survey results, submit application to Florida DOE for authorization to award degrees in Secondary Education — Mathematics and Biology	Awaited approval from State of Florida for further action on Secondary Education programs.				Florida DOE authorization to award degrees in Secondary Education — Mathematics and Biology Notified SACS-COC for Fall 2008 start date	Began preparing prospectus for SACS substantive change for Secondary Education. Conducted needs assessments for baccalaureate degrees in Nursing, Elementary Education, and Business.			Plan approved by District Board of Trustees on June 26, 2007. The EUC survey resulted in the following action: A recommendation was made to offer Baccalaureate Degrees in Secondary Education at Edison College, which was approved by the District Board of Trustees and the Department of Education. Following needs assessments in Health, Education, and Business, three bachelor's degree proposals submitted to FBOE in Summer 2007: Elementary Education, Supervision and Management; Nursing			
BAS Student Review of Instruction (all classes each Fall semester; classes taught by adjunct faculty in Spring and Summer semesters)	Survey Administered: Classes with adjunct faculty	Results returned to faculty	Faculty made improvements to professional development plan and/or lesson plans	Survey Administered: All classes	Results returned to faculty	Faculty made improvements to professional development plan and/or lesson plans		Survey Administered: Classes with adjunct faculty	Results returned to faculty	Faculty made improvements to professional development plan and/or lesson plans	All full-time and adjunct faculty attended meetings where they were informed of the survey results. Students stated that they wanted to do less writing in BAS courses. This was interpreted to indicate discomfort with writing activities. As a result, the writing focus in classes was changed to make content more relevant and lessen student anxiety about writing.			
Public Safety Agency Survey (Preferred method/schedule, curriculum, facilities, recruiting, guest lecturers, advisory committee) (Periodic)	Survey Administration		Survey analysis by Planning and Research and dissemination at a college-wide manager's meeting			The information was used to develop a weekly schedule for site-based recruiting;	Membership on advisory committees increased; Agency facilities were used for specialized training; Public Safety Institute for Continuing Education and Special Topics was endorsed by agencies and sessions started in Spring 2007;		General education courses in blended format placed on schedule beginning Fall 2007.		The information was used to develop a weekly schedule for site-based recruiting; Classes were enhanced with guest lecturers; Membership on advisory committees increased; Agency facilities were used for specialized training; Public Safety Institute for Continuing Education and Special Topics was endorsed by agencies and sessions started in Spring 2007; General education courses in blended format placed on schedule beginning Fall 2007.			
Noel-Levitz Student Satisfaction Inventory (Four-Year Version): Mean Responses for BAS Students (Every two years)	Review of two-year and four-year survey instruments showed the benefits of using either instrument. The two-year survey was aimed at the vocational and transfer mission of community colleges. The four-year survey provided most of the same questions as the two-year, but allowed Edison College to compare itself to other four-year institutions nationally. Thus, the four-year instrument was selected.					Results were analyzed and reports delivered to the Division of Baccalaureate and University Programs. Satisfaction among Edison students was higher in most areas than at other four-year colleges nationally. Furthermore, satisfaction among students in the BAS program in Public Safety Management exceeded satisfaction levels of Edison students in general. However, there were gaps between satisfaction and importance for items that referred to campus life. Further research into these gaps was therefore needed.				Follow-up research (focus group with a Saturday class)	Implemented changes to campus and program services based upon student needs	This research has been used as a basis for continuous improvement strategies with departments (as reflected in unit plans), programs, and service areas. The breakdown for BAS students was created to assist college planners in academic programs to identify the ways in which students differed in their responses to the Noel-Levitz SSI by BAS program enrollment. The results indicated that more research (such as focus groups) would be helpful in focusing upon the specific services that should be enhanced. Dr. Roger Bober conducted a focus group to determine which additional services BAS students (who attend classes mostly evening and weekends) would find most helpful.		

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BAS Enrollment Process Questionnaire	Survey Administration		Survey Analysis/ Dissemination				Results prompted an increase in the number of BAS course offerings per semester and weekend and evening courses				Results from this survey have led to an increased number of course offerings each semester and an increased number of weekend and evening course offerings.		
Baccalaureate Program Survey, Fall 2006 (Recruiting, Advising, Instruction, Curriculum) (Periodic)			Survey development and administration through the Office of Planning and Development		Survey Analysis/ Dissemination	Implemented changes to course electives, BAS web pages, and advising					Changes to BAS web page; decision to maintain advisor in Gresham Hall; Two new upper division electives.		
Baccalaureate Programs Blended Learning Student Satisfaction Survey (Spring 2007) (Periodic)						Survey Administration (This survey was organized by the Department of Counseling, Advising & Assessment - Lee Campus.)		Survey Analysis/ Dissemination: The results of the survey indicated the need for program course scheduling in blended format.		Changes based upon survey results are being phased in and will be complete in Fall 2007.		The schedule of course offerings for the BAS program was completely redesigned to also offer the program in a blended learning format. This delivery format better meets the growing needs of the target population. Full implementation of the blended learning format will begin Fall 2007.	
BAS in Public Safety Management Student Services Survey (Annual)						Survey Administration		Survey Analysis/ Dissemination		Implementation of changes to courses, campus services, and advising		Action was taken to improve student services with regard to on-campus services, online services, and extended hours to adequately serve the needs of this student population, i.e., food service availability for evenings and weekends, extended bookstore hours, career counseling, extended hours for advising, etc. The BAS course schedule was redesigned to expand course offerings in the blended learning format.	

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Collegewide Surveys													
Visioning Survey (Every three years)	Visioning Survey administered to District Board of Trustees; Executive Council	Evaluation of college wide Planning and Assessment Processes completed.	Noel Levitz Survey Process; 2005—06 Unit Plan Results Reviewed.	MAPP Survey results reviewed; Needs assessment for workshop on unit planning completed; Reports on 2006-07 unit plans for MAPP	Strategic Plan Evaluation Review by Planning and Assessment Committee; Recommendations for modification of key performance indicators	Visioning Survey administered to Faculty, Staff, and Students	Visioning Survey results presented at District Board Retreat with Executive Council	Visioning Survey administered to the Foundation Board	Revised Vision, Values, Mission based upon results of Visioning Survey and forwarded for College-wide review; Recommended strategies for showcasing assessment at Fall Convocation	Vision, Values, Mission approved by District Board of Trustees May 22, 2007; Executive Council became "President's Cabinet" with more accountability by campus	Decade of Promise: 2010 objectives published in 2007-08 Catalog; Unit plan database updated; publication developed for distribution at Fall convocation	Information from the Visioning Survey was analyzed by Planning and Research Office and served as the basis of strategic plan development; Engaged stakeholders in process; Vision, Values, Mission approved by District Board of Trustees May 22, 2007.	
Community College Survey of Student Engagement (CCSSE) (Every three years)	Disseminated information about the 2004 CCSSE results to various groups including the Faculty Professional Development Committee to enhance interest in the Spring assessment activity.					VP Student Services sent communication to students urging them to respond to CCSSE	Survey Administration			Mailed completed surveys to CCSSE administration in Austin, Tx	Research used for continuous improvement within departments, programs, and service areas during planning year 2007-2008. Dissemination to date has been through the web-based document manager, research briefs, and dissemination of reports in planning meetings. Unit plans reflect resulting actions.		
Community College Faculty Survey of Student Engagement (CCFSSE) (Every three years)	Disseminated information about the 2004 CCFSSSE results to various groups including the Faculty Professional Development Committee to enhance interest in the Spring assessment activity.					VP Academic Affairs sent letter to faculty urging them to participate in the survey.	Survey Administration			Mailed completed surveys to CCSSE administration in Austin, Tx	Research used for continuous improvement within departments, programs, and service areas during planning year 2007-2008. Dissemination to date has been through the web-based document manager, research briefs, and dissemination of reports in planning meetings. Unit plans reflect resulting actions.		
Noel-Levitz Student Satisfaction Inventory Administration (Every two years)	SLOC makes plans for administering Noel-Levitz in September.	Planning and Assessment Committee reviews process and timeline	Noel-Levitz administered in randomly selected classes	Disseminated URL for Noel-Levitz resources pages to Student Services in Fall.	Posted initial survey results to college Document Manager and e-mailed to VP for Student Services	Disseminated results at January professional development event for faculty to identify the ways in which students differed in their responses to the Noel-Levitz SSI by county and program.	Distributed to all unit planners in January and February workshops and posted to the document server.		Summarized class selection process procedure at Deans Council	Disseminated results in a research brief (newsletter) on full-time work and its effects upon students' study habits; E-mailed to all faculty and staff on 5/8/2007.			This research has been used as a basis for continuous improvement strategies with departments (as reflected in unit plans), programs, and service areas. Steps were taken to assure academic deans of the validity and reliability of the sampling method and instrument used to obtain Noel-Levitz SSI data. College wide planners (e.g., VPs, Deans, Directors, and faculty members) used results in developing 2007-08 unit plans.
Noel-Levitz Student Satisfaction Inventory (Four-Year Version): Mean Responses by Schedule (Day/Eve/Wknd) (Every two years)	Review of two-year and four-year survey instruments showed the benefits of using either instrument. The two-year survey was aimed at the vocational and transfer mission of community colleges. The four-year survey provided most of the same questions as the two-year, but allowed Edison College to compare itself to other four-year institutions nationally. Thus, the four-year instrument was selected.					Results analyzed and delivered across College		College planners used the survey results to develop departmental improvement plans.			This research has been used as a basis for continuous improvement strategies with departments (as reflected in unit plans), programs, and service areas. The breakdown by day/evening/weekend assisted college planners in academic programs to identify the ways in which students differed in their responses to the Noel-Levitz SSI by primary course schedule. The results indicated that more research (i.e., focus groups, slated for Fall 2007) would be helpful in focussing upon the specific services that should be enhanced.		

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Collegewide Surveys													
Noel-Levitz Student Satisfaction Inventory (Four-Year Version): Mean Responses by Part/Full-Time (Every two years)	Review of two-year and four-year survey instruments showed the benefits of using either instrument. The two-year survey was aimed at the vocational and transfer mission of community colleges. The four-year survey provided most of the same questions as the two-year, but allowed Edison College to compare itself to other four-year institutions nationally. Thus, the four-year instrument was selected.					Results analyzed and delivered across College		College planners used the survey results to develop departmental improvement plans.			This research has been used as a basis for continuous improvement strategies with departments (as reflected in unit plans), programs, and service areas. Students responded to the Community College Survey of Student Engagement in vastly different ways on at least two of the benchmarks, Student-Faculty Interaction and Student Effort. This similar breakdown for the Noel-Levitz SSI was created to highlight program and service areas for potential improvement by college planners in the 2007-2008 cycle.		
Noel-Levitz Student Satisfaction Inventory (Four-Year Version): Demographics vs. Two year/Four-Year Colleges (incorporate national CC and 4-yr comparisons) (Every two years)	Review of two-year and four-year survey instruments showed the benefits of using either instrument. The two-year survey was aimed at the vocational and transfer mission of community colleges. The four-year survey provided most of the same questions as the two-year, but allowed Edison College to compare itself to other four-year institutions nationally. Thus, the four-year instrument was selected.					Results analyzed and delivered across College		College planners used the survey results to develop departmental improvement plans.			This research has been used as a basis for continuous improvement strategies with departments (as reflected in unit plans), programs, and service areas. Analysis of demographics, particularly student work characteristics, led to the development of the research brief "Does Employment Impact Student Effort at Edison College?" distributed to all college faculty and staff on 5/8/2007. The report had been previously distributed to academic deans and the Planning and Assessment Committee on 1/11/2007.		
Marketing Focus Group (Annual)							Targeted 3% growth in the new strategic plan and lackluster matriculation among prior year high school students required the development of specific marketing strategies.			Conducted Marketing Focus Group		2007-08 Media buy modified based on student preferences for TV, radio and online newspapers (web)	
College-wide Effectiveness Focus Group (Annual)										Approval of the new strategic plan necessitated IE discussion.	Representative IE Managers Meeting (June 11th)	Ensured alignment between strategic plan goals, President's Cabinet expectations, and unit mission. Feedback provided to TASK Force recommending new integrated strategic planning/budgeting system.	

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Counseling, Advising, and Assessment Department Surveys (Ongoing)	Students accessing services completed questionnaires following appointments; results compiled monthly for staff meeting discussions											Student evaluations have resulted in 1. New format for in-person New Student Orientation, 2. upgraded graphics and links to on-line orientation, 3. walk-in services made available during peak registration periods, 4. pagers allow mobility to students waiting to see an advisor, and 5. sign-in procedures for both Advising and Assessment areas have been streamlined to increase efficiency.	
New Student Orientation Survey (Each on-site orientation and online)	On-line orientation available anytime; on-site orientations regularly scheduled											Content revised in Spring 2007 to include portal features, on-line registration, BAS opportunity	
Work Experience Population Profile Survey (Each semester)			Survey Administration Student/Employee				Survey Administration Student/Employee				Survey Administration Student/Employee		Information evaluated each semester to help staff determine student demographics relating to student educational, ethnic, parental, age, work/employment, and financial aid status. This information provided a "profile" of the students taking the course and helped staff develop course materials, classes, and attitudes needed to better educate and improve the program and student results.
Library Bibliography Instruction Class Survey (Each semester)			Survey Administration: Bibliographic instruction classes				Survey Administration: Bibliographic instruction classes				Survey Administration: Bibliographic instruction classes		Analysis of results by campus tailored hours and support services. Course outline modified to include enhanced library resources
Library Weekend User Survey (Periodic)	Survey Administration Users of weekend library services; random weekends											Results were used to adjust services according to user type, hours of use, reason for use, i.e., computers, research, study, check-out.	
Cafeteria Survey - LEE CAMPUS (Annually, each Fall and Spring)							Survey Administration via Portal and focus groups for Staff, Student, and Faculty		Results showed that food service on evenings and weekends was inadequate in terms of variety and availability. While they wanted things like coffee, water, soda, juice, and healthy choice sandwiches, salads, fruit, and caffeine-free coke, they were not asking for a full-service operation.			Results shared with the vendor. Installation of a food machine and coffee machine in both the Cafe and Walker Hall locations. Installation of a frozen food/ice cream machine in the Cafe area. Caffeine-free diet soda is being placed in all "heavy use" drink machines. These are all glass front beverage machines, strategically located over the Edison College campus. Completed in Summer 2007	

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Cafeteria Survey - CHARLOTTE CAMPUS (Annually, Spring)							Surveys were distributed to administration, faculty, staff, and student users of dining hall and groups contracting food services. Dining hall and vending results shared with the vendor received acceptable and satisfactory marks. Serving area and catering services received poor marks.	Improvements in cafeteria services were implemented during the Summer and Fall terms	The campus president addressed concerns and recommended improvements. <i>Charlotte Grille</i> : Increase variety/quality of food; improve attractiveness of the salad bar; Address cost of food/ food items, hours of operation; Improve employee training. <i>Catering Services</i> : Improve food quality, serve on time; Improve manager availability, ordering process; Address cost of event concerns; Improve catering menu, price options, overall satisfaction.				
Bookstore Survey (Annually, each Fall and Spring)							Survey Administration via Portal and focus groups	Students wanted the bookstore open in the evenings and on weekends. They felt that if the bookstore could be open extra hours for the first 2-3 week of the semester, it would help those that had to drive long distances or work during the week.	Results shared with vendor. Evening and weekend hours were extended, as well as hours during the first and second weeks of each semester, for the Lee, Charlotte and Collier campuses.				
Technology Services Help Desk Survey (Ongoing)	The HelpDesk surveys are distributed 24/7 with results computed monthly for administrative review. When a person calls Helpdesk, a tracking ticket is built for the issue. When the issue is solved, an email is sent to the requestor, allowing them to click on a link for a brief satisfaction survey. The results show good satisfaction, but with few responses, considering the volume of helpdesk tickets.						Helpdesk customers satisfaction ratings with the quality and speed of the response received affirmed current vendor contract.						
Faculty/ Staff Perception of Services Survey (Annually, beginning 2007) (Every Other Year; scheduled for October 2007)	The Office of Planning and Research created a survey based upon an institutional faculty and staff survey last administered in 2000. However, members of the President's Cabinet felt that a nationally normed survey would provide the added benefit of benchmarking information. It was therefore decided to administer the Noel-Levitz Institutional Priorities survey in Fall 2007. Many of the items on this survey may be compared to responses on the Student Satisfaction Inventory gathered in Fall 2006.						Survey administration delayed to 2007-08 based on decision to use Noel Levitz instrument						
Continuing Education Course Evaluation	Evaluations completed following each Continuing Education session throughout the year						Entire Continuing Education program retooled to align with academic departments and better respond to community needs. District administration shifted to campus-based administration.						

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SOAR (Student Opportunities and Rewards) (Annually, Fall and Spring semesters)	Developed survey instrument		Survey Administration: Data was gathered from 422 students in 26 classes. The survey assessed the effectiveness of students' study habits, mind set, and support system in the middle of the semester.		Implement changes to SOAR services: Student input was used to help SOAR focus upon necessary changes to workshops and resources needed by the students.		Survey Administration: The Fall 2006 process of surveying students in classes was repeated again in the Spring.		Implement changes to SOAR services: Student input was used to help SOAR focus upon necessary changes to workshops and resources needed by the students.		The results of this assessment helped SOAR focus on necessary changes to workshops and resources needed by the students. 54.3% of the respondents indicated they crammed for tests and suffered from test anxiety. The second most popular academic challenge (46%) was fear of math and no confidence in math and science skills. Specific changes were implemented, beginning Spring 2007 semester: (1) The Text Anxiety workshop incorporated more interaction with students, as well as new DVD addressing study strategies that focus on relaxation techniques and specific methods of study, depending on type of test and subject matter; (2) A new workshop was introduced, "Fear of Math", whereby SOAR staff focused on students' learning styles, attitudes about math, study tools and added resources. Math professors were featured as guest speakers to answer student participants' questions.		
On-Line Course Evaluation (Ongoing)	Ongoing administration throughout the year										Enhanced student/faculty interaction; software upgrade		
Education Preparation Institute Student Review of Instruction (all classes each Fall semester; classes taught by adjunct faculty in Spring and Summer semesters)	Survey Administration: EPI adjunct faculty members and the course are evaluated in each class.	Results returned to EPI faculty: Students provided positive feedback.	Course/program evaluations: Students indicated dissatisfaction with the textbook used in the first four courses in the program and with the placement of the technology course within the program.		Survey Administration: All EPI faculty members and the course are evaluated in each class.	Results returned to EPI faculty: Students provided positive feedback.	Course/program evaluations: Students commented that they value the program and have found the courses very beneficial for their future careers as teachers.		Survey Administration: EPI adjunct faculty members and the course are evaluated in each class.	Results returned to EPI faculty: Students provided positive feedback.		EPI has considered students' comments regarding the course book and a series of different textbooks were adopted for the first four courses. These new textbooks have been very well received by the faculty and students alike. The technology course is now being offered earlier in the program allowing students the opportunity to utilize the content from this course in all of their other courses.	
Student Review of Instruction (all classes each Fall semester; classes taught by adjunct faculty in Spring and Summer semesters)	Survey Administration	Results returned to faculty	Faculty make improvements to professional development plan and/or lesson plans		Survey Administration	Results returned to faculty	Faculty make improvements to professional development plan and/or lesson plans		Survey Administration	Results returned to faculty	Faculty make improvements to professional development plan and/or lesson plans	Changes to course content and instructional strategies are reflected in course syllabi.	

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AS Program Employer Surveys - Graduate, Employer, and Program Resources (Cardiovascular Technology Sample) (Annual)	Evaluate results from 2005-2006 and determine changes to program curriculum, course sequencing/scheduling, and instruction	Propose program and course changes to Curriculum Committee.	After approval of curriculum changes, implement changes the following term or academic year.	Clinical affiliate survey distributed.	Propose resource needs to appropriate funding source (e.g., budget, grant).	After approval of funding, implement changes in the new budget year.	Survey program graduates and employers immediately upon graduation (June) and employers 6-12 months after graduation. Survey program resources in June each year (students, program faculty and the medical director).	Sample: Cardiovascular Technology Program: Results: 80-100% agree or strongly agree that graduates are well prepared as entry-level cardiovascular technologists in the cognitive, psychomotor and affective learning domains (program goals/outcomes). 80-100% agree or strongly agree that the program resources (faculty, curriculum, classrooms, laboratory, clinical rotations, learning resources, instructional support services, physician interaction, etc.) are appropriate. Free form responses reveal that students feel the Pharmacology course, currently offered in Summer A, should be offered over the full Spring semester due to the amount of material to be learned. Use of Results: This has resulted in a pilot trial to initially shift some of the pharmacology content to the Pre-Clinical course in the Spring term and decrease the content in Summer A. The long term plan will be to switch the pharmacology course to the Spring term and the Pre-Clinical course to the Summer A term if follow-up surveys and analysis indicate that this will improve program outcomes and student learning.					
AS Program Graduate/Employer Survey (Nursing Sample) (Annual)	Evaluate results from 2005-2006 and determine changes to program curriculum, course sequencing/scheduling, and instruction	Propose program and course changes to Curriculum Committee.	After approval of curriculum changes, implement changes the following term or academic year.		Propose resource needs to appropriate funding source (e.g., budget, grant).	After approval of funding, implement changes in the new budget year.	Survey program graduates and employers immediately upon graduation (June) and employers 6-12 months after graduation.	Sample: Nursing education rated mostly above average, for most criteria. With 2001 input, faculty changed curriculum to better prepare grads for licensure exams, esp. in clinical decision-making, collaboration/delegation, & health assessment competencies. To improve licensure results, the dept. introduced a testing package used throughout the curriculum as outcome measures for each nursing course & the program as a whole. For clinical decision-making and collaborative/ delegation, test questions were created/revised to better measure these graduate nurse competencies. New health assessment course was created & implemented in 2003 to address this competency. 2002 graduates' complaints of changing policies not timely communicated to students were addressed by extensive revision of Student Nurse Handbook & clear communication of policies, expectations by lead faculty at start of each course. 2004-06 saw dramatic improvement in overall satisfaction with program & preparation of graduates. Infrequent, but recurring complaint about Registration (not student friendly) & Advising (incomplete/innaccurate)					

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AS Student, Graduate/ Employer Surveys (Business and Technology Sample) (Annual)										Survey Administration: Mail surveys to graduates/ employers of the Accounting, Business Administration, and Drafting programs	Analyze data; Implement class scheduling changes	Recommend improvements to institution-wide program review to include a better means of identifying employers.	Results used to improve program such as class times (e.g., more sections of courses in drafting), class locations, and workforce objectives (e.g., Real world accounting examples) in attaining positions in field of study. Results indicated the College needs a more decisive method of identifying employers of our graduates.
Contact Information for graduates and leavers (Public Service Programs Sample) (Annual)						Request address information from Planning and Research	Survey Administration: Mail surveys to graduates/ leavers/ employers of the Public Services programs(Criminal Justice, Crime Scene, Paralegal, Fire Science, EMS)			Analyze data and discuss data with Public Safety faculty	Paralegal Studies (Legal Assisting): Contact information was used to send surveys to graduates and leavers from Public Service programs. Survey information was then used to report student outcomes to the ABA to maintain accreditation.		
Student Evaluations/ New Student Orientations (Monthly)	Survey Administration	Survey Administration	Survey Administration	Survey Administration	Survey Administration	Survey Administration	Survey Administration	Survey Administration	Survey Administration	Survey Administration	Survey Administration	Survey Administration	(1) New format for in-person New Student Orientation developed. (2) Upgraded graphics and links added to on-line version of New Student Orientation. (3) During peak registration periods, additional walk-in services are made available in both Advising and Assessment areas in order to speed up enrollment process. (4) Pagers purchased allow mobility to students waiting to see an Academic Advisor. (5) Sign-in procedures for both Advising and Assessment areas have been streamlined to increase efficiency.
Florida Community College System Salary and Benefit Survey (Fall, Annual)			Human Resources participated in the 2006 Florida Community College salary survey of benchmarked job titles for use in determining market salary data and the colleges that have specific job titles for future classification work. The survey included 25 of the 28 Florida Community Colleges.			Analyzed Results: There is great similarity in job classifications between colleges and less similarity in pay structure. Edison is usually in the top quartile for pay.			On an ongoing basis, the HR office uses this information in setting Edison's pay structure.				
Needs Assessment - Learning Resources - Charlotte (Spring 2007, Ad Hoc)									Survey Administration	Survey results analyzed: By far the most recommended change was for separating the students who need quiet from the rest of library users.		Plans are underway to rearrange furniture after pay-for-print is installed so LS123 can be designated a quiet study area.	
Focus Groups - Learning Resources - Charlotte (Spring 2007, Ad Hoc)	All Speech classes at the Charlotte campus conducted focus group discussions on how or whether students used the library. Students were also encouraged to make suggestions for improvement.												Comments reinforced the need for a quiet study area. It was also apparent that many students do not use Learning Resources because their assignments do not require library resources. A quiet study area is planned.