

NORTHWEST FLORIDA STATE COLLEGE
SUMMARY OF 2008-09 PROGRAM AND STUDENT OUTCOMES REVIEW

Levels of Review

Program level reviews assess the degree to which the mission and goals of the program, function, service, or activity were met during the review period. Recommendations reflect a continuous improvement perspective.

Student level reviews assess the degree to which the students have achieved the learning outcomes established for the program/subject area. Recommendations reflect efforts to improve mastery at the individual student level.

Organization of the Summary

The summary is organized in five sections.

- I. The AS, AAS and Certificate programs are reviewed at two levels: program and student
- II. Selected subject areas from the State of Florida Common Prerequisites Manual most applicable to NWFSC students are reviewed at two levels: program and student
- III. The AA program and general education are reviewed at two levels: program and student; the general education subject areas, which are reviewed at both levels, provide the student learning outcomes for the AA program
- IV. Elective Classes are reviewed as “subject areas” at the program level; student learning outcomes for elective credit courses are reviewed at the individual course level within the appropriate division/department
- V. Instructional locations, support services, and activities are reviewed at the program level only

| SECTIONS I and II AS, AAS AND CERTIFICATE PROGRAMS AND COMMON PREREQUISITE SUBJECT AREAS | | |
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| Program/ Department/ Site | Follow-up actions, Enhancement Initiatives for 2009-2010 | Follow-up Actions, Enhancement Initiatives for 2009-2010 |
| Accounting | <ul style="list-style-type: none"> ◆ Explore strategies to increase the success and retention rates of all accounting students ◆ Recruit additional adjunct faculty members ◆ Evaluate scheduling patterns to maximize enrollments and accommodate student preferences ◆ Expand accounting internship opportunities | <ul style="list-style-type: none"> ◆ Although trending upward, student achievement on learning outcomes #1 and #2 fell well below desired benchmark ◆ Monitor data for learning outcomes #1, and #2 closely for trends and patterns, while developing success strategies to increase student mastery ◆ Review assessment mechanisms related to learning outcomes #1 and #2 to ensure consistent application and evaluation |

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| <p>Education</p> | <ul style="list-style-type: none"> ◆ Consider expansion of lower division education prerequisites to additional sites ◆ Establish greater access to computer labs for intermittent lab-based instruction in non-lab classes ◆ Increase faculty awareness of learning support services for students ◆ Work with baccalaureate faculty members to ensure easy transition to upper division ◆ Improve field placement processes | <ul style="list-style-type: none"> ◆ Benchmarks for all student learning outcomes except #3 were met. ◆ Revise student field placement participation agreements and field placement orientation materials to improve success rate on student learning outcome # 3. |
| <p>Emergency Administration AAS/ Certificates</p> | <ul style="list-style-type: none"> ◆ Designate and equip a classroom for simulated emergency management operations and tabletop exercises ◆ Refine coursework in anticipation of a public service four-year baccalaureate degree ◆ Obtain certification from the Florida State Fire College as approved firefighter training center ◆ Develop annual review system to ensure coursework is updated to meet current trends and issues in these emerging fields ◆ Expand pool of qualified adjunct instructors with expertise in emergency management and homeland security ◆ Increase enrollment in the Fire Science Area of A.A.S. ◆ Develop firefighter basic training program | <ul style="list-style-type: none"> ◆ Develop and begin tracking student learning outcomes for new fire science curricula ◆ Students met benchmarks for all learning outcomes except #1 ◆ Monitor student learning outcome #1 for trends indicating need for enhancement activities, as only 75% of students met the established standard for this outcome ◆ Monitor all student outcomes for trends as definitive patterns are not yet available in these relatively new programs. |
| <p>EMS/EMT/ Paramedic</p> | <ul style="list-style-type: none"> ◆ Increase involvement with state and national EMS meetings to ensure continued compliance with oversight regulations ◆ Work toward meeting the proposed 2013 Committee on Accreditation for Educational Programs for the Emergency Medical Services Professions (CoAEMPS) program accreditation requirements ◆ Prepare faculty for implementation of proposed Florida Administrative Code changes effecting Emergency Medical Services program instructor educational requirements. ◆ Acquire additional training equipment to continue the growth of the American Heart Association certified training courses | <ul style="list-style-type: none"> ◆ Students met benchmarks for all learning outcomes ◆ Monitor all student learning outcomes for trends, as student data on these relatively new programs is not yet definitive ◆ Consider additional learning outcomes necessary to address CoAEMPS accreditation standards |

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| <p>Industrial Management Technology</p> | <ul style="list-style-type: none"> ◆ Coordinate increased marketing of the program with the Career Resource Center, military bases, and local employers ◆ Expand distance learning and blended course options ◆ Review process for articulation of program to the BAS | <ul style="list-style-type: none"> ◆ All students enrolled in the program did not encounter coursework sufficient to sustain the intended learning outcomes, thus evaluation of success on student learning outcomes is not informative. ◆ Review and revise flawed program core to ensure all students encounter learning experiences in support of desired outcomes |
| <p>Radiography Technology</p> | <ul style="list-style-type: none"> ◆ Revise curriculum to add more clinical hours as discussed with program advisory committee ◆ Support curriculum (e.g. student-staff ratios, teaching methods such as simulation & other innovative approaches; hiring superlative faculty, etc.) to ensure competent graduates for area workforce ◆ Continue efforts to attain national accreditation of the program ◆ Develop strategies to assist graduates with job placement ◆ Recruit additional adjunct faculty | <ul style="list-style-type: none"> ◆ Students met benchmarks for all learning outcomes except 1(a)(2), 1(b)(1), 1(b)(2), 2(a)(1), 3(a)(1), and 3(a)(2) ◆ Develop and track data collection for new student learning outcome measures under 1(a), 1(b), 4(a), 5(a) and 5(b). ◆ Monitor student learning outcome measures under 1(a)(2), 1(b)(1), 1(b)(2), 2(a)(1), 3(a)(1), and 3(a)(2) with an eye to enhancement strategies or reconsideration of 100% as reasonable benchmark |
| <p>SECTION III ASSOCIATE OF ARTS DEGREE AND GENERAL EDUCATION</p> | | |
| <p>Area</p> | <p>Follow-up Actions, Enhancement Initiatives to be conducted in 2009-2010</p> | |
| <p>AA Degree</p> | <ul style="list-style-type: none"> ◆ Develop “automatic admissions” transfer agreements with UWF for Criminal Justice, Graphic Arts, Computer Engineering, and other selected programs ◆ Enhance tracking of and intervention for students who transfer with 60 hours and gen ed requirements, but no degree ◆ Develop strategies to improve retention rates for FTIC prep students in the AA program ◆ Refine access and tracking of tutorial support mechanisms (<i>ASC</i>, <i>Smarthinking</i>, etc.) to ensure highest and best use by students ◆ Increase blended offerings in general education courses ◆ Improve coordination of advising between AA students and NWFSC baccalaureate options ◆ Develop strategies to assist students in meeting CLAS requirements for new state AA graduation requirements | |

| Program/ Department/ Site | Follow-up Actions, Enhancement Initiatives for 2009-2010 | Follow-up Actions, Enhancement Initiatives for 2009-2010 |
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| Humanities | <ul style="list-style-type: none"> ◆ Revise and update curriculum pursuant to trends in art history education ◆ Recruit additional adjunct faculty ◆ Research upper division curricula for possible baccalaureate program or elective offerings ◆ Seek addition of larger TV screens in J-309 and J-313 ◆ Look at ways to make HUM 1020 courses more manageable for first year college students ◆ Monitor the success rate in PHI 2010 in connection with an ongoing review of goals and outcomes | <ul style="list-style-type: none"> ◆ Students in art history and humanities survey courses met benchmarks for all learning outcomes . ◆ Student performance reporting for learning outcome #3 in music humanities, ethics, and theater humanities was insufficient to provide informed conclusions; revisit learning outcomes, revise data collection methods, review assessment mechanisms for consistent application and evaluation and re-examine outcomes in these areas in 2009-10. ◆ Student performance reporting for learning outcomes #1 and #2 in music humanities, ethics, literature, philosophy, religion and theater humanities was insufficient to provide informed conclusions; revisit learning outcomes, revise data collection methods, review assessment mechanisms for consistent application and evaluation and re-examine outcomes in these areas in 2009-10. |
| Physical Sciences | <ul style="list-style-type: none"> ◆ Enhance use of the observatory ◆ Consider addition of new courses, including astronomy lab, geology of national parks, climate change and GIS courses ◆ Research additional upper division curricula for possible stand-alone baccalaureate supporting national, state, and local STEM initiatives ◆ Complete design and construction of interactive sundial for the Niceville Campus ◆ Revise budget structure to reflect observatory needs and lab supplies in all natural sciences | <ul style="list-style-type: none"> ◆ Student performance exceeded the benchmark for learning outcome #4 ◆ Chemistry students exceeded the benchmark for learning outcomes #1, #2, #3 and #5; however, students in other physical sciences did not ◆ Monitor data for learning outcomes #1, #2, #3 and #5 closely for trends and patterns, while developing success strategies to increase student mastery ◆ Review assessment mechanisms related to learning outcomes #1, #2, #3 and #5 to ensure consistent application and evaluation |
| Wellness | <ul style="list-style-type: none"> ◆ Recruit additional wellness adjuncts ◆ Expand the Wellness Center on the Niceville Campus (projected in the new Community Services Complex) ◆ Purchase updated equipment for all Wellness Centers | <ul style="list-style-type: none"> ◆ Student performance met benchmarks for all Wellness learning outcomes ◆ Monitor data for all learning outcomes for trends and patterns ◆ Review efficacy of benchmarks to ensure they reflect desired mastery levels |

**SECTION IV
ELECTIVE COURSE SUBJECT AREAS**

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| Fitness & Physical Education | <ul style="list-style-type: none"> ◆ Purchase updated equipment for labs in First Aid and Athletic Injuries ◆ Update classroom technology and furniture ◆ Work with new American Heart Association Training Center designation for CPR and first aid training for instructors | Student learning outcomes are measured at the individual course level and reviewed by the appropriate division/department |
| Foreign Languages | <ul style="list-style-type: none"> ◆ Increase blended course options in Spanish and French ◆ Establish greater access to computer labs for intermittent lab-based instruction in non-lab classes ◆ Increase faculty awareness of learning support services for students | Student learning outcomes are measured at the individual course level and reviewed by the appropriate division/department |
| Visual Arts | <ul style="list-style-type: none"> ◆ Relocate the photography lab located in "L" Building closer to the Arts Center ◆ Provide additional storage space and student workspace for photography students ◆ Correct poor ventilation in photography lab ◆ Consider a part-time lab assistant for photography lab to support student access outside of class ◆ Recruit additional adjunct faculty ◆ Examine class scheduling patterns to minimize necessity to change equipment (easels, drawing benches, etc.) between classes | Student learning outcomes are measured at the individual course level and reviewed by the appropriate division/department |

**SECTION V
ACTIVITIES, SITES, AND SUPPORT SERVICES**

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| Program/ Function/Site | Follow-up Actions, Enhancement Initiatives to be conducted in 2009-2010 |
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| Admissions and Registration | <ul style="list-style-type: none"> ◆ Continue training and cross training of enrollment services staff, to ensure that a full array of student services is available at all college locations ◆ Strengthen direct communication with students via e-mail and other technologies ◆ Create a web admission application for the College that is separate from State of Florida FACTS.org ◆ Enhance web admission application for limited admission programs ◆ Implement a safe and secure process to allow student to retrieve PIN's electronically ◆ Continue to enhance electronic retrieval of all official transcripts similar to FASTER (Florida electronic system) to include SPEEDE, CLEP, AP, IB, CCAF, etc ◆ Update online orientation program |
| Chautauqua Center | <ul style="list-style-type: none"> ◆ Continue to upgrade for new instructional technologies ◆ Expand student government activities at this location ◆ Continue to expand Chautauqua Center services to the surrounding communities and border state ◆ Address need for lab-based science instruction ◆ Revise class scheduling process to accommodate student preferences; increase blended and weekend offerings |
| Intercollegiate Athletics | <ul style="list-style-type: none"> ◆ Work with new American Heart Association Training Center in Public Safety Department to ensure coaches and assistant coaches maintain CPR, AED and first aid certifications ◆ Enhance current system of electronic tracking of student athletes on course progress and academic support needs |
| Dual Enrollment/ Early College | <ul style="list-style-type: none"> ◆ Increase communication with high school counselors regarding benefits of program ◆ Establish annual dual enrollment information session for high school students and parents ◆ Update the dual enrollment student handbook, website, and orientation ◆ Provide a more private area to counsel dual enrollment parents and students ◆ Ensure implementation of state-wide dual enrollment guidelines ◆ Enhance information exchange with school districts |
| Learning Resources Center | <ul style="list-style-type: none"> ◆ Develop and implement library/information literacy modules in various formats to accommodate a variety of audiences and meet needs of specific curricular areas ◆ Develop staffing plan to accommodate impending staff retirements and attrition ◆ Enhance access to LRC resources and improve website usefulness to address increased student demands and changing technologies ◆ Improve coordination of LRC planning and general education student learning outcomes ◆ Provide research support for the college's ongoing QEP effort |

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| Military Education (Eglin/Hurlburt) | <ul style="list-style-type: none"> ◆ Pursue additional articulation agreements with military units using EOD agreement as model ◆ Increase blended offerings at both Eglin and Hurlburt to maximize time and space limitations ◆ Address staffing issues at Eglin with respect to pending retirement of Campus Specialist ◆ Refine and implement single portal grade reporting system in conjunction with Department of Defense requirements ◆ Enhance marketing of NWFSC offerings on military web listings ◆ Develop data tracking of various categories of military students for reporting and assessment ◆ Refine and enhance systems with outside agencies to simplify procedures for CAA eligible students to register and receive aid ◆ Increase pool of adjuncts able to teach at Hurlburt |
| Robert L. F. Sikes Center | <ul style="list-style-type: none"> ◆ Establish regularly scheduled Financial Aid visits at the Sikes Center to allow students to schedule Financial Aid appointments ◆ Increase advising services available to Sikes Center students ◆ Plan for additional classroom space to meet the demands of the growth in the community ◆ Establish office/work space for associate faculty ◆ Expand daytime and blended course offerings ◆ Increase parking spaces ◆ Add Overhead LCD projectors to additional classrooms ◆ Replace chalk boards with white boards in all classrooms ◆ Add a soup/sandwich machine to the Center "break room" |
| Student Activities | <ul style="list-style-type: none"> ◆ Create a stronger community service learning program ◆ Work with the new baccalaureate divisions to increase participation of students from these areas in Student Activities ◆ Increase space for students to meet and socialize ◆ Examine staffing needs and scheduling for anticipated future growth and events |