



**NORTHWEST FLORIDA
STATE COLLEGE**

**INSTITUTIONAL EFFECTIVENESS
SYSTEM
AND
REPORTING GUIDE**

Updated: August 2009

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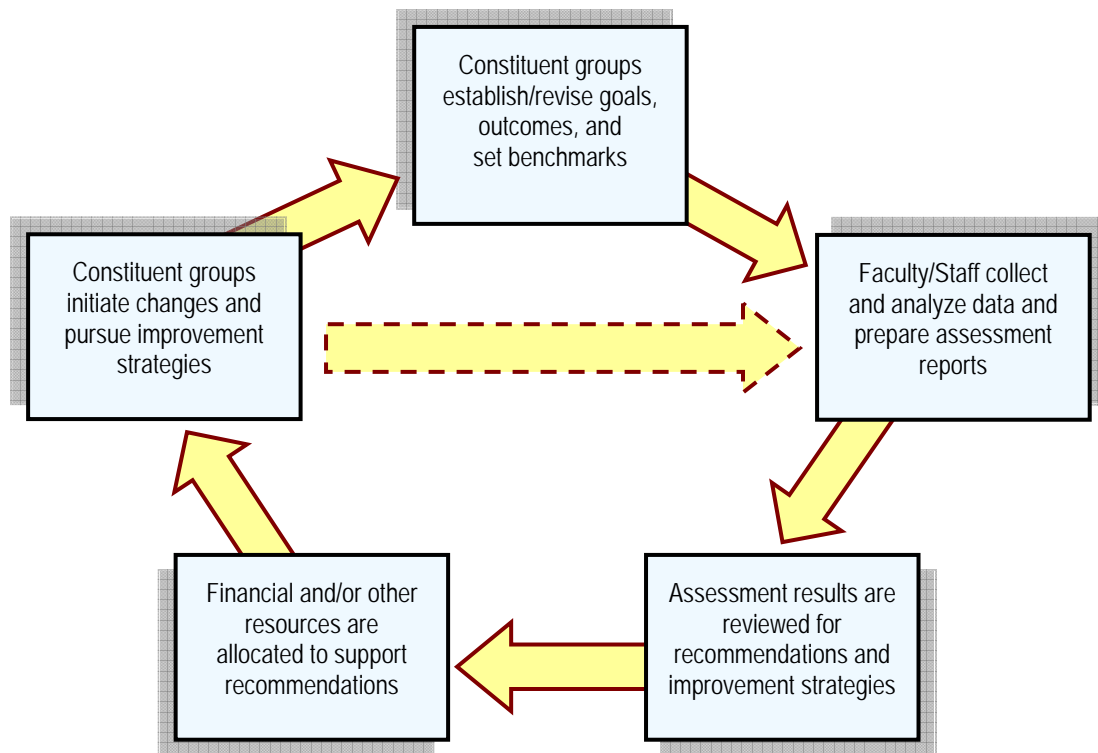
OVERVIEW

The planning and assessment process at Northwest Florida State College (NWFS) is driven by three critical factors:

- ☑ The college's desire to achieve its strategic vision and goals
- ☑ The college's desire to carry out its mission and accomplish its mission-related goals
- ☑ The college's desire to continually improve programs, services and student success

The process through which all college planning and assessment occurs is a traditional, "closed-loop" system – a cyclical approach that involves constituent groups, incorporates needs assessment, establishes goals and outcomes, assesses results, recommends strategies for improvement, and tracks follow-up activities. Results from the various assessment efforts are used to guide future decisions, including allocation of resources and continuation or conclusion of strategies/initiatives. The process is illustrated in Figure 1.0.

Figure 1.0
The NWFS Planning and Assessment Cycle



Practical implementation of this NWFSC process occurs at three levels.

Institutional Level

- Planning, review, assessment, and improvement activities address effectiveness at the macro level using college-wide aggregated data.
- Recommendations reflect a college-wide continuous improvement perspective.
- Assessment is conducted annually and reported college-wide.

Program/Functional Unit Level

- Planning, review, assessment, and improvement activities address the success of the smaller, focused organization units within the college (e.g. departments, programs, and services) using a combination of aggregated and more specific data.
- Recommendations reflect efforts to enhance program/unit effectiveness and/or efficiency.
- Assessment is conducted annually in the program/unit and reported college-wide on a three-year cyclical plan.

Student Level

- Planning, review, assessment, and improvement activities address student achievement using relatively disaggregated data.
- Recommendations reflect efforts to improve mastery at the individual student level.
- Assessment is conducted annually by the appropriate faculty and reported college-wide on a three-year cyclical schedule.

Regardless of the level, an appropriate set of constituent groups and individuals review and analyze the performance reports with an eye to trends, anomalies, and other indicators of both success and concern. Per the standard planning and evaluation cycle, recommendations are formulated, follow-up activities initiated, and progress reports prepared – all of which keeps the cycle moving to ensure ongoing enhancement and improvement.

The entire process incorporates both internal and external constituencies through a variety of reflection and information gathering efforts. These periodic activities, which include the following, are often conducted as part the college’s annual planning day, opening week activities, and monthly college-wide faculty meetings.

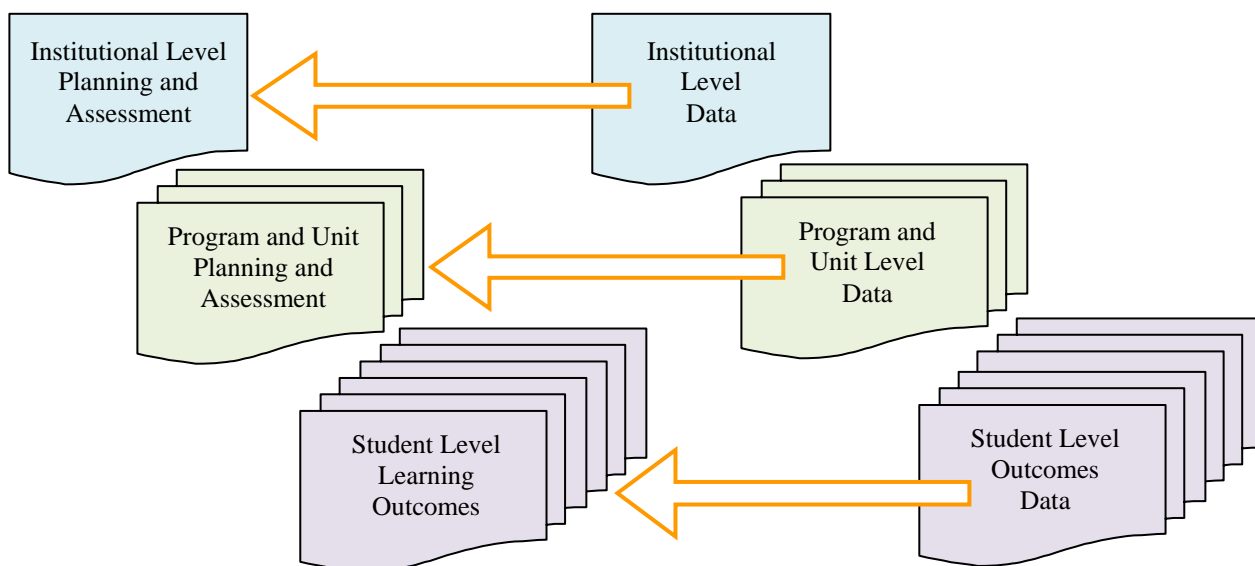
- The traditional “strengths, weaknesses, opportunities, and threats (SWOT)” exercise
- Focus groups
- Committee reviews
- Task force assignments
- Ad Hoc surveys
- Small group brainstorming

Internal efforts are complemented by outreach activities, including “NWFSC Listens” and community/employer surveys, which target external constituencies. Together, the internal and

external events provide both structured and ad hoc venues for reviewing assessment reports, generating recommendations for improvement and future initiatives, and for revising or reaffirming goals, objectives, and benchmarks.

As planning and assessment moves from the macro institutional level to the program and student levels, goals, objectives, and outcomes become more detailed in both description and measurement. Data collected for assessment follows a similar pattern, shifting from aggregated at the institutional level to less aggregated at the student level. As the system moves from the institutional “whole” to the student-level “parts”, the objectives/outcomes, reports, and data grow more detailed and voluminous. See Figure 2.0.

Figure 2.0 Progression of Planning and Assessment Levels of Detail



Although the NWFSC processes include multiple internal and external participants, to ensure timeliness and consistency, the planning and assessment process is managed through the senior administrative offices of the college and coordinated by the NWFSC Assessment Team.

TABLE 1.0 NWFSC ASSESSMENT TEAM

Position	Current Individual
▪ Vice President, Instruction and Student Services	TBA
▪ Vice President, Administrative Services	Dr. Gary Yancey
▪ Dean, Teacher Education, Research, and Learning Support	Dr. Anne Southard
▪ Dean, Instructional Services and Professional Programs	Dr. Melinda Stein
▪ Coordinator, Educational Services and Program Assessment	Ms. Penny Cox
▪ Professor, Mathematics and Department Chair, Mathematics	Dr. Sasha Jarrell
▪ Professor, Music	Dr. Jeremy Ribando

PLANNING FOR SUCCESS

Planning at Northwest Florida State College occurs at both the macro and micro levels with broad-based input from internal and external constituent groups. Macro level planning includes several college-wide planning efforts. Targeted planning occurs at the program/unit area, with the most focused planning at the student outcomes level.

Institutional Level Planning

At the institutional level, the NWFSC vision statement represents the ideal toward which the college is always progressing. The strategic goals provide the blueprint for attaining that vision and for achieving an exemplary standard of quality when compared with other institutions of higher learning. The NWFSC mission statement describes the college’s overall purpose in more operational terms. The mission-related goals set forth the means by which the college will fulfill its purpose.

The primary venue for institutional level planning is the College-wide Council. The group meets monthly during the fall and spring semesters and conducts an annual planning day each August. The August planning day provides the opportunity for discussion of both institutional level issues and selected student-related items. A “Closing-the-Loop” report (Appendix A), which covers progress on all issues discussed, is also presented during that session. Table 2.0 summarizes the major institutional-level plans.

Table 2.0 Major College-wide Plans and Responsible Groups

Plan	Primary Group(s) Responsible for Developing/Approving Plan
Strategic Plan	Developed and monitored for progress by the College-wide Council; reviewed and approved by the Board of Trustees
Financial/Budget Plan	Developed by the College-wide Budget Committee in conjunction with the Office of Financial Services; reviewed and approved by the Board of Trustees
Five-Year Facilities Plan	Developed by the Office of Administrative Services; reviewed by the College Executive Council; reviewed and approved by the Board of Trustees
College Technology Plan	Developed by the College Technology Committee; reviewed by the Executive Council; reviewed and approved by the Board of Trustees
Equity Plan	Developed by the College Equity Committee in conjunction with the Office of Human Resources and other units as needed; reviewed and approved by the Board of Trustees
Safety and Critical Incident Plan	Developed by the College Safety and Critical Incident Committee in conjunction with other areas as needed; reviewed and approved by the Executive Council; selected components reported to the Board of Trustees

A description of each plan follows.

Strategic Plan

This plan is drafted, reviewed, and updated by the College-wide Council. The Strategic Plan contains five components: vision statement, goals, objectives, initiatives, and progress indicators, which are adjusted as needed to reflect college and community needs. Changes and additions to the plan may result from a variety of activities, including: a periodic “strengths, weaknesses, opportunities and threats” exercise, results of college assessment activities (e.g. Measures of Effectiveness, ACT Student Opinion Survey) and feedback from external sources (e.g. “NWFSC Listens”). The plan is reviewed and approved by the Board of Trustees. The plan is posted on the college website, with hard copies maintained in the Office of the President and the Office of Instruction.

College Budget Plan

The College's Finance/Budget Plan (fiscal plan) is developed by the College Budget Committee, in conjunction with the Office of Financial Services and with input from the various departments and functional units college-wide. The committee develops guidelines each year for the department/unit level budget managers to use in presenting budget requests. The Office Financial Services combines those requests into a college-wide draft budget, which is reviewed and adjusted as needed by the Budget Committee. The full plan is presented to the Board of Trustees for review and approval and submitted to the FLDOE. The plan, also called the annual “Budget Book,” is posted on the college website; the annual budget goals assessment report is incorporated in the annual “Institutional Report Card”, which is also posted on the website.

Five-Year Plan for Facilities

The Five-Year Plan for Facilities is developed by the Vice President for Administrative Services, in consultation with the Long Range Facilities Planning Committee and the Executive Council after input from various constituent groups. It is submitted to the District Board of Trustees for review and approval prior to submittal to the Florida Department of Education. From this document, projects are placed on the state's five-year plan. New facilities are funded by the Florida Legislature only if they appear in the state's approved plan. Funding for the requested projects, the ultimate indication of a successful plan, is determined by the Florida Legislature, thus rendering a meaningful institutional evaluation is effectively moot. The plan is maintained in the Office of Administrative Services.

College Technology Plan

The College Technology Plan is prepared by the College Technology Advisory Committee, which comprises representatives from all the primary user groups of the college. The most recent plan was formulated with assistance from the professional consulting firm of BDMP, Inc. The goals and objectives are reviewed by the Executive Council, with the final version recommended to the President for submission to the Board of Trustees for review and approval. The plan not only serves

as a guide for institutional policy and practice, but also meets state-level requirements necessary to maintain certain technology funding opportunities

Equity Plan

The Equity Plan is prepared each year by the Office of Human Resources, in conjunction with the College Equity Committee. The plan addresses diversity goals with respect to students, employees, support services, athletics, and various related areas. The plan is reviewed and approved by the Board of Trustees and benchmarks are tracked both locally and by the FLDOE. The plan, which includes its own assessment component as part of the state requirements, is maintained in the Office of Human Resources.

Safety and Critical Incident Plan (with Plant and Facilities)

The primary purpose of the college's plant and facilities unit is to provide a safe and comfortable learning and work environment. A key component in planning for this effort is the Safety and Critical Incident Plan. This plan is reviewed each year by the Safety and Critical Incident Committee and provides guidance for the protection of human life; protection of college assets; support for restoration of critical services post-emergency; assessment of damages post-emergency; and overall safe campus operations. The plan is available to the college community as quick reference guides, frequently asked questions, and other safety documents. Quick reference guides are posted at strategic locations on all campuses and centers, as well as on the college website.

Collegiate High School Enhancement Plan

The CHS Enhancement Plan is prepared each year as part of an ongoing school improvement effort. Performance results from the annual Florida School Grade Report and Federal No Child Left Behind Act, as well as feedback from the parent and student satisfaction surveys and input from CHS staff members, provide data for assessing the prior year's enhancement goals and guidance for determining future goals. The report is prepared by key CHS faculty and staff during the late spring each year and is presented annually to the Board of Trustees for review and approval. The plan, along with all assessment/accountability reports, is posted on the college website, with hard copies maintained in the Collegiate High School Administrative Office.

Leadership Institute Plan

The Leadership Institute Plan, which addresses a newly structured unit of the college, is designed as a five-year business plan. Prepared jointly by the Office of Instruction and the Director, Leadership Institute and Special Programs, the plan is reported to the Board of Trustees and is updated annually. The plan is posted on the college website, with hard copies maintained in the Office of Instruction and the Leadership Institute Administrative Office.

Program/Unit Level Planning

Program/unit level planning is conducted across the college, resulting in accountability plans for all educational programs, administrative support services, educational/learning support services, student services, and community/public services. The staff members working with each program/functional unit prepare an accountability plan specific to the given area and presented in a common format (see Appendix B). The plans include broad goals and specific outcomes, each with an expected performance level (benchmark). The plan also references how the given program, service, or unit contributes to achieving the college mission and the college strategic goals.

The more than one hundred individual plans (see Table 3.0) are collected into one document maintained by the Coordinator, Educational Services and Program Assessment and housed in the Office of Instruction.

Table 3.0 Listing of Program Unit Accountability Plans

NWFSC Program/Unit Accountability Plans	
<p>General Education General Education Speech</p> <p>Baccalaureates BAS-Acquisitions BAS-Project Management BAS- Public Service Management BAS-Quality Improvement BAS –Technology BAS –Training and Development/HR BSN BSE-Elementary BSE-General Science BSE-MG Mathematics</p> <p>AAS/AS Accounting Technology AS Architectural Design and Construction Tech-AAS Business Administration-AAS Computer Engineering Tech-AAS Computer Information Administrator-AS Computer Programming and Analysis-AS Criminal Justice Technology AAS Customer Relationship Management AAS Database Technology AAS Customer Relationship Mgt AAS Database Technology AAS/AS Digital Media/Multimedia AAS Drafting & Design Tech AAS Early Childhood Education-AAS/AS Emergency Administration Management-AAS EMS AS Graphic Arts Tech-AAS</p>	<p>Certificates/ATD continued Corrections Basic Customer Services Technology –ATD Dental Assisting Digital Media / Multimedia Authoring Digital Media/Multimedia Presentation Drafting Emergency Administrator and Manager Emergency Medical Technician Firefighting Basic Graphic Design Production Graphic Design Support Homeland Security Emergency Manager Infant/Toddler Information Technology Management Information Technology Technician Law Enforcement Basic Recruit Marketing Operations Medical/Coder Biller Medical Office Management Microsoft Certified Systems Developer Microcomputer Repairer/Installer Office Management Office Specialist Paramedic Preschool Stage Tech. UNIX System Administrator</p> <p>Non-College Credit Adult General Ed. College Prep</p>

<p>Health Services Mgt. AAS Industrial Management Technology IT Security AAS/AS Manufacturing Tech-AAS Music Production Technology AAS Networking Administration AAS Assoc. Of Nursing (RN) Office Administration AAS Radiography AS Recreation Technology AS Theater and Entertainment AAS</p> <p>Certificates and ATDs</p> <p>Accounting Technology Audio Tech (recording arts) Autocad Foundations Auxiliary Law Enforcement Office Business Management Child Care Management Child Development/Early Intervention CISCO CCNA] Computer Programming Computer Programming Specialist Computer Specialist (MSCE/MCSA)</p>	<p>Support Services Plans</p> <p>Enrollment Services (Admissions, Advising, Recruitment, Orientation, Registration) ASC Career Resource Center Child Development and Education Center Continuing Ed. Intercollegiate Athletics LRC Learning Technologies Services for Students with Special Needs Student Activities Student Financial Aid Women’s Resource Center</p> <p>Functional Unit Goals</p> <p>Facilities, Environment and Safety Financial Services Human Resources Information Technology Marketing and Public Relations</p> <p>Public Service</p> <p>CBA Leadership Institute Mattie Kelly Arts Center Mattie M. Kelly Cultural and Environmental Institute</p>
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Student-level Planning

Planning at the student level focuses on defining the content and level of student mastery desired upon completion of each instructional program, including general education. The faculty members, in conjunction with the academic administrators, are responsible for setting those standards. Guidelines in the *NWFSC Curriculum Procedures and Guidelines Manual* and the *General Education Program Guide* provide further guidance with respect to student learning outcomes. The appropriate FLDOE curriculum frameworks are reflected in all career/technical program and student learning outcomes. The appropriate breadth, depth, and rigor are incorporated into all general education outcomes.

ASSESSING EFFECTIVENESS

The NWFSC Institutional Effectiveness System is grounded in data collection and research, with assessment of goals, objectives, and outcomes the key driver of the closed-loop system. Like planning, assessment is conducted at three levels.

Institutional Level

- Evaluation and review activities examine progress and performance at the macro level with college-wide aggregated data.
- Recommendations reflect a college-wide continuous improvement perspective.
- All institutional level assessment efforts are conducted and reported college-wide on an annual basis.

Program/Functional Unit Level

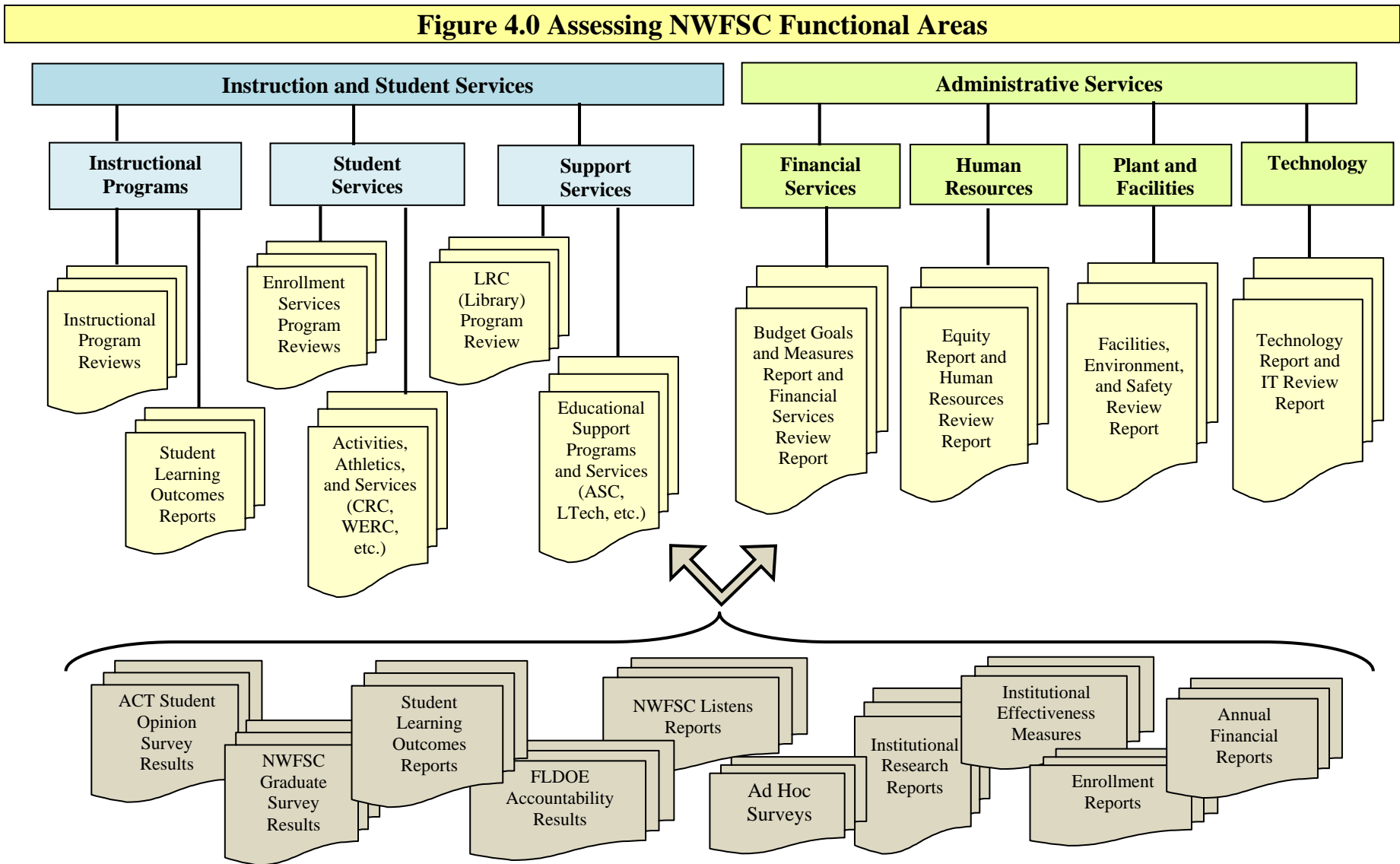
- Evaluation and review activities assess the degree to which the mission and goals of the program, function, service, or activity were met during the review period.
- Recommendations reflect efforts to enhance program and unit effectiveness and/or efficiency.
- Program/Functional unit assessment efforts are conducted in two phases: 1) annual data is collected and assessed by the program/unit staff and 2) annual data, along with trends, recommendations and follow-up, are reported college-wide on a three-year cycle.

Student Level

- Assessment activities address the degree to which students have achieved the learning outcomes established for the program/subject area.
- Recommendations reflect efforts to improve mastery at the individual student level.
- Student learning outcomes assessment efforts are conducted in two phases: 1) annual data is collected and assessed by the appropriate faculty and 2) annual data, along with trends, recommendations and follow-up, are reported college-wide on a three-year cycle.

All major functional areas of the college are assessed on a regular basis, although the primary focus is on the instruction and student services areas. Figure 4.0, which follows, illustrates the basic structure of the college-wide assessment system.

Figure 4.0 Assessing NWFSC Functional Areas



COLLECTING ASSESSMENT DATA

The majority of assessment data is quantitative (e.g. student learning outcomes, state accountability measures) and/or qualitative in nature (e.g. attitudinal surveys), a small amount is essentially descriptive content (e.g. “NWFSC Listens” focus groups). Depending on the source and method of collection, data is assembled by various degree of detail ranging from the student level to aggregation at the college-wide level. Table 3.0, which follows, outlines the primary data collection activities in support of the college’s assessment efforts.

**Table 3.0
Summary of NWFSC Primary Assessment Data Collection Activities**

Item	Level	Frequency	Responsible Office
<p><u>ACT Student Opinion Survey</u> Nationally-normed survey administered to a statistically significant sample of currently enrolled students</p>	<p>Institutional Selected elements contribute to program and unit reviews</p>	<p>Annually</p>	<p>Office of Instruction</p>
<p><u>Community College Survey of Student Engagement</u> Nationally-normed survey administered to a random sample of currently enrolled students</p>	<p>Institutional</p>	<p>Periodically; approximately once every three years</p>	<p>Office of Instruction</p>
<p><u>NWFSC Graduate Survey</u> Institutional survey administered to all graduating students as part of the application for graduation process</p>	<p>Institutional Selected elements contribute to program and unit reviews</p>	<p>Each semester, but tabulated annually</p>	<p>Office of Enrollment Services and Office of Instruction</p>
<p><u>NWFSC Student Opinion Surveys</u> Institutional questionnaires on targeted topic(s) administered to quality-controlled random sample of currently enrolled students and/or staff</p>	<p>Institutional Selected elements contribute to program and unit reviews</p>	<p>As needed</p>	<p>Office of Instruction</p>
<p><u>NWFSC Listens</u> Informal discussion groups conducted in a focus group manner; groups defined by industry sector, professional association, or other common element (e.g. bankers, chamber executives, educators, etc.)</p>	<p>Institutional Selected elements contribute to program and unit reviews</p>	<p>As needed; generally at least once per year</p>	<p>Office of the President and Office of Instruction</p>
<p><u>Student Evaluation of Instruction</u> Institutional survey through which students evaluate faculty and courses</p>	<p>Institutional*</p>	<p>Annually and by semester</p>	<p>Office of Instruction</p>

Item	Level	Frequency	Responsible Office
<p><u>Course and Program Enrollment</u> Locally generated headcount and FTE reports disaggregated by course prefix, department, and location</p>	Institutional and Program	Annually and by Semester	Office of Instruction
<p><u>Florida Department of Education (FLDOE) Accountability Measures</u> Specific student performance data using data elements defined by and reported to the state; reporting follows a cohort of first-time-in-college students; aggregate data for the college and the Florida College System is supplied by the FLDOE</p>	Institutional and Program	Annually	Office of Instruction and Office of Information Technology
<p><u>Student Enrollment and Demographics Reports</u> Created annually and by term; details enrollment patterns by headcount and FTE on a college-wide, program, course, and location basis; student demographics to accompany enrollments</p>	Institutional and Program	Annually and by term	Office of Instruction and Office of Information Technology
<p><u>Career/Technical Program Success Rates</u> Leaver, completer and employment placement rates for AAS, AS, and certificate programs (data supplied through Florida Department of Labor, Bureau of Workforce Innovation)</p>	Institutional and Program	Annually	Office of Instruction
<p><u>General Education Student Outcomes</u> Collection student achievement data by faculty for student learning outcomes in general education</p>	Student	Annually	Office of Instruction
<p><u>Program/Subject Area Outcomes</u> Institutional data collection of student achievement with respect to specific student learning outcomes by program; includes student success rates by course prefix and delivery method (traditional, distance, online, blended), as well as by student demographics</p>	Student and Program	Annually	Office of Instruction
<p><u>Student Learning Outcomes Data</u> Student performance data collected on an annual and/or term-by-term basis by faculty members</p>	Student and Program	Annually	Instructional Departments
<p><u>Budget Measures</u> Financial data drawn from the annual financial reports, cost analyses and the annual budgets</p>	Institutional and Program	Annually	Office of Financial Services

Item	Level	Frequency	Responsible Office
<u>Learning Support Services Attendance Rates</u> Student/patron levels in math labs, academic success center, online tutorials, and computer labs	Institutional and Program	Annually	Office of Instruction
<u>Facilities Inspection and Safety Reports</u> Institutional safety and facility inspection reports, including on-campus crime statistics as collected and reported per Federal requirements	Institutional and Program	Annually	Office of Administrative Services
<u>Florida Office of the Auditor General Reports</u> Annual financial audit and periodic compliance, electronic data processing, and IT security audits	Institutional and Program	Annually and as needed	Office of Financial Services and IT Department
<u>Ad hoc Surveys</u> Questionnaires designed to collect information on a targeted subject(s) from a targeted audience (e.g. adjunct faculty survey, graduate survey on advising and transfer practices); conducted as needed	Institutional and Program	As needed	Office of Instruction and/or other Offices as appropriate

*Also contributes to individual faculty evaluation process, but results are distributed publically only in the aggregate

INSTITUTIONAL LEVEL ASSESSMENT

All elements of the NWFSC mission and goals, as well as the college strategic goals, are evaluated using a series of effectiveness measures drawn from multiple data sources. Results of the various assessment techniques are compared for trends and patterns and referred, as appropriate, for monitoring and follow-up. Although data is aggregated, the use of multiple assessment activities allows for confirmation of patterns and provides a more informed analysis of results. All institutional level assessment is conducted and reported college-wide on an annual basis.

Assessing the NWFSC Mission and Mission-related Goals

The NWFSC mission and mission-related goals transcend all areas of the college and all levels of planning and assessment; therefore, there is no single comprehensive mechanism designed to assess the college mission and goals. Rather the college evaluates its success in achieving the mission and goals through three complementary categories of assessment initiatives.

1) Quantitative Institutional Assessment Reports

Each year the college reviews a series of three aggregated data reports that are keyed to the mission and goals. These assessment reports include: a) the measures of institutional effectiveness, b) accountability outcomes measures, and c) the annual budget goals and measures. Results from these institutional level assessments are included each year in the

“Institutional Report Card” which is posted on the college website. Appendix C presents the format for this report card.

2) Qualitative Institutional Assessment Reports

The college reviews and analyzes results from three “customer satisfaction” activities: a) the NWFSC Graduate Survey, b) the Act Student Opinion Survey, and c) the ongoing NWFSC Listens project and various ad hoc surveys.

3) Program/Unit Accountability Reports

Each program and unit accountability plan includes a section stating which mission-related goals are addressed by the program/unit and each program/unit evaluation/assessment report contains a section explaining how the program/unit has contributed to moving the college toward achieving its mission and goals.

Results from these various reports are shared with the Board of Trustees. Individual elements from each are incorporated, as appropriate, into the applicable program/unit assessment reports. Following is a description of the six primary components of the college mission and goals assessment process.

Measures of Institutional Effectiveness

A set of twenty-two measures, with at least one measure directed at each element of the college mission and goals. As the measures have been set with uniform definitions for the past ten years, they present the opportunity for both trend analysis and identification of data point anomalies. Selected data may also be used for program/unit reports. Results of the measures are analyzed by the VPI Staff, Curriculum Committee, Student Success Committee and/or Institutional Research Committee, with improvement /action plans developed as appropriate. Improvements and recommendations are tracked for follow-up and reported in the subsequent year(s). (See Institutional Report Card Contents, Appendix C.)

Accountability Outcomes Measures

A set of nine accountability outcomes measures which reflect the performance of a defined cohort of first-time-in-college students tracked by the Florida Department of Education (FLDOE). Individual institutional data is supplied to the college by the FLDOE. Data elements are common statewide, which provides for a variety of comparisons among NWFSC, its peer institutions, and the entire Florida College System. In addition, as the measures have been set with uniform definitions for the past ten years, they present the opportunity for both trend analysis and identification of data point anomalies. Selected items are also used for program reports and student outcomes. Results of the accountability outcomes are analyzed by the VPI Staff, Curriculum Committee, Student Success Committee and/or Institutional Research Committee, with improvement /action plans developed as appropriate. Improvements and recommendations are tracked for follow-up and reported in

the subsequent year(s), generally as part of the College-wide Council Planning Day activities. (See Appendix D.)

Budget Goals and Outcomes Measures

The budget goals, which are developed and monitored locally, are designed to ensure the college maintains a sound financial position. Each goal contains one or more measures designed to assess the effectiveness of the financial planning and budget processes in attaining the goals. In combination with the annual financial audit conducted by the Florida Auditor General's staff, this assessment effort provides an evaluation of the institution's fiscal health and stability. Each year as part of the annual budgeting process, the College Budget Committee reviews the budget goals to determine if additions or changes are warranted for recommendation to the Board of Trustees. The results of the budget goal assessment process are presented to the Board as part of the annual budget development workshop and are included in the Institutional Report Card (See Appendix C).

The budget development process includes an opportunity for departments/units to request special funding on a recurring or non-recurring basis to support improvement initiatives and strategies recommended as a result of assessment at the institutional, program/unit and student outcomes levels.

NWFSC Graduate Survey

Tabulated results of the NWFSC Graduate Survey are submitted annually to the Board of Trustees, the College-wide Council and the faculty. Results include both numerical ratings and a summary of written comments. Selected elements from the survey are also incorporated into program/unit reviews and the college's various planning activities. Results of the surveys are analyzed by the Office of Instruction and referred for action or recommendation to the appropriate college department/unit. Improvements and recommendations are tracked for follow-up and reported in the subsequent year(s) through the appropriate program/unit reviews. The full survey results are posted on the college website.

ACT Student Opinion Survey

Tabulated results from the annual ACT Student Opinion Survey are reported each year to the Board of Trustees, the College-wide Council, and the faculty. The report includes both a collective profile of the respondents and numerical ratings of key items on the questionnaire. Selected elements from the survey may also be incorporated into program/unit reviews and the college's various planning activities. Results of the survey are analyzed by the Office of Instruction and referred for action or recommendation to the appropriate college department/unit. Improvements and recommendations are tracked for follow-up and reported in the subsequent year(s) through the appropriate program/unit reviews. The full survey results are posted on the college website.

NWFSC Listens

This focus group process involves three key questions:

1. What do you see as the benefits the college offers the community?
2. What does the college do best?
3. What can the college do to better meet community needs?

A summary of the suggestions and comments received from conducting discussions with targeted segments of the community is presented to the Board of Trustees on a periodic basis. The reports include follow-up actions or response strategies associated with the feedback from the group sessions. Selected elements from the sessions may also be incorporated into program/unit reviews and the college’s various planning activities. Recommendations are tracked for follow-up by the Office of Instruction and reported in the subsequent year(s).

To ensure that all elements of the mission and mission-related goals are addressed in the various annual evaluation processes, the college has developed a crosswalk of assessment activities and the mission/goal statements. The program/unit accountability plans also specify the mission elements and goals addressed by that program/unit. Table 4.0, which follows, outlines the major assessment activities associated with each mission element and mission-related goal.

Table 4.0 Assessment of Mission Statement and Mission-Related Goals

Mission/Goal Statement	Primary Recurring Assessment Activities
Mission Statement	
<p>The mission of Northwest Florida State College is to provide quality educational programs and services which enable students to achieve their goals and which enhance the community through academic, career/technical, cultural, economic, and personal development opportunities</p>	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ Accountability Outcomes Measures ▪ NWFSC Listens ▪ Graduate Survey ▪ ACT Student Opinion Survey ▪ Program and Student Outcomes Reports ▪ Budget Goals and Measures
Mission-Related Goals	
<ul style="list-style-type: none"> ▪ To provide an environment that promotes equity and access to college programs for all members of the community. 	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ Accountability Outcomes Measures ▪ NWFSC Listens ▪ Graduate Survey ▪ ACT Student Opinion Survey ▪ Program/Unit Review Reports ▪ Annual Equity Report ▪ Budget Goals and Measures

<ul style="list-style-type: none"> ▪ To provide student services and activities that enhance student success. 	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ NWFSC Listens ▪ Graduate Survey ▪ ACT Student Opinion Survey ▪ Program/Unit Review Reports ▪ Budget Goals and Measures
<ul style="list-style-type: none"> ▪ To provide programs of study at the high school, certificate, associate, and baccalaureate levels 	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ Accountability Outcomes Measures (all) ▪ NWFSC Listens ▪ Graduate Survey ▪ ACT Student Opinion Survey ▪ Program Reviews and Student Outcomes Reports
<ul style="list-style-type: none"> ▪ To provide certificate and degree programs that prepare students for employment and careers in the public and private sectors. 	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ Accountability Outcomes Measures ▪ NWFSC Listens ▪ Graduate Survey ▪ ACT Student Opinion Survey ▪ Program Review and Student Outcomes Reports
<ul style="list-style-type: none"> ▪ To provide leadership and support for economic and workforce development. 	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ NWFSC Listens ▪ Program/Unit Review Reports
<ul style="list-style-type: none"> ▪ To provide college preparatory and basic skills instruction, literacy programs, English for speakers of other languages (ESOL), adult secondary education and vocational preparatory instruction. 	<ul style="list-style-type: none"> ▪ Accountability Outcomes Measures ▪ Program Review and Student Outcomes Reports
<ul style="list-style-type: none"> ▪ To provide social, cultural and co-curricular opportunities. 	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ NWFSC Listens ▪ ACT Student Opinion Survey ▪ Program/Unit Review Reports
<ul style="list-style-type: none"> ▪ To provide a variety of continuing education, professional development, and leadership training opportunities. 	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ NWFSC Listens ▪ Program/Unit Review Reports
<ul style="list-style-type: none"> ▪ To promote the understanding, application, and use of technology. 	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ NWFSC Listens ▪ ACT Student Opinion Survey ▪ Program/Unit Review and Student Outcomes Reports

Assessing Strategic Planning Goals

Much like the mission and mission-related goals, the strategic planning goals transcend all areas of the college, thus each program and unit accountability plan includes a section stating which strategic goals are addressed by the program/unit. Accordingly, much of the college’s progress in implementing its strategic plan is included in the same assessment activities that address the mission-related goals. However, additional strategic planning progress indicators are tracked separately and reported periodically to the College-wide Council and the Board of Trustees, as needed. Table 5.0, which follows, presents the primary assessment activities used to monitor progress under the Strategic Plan.

Table 5.0
Assessment of Strategic Planning Goals and Objectives

Objectives	Primary Recurring Assessment Activities
Strategic Goal I – Increase Access	
Objective I (A) Reduce barriers to participation	<ul style="list-style-type: none"> ▪ Program/Unit Review from Enrollment Services ▪ Measures of Institutional Effectiveness ▪ Program/Unit Review Reports ▪ NWFSC Budget Goals and Measures
Objective I (B) Seek creative ways to “take the learning to the students”	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ Program/Unit Review Reports ▪ Graduate Survey ▪ ACT Survey
Strategic Goal II – Enhance Student Success	
Objective II (A) Deliver quality instructional programs and services	<ul style="list-style-type: none"> ▪ General Education Student Learning Outcomes Report ▪ Instructional Services Program Reviews and Student Learning Outcomes Reports ▪ Accountability Outcomes Measures ▪ Measures of Institutional Effectiveness ▪ NWFSC Budget Goals and Measures
Objective II (B) Incorporate student success as a guiding principle in all college procedures, plans and initiatives	<ul style="list-style-type: none"> ▪ Narrative summary of mission statement review/revisions ▪ Content analysis of college documents ▪ Program/Unit Review Reports
Objective II (C) Engage students as responsible partners in the learning process	<ul style="list-style-type: none"> ▪ General Education and Program Student Learning Outcomes Reports ▪ Applicable elements of the ACS/Tutorial Services Program Review ▪ Program/Unit Review Reports ▪ Community College Survey of Student Engagement

Objective II (D) Provide a learning environment that supports academic competence	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ General Education and Program Student Learning Outcomes Reports ▪ NWFSC Graduate Survey ▪ ACT Student Opinion Survey ▪ Community College Survey of Student Engagement
Strategic Goal III—Celebrate and Enrich Diversity	
Objective III (A) Broaden the college perspective through diversity	<ul style="list-style-type: none"> ▪ Student Activities Program Review ▪ Mattie Kelly Fine and Performing Arts Center Activities report ▪ College Equity Report ▪ Measures of Institutional Effectiveness ▪ ACT Student Opinion Survey
Objective III (B) Recognize, accommodate, and celebrate a population of growing diversity	<ul style="list-style-type: none"> ▪ Student Activities Program Review ▪ Mattie Kelly Fine and Performing Arts Center Activities report ▪ College Equity Report ▪ Measures of Institutional Effectiveness ▪ ACT Student Opinion Survey ▪ Community College Survey of Student Engagement
Strategic Goal IV – Cultivate Community Involvement and Leadership	
Objective IV (A) Provide community leadership for economic and workforce development	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ Career Resource Center Program Review ▪ NWFSC Listens Reports ▪ Leadership Institute Program Review
Objective IV (B) Serve as a center for cultural and performing arts	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ Student Activities Program Review ▪ ACT Student Opinion Survey
Objective IV (C) Encourage community involvement and creative partnerships	<ul style="list-style-type: none"> ▪ Career Resource Center Program Review <ul style="list-style-type: none"> ▪ NWFSC Listens Reports ▪ Leadership Institute Program Review ▪ Measures of Institutional Effectiveness
Objective IV (D) Offer programs and services which meet the district’s changing needs	<ul style="list-style-type: none"> ▪ Measures of NWFSC Listens Reports ▪ Measures of Institutional Effectiveness ▪ Leadership Institute Program Review ▪ Annual Report of Program Additions and Deletions ▪ Five-year Course Deletion Report ▪ NWFSC Budget Goals and Measures

Strategic Goal V – Foster a Positive Learning and Work Environment	
Objective V (A) Encourage and reward innovation	<ul style="list-style-type: none"> ▪ Review of faculty reassigned time projects ▪ Summary of Chancellor’s Best Practices Submissions ▪ Summary of SPD projects ▪ Content analysis of minutes from various college-wide meetings
Objective V (B) Promote collaboration and communication among all college constituencies	<ul style="list-style-type: none"> ▪ NWFSC Listens Reports ▪ Measures of Institutional Effectiveness ▪ ACT Student Opinion Survey
Objective V (C) Build an institutional culture that values teaching excellence, a helping attitude, and lifelong dedication to learning	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ Graduate Survey ▪ Student Evaluation of Instruction ▪ Continuing Education Program Reviews ▪ Leadership Institute Program Review ▪ ACT Student Opinion Survey
Objective V (D) Maintain a pleasant and welcoming physical atmosphere	<ul style="list-style-type: none"> ▪ ACT Student Opinion Survey ▪ NWFSC Graduate Survey

While the mission statement and mission-related goals are driven heavily by state statute, and thus less likely to change significantly from year to year, the individual objectives and initiatives which comprise the Strategic Plan are more fluid; accordingly, a formal progress report targeted directly to the strategic goals and objectives is prepared each year. This assessment report is guided by the following strategic planning considerations.

- 1) The College-wide Council is the primary body for the development and review of the strategic plan. The Council considers both the content of the plan and the progress made toward the strategic goals and outcomes. This process includes four annual activities and three periodic, cyclical activities, including review of the full strategic plan.

Annual Activities

- Discussion and review of current strategic issues affecting the college (August)
- Follow-up report on the current issues discussion/recommendations from prior year(s) (August)
- Adjustments to Strategic Plan (goals, outcomes, and initiatives) as appropriate (August)
- Follow-up report on progress made in achieving Strategic Goals and Objectives (November)

Three-year Cyclical Activities

- Revision/confirmation of Vision Statement and Strategic Goals
- Revision/confirmation of Strategic Objectives

- Revision/confirmation of Strategic Initiatives
- 2) Consistent with the elements of the NWFSC strategic planning process, the annual progress report is divided into three sections: 1) “Closing-the-Loop” report on prior year’s issues discussion/recommendation, 2) Progress on Strategic Objectives, and 3) Revisions and/or Recommendations for the Strategic Plan.

The format of the Strategic Planning Progress Report appears in Appendix E.

Program/Unit Level Assessment

All programs, services, and unit functions are assessed for effectiveness on a regular basis. In keeping with the closed-loop approach, the program/unit assessment process generates recommendations that are tracked for impact, with progress reported to key constituent groups and selected reports posted on the college Institutional Effectiveness website. Assessment is based upon specific program/unit goals and outcomes; however, many of those assessment results also contribute to the overall assessment of institutional effectiveness. (See Tables 4.0 and 5.0.)

Program/Functional unit assessment efforts are conducted in two phases: 1) annual data is collected and assessed by the program/unit staff and 2) annual data, along with trends, recommendations and follow-up, are reported college-wide on a three-year cycle. (See Appendix F.)

As the core mission of the college is student success, the most sophisticated program assessment occurs in the instruction and student services areas.

Instruction and Student Services Program Reviews

Although assessment data is collected and reviewed on an annual basis, formal reports on instructional and student services programs are produced every three years. Reports are prepared according to a pre-established schedule that is designed to spread workload reasonably across the departments and present a cross section of results that will assist in college-wide assessment. The three-year period was chosen to match state level program reviews, to facilitate trend analysis, and to provide for sufficient time for improvements in student performance and services to materialize. Appendix F presents the three-year schedule for instructional services program reviews.

The evaluations are conducted in a common format, with components of the program review process designed to assess the extent to which the stated program outcomes are being met.

Recommendations for improvement are developed and reviewed by the College Curriculum Committee, VPI Staff and/or College Success Committee as appropriate. All Instructional Services program reviews are reported to the Board of Trustees. Recommendations are tracked for progress and follow-up; results are summarized and reported to the appropriate committees and to the Board of Trustees in the subsequent year(s).

Although the presentation format and basic reporting elements are the same for all instructional programs, the specific content is keyed to the program goals, program outcomes, and student learning

outcomes established for each program. Data for the common elements in the program reviews is drawn from NEXUS, the college management information system, by the Office of Instruction and presented in report form to the appropriate program administrators. Selected data (e.g. job placements rates) is drawn from state level reports supplied to the college through the FLDOE accountability program. Analysis and recommendations, however, are prepared by the program faculty and staff.

Appendix G contains the instructions and preferred format for the instructional program review report. Appendix H contains the instructions and preferred format for the support services review report and Appendix I presents the format for the follow-up report submitted to the Board of Trustees. The basic elements for the reports are listed in Table 6.0.

Table 6.0 Common Requirements of Instructional Services Programs Reviews

Instructional Programs	Student Support/Student Services Programs
<p><u>Section A: Program Outcomes</u></p> <ol style="list-style-type: none"> 1. Data Presentation and Analysis/comment on each of the following elements: <ul style="list-style-type: none"> ▪ Enrollment Summary by course prefix and/or program of study ▪ Student/Staff Ratio (Average class size) ▪ Student Success Rates by course prefix and/or program of study (percent of enrollments receiving “C” or higher grades) ▪ Graduation/Completion Rates (for career technical programs) ▪ Placement Rates (for career technical programs) ▪ Evidence of Sustained Student Success (employer surveys, upper division GPA, licensure rates, etc.) 2. Summary of contributions to achieving strategic goals 3. Summary of contributions to achieving mission-related goals 4. Summary of equipment support, staffing and/or facilities issues 5. Summary of plans, trends, issues not cited in previous sections 6. Use of assessment results (recommendations for improvement and follow-up/ enhancement initiatives) <p><u>Section B: Student Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Performance data to accompany each student learning outcome 2. Recommendations for enhancement initiatives 	<ol style="list-style-type: none"> 1. Description of program/service, including service goals 2. Assessment of the degree to which goals and outcomes are being met (e.g. participation rates, student feedback surveys, relevant elements from measures of effectiveness and/or accountability outcomes) 3. Summary of contributions to achieving strategic and mission-related goals 4. Use of assessment results (recommendations for improvement and follow-up/ enhancement initiatives) 5. Recommendations for future actions (staffing, facilities, equipment needs, revised goals, policy procedure revisions, etc.)

Functional Unit Plans and Reports

Human Resources Unit Review

There are two major planning and accountability efforts coordinated in the Office of Human Resources. First, the annual Equity Report, which includes a variety of measures and strategies from across the college as defined by the Florida Department of Education, and 2) the Human Resources Accountability Plan and Review, which focuses on locally established outcomes. The annual equity report traces the prior year's progress in attaining the equity goals and benchmarks established in the Equity Plan/Report as submitted to the NWFSC Board of Trustees and the Florida Department of Education. Assessment of the equity objectives is included in the annual equity report, which is compiled by the Human Resources Office with the assistance of the College Equity Committee and appropriate instruction and student services staff members. The results of the assessment are used to determine the goals and benchmarks for the subsequent year; selected items of the state-level report are incorporated into the local accountability review.

Facilities, Environment and Safety Unit Review (Plant and Facilities)

As the primary purpose of the college's plant and facilities unit is a safe and comfortable learning and work environment, the primary planning effort for this unit is the Safety and Critical Incident Plan, while the major assessment indicators include: safety inspection statistics, crime statistics as reported to the Federal Government, and student feedback through the NWFSC Graduate Survey and the ACT Student Opinion Graduate Survey. Data is assembled and reviewed annually, as well as reported in a three-year format to facilitate trend analysis.

Financial Services Unit Review

While the college budget goals and measures serve as a key element of institutional level planning and assessment, the financial services unit also prepares a unit level accountability plan and review report, incorporating unit level outcomes and assessment. Major assessment indicators for this unit include results from the NWFSC Graduate and ACT Student Opinion Surveys, findings of the Florida Auditor General's Office, and FLDOE financial reports. Data is assembled and reviewed annually, as well as reported in a three-year format to facilitate trend analysis. Results are tracked used to improve performance and services in subsequent years.

Information Technology (IT) Accountability Plan and Unit Review

Much like the college budgeting and financial planning efforts, IT services transcend all segments of the college operations. Accordingly, IT is guided by a multi-year, comprehensive strategic plan developed with the assistance of an outside consulting firm. The IT unit accountability plan and unit review includes selected items from the technology strategic plan, as well as results from the NWFSC Graduate and ACT Student Opinion Surveys, findings of the Florida Auditor General's Office, and related local indicators. Data is assembled and reviewed annually, as well as reported in a three-year format to facilitate trend analysis. Results are tracked used to improve performance and services in subsequent years.

Marketing and Public Relations

The Office of Marketing and Public Relations supports the college advancement activities, especially in relation to the college website and college publications. Accordingly, the success of this office is measured largely by attitudinal surveys and participation measures. The Office prepares an annual unit level accountability plan and review report, incorporating unit level outcomes and assessment.

The preferred format for the functional unit assessment reports appears in Appendix J.

Student Level Assessment

Assessment at the student level addresses the degree to which students have achieved the learning outcomes established for a given program/subject area. Recommendations reflect efforts to improve mastery at the individual student level. Performance data is collected on an annual basis for review at the department level, and assembled as a formal assessment report by program/subject area as part of the three-year program review cycle. Assessment of learning outcomes is reported to the Board of Trustees, as well as to the College Curriculum Committee, VPI Staff, and/or Student Success Committee as appropriate. Student learning outcomes are developed in four categories:

- 1) General Education Student Learning Outcomes
General Education student learning outcomes are each related to one or more of the general education program outcomes. The general education student learning outcomes also serve as the primary student learning outcomes for the AA program.
- 2) Subject Area Student Learning Outcomes
Subject area student learning outcomes are formulated for broad discipline areas offered in the college curricula, but for which there is no stand-alone program of study.
- 3) Baccalaureate Program (BAS, BS, and BSN) Student Learning Outcomes
Baccalaureate-level student outcomes are derived directly from the specific skills and content expected of students ready to enter the workforce in the given bachelor's degree area.
- 4) Career/technical Program (AAS, AS, Certificate) Student Learning Outcomes
These program-driven outcomes address the specific skills and content expected of students ready to enter the workforce in the particular career area.

Regardless of category, learning outcomes are derived from the broader program level goals, but address specific mastery at the student level. Learning outcomes are stated as measurable objectives, each with an established benchmark and common assessment method. Both the outcomes and the assessment method, which will vary by subject/skill area, are determined by the faculty members in the given subject/program area and included in the course syllabus.

Student learning outcomes are tracked and assessed on an annual basis at the department/program level and reviewed by the appropriate faculty. Assessment data is generated by the faculty members

from their student/course performance records, but may also be supplemented by reports from NEXUS. The assessment results are included as part of the three-year program review within the applicable program/department report (see Appendix G). Reviewing three years of outcomes allows for trend analysis, as well as consideration of atypical data points and other anomalies. Table 7.0, which follows, presents excerpts from a recent student outcomes assessment report.

Table 7.0 Excerpt from Student Learning Outcomes Report: AAS in Emergency Administration and Management

Associate of Applied Science in Emergency Administration and Management			
Student Outcome	Benchmark and Assessment Method(s)	Evidence/Results	Use of Results for Enhancement (Recommendations/ Follow-up)
<i>The student will demonstrate master of the business plan/continuity of operations plan for the emergency administration sector.</i>	<i>At least 80% of FFP2841 students will demonstrate at least 75% proficiency on a 6 – 8 page private sector emergency operations plan.</i>	<i>100% of fall 2007 and fall 2008 students earned at least 75% proficiency on a 6 – 8 page private sector emergency operations plan.</i>	<i>Review benchmark for possible increase in proficiency level Small numbers of students included in assessment data may not provide realistic insights; monitor for trends as student enrollment increases with program growth</i>
	<i>At least 80% of FFP2843 students will demonstrate 75% or higher proficiency on the Federal Emergency Management Agency IS-547 written examination.</i>	<i>100% of fall 2007 and 80% of fall 2008 students earned at least 75% of the total possible points on the Federal Emergency Management Agency IS-547 written examination.</i>	<i>Review benchmark for possible increase in proficiency level Small numbers of students included in assessment data may not provide realistic insights; monitor for trends as student enrollment increases with program growth</i>
<i>The student will demonstrate knowledge of emergency management related warning and communications equipment.</i>	<i>At least 80% of DSC1030 students will demonstrate at least a 75% average proficiency on a combination of three written assignments focused on emergency management warning & communications equipment.</i>	<i>85% of summer 2007 students earned at least a 75% average proficiency on a combination of three written assignments focused on discussions of emergency management related warning and communications equipment.</i>	<i>Consult with writing instructor(s) to determine if <u>both</u> content and writing skills on written assignments indicate a 75% proficiency level for students; adjust learning activities and requirements accordingly</i>

Each student learning outcomes assessment report is incorporated into the appropriate subject or program area report such that all outcomes for a given area may be reviewed together and enhancement initiatives developed. For example, assessment of the student learning outcomes for accounting will be collected and reviewed by the accounting faculty on an annual basis, then summarized every three years and reported as part of the regular Business Department Program Review.

Results from assessment of student learning outcomes, as well as from assessment of program-level outcomes, are often viewed in combination with aggregate student outcomes data reported in the institutional-level accountability outcomes measures and/or institutional effectiveness measures. Such consideration may result in a college-wide enhancement effort.

Like the rest of the college’s planning and evaluation activities, assessment of student learning outcomes is part of a closed loop system, whereby outcomes data is collected and analyzed, recommendations are developed, and improvement is tracked and reported. Assessment results, as well as subsequent follow-up reports regarding enhancement initiatives generated by those assessments, are summarized and presented to the Board of Trustees (see Appendix I) and reviewed by the College Curriculum Committee, VPI Staff and/or Student Success Committee. Summary reports, as well as follow-up reports, are posted on the college website.

SHARING ASSESSMENT RESULTS

The greatest benefit from the assessment process comes from ensuring all college constituencies are involved in maintaining the culture of continuous improvement. Accordingly, results of assessment are shared via the college’s Institutional Effectiveness Website (<http://www.nwfsc.edu/IE/index.cfm>). Reports are presented in PDF or PowerPoint format, organized by year. Table 8.0 lists the items routinely posted on the site.

**Table 8.0
Assessment Reports Posted on Institutional Effectiveness Website**

<ul style="list-style-type: none"> ▪ Institutional Report Card ▪ Accountability Outcomes Measures ▪ Accountability Outcomes Measures Analysis Report ▪ Instructional Services Program review Summary Report ▪ Instructional Services Program Review Follow-up Reports 	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ Budget Goals and Measures Report ▪ ACT Student Survey Results ▪ NWFSC Graduate Survey Results ▪ Strategic Plan Follow-up reports
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PLANNING AND ASSESSMENT TIMETABLE



NWFSC planning and assessment is pursued on a timetable keyed to other benchmark dates in the college operating cycle (e.g. the annual budget development process). Table 9.0 offers a Gantt Chart displaying the timelines associated with each of the major institutional, program/unit and student level planning and assessment activities.

Table 9.0
Eighteen-month Planning and Assessment Schedule of Activities (an  indicates activities that are typically ongoing)

Planning and Assessment Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Measures of Institutional Effectiveness																		
Data collected from departments/units																		
Data analysis prepared by Assessment Team																		
Data Summary presented to Board of Trustees and posted on website																		
Constituent groups incorporate appropriate measures in Program/Unit reviews, analyze results & prepare recommendations																		
Funding of recommendations addressed in budget process if/as needed																		
Faculty/staff initiate strategies/activities in recommendations																		
Assessment Team prepares/shares follow-up report on recommendations with various constituent groups																		
Accountability Outcomes Measures																		
Data/results received from Florida Department of Education																		
Data analysis prepared by Assessment Team																		
Data Summary presented to Board of Trustees and posted on website																		
Constituent groups incorporate appropriate measures in Program/Unit reviews, analyze results & prepare recommendations																		
Funding of recommendations addressed in budget process if/as needed																		
Faculty/staff initiate strategies/activities in recommendations (many may be ongoing activities)																		
Assessment Team prepares/shares follow-up report on recommendations																		

Planning and Assessment Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
NWFSC Listens																		
“Focus group” participants identified & invitations extended	<p>There is no regular cycle for NWFSC Listens; groups are scheduled throughout the year with summaries, recommendations, and follow-up reports occurring as needed on an approximate four month cycle</p>																	
“Focus group” meets with selected NWFSC staff																		
Staff members summarize “focus group” feedback/ideas																		
Results shared with appropriate constituent groups to formulate responses/follow-up recommendations																		
Report with “focus group” feedback and staff-determined follow-up activities presented to Board of Trustees																		
Graduate Survey																		
Surveys administered with graduation applications	█																	
Surveys closed for the year and tallied by staff														█				
Summary of results shared with Board of Trustees and posted on website														█				
Results shared with appropriate constituent groups to formulate responses/follow-up recommendations as needed														█				
Faculty/staff initiate strategies/activities in recommendations (many may be ongoing activities)															█			
Staff members prepare and share follow-up report for progress on recommendations			(In following year)															
ACT Student Opinion Survey																		
Surveys administered to random sample of students (600+)												█						
Surveys tallied by ACT														█				
Results shared with Board of Trustees and posted on website															█			
Results shared with appropriate constituent groups to formulate responses/follow-up recommendations as needed															█			
Faculty/staff initiate strategies/activities in recommendations (many may be ongoing activities)															█			
Staff members prepare and share follow-up report for progress on recommendations															(In following year)			

Planning and Assessment Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Budget Development and Assessment																			
Budget Development Committee membership named																			
State and local level budget needs/issues identified																			
Budget issues discussed with constituent groups																			
Budget materials distributed to departments/units																			
Budget requests received (including new issues from assessment activities and programs/units and outcomes reviews) and considered for draft budget																			
Draft budget prepared																			
Data for budget goals and measures compiled and summarized																			
Draft budget reviewed in light of performance on budget measures																			
Draft budget adjusted as needed to reflect state funding information and tuition/enrollment projections																			
Draft budget and budget goals/measures report presented at Board of Trustees in workshop																			
Board of Trustees acts on budget request																			
Budget submitted to FLDOE and posted on college website																			
Budgets monitored adjusted as needed given funding shifts																			Continuing as appropriate →
Program/Unit Accountability Planning and Assessment																			
Performance data collected and summarized by Programs/Units, including progress information on recommendations pursued from previous year																			
Program/Unit faculty/staff analyze results to develop recommendations for improvement																			
Program/Unit Reviews submitted to Board of Trustees																			
Faculty/staff members pursue recommendations and strategies for improvement																			Continuing as appropriate →

Planning and Assessment Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Student Learning Outcomes (SLO's)																			
General Education and Program/Subject area SLO's Accountability Planning and Assessment																			
Faculty collect student outcomes data																			
Student outcome data summarized																			
Faculty/staff analyze annual SLO results to develop recommendations for improvement																			
Annual SLO reports submitted to Instructional Services																			
SLO three-year results analyzed for trends and issues with recommendations																			
SLO results and recommendations incorporated into three-year program review reports per review schedule																			
Program/Unit Reviews submitted to Board of Trustees																			
Recommendations requiring funding submitted to Budget Committee as needed																			
Faculty/staff members pursue recommendations and strategies for improvement										Continuing as appropriate									
Strategic Planning and Assessment (Includes periodic review of the NWFSC mission statement goals)																			
College-wide Council reviews/adjusts strategic goals and objectives																			
College-wide Council reviews college mission and goals (approximately once every three years or as needed)																			
College-wide Council reviews "Closing the Loop" and various assessment results for follow-up recommendations																			
Faculty/staff pursue recommendations for improvement			Continuing as appropriate																
Board of Trustees acts on changes to strategic goals and objectives (as needed)																			
Staff prepares Strategic Plan Progress Report																			
College-wide Council reviews Strategic Plan Progress report									(Of the following year)										

APPENDIX A
**FORMAT FOR COLLEGE PLANNING DAY “CLOSING-THE-LOOP”
 REPORT**

**NORTHWEST FLORIDA STATE COLLEGE
 COLLEGE-WIDE PLANNING DAY**

Closing the Loop Report for ____year(s)_____
 _____Date_____

Item/Topic	Follow-up and Status
Items Carried Forward from Previous Report(s)	
▪ <i>List specific activity/issue</i>	▪ <i>List follow-up activities pending, completed and/or ongoing</i>
▪	▪
▪	▪
▪	▪
▪	▪
Items from Last Year’s College-wide Planning Day	
▪ <i>List specific activity/issue</i>	▪ <i>List follow-up activities pending, completed and/or ongoing</i>
▪	▪
▪	▪
▪	▪
▪	▪

APPENDIX B
FORMAT FOR PROGRAM OF STUDY/SUBJECT AREA AND FUNCTIONAL
UNIT ACCOUNTABILITY PLANS

INSTRUCTIONAL PROGRAM
ACCOUNTABILITY PLAN

Mission And Strategic Planning Goals	
<ul style="list-style-type: none"> ▪ <i>List applicable mission and strategic goals addressed by the program</i> ▪ 	
Program Goals	
<ul style="list-style-type: none"> ▪ <i>List program level goals</i> ▪ 	
Program Outcomes	
<ul style="list-style-type: none"> ▪ <i>List program level measurable outcomes with assessment benchmark</i> ▪ 	
General Education Student Learning Outcomes	
Student Learning Outcome	Benchmark and Assessment Method(s)
<ul style="list-style-type: none"> ▪ <i>List applicable general education student learning outcomes</i> 	<ul style="list-style-type: none"> ▪ <i>List assessment method with benchmark</i> ▪
Program Specific Student Learning Outcomes	
Student Learning Outcome	Benchmark and Assessment Method(s)
<ul style="list-style-type: none"> ▪ <i>List student learning outcomes specific to this program</i> 	<ul style="list-style-type: none"> ▪ <i>List assessment methods) with benchmark</i>

2/08; updated 7/09

FORMAT FOR SUPPORT SERVICE/FUNCTIONAL UNIT
ACCOUNTABILITY PLAN

Mission And Strategic Planning Goals

- *List applicable mission and strategic goals addressed by the unit*
-

Support Service Area/Unit Goals

- *List goals of individual service area/unit*
-

Support Service Area/Unit Outcomes

- *List measurable outcomes specific to this service/unit with assessment benchmark*
-

2/08; updated 7/09

APPENDIX C
FORMAT FOR NWFSC INSTITUTIONAL REPORT CARD

NWFSC Institutional Report Card

Measure/Outcome	Benchmark Met		Positive Trend		Comment
	Yes	No	Yes	No	
Measures of Effectiveness					
Measure 1 – The annual percentage of college district population that enrolls at NWFSC should meet or exceed that of the previous year.					
Measure 2 – College enrollment should reflect the demographic characteristics of the college district.					
Measure 3 – Student satisfaction rates regarding the quality of classroom instruction should meet or exceed those of the previous year.					
Measure 4 – Student success rates in distance learning classes should meet or exceed the student success rates in traditionally formatted classes.					
Measure 5 – A.A. and A.S. success rates for NWFSC intercollegiate athletic team members should meet or exceed the overall college A.A. and A.S. success rates.					
Measure 6 – The percentage of GED students who obtain a GED or secondary school diploma should meet or exceed the statewide average for Florida Community Colleges.	State data not always available				
Measure 7 – Student satisfaction rates regarding the quality of the reenrollment services functions should meet or exceed those of the previous year.					
Measure 8 – The annual number of students served by the open-access computer labs should meet or exceed that of the previous year.					
Measure 9 – The ratio of LRC materials to Student FTE should meet or exceed the statewide ratio of library materials to Student FTE.					
Measure 10 – The use of LRC services and collections per Student FTE should meet or exceed the use rate of the previous year.					
Measure 11 – The number of students receiving one or more forms of financial aid should meet or exceed that of the previous year.					
Measure 12 – The total annual funding awarded in financial aid programs should meet or exceed that of the previous year.					
Measure 13 – The annual number of students ineligible for financial aid due to academic standards of progress should be equal to or less than that of the previous year.					

Measure 14 – The grade point average of students receiving scholarships to NWFSC should meet or exceed that of the previous year.					
Measure 15 – The annual number of students participating in co-curricular activities should meet or exceed that of the previous year.					
Measure 16 – The annual combined audience for the NWFSC Arts Center public events (e.g. Broadway Series, Children’s Series and Student Productions) should meet or exceed that of the previous year.					
Measure 17 – The percentages of Blacks, other minorities and females employed by the college in instruction, administration, and other professional positions should parallel the characteristics of the college district.					
Measure 18 – The annual number of external inquiries to the NWFSC website should meet or exceed that of the previous year.					
Measure 19 – The number of business and industry workshops, classes and professional development activities should meet or exceed that of the previous year.					
Measure 20 – The NWFSC Collegiate High School should meet or exceed the statewide standards for an A+ school under the Florida Educational Accountability Plan.					
Measure 21 – The success rates for NWFSC baccalaureate programs should meet or exceed those of the NWFSC associate degree programs.					

Accountability Outcomes					
--------------------------------	--	--	--	--	--

Prior Year High School Graduates Enrolled the Following Year (meet or exceeds the Florida System)					
Retention Rates for Associate of Arts Students (meet or exceeds the Florida System)					
Success Rates for Associate of Arts Students (meet or exceeds the Florida System)					
Retention Rates for Associate of Science and Associate of Applied Science Students (meet or exceeds the Florida System)					
Success Rates for Associate of Science and Associate of Applied Science Students (meet or exceeds the Florida System)					
Associate of Arts Degree Transfer Performance – Mean GPA (meet or exceeds the Florida System)					
Associate of Arts Degree Transfer Performance – Above 2.5 GPA (meet or exceeds the Florida System)					
Placement of Associate of Science and Certificates Program Completers (meet or exceeds the Florida System)					
College Preparatory Success Rate (meet or exceeds the Florida System)					
College Preparatory Retention Rates for Associate Degree Students (meet or exceeds the Florida System)					
College Preparatory Success Rates for Associate Degree Students (meet or exceeds the Florida System)					
CLAST Performance (meet or exceeds the Florida System)					

Budget-Fiscal Goals					
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Goal A: To reflect the mission of Northwest Florida State College to provide quality educational programs and services which enable students to achieve their goals and which enhance the community through academic, vocational, cultural, economic, and personal development opportunities, the budget will place sufficient emphasis on the direct instructional and student support functions.				
Measure A1: Instructional (function 1), academic support (function 4), and student services (function 5) expenditures should be at least sixty-two and one-half percent (62.5%) of the total current fund unrestricted expenditures (net of transfers) of the college.			Trend not applicable	
Goal B: To provide sufficient resources to attract and retain quality staff.				
Measure B1: Instructional salaries should be in the top five (5) among Florida community colleges for 2.0 Semester Equivalents as reported by the Florida Department of Education.				
Measure B2: Administrative salaries should be in the top half of Florida community colleges as determined by survey of similar positions.			Trend not applicable	
Measure B3: Other non-instructional salaries shall be competitive as determined by periodic studies.				
Goal C: To maintain a proper balance between instructional and non-instructional personnel and ensure that adequate resources for supplies and equipment are maintained to meet the needs of all personnel.				
Measure C1: The percentage of current fund unrestricted executive and managerial (51XXX glc) salaries to the total current fund unrestricted personnel costs of the college (5XXXX glc) should not exceed seven (7) percent.			Trend not applicable	
Measure C2: The percentage of current fund unrestricted other professional (53XXX glc) salaries to the total current fund unrestricted personnel costs of the college (5XXXX glc) should not exceed ten (10) percent.			Trend not applicable	
Measure C3: The percentage of current fund unrestricted clerical, technical and trade (54XXX glc) salaries to the total current fund unrestricted personnel costs of the college (5XXXX glc) should not exceed twenty-one (21) percent.			Trend not applicable	
Measure C4: Current fund unrestricted total personnel expenditures should not exceed 75 percent of the total current fund unrestricted expenditures (net of transfers) of the college.			Trend not applicable	
Goal D: To reflect the College's commitment to student growth beyond the academic environment and its recognition that opportunities for such growth are integral to providing a comprehensive college education and should not be diminished. The availability of support services such as advising, veterans' assistance, student government, tutoring, and financial aid are often the deciding factors for a student's continued and successful enrollment.				
Measure D1: Current fund unrestricted expenditures in function 5 organization units will be at least 8.5 percent of the total current fund unrestricted expenditures (net of transfers) of the college.			Trend not applicable	
Goal E: To reflect sound fiscal practices by retaining sufficient reserves to address unexpected events while utilizing maximum resources for the achievement of the College mission.				
Measure E1: Maintain a total current fund unrestricted fund balance between six and eleven percent of total current fund unrestricted expenditures at the end of the fiscal year.			Trend not applicable	

Revised 10/09

APPENDIX D
ACCOUNTABILITY OUTCOMES MEASURES REPORT FORMAT

SECTION I: COMPARISON AND ANALYSIS

Measure and Part		NWFSC Performance Related to Peer						NWFSC to System	Current to Prior Year	Comments
		CFCC	CHIP	GCCC	PHCC	PJC	POLK			
M1, O2	Retention Rate – AA									
	Success Rate - AA									
	Retention Rate – AS/AAS									
	Success Rate – AS/AAS									
	Retention Rate – PSVC									
	Success Rate - PSVC									
M2	GPA at University									
	GPA 2.5 or \hat{u} at Univ.									
M3, P2	Voc Completion Rate									
M4, P1	Coll Prep Success-Read									
	Coll Prep Success-Write									
	Coll Prep Success-Math									
M4, P2	Coll Prep Retention-AA									
	Coll Prep Success-AA									
M5	CLAST coll prep									
	CLAST non-coll prep									
	CLAST total									

SECTION II: ACTIONS AND RECOMMENDATIONS FOR _____(current year)_____

Items that are ongoing or carried forward from previous year(s)

-
-
-

Recommendations/Actions Suggested from Results of (current year) Accountability Measures

-
-
-

SECTION III: FOLLOW-UP ON ACTIONS AND RECOMMENDATIONS FROM ____(previous year(s))_____

Recommendation/Action from Prior Year's Review	Status of Follow-up Activities
▪	▪
▪	▪
▪	▪

APPENDIX E
STRATEGIC PLANNING ANNUAL PROGRESS REPORT FORMAT

NORTHWEST FLORIDA STATE COLLEGE
STRATEGIC PLANNING: ANNUAL PROGRESS REPORT

Section I

“Closing-the-Loop” Report (Follow-up to ___prior year(s)___ Strategic Issues Discussion/Recommendations)

Item/Topic	Follow-up and Status
Items Carried Forward from Previous Report(s)	
<ul style="list-style-type: none"> ▪ <i>List specific activity/issue</i> 	<ul style="list-style-type: none"> ▪ <i>List follow-up activities pending, completed and/or ongoing</i>
Items from Last Year’s College-wide Planning Day	
<ul style="list-style-type: none"> ▪ <i>List specific activity/issue</i> 	<ul style="list-style-type: none"> ▪ <i>List follow-up activities pending, completed and/or ongoing</i>

Section II

Progress on Strategic Planning Objectives

Objectives	Progress Report
Strategic Goal I – Increase Access	
<ul style="list-style-type: none"> ▪ <i>List current objectives for this goal</i> 	<ul style="list-style-type: none"> ▪ <i>List assessment data and other evidence of progress for this objective</i> ▪
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
List remaining Strategic Goals	
<ul style="list-style-type: none"> ▪ <i>List cuurent objectives for thisg oal</i> 	<ul style="list-style-type: none"> ▪ <i>List assessment data and other evidence of progress for this objective</i>

Section III

Revisions and/or Recommendations to the Strategic Plan

- *List revisions and recommendations*
-
-

APPENDIX F
INSTRUCTIONAL AND STUDENT SERVICES/SUPPORT PROGRAMS
REPORTING CYCLES

2009-2010 Year 2 Reporting Cycle	2010-2011 Year 3 Reporting Cycle	2011-2012 Year 1 Reporting Cycle
ABE/GED/ESOL	BAS, Project Management	Accounting
Architecture/Building Construction/ Drafting and Design	Education (All)	Athletics, PE, Fitness & Wellness (includes Intercollegiate Athletics and Recreation Technology)
BSN	Biological Sciences	Career Resource Center
Computer Engineering (includes networking)	Business (All)	Collegiate High
Computer Science (includes database, programming, IT)	Coder Specialist	Customer Relations Management
Early Childhood Education (including Child Development and Education Center)	Dental Assisting	Emergency Administration AAS/ Emergency Management Technology/Homeland Security
Criminal Justice	English/Reading	EMT/Paramedic/ EMS
Dance	General Education	Enrollment Services (including orientation, advising, admissions, registration, recruitment)
Distance Learning/Learning Technologies	Humanities	Foreign Languages
Graphic Arts/Multimedia	Mathematics (includes Math Lab and Math Prep)	Health Services Management
Homeland Security	Music	Industrial Management Technology
Nursing (ADN) Registered	Physical Sciences	Learning Resource Center
Office Systems	Social Sciences	Radiography Technology
ROTC	Speech	Special Needs Services
Student Financial Services	Theater/Entertainment	Student Activities
Continuing Education/Prime Time/Kids on Campus	Tutorial Support Services/ Academic Success Center	Visual Arts
Mattie Kelly Arts Center	Women's Resource Center	Choctaw Basin Alliance (CBA)
Facilities/Environment/ Safety	Finance/Budget	Mattie Kelly Cultural and Environmental Institute
Marketing/Public Relations	Human Resources	Leadership Institute
		Information Technology (IT)

APPENDIX G
FORMAT AND INSTRUCTIONS FOR INSTRUCTIONAL PROGRAM REVIEW

INSTRUCTIONAL PROGRAM REVIEW

Section A: Program Outcomes

Program/Subject Area _____ Review Period _____

1. **Enrollment Summary:** Three Year Enrollment Summary by FTE, Credits, and/or Head Count as appropriate

Year One:	Year Two:	Year Three:

Analysis and comments:

2. **Student Staff Ratios:** Three-year summary of average class sizes or faculty student ratios

Year One:	Year Two:	Year Three:

Analysis and comments:

3. **Success Rates:** Three-year summary of success rates for students *(using fall and spring data, success rate = total number of students earning A, B, or C grades ÷ total number of students on the final grade rosters, which includes students with grades of A, B, C, D, F, I, and W)*

Year One:	Year Two:	Year Three:

Analysis and comments:

4. **Graduation/Completion Rates:** Three-year summary of graduation/completion rates (for AS, AAS, and certificate programs)

Year One:	Year Two:	Year Three:

Analysis and comments:

5. Placement Rates: Three year summary of job placement rates (for AS, AAS, and certificate programs)

Year One:	Year Two:	Year Three:

Analysis and comments:

6. Evidence of student success and/or specific program outcomes (*Employer surveys, University GPAs, exit exams, student surveys, and/or other measures of success as appropriate to the program's stated outcomes*)

7. Summary of contributions to achieving Strategic Goals

8. Summary of contributions to achieving Mission Goals

9. Summary of equipment, instructional support, staffing and/or facilities issues

10. Summary of plans, trends, or issues not cited in previous sections

11. Use of Assessment Results: (*Enhancement Initiatives and Recommendations and items for follow-up to program-level outcomes and Student Learning Objectives (e.g. curriculum changes, intervention strategies, faculty development, etc. needed to meet or improve outcomes)*)

Prepared by: _____ Date _____

Reviewed by: _____ Date _____

REVIEWER COMMENTS

Section B: Student Level Outcomes

(Include a separate summary for each of the years included in the three-year program review period)

Review Year (the academic year (fall and spring) for which the student data was collected) _____

Student Outcome	Benchmark and Assessment Method(s)	Evidence/Results of Assessment	Use of Results for Improvement <i>(Recommended follow-up actions, enhancement initiatives)</i>

November 2005; updated January 2006; updated July 2007; updated October 2009

Preparing Program Review Forms – Instructional Programs

- ◆ The primary goals of the program review process are 1) to ensure program quality and 2) enhance student success. The content of the program review report is designed to provide the basic information needed to identify areas for research and/or improvement, to support the need for program change or expansion, and to suggest strategies for future enhancement.
- ◆ The program review process does not include comparison of one program to another; rather it is intended to provide an informative view of a given program over time. The key is to collect and present the data that is most helpful to analysis of the given program. Accordingly, the nature of the information included in the various program reviews may vary some across the college. Each review should include the information most helpful for that program.
- ◆ If there is a significant lack of data or information available for a specific area or questions, this may indicate the need for additional research and should be noted in the review report.
- ◆ Program outcomes are assessed annually, but reported and reviewed on a three-year cycle. Student outcomes are assessed annually, reviewed annually at the department level, and reported college-wide every three years as part of the program review cycle.

COMPLETING THE PROGRAM REVIEW FORM SECTION A: PROGRAM OUTCOMES

Question One

- This question should provide a brief picture of the program/subject enrollment trends. You may define the enrollment as head count, FTE's, or credit hours taught, whichever is the most meaningful for the program/subject. Headcount or FTE is preferred. A key consideration is to define the data carefully, keeping the definition the same for each year.
- In AS, AAS, and certificate programs, comparative enrollment data is reported for the core courses in the program (use course prefix data supplied through the Office of Instructional Services). General education courses are not included in core courses, although there may be an overlap between core course prefixes and general education course prefixes; this is acceptable.
- The analysis section should include comments on the enrollment trends (up down, level, etc.) and any observations on why the trend is there, for example:

"Enrollment increased during 20XX because of a special program conducted for the Ajax Corporation employees; enrollments returned to normal in fall of 20XX".

"Day time enrollments are falling, but evening classes and distance learning options are more than offsetting this trend."

"Enrollment is trending downward in German and Russian as students are electing to take American Sign Language since it was approved for foreign language requirements; overall, enrollments in languages are up slightly."

QUESTION TWO

- This question is an attempt to reflect the "efficiency" of instruction. In instances where there is only one instructor to a section and no stacked classes, average class size and student/faculty ratio is essentially the same information. It is defined as

$$\frac{\text{Total number of students enrolled in the sections at the close of Add/drop}}{\text{Total Number of sections for which the above enrollment was counted}} = \text{Average Class Size}$$

In the case of stacked classes, the definition changes slightly to become:

$$\frac{\text{Total number of students enrolled in all sections at the close of Add/drop}}{\text{Total Number of stacks for which the above enrollment was counted}} = \text{Average Class Size}$$

In cases where more than one instructor is present *at the same time* (some Public Safety Academy classes), the two numbers will differ. Average class size is described as above. The student/faculty ratio becomes:

$$\frac{\text{Total number of students enrolled in all sections at the close of Add/drop}}{\text{Total Number of faculty members simultaneously teaching the sections for which the above enrollment was counted}} = \text{Student/Faculty Ratio}$$

- The analysis section should include comments on the enrollment trends (up down, level, etc.) and any observations on why the trend is there. Typical comments would include the following.

"The average class size has decreased because we have added sections at the Centers, but allowed them to make with lower numbers."

"The average class size has remained relatively constant, however, we have added part-time aids to assist with instruction and help accommodate the wide range of student abilities."

Question Three

- This question is intended to measure aggregate student success and is similar to some of the state accountability measures.
- The student success rate is defined as follows:

$$\frac{\text{Total number of A, B, and C grades given to the students}}{\text{Total number of students appearing on the final grade roster(s) for the period (students receiving grades of A, B, C, D, F, I, or W, exclusive of WN's - no shows)}} = \text{Success Rate (\%)}$$

- The analysis section should reflect on trends, shifts, or other patterns in the data, as well as indications for additional research or data collection and observations on why data appears as it is. Typical comments would include the following.

"The success rate is trending upwards, perhaps because of revised prerequisite screening."

"Students prefer the new textbook and accompanying tutorial software, which may trigger improved student success."

Questions Four and Five

These two questions are intended primarily for career/technical programs (AS, AAS, Certificates). Data for both questions is prepared each year as part of the Workforce Development reporting process and is included in the college's Accountability Outcomes Measures. The most recent data can be obtained from the Office of Instructional Services.

Question Six

Responses to this question address the specific program outcomes and thus will vary by program. Typical sources of data for this section include the following.

- ✓ Results of DOE accountability outcomes measures
- ✓ Results of NWFSC Institutional Effectiveness Measures
- ✓ Comments received through “NWFSC Listens”
- ✓ Results of formal surveys (NWFSC Graduation Survey, ACT Student Opinion Survey)
- ✓ Results of ad hoc surveys
- ✓ Comments received from upper division personnel at articulation meetings
- ✓ Special achievements, awards or recognition received by graduates
- ✓ Licensure passing rates (e.g. law enforcement, corrections, nursing, EMT, etc)
- ✓ Alumni surveys

Questions Seven and Eight

Present a narrative summary that describes contributions to achieving the strategic goals and the mission goals (questions seven and eight respectively) as stated in the program goals and outcomes plan. The summary will include both qualitative and quantitative commentary as available.

Question Nine

Comments should address all three areas – equipment, facilities and instructional support/staffing as appropriate. While specific data or trends may be difficult to cite for this section, the following types of information would be helpful if applicable.

- ✓ Comments/trends on student evaluations (overall, not individual instructors)
- ✓ Age of equipment/software; impending changes in industry, program accreditation, or upper division standards
- ✓ Availability of tutorial support specific to the program/subject
- ✓ Professional development/training needs for faculty/staff
- ✓ Part-time/full-time workload issues

Question Ten

Typical topics for this area would include curriculum/course development issues, industry trends or requirements that could have a future impact, management or supervision concerns, accreditation issues, potential changes at the state level

Question Eleven

Responses to this question relate directly to the program outcomes. Have program outcomes been met? If not, what actions and initiatives will address these results and increase performance in the future? Items here should be directly related to the assessment reporting presented in questions 1-7 and should address the program outcomes.

COMPLETING THE PROGRAM REVIEW FORM SECTION B: STUDENT LEARNING OUTCOMES
--

Prepare a separate Section B chart for each of the three years covered in the program review.

Column One: Student Learning Outcomes

List each of the specific student learning outcomes faculty have determined for the program of study. Student learning outcomes are distinct from program outcomes; they are indicators of student mastery and “educational value added”.

Outcomes must be stated as measurable, behavioral objectives representing those skills, content, and competencies expected of each program completer.

Column Two: Benchmark and Assessment Method(s)

For each student learning outcome, present the assessment method used to validate student mastery. Assessment methods are to be structured such that each student in the program is assessed under one or more common evaluation activities.

A benchmark must be presented for each assessment method. The benchmark is the minimum performance goal expected of students and provides the measuring stick against which to judge the degree of student success.

Column Three: Evidence/Results of Assessment

For each student learning outcome, present the annual results of the assessment process. Data for this column is provided by the faculty members responsible for conducting the assessment and is based upon student performance for the fall and spring semesters of the academic reporting year. Results are stated in a format parallel to that of the benchmark and the outcome itself.

Column Four: Use of Results for Improvement

For each student learning outcome, present the follow-up activities/enhancement initiatives needed to improve student learning. Any items listed here are derived directly from the specific assessment results and should be designed to address any deficiencies indicated by the results. In certain cases, results may suggest a change to the assessment method or the benchmark may be warranted.

2/00; updated 7/09; updated 10/09

APPENDIX H
FORMAT AND INSTRUCTIONS FOR STUDENT SUPPORT SERVICES
PROGRAM REVIEW

NON-INSTRUCTIONAL PROGRAM REVIEW FORMAT
AND INSTRUCTIONS

The program review report for support services (e.g. Career Resource Center, Academic Success Center, Student Financial Services, Enrollment Services, etc.) may vary slightly in format depending on the area under review. The final report, however, should include the following components.

- I. Description of program/service (including review purpose or goals)

- II. Assessment of the degree which program goals and outcomes are being met
 - This is the data section and must include qualitative and/or quantitative results of assessment.
 - Results must be directly tied to program outcomes specified in the applicable program goals and outcomes plan.
 - Typical sources of data include NWFSC Graduate Survey, ACT Student Opinion Survey, and Measures of Institutional Effectiveness, participation rats/counts, and the *NWFSC Fact Book*. Additional data may come from ad hoc surveys conducted college-wide or by the office/unit/department.

- III. Summary of contributions to achieving strategic and mission-related goals (per the applicable program goals and outcomes plan)

- IV. Recommendations for Follow-up (Use of Assessment Results for Improvement)

- V. Recommendations for the future (equipment, facility, staffing, addition or deletion of services, policy/procedure issues change in goals, etc.)

July 1998; revised August 2002; revised August 2009

APPENDIX I
FORMAT FOR INSTRUCTIONAL SERVICES PROGRAM REVIEW FOLLOW-UP REPORT

SECTIONS I AND II			
BAS, BSN, AS, AAS AND CERTIFICATE PROGRAMS AND COMMON PREREQUISITE SUBJECT AREAS			
Program Title/Subject Area: <u> List Program Title </u>			
Program Outcomes		Student Learning Outcomes	
Original Recommendations for Follow-up to Program Review	Follow-up Actions, Enhancement Initiatives (2007-2009)	Original Recommendations for Follow-up to Program Review	Follow-up Actions, Enhancement Initiatives (2007-2009)
▪	▪	▪	▪
▪	▪	▪	▪
Program Title/Subject Area: <u> List Program Title </u>			
▪	▪	▪	▪
▪	▪	▪	▪
SECTION III			
ASSOCIATE OF ARTS DEGREE AND GENERAL EDUCATION			
Program Title/Subject Area: <u> (List general education subject area) </u>			
Program Outcomes		Student Learning Outcomes	
Original Recommendations for Follow-up to Program Review	Follow-up Actions, Enhancement Initiatives (2007-2009)	Original Recommendations for Follow-up to Program Review	Follow-up Actions, Enhancement Initiatives (2007-2009)
▪	▪	▪	▪
▪	▪	▪	▪

Program Title/Subject Area: _____ <i>(List general education subject area)</i> _____			
▪	▪	▪	▪
▪	▪	▪	▪
SECTION IV ELECTIVE COURSE SUBJECT AREAS			
Subject Area: _____ <i>list elective course subject area</i> _____			
Program Outcomes		Student Learning Outcomes	
Original Recommendations for Follow-up to Program Review	Follow-up Actions, Enhancement Initiatives (2007-2009)	Original Recommendations for Follow-up to Program Review	Follow-up Actions/ Enhancement Initiatives (2007-2009)
▪	▪	▪	▪
▪	▪	▪	▪
Subject Area: _____ <i>list elective course subject area</i> _____			
▪	▪	▪	▪
▪	▪	▪	▪
SECTION V ACTIVITIES, STUDENT SUPPORT, AND ADMINISTRATIVE SUPPORT SERVICES			
Program/Function/Site: _____ <i>List activity/service/etc</i> _____			
Program Outcomes			
Original Recommendations for Follow-up to Program Review		Follow-up Actions/Enhancement Initiatives (2007-2009)	
▪		▪	
▪		▪	
Program/Function/Site: _____ <i>List activity/service/etc</i> _____			
▪		▪	
▪		▪	

APPENDIX J
PREFERED FORMAT FOR FUNCTIONAL UNIT/ PUBLIC SERVICE
ASSESSMENT/REVIEW REPORTS

Section I
Three-Year Summary of Assessment Activities

Strategic Goals and Mission-related Goals		
Narrative Review		
Unit Outcomes		
Outcome (Include Measure/Benchmark)	Evidence/Results of Assessment	Recommendations (Use of Results for Improvement)
____(Year One of Report)____		
<i>List Outcomes</i>	<i>Summarize evidence</i>	<i>Present recommendations</i>
	<i>Or combine into a single column of information</i>	
____(Year Two of Report)____		
<i>List Outcomes</i>	<i>Summarize evidence</i>	<i>Present recommendations</i>
	<i>Or combine into a single column of information</i>	
____(Year Three of Report)____		
	<i>Summarize evidence</i>	<i>Present recommendations</i>
	<i>Or combine into a single column of information</i>	

Section II
Follow-up on recommendations from Prior Reviews

<i>List recommendations from ____year ____</i> <ul style="list-style-type: none"> ▪ 	<i>List follow-up Activities</i> <ul style="list-style-type: none"> ▪
<i>List recommendations from ____year ____</i> <ul style="list-style-type: none"> ▪ 	<i>List follow-up Activities</i> <ul style="list-style-type: none"> ▪
<i>List recommendations from ____year ____</i> <ul style="list-style-type: none"> ▪ 	<i>List follow-up Activities</i> <ul style="list-style-type: none"> ▪