

NORTHWEST FLORIDA STATE COLLEGE SUMMARY OF 2008-09 PROGRAM AND STUDENT OUTCOMES FOLLOW-UP
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Levels of Review

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

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

Note to the reader: The four columns presented all relate to the same program/subject area; however, looking across the columns horizontally, there is not necessarily a direct relationship between the entries. The two left-hand columns stand alone and the two right-hand columns stand alone. They are presented together because they reflect issues under the same department, program or subject area.

Organization of the Summary

The summary is organized in five sections.

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

SECTIONS I AND II
AS, AAS AND CERTIFICATE PROGRAMS AND COMMON PREREQUISITE SUBJECT AREAS*

**Note to the reader: The four columns presented all relate to the same program/subject area; however, looking across the columns horizontally, there is not necessarily a direct relationship between the entries. The two left-hand columns stand alone and the two right-hand columns stand alone. They are presented together because they reflect issues under the same department, program or subject area.*

Accounting

Program Outcomes		Student Learning Outcomes	
Original Recommendations for Follow-up to Program Outcomes	Follow-up Actions, Enhancement Initiatives Conducted in (2009-2010)	Original Recommendations for Follow-up to SLO Results	Follow-up Actions, Enhancement Initiatives Conducted in (2009-2010)
<ul style="list-style-type: none"> ◆ Explore strategies to increase the success and retention rates of all accounting students ◆ Recruit additional adjunct faculty members 	<ul style="list-style-type: none"> ◆ The Business Division Director and the full-time accounting instructor are working with the Academic Success Center to highlight tutoring information for all accounting students. Also, all accounting instructors advertise the college's Smarthinking Tutoring online services in their syllabi for their accounting students. Online accounting classes have been restructured for greater students success. ◆ One additional associate faculty member has been recruited. In addition, the HR Department is currently advertising for part-time accounting instructors. 	<ul style="list-style-type: none"> ◆ SLO 1 Follow-up ◆ Benchmark not met at 67%. ◆ Although trending upward, student achievement on SLO's fell well below desired benchmark ◆ Monitor data for SLOs closely for trends and patterns, while developing success strategies to increase student mastery ◆ Review assessment mechanisms related to SLOs to ensure consistent application and evaluation 	<ul style="list-style-type: none"> ◆ Adopted of online learning technologies: MyAccountingLab. ◆ Implemented of new classroom participation techniques to increase student engagement.
		<ul style="list-style-type: none"> ◆ SLO 2 Follow-up ◆ Benchmark not met at 73% 	<ul style="list-style-type: none"> ◆ Added new exercises in interpretation of financial statements implemented.

<ul style="list-style-type: none"> ◆ Evaluate scheduling patterns to maximize enrollments and accommodate student preferences ◆ Expand accounting internship opportunities 	<ul style="list-style-type: none"> ◆The Business Division Director has monitored the scheduling of the accounting classes and has added Session 2 and Session 3 accounting classes as a result of the monitoring. In addition, early evening classes have been added to the FWB Campus for the convenience of the students. 	<ul style="list-style-type: none"> ◆ Although trending upward, student achievement on SLO's fell well below desired benchmark ◆ Monitor data for SLOs closely for trends and patterns, while developing success strategies to increase student mastery ◆ Review assessment mechanisms related to SLOs to ensure consistent application and evaluation 	<ul style="list-style-type: none"> ◆ Increased exposure to real-world uses of financial statements in firms. ◆ Implemented classroom participation techniques. ◆ Adopted of online learning technologies: MyAccountingLab.
	<ul style="list-style-type: none"> ◆The Business Division Director has worked with the Director of the Career Resource Center to develop a plan to expand internship opportunities to all accounting students 	<ul style="list-style-type: none"> ◆ SLO 3 Follow-up ◆ Benchmark not met ◆ Although trending upward, student achievement on SLO's fell well below desired benchmark ◆ Monitor data for SLOs closely for trends and patterns, while developing success strategies to increase student mastery ◆ Review assessment mechanisms related to SLOs to ensure consistent application and evaluation 	<ul style="list-style-type: none"> ◆ Added more extensive practice sets in posting transactions, adjusting entries, closing entries, and trial balance. ◆ Implemented of classroom participation techniques for student engagement. ◆ Added of online learning technologies: MyAccountingLab.
		<ul style="list-style-type: none"> ◆ SLO 4 Follow-up ◆ Benchmark not met ◆ Although trending upward, student achievement on SLO's fell well below desired benchmark ◆ Monitor data for SLOs closely for trends and patterns, while 	<ul style="list-style-type: none"> ◆ Added practice in job order cost system covering the organizational role of the management accountant. ◆ Implemented of classroom participation techniques for student engagement. ◆ Adoption of online learning

		<p>developing success strategies to increase student mastery</p> <ul style="list-style-type: none"> ◆ Review assessment mechanisms related to SLOs to ensure consistent application and evaluation 	<p>technologies: MyAccountingLab.</p>
		<ul style="list-style-type: none"> ◆ SLO 5 Follow-up ◆ Benchmark not met ◆ Although trending upward, student achievement on SLO's fell well below desired benchmark ◆ Monitor data for SLOs closely for trends and patterns, while developing success strategies to increase student mastery ◆ Review assessment mechanisms related to SLOs to ensure consistent application and evaluation 	<ul style="list-style-type: none"> ◆ Improved coverage of general business terms and concepts. ◆ Success rate dropped from 08-09. Faculty will monitor to see if success rates increase to previous levels or if adjustment in classroom activities is needed.
		<ul style="list-style-type: none"> ◆ SLO 6 Follow-up ◆ Benchmark not met ◆ Although trending upward, student achievement on SLO's fell well below desired benchmark ◆ Monitor data for SLOs closely for trends and patterns, while developing success strategies to increase student mastery ◆ Review assessment mechanisms related to SLOs to ensure consistent application and evaluation 	<ul style="list-style-type: none"> ◆ Students' success rate increased to previous year levels. Faculty will continue to monitor to see if success rates continue to rise. Additional practice activities will be added if needed.

Education-(Lower Division)

Program Outcomes		Student Learning Outcomes	
Original Recommendations for Follow-up to Program Outcomes	Follow-up Actions, Enhancement Initiatives conducted in (2009-2010)	Original Recommendations for Follow-up to SLO Results	Follow-up Actions, Enhancement Initiatives Conducted in (2009-2010)
<ul style="list-style-type: none"> ◆ Consider expansion of lower division education prerequisites to additional sites ◆ Establish greater access to computer labs for intermittent lab-based instruction in non-lab classes ◆ Increase faculty awareness of learning support services for students ◆ Work with baccalaureate faculty members to ensure easy transition to upper division ◆ Improve field placement processes 	<ul style="list-style-type: none"> ◆ Lower division education prerequisites were expanded by offering all three courses, EDF 1005, EF 2085, and EME 2040, at the Chautauqua Center. They are offered in the fall and spring. Since EME 2040 does not have a field-based component, it is also offered in the summer. ◆ Faculty are encouraged to contact the department office assistant and schedule periodic use of computer labs for lab-based instruction in non-lab classes. ◆ Faculty awareness of learning support services for students was increased by having the coordinator of the Academic Success Center visit each class. An explanation/ discussion of the tutoring services and handouts were provided to the students in each class. ◆ Faculty are informed of the dates and times of workshops addressing APA citation. These workshops are provided to assist the students with their research papers. 	<p>SLO numbers have been realigned since submission to BOT in July</p> <ul style="list-style-type: none"> ◆ Benchmarks for all student learning outcomes except # 3 were met ◆ Revise student field placement participation agreements and field placement orientation materials to improve success rate on student learning outcome #3. 	<ul style="list-style-type: none"> ◆ Student field placement participation agreements and orientation materials have been redesigned.
		<p>SLO 1 Follow-up</p> <ul style="list-style-type: none"> ◆ Benchmark not met at 73% 	<ul style="list-style-type: none"> ◆ New assignments covering research skill added to the course content and the students will be referred to the Academic Success Center as needed.
		<p>SLO 2 Follow-up</p> <ul style="list-style-type: none"> ◆ Benchmark met at 93%. 	<ul style="list-style-type: none"> ◆ Benchmark exceeded.
		<p>SLO 3 Follow-up:</p> <ul style="list-style-type: none"> ◆ 88% performance did not meet benchmark by 2% 	<ul style="list-style-type: none"> ◆ Benchmark met for third consecutive year. The new benchmark will be 93%.
		<p>SLO 4 Follow-up:</p> <ul style="list-style-type: none"> ◆ Benchmark met at 86%. 	<ul style="list-style-type: none"> ◆ Writing skills and test taking skills will continue to be addressed along with the content material.

		SLO 5 Follow-up: ◆ Benchmark not met at 73%	◆ Research skills and APA documentation will be emphasized. The Academic Success Center will assist in the development of these skills.
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Emergency Administration AAS/Certificates

Program Level Outcomes		Student Learning Outcomes	
Original Recommendations for Follow-up to Program Outcomes	Follow-up Actions, Enhancement Initiatives Conducted in (2009-2010)	Original Recommendations for Follow-up to SLO Results	Follow-up Actions, Enhancement Initiatives Conducted (2009-2010)
<ul style="list-style-type: none"> ◆ Designate and equip a classroom for simulated emergency management operations and tabletop exercises ◆ Refine coursework in anticipation of a public service four-year baccalaureate degree ◆ Obtain certification from the Florida State Fire College as approved 	<ul style="list-style-type: none"> ◆ This program recommendation was not achieved during the follow-up period. Recommend use of space in the Community Services Complex when construction is completed in approximately one year ◆ Four-year degree still pending; Course development is ongoing. ◆ Certification for the Florida State Fire College for approval as a firefighter training center is still pending. Budget considerations have slowed the application process. ◆ Courses taught in the Emergency 	<ul style="list-style-type: none"> ◆ Develop and begin tracking student learning outcomes for new fire science curricula 	<ul style="list-style-type: none"> ◆ Fire Science certificate not yet implemented; certification pending with Florida Fire College, thus no student performance numbers are available.
		<ul style="list-style-type: none"> ◆ Students met benchmarks for all learning outcomes except #1 ◆ Monitor student learning outcome #1 for trends indicating need for enhancement activities, as only 75% of students met the established standard for this outcome ◆ Monitor all student outcomes for trends a definitive patterns are not yet available in these relatively new programs 	<ul style="list-style-type: none"> ◆ Based on the prior year's performance, faculty placed added emphasis on the history and subsequent development of civil defense and emergency management programs. This initiative should be continued to

<p>firefighter training center</p> <ul style="list-style-type: none"> ◆ Develop annual review system to ensure course work is updated to meet current trends and issues in these emerging fields. ◆ Expand pool of qualified adjunct instructors with expertise in emergency management and homeland security ◆ Increase enrollment in the Fire Science Area of A.A.S ◆ Develop firefighter basic training program 	<p>Administration and Management program have been expanded and currently meets demand.</p> <ul style="list-style-type: none"> ◆ The pool of adjunct faculty for program has been expanded and currently meets demand. ◆ The firefighter basic training program has not been implemented. Budget constraints have slowed the application process for certification as a Florida State Fire College approved firefighter basic training center. ◆ Student learning outcomes have been revised for fire science curriculum. 	<ul style="list-style-type: none"> ◆ Monitor all student outcomes for trends a definitive patterns are not yet available in these relatively new programs <p>SLO 1 Follow-up:</p> <ul style="list-style-type: none"> ◆ Benchmark not met at 60% 	<p>increase student success in this outcome.</p>
		<p>SLO 2 Follow-up:</p> <ul style="list-style-type: none"> ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ The number of companies providing Business Impact analysis is increasing, resulting in more and better opportunities for students to conduct research. Faculty should remain generally aware of these many new businesses and coordinate assignments to ensure students are exposed to a variety of them.
		<p>SLO 3(a) Follow-up:</p> <ul style="list-style-type: none"> ◆ Benchmark met <p>SLO 3(b) Follow-up:</p> <ul style="list-style-type: none"> ◆ Benchmark not met 	<ul style="list-style-type: none"> ◆ This continues to be an important benchmark for students. A focus should remain on smaller and more written plan assignments to better prepare students for the 6-8 page plan. ◆ The success rate on this student learning outcome increased from the previous year. Increased class discussion/focus on the principles of FEMA IS-547 will continue.

		<p>SLO 4 Follow-up:</p> <ul style="list-style-type: none"> ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ The new Okaloosa County Emergency Operations Center should be complete, or near complete, and available for student tours by the next class offering. Tours of this facility should help student s.
		<p>SLO 5 Follow-up:</p> <ul style="list-style-type: none"> ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ Discussion with faculty revealed the need to rearrange/update test questions for test security reasons. Future assessment should be based on "those questions addressing the four phases of a disaster" and not specific question numbers.
		<p>SLO 6 Follow-up:</p> <ul style="list-style-type: none"> ◆ Benchmark met. 	<ul style="list-style-type: none"> ◆ This benchmark was met for the second consecutive year. If year three continues the trend a new outcome may be considered and assessment activities revised.

EMS/EMT/PARAMEDIC

Program Level Outcomes		Student Learning Outcomes	
Original Recommendations for Follow-up to Program Outcomes	Follow-up Actions, Enhancement Initiatives Conducted in (2009-2010)	Original Recommendations for Follow-up to SLO Results	Follow-up Actions, Enhancement Initiatives Conducted in (2009-2010)
<ul style="list-style-type: none"> ◆ Increase involvement with state and national EMS meetings to ensure continued compliance with oversight regulations ◆ Work toward meeting the proposed 2013 Committee on Accreditation for Educational Programs for the Emergency Medical Services Professions (CoAEMPS) program accreditation requirements ◆ Prepare faculty for implementation of proposed Florida Administrative Code changes effecting Emergency Medical Services program instructor educational requirements. ◆ Acquire additional training equipment to continue the growth 	<ul style="list-style-type: none"> ◆ The Emergency medical Services program staff have increased involvement with state and national EMS meetings by hosting quarterly meetings on the NWFSC main campus. ◆ Work on the Committee on Accreditation for Educational Programs for the Emergency Medical Services Professions (CoAEMPS) self-study has begun. Good progress has been made toward reaching the goal of CoAEMPS accreditation ◆ All part-time and adjunct faculty currently teaching in the Emergency Medical Services programs have either completed their two-year degree requirement or are enrolled in course work and scheduled to satisfy the two-year requirement prior to implementation of the new state rule on educational requirements. ◆ The American Heart Association programs continue to grow. 	<ul style="list-style-type: none"> ◆ Students met benchmarks for all learning outcomes ◆ Monitor all student learning outcomes for trends, as student data on these relatively new programs is not yet definitive ◆ Consider additional learning outcomes necessary to address CoAEMPS accreditation standards ◆ SLO 1 Follow-up: ◆ Benchmark met ◆ SLO 2 Follow-up: ◆ Benchmark met ◆ SLO 3 Follow-up: ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ Will increase benchmark to 94% for 2010-2011. ◆ Percentage of success decreased this period for EMS 1119C. Implementing new course training and testing materials to ensure graduates are prepared for state exam. ◆ Implementing new vehicle operations training program. Will monitor performance and student outcomes through the transition.

of the American Heart Association certified training courses	Additional mannequins and other training equipment have been purchased to meet the growth.	<ul style="list-style-type: none"> ◆ SLO 4 Follow-up: ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ Increase over last year's student outcomes. Implementing high-fidelity simulation to increase student's clinical experiences.
		<ul style="list-style-type: none"> ◆ SLO 5 Follow-up: ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ Benchmark met for the third consecutive year. Will consider implementing additional training requirement for EMS 2435 students.

Industrial Management Technology			
Program Level Outcomes		Student Learning Outcomes	
Original Recommendations for Follow-up to Program Outcomes	Follow-up Actions, Enhancement Initiatives Conducted in (2009-2010)	Original Recommendations for Follow-up to SLO Results	Follow-up Actions, Enhancement Initiatives Conducted in (2009-2010)
<ul style="list-style-type: none"> ◆ Expand distance learning courses, as many students enrolled in the program are full-time employees ◆ Coordinate increased marketing of the program with the Career Resource Center, military bases and local employers 	<ul style="list-style-type: none"> ◆ Three new distance learning classes were added to the schedule for the Industrial Management Technology program. ◆ New flyers were developed for the Industrial Management Technology program and have been distributed to the military bases and local employers. The Career Resource Center Director works directly with base personnel in order to highlight the Industrial Management Technology program. 	<ul style="list-style-type: none"> ◆ Program review indicated inadequate student learning outcomes: all measures were at program level. SLO's will be identified and tracked. 	<ul style="list-style-type: none"> ◆ Faculty developed three new SLO's three new SLO's and common assessments included in four core courses. ◆ Fall 2009 generated first outcome data, through student numbers were too small to draw meaningful direction.

<ul style="list-style-type: none"> ◆ Revise curriculum to strengthen core coursework ◆ Revise/develop student learning outcomes to match program core 	<ul style="list-style-type: none"> ◆ Two new courses-Supervision and Leadership Techniques-have been added to the core requirement of the Industrial Management Technology program. These courses were approved by the college Curriculum Committee. ◆ Student learning outcomes have been revised/developed to match the program core 		
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Radiography Technology

Program Level Outcomes		Student Learning Outcomes	
Original Recommendations for Follow-up to Program Outcomes	Follow-up Action, Enhancement Initiatives Conducted in (2009-2010)	Original Recommendations for Follow-up to SLO Results	Follow-up Actions, Enhancement Initiatives Conducted in (2009-2010)
<ul style="list-style-type: none"> ◆ Revise curriculum to add more clinical hours as discussed with program advisory committee ◆ Support curriculum(e.g. student – staff ratios, teaching methods such as simulation & other innovative approaches; hiring superlative faculty, etc.) to ensure competent graduates for area workforce ◆ Continue efforts to attain national accreditation of the program ◆ Develop strategies to assist graduates with job placement ◆ Recruit additional adjunct faculty 	<ul style="list-style-type: none"> ◆ Curriculum was revised and more clinical hours were added ◆ The program continues to support curriculum to ensure competent graduates for area workforce ◆ The program is continuing to work towards national accreditation ◆ The benchmark of at least a 90% placement rate was met ◆ Faculty recruitment is ongoing 	<ul style="list-style-type: none"> ◆ Students met benchmarks for all learning outcomes except 1(a)(2), 1(b)(1), 1(b)(2), 2(a)(1), 3(a)(1), and 3(a)(2) ◆ Develop and track data collection for new student learning outcome measures under 1(a), 1(b), 4(a), 5(a) and 5(b). ◆ Monitor student learning outcome measures under 1(a)(2), 1(b)(1), 1(b)(2), 2(a)(1), 3(a)(1), and 3(a)(2) with an eye to enhancement strategies or reconsideration of 100% as reasonable benchmark <p>◆ SLO 1(a) Follow-up:</p>	<ul style="list-style-type: none"> ◆ Implemented new classroom activities: <ul style="list-style-type: none"> (a) Focused discussions (b) Short quizzes with immediate feedback ◆ Realigned benchmarks to maintain quality, but recognize 100% level not always feasible

		<ul style="list-style-type: none"> ◆ 79% performance did not meet benchmark by 1%. 	
		<ul style="list-style-type: none"> ◆ SLO 1 (b) Follow-up: ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ Added randomly asked questions about patient care and safety.
		<ul style="list-style-type: none"> ◆ SLO 2 (a) Follow-up: ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ Added additional lectures as well as fill-in-the-blank handouts for this topic. ◆ Benchmark has been met 3 years. Benchmark will be raised by 5% to encourage greater competence.
		<ul style="list-style-type: none"> ◆ SLO 2(b) Follow-up: ◆ Benchmark met. 	<ul style="list-style-type: none"> ◆ Before the exam, students given an opportunity to come to the campus lab to practice the exams with an instructor.
		<ul style="list-style-type: none"> ◆ SLO 3(a) Follow-up: ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ The technique chart revised to include patient dose and contrast procedures.
		<ul style="list-style-type: none"> ◆ SLO 3 (b) Follow-up: ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ More exams added to the chart. ◆ Benchmark has been met for 3 years. Benchmark will be raised by 5% for next year.
		<ul style="list-style-type: none"> ◆ SLO 4 (a) Follow-up: ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ Instructors will implement various case studies and skits on effective communication. ◆ Benchmark has been met for 3 years. Benchmark will be raised by 5%.

		<ul style="list-style-type: none"> ◆ SLO 4 (b) Follow-up: ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ Checklist for communication will be revised to include scenario essay question.
		<ul style="list-style-type: none"> ◆ SLO 5 (a) Follow-up: ◆ 79% performance did not meet benchmark by 1%. 	<ul style="list-style-type: none"> ◆ Students now given several scenarios for critical thinking in which the entire class will brainstorm ways to solve the problem.
		<ul style="list-style-type: none"> ◆ SLO 5 (b) Follow-up: ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ Situational Judgment questions will be implemented on the competency evaluations.
		<ul style="list-style-type: none"> ◆ SLO 6 Follow-up: ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ As a class assignment, students will be required to create a brochure with pertinent radiation safety information. ◆ Benchmark has been met for 3 years. Benchmark will be raised by 5%.
		<ul style="list-style-type: none"> ◆ SLO 7 Follow-up: ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ Students will be provide with comprehensive study materials and lecture exams to prepare them for the national board exam. ◆ Benchmark has been met for 3 years. Benchmark will be raised by 5%.

**SECTION III
ASSOCIATE OF ARTS DEGREE AND GENERAL EDUCATION**

AA Degree

Program Level Outcomes

Original Recommendations for Follow-up to Program Outcomes	Follow-up Actions, Enhancement Initiatives Conducted in (2009-2010)
<ul style="list-style-type: none"> ◆ Develop “automatic admissions” transfer agreements with UWF for Criminal Justice, Graphic Arts, Computer Engineering, and other selected programs ◆ Enhance tracking of and intervention for students who transfer with 60 hours and gen. ed. requirements, but no degree ◆ Develop strategies to improve retention rates for FTIC prep students in the AA program ◆ Refine access and tracking of tutorial support mechanisms (ASC, <i>Smarthinking</i>, etc.) to ensure highest and best use by students ◆ Increase blended offerings in general education courses ◆ Improve coordination of advising between AA students and NWFSC baccalaureate options ◆ Develop strategies to assist students in meeting CLAS requirements for new state AA graduation requirements 	<ul style="list-style-type: none"> ◆ Four meetings held with UWF; articulation agreements are still under development. ◆ New blended classes in math, anatomy, physiology, and Spanish added. ◆ Review modules developed to aid prep students in ASC. ◆ 60-hour students now identified as part of degree audit system. ◆ CLAS issues still unresolved at state level, but interim plan now in place. ◆ Retention Task Force formed to identify research and best practice.

Humanities*

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Program Level Outcomes		Student Learning Outcomes	
Original Recommendations for Follow-up Program Outcomes	Follow-up Actions and Initiatives Conducted in (2009-2010)	Original Recommendations for Follow-up to SLO Results	Follow-up Actions and initiatives Conducted in (2009-2010)
<ul style="list-style-type: none"> ◆ Revise and update curriculum pursuant to trends in art history education ◆ Recruit additional adjunct faculty ◆ Research upper division curricula for possible baccalaureate program or elective offerings ◆ Seek addition of larger TV screens in J-309 and J 313 ◆ Look at ways to make HUM 1020 courses more manageable for first year college students 	<ul style="list-style-type: none"> ◆ We have selected a new textbook for Art History. ◆ Two new associate faculty have joined our staff. ◆ We are continuing to work on classroom resources. ◆ We are waiting until the SACS review to consider upper division classes. ◆ In a tight budget year, we will have to postpone purchasing larger screen televisions. ◆ We changed textbooks for the HUM 1020 and everyone (faculty and students) are very happy with the new edition. ◆ Several textbook vendors have given resources to support their 	<ul style="list-style-type: none"> ◆ Students in art history and humanities survey courses met benchmarks for all learning outcomes . ◆ Student performance reporting for learning outcome #3 in music humanities, ethics, and theater humanities was insufficient to provide informed conclusions; revisit learning outcomes, revise data collection methods, review assessment mechanisms for consistent application and evaluation and re-examine outcomes in these areas in 2009-10. ◆ Student performance reporting for learning outcomes #1 and #2 in music humanities, ethics, literature, philosophy, religion and theater humanities was insufficient to provide informed conclusions; revisit learning outcomes, revise data collection methods, review assessment mechanisms for 	<ul style="list-style-type: none"> ◆ Faculty members revised SLO's and common assessments to ensure validity and usefulness of data. ◆ New forms and ticklers for data reporting deadlines are in place. ◆ Electronic reporting by semester should increase accuracy and efficiency. ◆ Additional orientation/outreach materials for adjunct faculty are being finalized. ◆ Additional faculty work sessions designed to increase coordination have been

<ul style="list-style-type: none"> ◆ Monitor the success rate in PHI 2010 in connection with an ongoing review of goals and outcomes 	<p>materials.</p> <ul style="list-style-type: none"> ◆ We are continuing to monitor the success rates in PHI 2010. 	<p>consistent application and evaluation and re-examine outcomes in these areas in 2009-10.</p> <ul style="list-style-type: none"> ◆ SLO 1 Follow-up: ◆ 75% performance equal to benchmark 	<p>completed and will continue.</p> <ul style="list-style-type: none"> ◆ Benchmark has been met for 3 consecutive years. Faculty will revise the benchmark upward to 80% of students will demonstrate at least 75% proficiency.
		<p>SLO 2 Follow-up</p> <ul style="list-style-type: none"> ◆ Benchmark met at 79% 	<ul style="list-style-type: none"> ◆ Faculty will monitor to see if upward trend continues. Will consider raising benchmark and/or redesigning assessment strategies if appropriate.
		<p>SLO 3 Follow-up</p> <ul style="list-style-type: none"> ◆ Benchmark met at 76%. 	<ul style="list-style-type: none"> ◆ Benchmark has been met for 3 consecutive years. Faculty will revise the benchmark upward to 80% of students will demonstrate at least 75% proficiency.
		<p>SLO 4 Follow-up:</p> <ul style="list-style-type: none"> ◆ Benchmark met at 81%. 	<ul style="list-style-type: none"> ◆ Benchmark has been met for 3 consecutive years. Faculty will revise the benchmark upward to 80% of students will demonstrate at least 75% proficiency.

Physical Sciences

Program Level Outcomes		Student Learning Outcomes	
Original Recommendations for Follow-up to Program Outcomes	Follow-up Actions and Initiatives (2009-2010)	Original Recommendations for Follow-up to Program Review	Follow-up Actions and Initiatives (2009-2010)
<ul style="list-style-type: none"> ◆ Enhance use of the observatory ◆ Consider addition of new courses, including astronomy lab, geology of national parks, climate change and GIS courses ◆ Research additional upper division curricula for possible stand-alone baccalaureate supporting national, state, and local STEM initiatives ◆ Complete design and construction of interactive sundial for the Niceville Campus ◆ Revise budget structure to reflect observatory needs and lab supplies in all natural sciences 	<ul style="list-style-type: none"> ◆ Developed a new class, ISC 4115 Environmental Systems to support the Teacher Education program ◆ Developed a new class, OCB 1055c Biological Oceanography, through an National Science Foundation grant written by Dr. Allison Beauregard ◆ Dr. Mark Horrell is developing GIS courses for campus-wide use and specifically for the Collegiate High School ◆ The Sundial Committee has selected an artist, and plans for the construction of the sundial have begun 	<ul style="list-style-type: none"> ◆ Student performance exceeded the benchmark for learning outcome #4 ◆ Chemistry students exceeded the benchmark for learning outcomes #1, #2, #3 and #5; however, students in other physical sciences did not ◆ Monitor data for learning outcomes #1, #2, #3 and #5 closely for trends and patterns, while developing success strategies to increase student mastery <p>Review assessment mechanisms related to learning outcomes #1, #2, #3 and #5 to ensure consistent application and evaluation</p> <ul style="list-style-type: none"> ◆ SLO 1 Follow-up: Gen Ed. Goal ◆ Benchmark not met 	<ul style="list-style-type: none"> ◆ Additional practice sets covering distinguishing between fact, scientific law, hypotheses, and theory added to the course content. ◆ Designated time added to faculty meetings to “workshop/brainstorm” activities and discuss results ◆ All courses now include activities and assessments on targeted critical thinking skills.
		<ul style="list-style-type: none"> ◆ SLO 2 Follow-up: Gen. Ed. Goal ◆ Benchmark met. 	<ul style="list-style-type: none"> ◆ Department will continue to monitor for development of trend. If benchmark is met for 3 years, benchmark will be raised.

WELLNESS, FITNESS, AND PHYSICAL EDUCATION

Program Level Outcomes		Student Learning Outcomes	
Original Recommendations for Follow-up to Program Outcomes	Follow-up Actions, Enhancement Initiatives (2009-2010)	Original Recommendations for Follow-up to Program Review	Follow-up Actions, Enhancement Initiatives (2009-2010)
<ul style="list-style-type: none"> ◆ Recruit additional wellness adjuncts ◆ Expand the Wellness Center on the Niceville Campus projected in the new Community Services Complex ◆ Purchase updated equipment for all Wellness Centers ◆ Update classroom technology and furniture ◆ Work with new American Heart Association Training Center designation for CPR and first aid training for classroom instructors (e.g. strength training instructors) 	<ul style="list-style-type: none"> ◆ Due to budget constraints, and the fact that current adjuncts meet the demand, no new instructors were recruited during this time period. ◆ The expansion of the Wellness Center, new classroom furniture and technology, updated equipment for labs, and updated equipment for Wellness activities will all be accomplished upon the completion of the Community Services Complex in 2011. ◆ The athletic department has staff trained as athletic trainers. Multiple staff members have AED and CPR training. There is a certified athletic trainer at all NWFSC practices and games who meets these requirements. 	<ul style="list-style-type: none"> ◆ Student performance met benchmarks for all Wellness learning outcomes ◆ Monitor data for all learning outcomes for trends and patterns Review efficacy of benchmarks to ensure they reflect desired mastery levels <p>◆ SLO 1 Follow-up: ◆ Benchmark not met</p>	<ul style="list-style-type: none"> ◆ Although there was a slight improvement from previous academic year, faculty will continue revising and/or adding assignments that will address areas of weakness. ◆ New “capstone” assessment in critical thinking added; students will develop wellness profile and plan using various numerical data elements.
		<p>◆ SLO 2 Follow-up: ◆ Benchmark met</p>	<ul style="list-style-type: none"> ◆ If a positive trend continues for 3 years, faculty will revise the benchmark upward.
		<ul style="list-style-type: none"> ◆ SLO 3 Follow-up ◆ Benchmark not met 	<ul style="list-style-type: none"> ◆ Faculty will continue revising and/or increasing classroom assignments and activities to address areas of weakness. <p>Additionally, an oral exam will be added to insure the proper techniques are being learned by students.</p>
		<ul style="list-style-type: none"> ◆ SLO 4 Follow-up: ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ The trend has continued for 3 years. Faculty has raised the benchmark to 85% for future terms.

**SECTION IV
ELECTIVE COURSE SUBJECT AREAS***

**Note to the reader: The four columns presented all relate to the same program/subject area; however, looking across the columns horizontally, there is not necessarily a direct relationship between the entries. The two left-hand columns stand alone and the two right-hand columns stand alone. They are presented together because they reflect issues under the same department, program or subject area.*

FOREIGN LANGUAGES

<ul style="list-style-type: none"> ◆ Increase blended course options in Spanish and French ◆ Establish greater access to computer labs for intermittent lab-based instruction in non-lab classes ◆ Increase faculty awareness of learning support services for students 	<ul style="list-style-type: none"> ◆ Spanish classes have been blended, but the French classes have not. ◆ French classes are offered exclusively in the computer classroom ◆ Spanish and ASL classes have access to computer classrooms on an as needed basis. The instructors prefer to utilize the labs only when they are doing research or interacting with other classes. ◆ Tutoring, both face-to-face and on-line, availability have been explained to the faculty and the students. Face-to-face tutors have been available for all foreign languages. (Spanish, French, and ASL). 	<ul style="list-style-type: none"> ◆SLO 1(a) Follow-up (French) ◆ Benchmark met ◆SLO 1(b) Follow-up (Spanish) ◆ Benchmark met ◆SLO 1(c) Follow-up (ASL) ◆ Benchmark met ◆SLO 2(a) Follow-up (French) ◆ Benchmark met ◆SLO 2(b) Follow-up (Spanish) ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ Faculty will continue to monitor positive trend. If trend continues, benchmark could be raised. ◆ Second year of positive increase in student learning outcome. Faculty will consider revising benchmark upward if the trend continues next year. ◆ Benchmark has been met for 3 consecutive years. Benchmark will be raised to 80% proficiency ◆ The addition of self-assessed practice exercises covering reading and writing skills has been successful and the benchmarks have been met. Faculty will monitor the effectiveness of the various exercises and substitute new ones for some that are not as effective as desired ◆ No follow-up needed at this time.
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		<ul style="list-style-type: none"> ◆ SLO 2(c) Follow-up (ASL) ◆ N/A for ASL 	
		<ul style="list-style-type: none"> ◆ SLO 3(a)(1) Follow-up (French) ◆ Benchmark met ◆ SLO 3(b)(1) Follow-up (Spanish) ◆ Benchmark met ◆ SLO 3(c)(1) Follow-up (ASL) ◆ Benchmark met ◆ SLO 3(a)(2) Follow-up (French) ◆ Benchmark met ◆ SLO 3(b)(2) Follow-up (Spanish) ◆ Benchmark met ◆ SLO 3(c)(2) Follow-up (ASL) ◆ Benchmark met 	<ul style="list-style-type: none"> ◆ Benchmark met; no follow-up needed ◆ If a trend develops for meeting the benchmark, faculty will consider revising the benchmark upward ◆ Benchmark has been met for 3 years. Faculty will revise benchmark to 80% proficiency. ◆ The French instructor will continue to use the computer classroom for this course as it has enhanced the quality of instruction for the issues and content of culture. ◆ If a trend develops for meeting the benchmark, faculty will consider revising the benchmark upward. ◆ Benchmark has been met for 3 consecutive years. Benchmark will be raised to 80% proficiency.

VISUAL ARTS

<ul style="list-style-type: none"> ◆ Relocate the photography lab located in "L" Building closer to the Arts Center ◆ Provide additional storage space and student workspace for photography students ◆ Correct poor ventilation in photography lab ◆ Consider a part-time lab assistant for photography lab to support student access outside of class ◆ Recruit additional adjunct faculty ◆ Examine class scheduling patterns to minimize necessity to change equipment (easels, drawing benches, etc.) between classes 	<ul style="list-style-type: none"> ◆ We are continuing to search for possible relocation of the photography lab and wait for possible funding. ◆ Space continues to be a problem ◆ New fans were added to improve ventilation ◆ Budget restraints prohibit adding student's assistants to open the photography lab for more hours at this time. ◆ We will continue to monitor the need for more full-time instructor positions. At this time the budget simply does not allow for a new full-time position ◆ Additional space is still an on-going problem 	<ul style="list-style-type: none"> ◆ SLO 1 Follow-up: ◆ Benchmark met at 78%. 	<ul style="list-style-type: none"> ◆ Benchmark has been met for 3 consecutive years. Benchmark will be raised by 5%.
		<ul style="list-style-type: none"> ◆ SLO 2 Follow-up: ◆ Benchmark met at 78%. 	<ul style="list-style-type: none"> ◆ Benchmark has been met for 3 consecutive years. Benchmark will be raised by 5% and assessment activities reviewed for possible redesign.
		<ul style="list-style-type: none"> ◆ SLO Follow-up: ◆ Benchmark met 89%. 	<ul style="list-style-type: none"> ◆ Benchmark has been met for 3 consecutive years. Benchmark will be raised by 5%.

SECTION V

ACTIVITIES, SITES, AND SUPPORT SERVICES

Admissions and Registration

Program Outcomes

Original Recommendations for Follow-up to Program Review	Follow-up Actions, Enhancement Initiatives Conducted in (2009-2010)
<ul style="list-style-type: none"> ◆ Continue training and cross training of enrollment services staff, to ensure that a full array of student services is available at all college locations ◆ Strengthen direct communication with students via e-mail and other technologies ◆ Create a web admission application for the College that is separate from State of Florida FACTS.org ◆ Enhance web admission application for limited admission programs ◆ Implement a safe and secure process to allow student to retrieve PIN's electronically ◆ Continue to enhance electronic retrieval of all official transcripts similar to FASTER (Florida electronic system) to include SPEEDE, CLEP, AP, IB, CCAF, etc ◆ Update online orientation program 	<ul style="list-style-type: none"> ◆ The College Registrar conducts Registration Workshops prior to the start of each registration period (three times a year). Each registration position, at all seven (7) college campuses and centers, participates in the workshops and each position is assigned a comprehensive registration training manual that is routinely updated. ◆ Student e-mail was converted in Fall 2009 to be more user friendly – using student names instead of numbers; and the college domain was shortened. In addition to increasing the use of the college student e-mail system as the official means of communication to the student (i.e. VA requires e-mail communication), the College implemented an Emergency Notification System (NWFSC ALERT) to reach students and staff with emergency information and updates through automatic phone calls, and/or text messages and e-mails issued by the college. ◆ Completed and scheduled for implementation in February 2010. ◆ Completed and implemented in June 2009. ◆ Completed and implemented in August 2009 – to support Fall Registration and the 2009-2010 academic year. ◆ College uses FASTER (Florida electronic retrieval system) for all Florida participating schools; still pending are the implementation of accelerated mechanism (AP, IB, CLEP) and CCAF.

CHAUTAUQUA CENTER

Program Outcomes

Original Recommendations for Follow-up to Program Review

- ◆ Continue to upgrade for new instructional technologies
- ◆ Expand student government activities at this location
- ◆ Continue to expand Chautauqua Center services to the surrounding communities and border state
- ◆ Address need for lab-based science instruction
- ◆ Revise class scheduling process to accommodate student preferences; increase blended and weekend offerings

Follow-up Actions, Enhancement Initiatives Conducted in (2009-2010)

- ◆ One new ceiling mounted projector was installed last year. Others are on order and will be installed this year.
- ◆ Student government is active at this location. A new student lounge was designed and decorated by the SGA. SGA participates in the annual CareerFest and bi-annual blood drives held at the center.
- ◆ College marketing materials and presentations on the college are conducted each semester in Florala, AL, as well as college district border counties-Holmes and Washington.
- ◆ Currently offering lab-based science instruction at this location for Historical Geology and Physical Geology.
- ◆ Class scheduling survey distributed annually to students to assess student course preference and class attendance times. Last survey indicated more day time classes which are now being offered each semester, as well as fast track classes.
- ◆ Expansion of blended classes as an alternative to traditional delivery is cutting down on actual site in class-time .

INTERCOLLEGIATE ATHLETICS

- ◆ Work with new American Heart Association Training Center in Public Safety Department to ensure coaches and assistant coaches maintain CPR, AED and first aid certifications
- ◆ Enhance current system of electronic tracking of student athletes on course progress and academic support needs

- ◆ The athletic department has Staff trained as athletic trainers. Multiple staff members have AED and CPR training. There is a certified athletic trainer at all NWFSC practices and games who meets these requirements.
- ◆ Ongoing process; manual system still working.

DUAL ENROLLMENT/EARLY COLLEGE

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| <ul style="list-style-type: none"> ◆ Increase communication with high school counselors regarding benefits of program ◆ Establish annual dual enrollment information session for high school students and parents ◆ Update the dual enrollment student handbook, website, and orientation ◆ Provide a more private area to counsel dual enrollment parents and students ◆ Ensure implementation of state-wide dual enrollment guidelines ◆ Enhance information exchange with school districts | <ul style="list-style-type: none"> ◆ Periodic emails are now sent to the high school counselors reminding them of Dual Enrollment issues, deadlines and opportunities. ◆ Still in development. ◆ Everything is updated and the handbook has been added to the website. A new form that is a checklist for things to do and important dates was developed and is handed to each dual student when he or she registers. ◆ The staff assistant's work area was moved to the opposite end of the counter which eliminated the constant traffic behind her desk; however, which provided some improvement. ◆ Guidelines are now incorporated in Articulation Agreements. ◆ Communication with the Districts is smooth and constant. |
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LEARNING RESOURCES CENTER

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| <ul style="list-style-type: none"> ◆ Develop and implement library/information literacy modules in various formats to accommodate a variety of audiences and meet needs of specific curricular areas ◆ Develop staffing plan to accommodate impending staff retirements and attrition ◆ Enhance access to LRC resources and improve website usefulness to address increased student demands and changing technologies ◆ Improve coordination of LRC planning and general education student learning outcomes ◆ Provide research support for the college's ongoing QEP effort | <ul style="list-style-type: none"> ◆ Library literacy modules are available : <ul style="list-style-type: none"> - online version of how to use the databases (via Tegrity) - three library instruction courses (blended and online) - "how to" PowerPoints and handouts developed for specific subjects and formats (online and print) - individual class presentations and handouts (online and print) ◆ Changed the LRC Org Chart and Library Liaisons responsibilities to: <ul style="list-style-type: none"> - distribute library instruction between three librarians and one support staff member staff - Outreach Services split between two librarians - better division of support staff supervision ◆ Increased number of e-Books in the collection, improved e-Resources access and implemented a website structured for quicker access directly to resources |
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	<ul style="list-style-type: none"> ◆ Piloted reporting and assessing bibliographic instruction via a commonly available spreadsheet so that a broad sector of LRC staff can utilize information on research and library instruction to improve planning and reporting ◆ Completed the preliminary research for QEP topic selection and currently coordinating access to research materials for the literature review
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MILITARY EDUCATION (EGLIN/HURLBURT)

<ul style="list-style-type: none"> ◆ Pursue additional articulation agreements with military units using EOD agreement as model ◆ Increase blended offerings at both Eglin and Hurlburt to maximize time and space limitations ◆ Address staffing issues at Eglin with respect to pending retirement of Campus Specialist ◆ Refine and implement single portal grade reporting system in conjunction with Department of Defense requirements ◆ Enhance marketing of NWFSC offerings on military web listings ◆ Develop data tracking of various categories of military students for reporting and assessment ◆ Refine and enhance systems with outside agencies to simplify procedures for CAA eligible students to register and receive aid ◆ Increase pool of adjuncts able to teach at Hurlburt 	<ul style="list-style-type: none"> ◆ Updated all information publications at bases. ◆ Transformed new campus specialist to Eglin. ◆ CCAF articulation information revised and updated. ◆ Increased testing opportunities (CLEP, DANTES, etc.) at bases. ◆ Two new adjuncts available to teach at Hurlburt.
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ROBERT L.F. SIKES CENTER

<ul style="list-style-type: none"> ◆ Establish regularly scheduled Financial Aid visits at the Sikes Center to allow students to schedule Financial Aid appointments ◆ Increase advising services available to Sikes Center students ◆ Plan for additional classroom space to meet the demands of the growth in the community 	<ul style="list-style-type: none"> ◆ The Financial Aid Office will begin scheduling per-announced visits on a monthly basis beginning in March 2010. ◆ Advising service remains at the past due to budgetary constraints. ◆ Architectural plans for additional classroom space are in process.
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<ul style="list-style-type: none"> ◆ Establish office/work space for associate faculty. ◆ Expand daytime and blended course offerings ◆ Increase parking spaces ◆ Add Overhead LCD projectors to additional classrooms ◆ Replace chalk boards with white boards in all classrooms ◆ Add a soup/sandwich machine to the Center "break room" 	<ul style="list-style-type: none"> ◆ Associate faculty office/workspace is included in the architectural plans for expansion. ◆ Daytime course offerings have been expanded by 20% over last year. ◆ Increased parking spaces planned but delayed due to budgetary constraints. ◆ One additional overhead projector installed in room 302. ◆ All chalkboards have been replaced with whiteboards. ◆ Sandwich machine vendors don't feel that there would be a sufficient profit margin to place machines on this campus.
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STUDENT ACTIVITIES

<ul style="list-style-type: none"> ◆ Create a stronger community service learning program 	<ul style="list-style-type: none"> ◆ Beginning in the Fall 2010, NWFSC added a community service component to the Leadership Scholarship. Student Activities partnered with the Coordinator of Recruiting in implementing this criterion. ◆ Community service learning function has been centrally located under the VP of the Student Government Association. The SGA VP is the head of the Council of Student Organizations, and this allows for a stronger focus on community service learning among all organizations at NWFSC. Programs include: Blood Drive, Food and Item Drive, and Relay for Life. ◆ Circle K club, sponsored by the Kiwanis, was approved and is also promoting community service learning to all students. ◆ The Coordinator of Student Activities visits each College Success class to talk about opportunities for student involvement at NWFSC. ● Student Activities Newsletter was created in Fall 2009. The newsletter is sent to all students at the college via the college e-mail once a week. It communicates student events and encourages all students to get involved.
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- ◆ Work with the new baccalaureate divisions to increase participation of students from these areas in Student Activities
- ◆ Increase space for students to meet and socialize
- ◆ Examine staffing needs and scheduling for anticipated future growth and events

- The Coordinator of Student Activities worked with students from the new baccalaureate degree in Education to begin a new Teacher Education Club.
- ◆ Continue to work with facilities to ensure more student centered meeting areas in new student services building.
- ◆ The Coordinator of Student Activities will continue to monitor needs of students and growth opportunities.