

NORTHWEST FLORIDA STATE COLLEGE
SUMMARY OF 2009-2010 PROGRAM AND STUDENT OUTCOMES REVIEW

Levels of Review

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

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

Organization of the Summary

The summary is organized in five sections.

- I. The 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. **THERE ARE NO PROGRAMS IN THIS CATEGORY THAT FALL INTO THE 3 YEAR REVIEW CYCLE THIS YEAR. HOWEVER, ALL AA AND GENERAL ED. PROGRAMS CONTINUE TO ASSESS STUDENT LEARNING OUTCOMES ANNUALLY.**
- 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 BACCALAUREATE, AS, AAS AND CERTIFICATE PROGRAMS AND COMMON PREREQUISITE SUBJECT AREAS		
Program/ Department/ Site	Recommendations for Follow-up to Program Review (2010-11)	Recommendations for Follow-up to Student Learning Outcomes Review (2010-11)
Architecture/ Building Construction	<ul style="list-style-type: none"> ◆ Pursue certification of NWFSC Architectural Design and Construction Technology curriculum by the National American Drafting and Design Association which will allow for a skills certification exam. This will align with the U.S. Department of Labor's effort to match graduates with employer-identified skills ◆ Pursue certification of the NWFSC Architectural 	<ul style="list-style-type: none"> ◆ SLO 1 ◆ 61.4% does not meet benchmark. ◆ Implement revised and expanded student advising by faculty and track progress. ◆ Reconsider course prerequisites to ensure students are prepared for what the class entails

	<p>Design and Construction Technology program as an Autodesk Training Center to enhance matching graduates with employer identified skills.</p> <ul style="list-style-type: none"> ◆ Develop a GIS and/or civil drafting option as requested by the community employers during a "NWFSC Listens" session. ◆ Add an additional half-time instructor ◆ Continue to fund a 3-5 year upgrade for computer hardware and software to meet the technology demands ◆ Increase tutorial support specific to the program/subject area to increase program progress and retention ◆ Continue to survey local employers and make efforts to address industry needs and concerns. ◆ Develop and coordinate program-specific marketing with the Dean of instructional Services and Professional Programs, Perkins Vocational Education Career Assessment project and the NWFSC marketing and Public Relations Office to increase enrollments. ◆ Pursue additional grant funding to maintain state-of-the-art equipment and facilities ◆ Continue to enhance the professional knowledge, technical skills and qualifications of faculty 	<ul style="list-style-type: none"> ◆ SLO 2 ◆ 73.7 shows improvement, but is near the benchmark ◆ Implement revised and expanded student advising by faculty and track progress. ◆ Reconsider course prerequisites to ensure students are prepared for what the class entails <hr/> <ul style="list-style-type: none"> ◆ SLO 3 ◆ Benchmark met at 80%. <hr/> <ul style="list-style-type: none"> ◆ SLO 4 ◆ 77.7 % shows improvement, but is short of the benchmark ◆ Student s' success rate increased to levels seen in past years, but still needs improvement. ◆ Faculty will continue to monitor to see if success rates continue to rise ◆ Additional practice activities will be added to selected classes; proportion of in-class and out-of-class practice activities is appropriate. <hr/> <ul style="list-style-type: none"> ◆ SLO 5 ◆ Benchmark met at 100% ◆ Faculty will continue to monitor data to decide if new approaches can further enhance student skills, as well as consider whether benchmark should be revised.
<p>Bachelor of Science in Nursing</p>	<ul style="list-style-type: none"> ◆ Continue to purchase necessary supplies (i.e. gloves, thermometer covers, cards for documentation) ◆ Adjust adjunct faculty office space as needed ◆ Continue to track employment status of graduates ◆ Continue using a student worker to assist with office support ◆ Develop nursing electives as requested by the 	<ul style="list-style-type: none"> ◆ SLO 1 ◆ Performance of 88% is just short of Benchmark ◆ Faculty will revise policies regarding late assignments to avoid students falling too far behind. ◆ Assignment swill be changed to include a research article critique to strengthen student skills prior to NUR 4165.

	<p>community. (nursing managers, faith-based nursing are examples)</p> <ul style="list-style-type: none"> ◆ Address the issues of timely submissions for both classwork and on-line courses for students. 	<ul style="list-style-type: none"> ◆ SLO 2 (a) and SLO 2 (B) ◆ Benchmark met at 94% ◆ SLO 3 ◆ 100% exceeded benchmark.
<p>Computer Engineering Technology (including Networking Administrator)</p>	<ul style="list-style-type: none"> ◆ Pursue expanding Cisco offerings to include follow on courses in VOIP and security as requested by area employers at NWFSC Listens session. ◆ Prepare for the upgrading of Microsoft courses to Windows 7 and Server 2008. This will entail development of new courses and also new certification for instructors. 	<p>Computer Engineering Technology</p> <ul style="list-style-type: none"> ◆ SLO 1 ◆ 100% exceeded the benchmark. ◆ Additional practice exercises and homework assignments will have proven effective in improving student success
	<ul style="list-style-type: none"> ◆ Continue academy memberships for CompTIA E2C, Cisco and Microsoft, which require continued instructor certification. ◆ Establish method to automatically capture NWFSC certification completion. ◆ Pursue funding for necessary equipment upgrades. 	<ul style="list-style-type: none"> ◆ SLO 2 ◆ Benchmark not met ◆ Student success on this benchmark increased by approximately 10%. The increase of practice exercises will be continued; course may be restructured to shift more application practice to in-class sessions.
		<ul style="list-style-type: none"> ◆ SLO 3 ◆ Benchmark not met ◆ Student success on this benchmark increased by 10%. Additional practice exercises are helping student success however, new strategies for student engagement – perhaps using clickers—will be initiated.
		<ul style="list-style-type: none"> ◆ SLO 4 ◆ Benchmark not met, but measure may be distorted by unusually high number of withdrawals ◆ Faculty will offer more online practice tests, exercises, and content review to supplement text-based review questions and case studies.
		<ul style="list-style-type: none"> ◆ SLO 5 ◆ Benchmark not met ◆ High student withdrawals suggest need for earlier intervention with struggling students; additional learning support materials available in the labs or ASC should be available to students.

		<ul style="list-style-type: none"> ◆ SLO 6 ◆ Benchmark not met ◆ Course will be redesigned to incorporate new online exercises and additional information on systems and programming.
		<ul style="list-style-type: none"> ◆ SLO 7 ◆ Benchmark not met ◆ Student success improved by 5%. Results from first exam. Faculty will continue targeted course advising and reconsider prerequisites for selected courses; students may not understand what to expect in the courses
		Networking Administrator
		<ul style="list-style-type: none"> ◆ SLO 1 ◆ Benchmark not met ◆ Course will be restructured to offer more student feedback points.
		<ul style="list-style-type: none"> ◆ SLO 2 ◆ Benchmark met.
		<ul style="list-style-type: none"> ◆ SLO 3 ◆ Benchmark met
		<ul style="list-style-type: none"> ◆ SLO 4 ◆ Benchmark met.
		<ul style="list-style-type: none"> ◆ SLO 5 ◆ Benchmark not met. ◆ Faculty will offer more practice tests, online exercises, and content to supplement text-based review questions and case studies for one more cycle. If substantial improvement continues, these measures will be continued. Should student mastery levels drop, new measures will be instituted.
		<ul style="list-style-type: none"> ◆ SLO 6 ◆ Benchmark met.
Computer Science	<ul style="list-style-type: none"> ◆ Continue to work with Dean of Instructional 	Computer Information Administrator

	<p>Services and Professional Programs to develop programs that meet student and community need</p> <ul style="list-style-type: none"> ◆ Continue to develop the new Database Technology and IT Security programs ◆ Continue development of a new B.S. in Information Technology ◆ Standardize assignments in introductory computer applications classes to ensure students are fully prepared to move to more advanced courses. 	<ul style="list-style-type: none"> ◆ SLO 1 <ul style="list-style-type: none"> ◆ Performance of 58% does not meet benchmark ◆ Students' success rate is trending upward, but not enough. Faculty will continue to monitor to see if success rates continue to rise. Faculty will review proportion of in-class and out-of-class practice assignments; additional in-class applications with instructor present should indicate student's problem spots ◆ SLO 2 <ul style="list-style-type: none"> ◆ 77% performance exceeded benchmark. ◆ SLO 3 <ul style="list-style-type: none"> ◆ 77% is higher than established benchmark. ◆ SLO 4 <ul style="list-style-type: none"> ◆ 77% performance exceeds benchmark. ◆ Faculty are revising assessment activities and monitoring to determine accuracy of Benchmark. <p>Computer Programming and Analysis</p> <ul style="list-style-type: none"> ◆ SLO 1 <ul style="list-style-type: none"> ◆ 77% exceeds benchmark Faculty will monitor to see if performance levels are a trend or anomaly. ◆ SLO 2 <ul style="list-style-type: none"> ◆ 77% exceeds benchmark. Positive trend may indicate need for revised benchmark or new assessments. ◆ SLO 3 <ul style="list-style-type: none"> ◆ Performance exceeded benchmark.
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	<ul style="list-style-type: none"> ◆ Continue to ensure compliance with FDLE staffing requirement ◆ Continue to strive to improve student retention and student pass rates on the state officer exam ◆ Continue to find ways of bringing the physical fitness component of the program to a professional level ◆ Replace worn firearms and firearms training equipment ◆ Pursue training simulator opportunities 	<ul style="list-style-type: none"> ◆ SLO 5 ◆ 58% performance does not meet benchmark ◆ Students' success rate increased over previous years' levels; however student mastery is still below desired levels. Faculty will add student feedback points to classes and create review and support modules for struggling students
Criminal Justice		Criminal Justice Technology
		<ul style="list-style-type: none"> ◆ SLO 1 ◆ 96% is beyond established benchmark.
		<ul style="list-style-type: none"> ◆ SLO 2 ◆ Student performance on assessment was 100% ◆ Enhancement initiatives will integrate new theories on causes of crime and delinquency as they become available.
		<ul style="list-style-type: none"> ◆ SLO 3 ◆ Benchmark met at 99% performance level. ◆ Student proficiency has increased in each of the last three years. Faculty may consider a revised benchmark and/or outcome.
		<ul style="list-style-type: none"> ◆ SLO 4 ◆ Benchmark met at 95%. ◆ Student demonstration of proficiency remains high for this outcome. Faculty will continue to monitor, as outcome is key to program success.

		<ul style="list-style-type: none"> ◆ SLO 5 ◆ Benchmark met at 95%.
		Correctional Officer Basic Recruit
		<ul style="list-style-type: none"> ◆ SLO 1 ◆ 94% performance level is above the established benchmark. ◆ Continue to monitor performance as new material on law regarding inmate rights will be added to future offerings of course.
		<ul style="list-style-type: none"> ◆ SLO 2 (a) and SLO 2 (b) ◆ 94% is beyond established benchmark. ◆ Continue and strengthen use of scenario-based applications to reinforce lecture material on the proper and effective use of two-way radio communications systems.
		<ul style="list-style-type: none"> ◆ SLO 3 ◆ Benchmark met at 94%.
		<ul style="list-style-type: none"> ◆ SLO 4 ◆ Benchmark met at 100%.
		<ul style="list-style-type: none"> ◆ SLO 5 ◆ 89% shows marked improvement, but does not meet benchmark. ◆ 25% increase in success rate directly related to addition of physical fitness course ◆ Continue to monitor and see if injuries in CJK 0051 continue to decrease
		Law Enforcement Basic Recruit Program
		<ul style="list-style-type: none"> ◆ SLO 1 ◆ 98% exceeds benchmark.
		<ul style="list-style-type: none"> ◆ SLO 2 (a) ◆ 87% student performance level is just short of benchmark. ◆ Faculty will Incorporate basic study skills earlier in the instruction to assist students in this fast-paced program.

		<ul style="list-style-type: none"> ◆ SLO 2 (b) ◆ 87% student performance level is just short of benchmark. ◆ Faculty will Incorporate basic study skills earlier in the instruction to assist students in this fast- paced program.
		<ul style="list-style-type: none"> ◆ SLO 3 (a) ◆ 100% is beyond established benchmark. ◆ This outcome will continue to be monitored
		<ul style="list-style-type: none"> ◆ SLO 3(b) ◆ 100% is beyond established benchmark.
		<ul style="list-style-type: none"> ◆ SLO 4 (a) ◆ 98% is beyond established benchmark.
		<ul style="list-style-type: none"> ◆ SLO 5 (a) ◆ 99% is beyond established benchmark.
		<ul style="list-style-type: none"> ◆ SLO 5 (b) ◆ 99% is beyond established benchmark.
		<ul style="list-style-type: none"> ◆ SLO 6 (a) ◆ 92% is beyond established benchmark.
		<ul style="list-style-type: none"> ◆ SLO 6 (b) ◆ 92% is beyond established benchmark.
		<ul style="list-style-type: none"> ◆ SLO 7 (a) and SLO 7 (b) ◆ 100% is beyond established benchmark.
		<ul style="list-style-type: none"> ◆ SLO 8 ◆ 88% is just short of the benchmark.. ◆ Due to the high liability nature of this course, students are held to very strict standards. Instructors will continue to work one-on-one prior to final skills proficiency demonstrations, with those students exhibiting signs of poor marksmanship.
		<ul style="list-style-type: none"> ◆ SLO 9 (a) ◆ 89% barely missed the benchmark. ◆ Training Center staff will continue to monitor and help improve the conditioning level of students; faculty will research possibility of new conditioning strategies.

		<ul style="list-style-type: none"> ◆ SLO 9 (b) ◆ 89% is very close to benchmark. ◆ Training center staff will continue to monitor and help improve the conditioning level of students with additional physical fitness activities. This practice should increase the pass rate on the required proficiency skills.
Drafting and Design	<ul style="list-style-type: none"> ◆ Develop a GIS and/or civil drafting option as requested by the community employers during a "NWFSC Listens" session. ◆ Add an additional half-time instructor ◆ Continue to fund a 3-5 year upgrade for computer hardware and software to meet the technology demands ◆ Increase tutorial support specific to the program/subject area to increase program progress and retention ◆ Continue to survey local employers and make efforts to address industry needs and concerns. ◆ Develop and coordinate program-specific marketing with the Dean of instructional Services and Professional Programs, Perkins Vocational Education Career Assessment project and the NWFSC marketing and Public Relations Office to increase enrollments. ◆ Pursue additional grant funding to maintain state-of-the-art equipment and facilities ◆ Continue to enhance the professional knowledge, technical skills and qualifications of faculty 	<ul style="list-style-type: none"> ◆ SLO 1 ◆ 61.4 % does not meet benchmark. ◆ Implement revised and expanded student advising regarding preparedness for courses; students need better understanding of what skills will be expected. ◆ Intervention efforts and learning support activities are needed for students; faculty will work with ASC staff to establish strategies
		<ul style="list-style-type: none"> ◆ SLO 2 ◆ 73.7% does not meet benchmark. ◆ Intervention efforts and learning support activities are needed for students; faculty will work with ASC staff to establish strategies
		<ul style="list-style-type: none"> ◆ SLO 3 ◆ Benchmark met at 80% ◆ Faculty will continue to monitor data to decide if improvements can be made or if benchmark should be revised.
		<ul style="list-style-type: none"> ◆ SLO 4 ◆ 100% exceeds established benchmark.
		<ul style="list-style-type: none"> ◆ SLO 5 ◆ 87.5% exceeds established benchmark
Early Childhood Education	<ul style="list-style-type: none"> ◆ Explore continued expansion of distance learning course offerings to meet the needs of students in 	<ul style="list-style-type: none"> ◆ SLO 1 (a) ◆ Benchmark met at 80% performance level.

	<p>rural areas and students who work full-time.</p> <ul style="list-style-type: none"> ◆ Explore strategies for increasing success rate of students in distance learning classes. ◆ Continue to coordinate with the Student JOBS Center to assist students and employers with job placement. ◆ Implement a session of NWFSC Listens for community members and professionals in the early childhood education field. ◆ Continue to monitor the demand within the industry for an articulation from the AAS/AS to a BA/BS degree in early childhood education. 	<ul style="list-style-type: none"> ◆ SLO 1 (b) ◆ 91% performance exceeds established benchmark. <hr/> <ul style="list-style-type: none"> ◆ SLO 2 (a) ◆ Benchmark met at 85%. <hr/> <ul style="list-style-type: none"> ◆ SLO 2 (b) ◆ Benchmark not met at 78% student performance level. ◆ Additional practice will be offered including more frequent feedback on writing effective lesson plans. <hr/> <ul style="list-style-type: none"> ◆ SLO 2 (c) ◆ 91% exceeds the established benchmark. <hr/> <ul style="list-style-type: none"> ◆ SLO 3 ◆ Benchmark met at 83%. <hr/> <ul style="list-style-type: none"> ◆ SLO 4 ◆ Benchmark not met with only 64% student mastery. ◆ Additional practice activities in identifying cause of behavior and matching appropriate strategy to the cause in various scenarios will be implemented. <hr/> <ul style="list-style-type: none"> ◆ SLO 4 (b) ◆ 91% exceeds established benchmark. <hr/> <ul style="list-style-type: none"> ◆ SLO 5 ◆ Benchmark not met at 64%. ◆ Additional practice will be offered on break-even analysis of budgets, the most common skill error on exams. ◆ A special volunteer review on budget Analysis will be offered to students.
<p>Graphic Arts/ Multimedia</p>	<ul style="list-style-type: none"> ◆ Continue to monitor new program courses and track it these changes improve completion rates and quality of work 	<p style="text-align: center;">Digital Media/Multimedia Technology</p> <hr/> <ul style="list-style-type: none"> ◆ SLO 1 ◆ Benchmark met at 82%.

<ul style="list-style-type: none"> ◆ Explore offering an A.S. Degrees in Photographic Technology, Multimedia Technology and Graphic Design Technology ◆ Pursue hiring a new faculty member to replace member who retired in 2006 ◆ Explore funding to replace aging and outdated computer equipment in lab ◆ Upgrade photography equipment as funds become available ◆ Upgrade lecture space with white boards and LCD flat screen monitor as funds become available ◆ Reconfigure the computer lab space for more efficiency as funds become available. 	<ul style="list-style-type: none"> ◆ SLO 2 ◆ 100% exceeds established benchmark. ◆ This is an advanced course with a high level of individual attention.
	<ul style="list-style-type: none"> ◆ SLO 3 ◆ 94% exceeds established benchmark.
	<ul style="list-style-type: none"> ◆ SLO 4 ◆ 89% exceeds established benchmark.
	<ul style="list-style-type: none"> ◆ SLO 5 ◆ Benchmark met at 85% student mastery.
	<p>Graphic Arts Technology</p>
	<ul style="list-style-type: none"> ◆ SLO 1 ◆ Benchmark met at 82%. ◆
	<ul style="list-style-type: none"> ◆ SLO 2 ◆ 89% performance exceeds benchmark. ◆ If this trend continues, faculty will consider revising benchmark and/or assessment standards.
	<ul style="list-style-type: none"> ◆ SLO 3 ◆ Benchmark met at 85% ◆ Faculty will monitor performance, as student performance was just at the benchmark level
	<ul style="list-style-type: none"> ◆ SLO 4 ◆ 72% student achievement is below established benchmark. ◆ Develop new and earlier intervention strategies for students needing assistance. ◆ Continue increased faculty involvement in student advising

<p>Homeland Security (part of Emergency Administration and Management A.A. S)</p>	<ul style="list-style-type: none"> ◆ Designate and equip a classroom for tabletop exercises ◆ Refine coursework in anticipation of a public service four-year degree ◆ Ensure coursework is routinely updated to meet current trends and issues in the emerging field of Homeland Security ◆ Expand pool of qualified adjunct instructors with expertise in emergency management and homeland security 	<ul style="list-style-type: none"> ◆ SLO 1 ◆ 80% exceeds the established benchmark. ◆ Faculty shifted to more emphasis on the history and subsequent development of civil defense and emergency management programs. This initiative should be continued to increase student success even further.
		<ul style="list-style-type: none"> ◆ SLO 2 ◆ 88% student achievement meets the established benchmark. ◆ Continue to provide more and better opportunities for students to conduct research. ◆ Faculty will remain aware of new businesses that are providing Business Impact Analysis and will coordinate assignments to ensure that students are exposed to a variety of them
		<ul style="list-style-type: none"> ◆ SLO 3 (a) ◆ 88% meets established benchmark. ◆ Focus will remain on shorter, but more frequent plan writing assignments to better prepare students for eventual 6-8 page plan.
		<ul style="list-style-type: none"> ◆ SLO 3 (b) ◆ Benchmark met at 80% student performance. ◆ Student success rate increased from the previous year. ◆ Faculty will have increased class discussion/ focus on the principles of FEMA IS-547.
		<ul style="list-style-type: none"> ◆ SLO 4 ◆ Benchmark met at 90% -- exceeds the established benchmark
		<ul style="list-style-type: none"> ◆ SLO 5 ◆ Benchmark met at 80% student performance ◆ Test questions will be rearranged/ updated to provide more test security. Future assessment will be based on questions addressing the four phases of a disaster and not specific question numbers.

		<ul style="list-style-type: none"> ◆ SLO 6 ◆ 100% exceeds the established benchmark. ◆ This benchmark was met for the 2nd year in a row. If this trend continues next year, a new benchmark and/or assessment method(s) will be considered.
<p style="text-align: center;">Manufacturing and Technology</p>	<ul style="list-style-type: none"> ◆ Continue to track students who complete the program to see employability trends ◆ Pursue additional lab equipment necessary for this program as funds become available ◆ Continue to offer distance learning classes to possible help boost low enrollment 	<ul style="list-style-type: none"> ◆ SLO 1 ◆ Student performancne was well below established benchmark ◆ Selected courses may need major redesign
		<ul style="list-style-type: none"> ◆ SLO 2 ◆ Benchmark not met ◆ Low enrollment may distort numbers.
		<ul style="list-style-type: none"> ◆ SLO 3 ◆ No classes addressing the benchmark were taught during the 2009-10 period. ◆ Enrollment patterns have been monitored and appear to have shifted. In 2010-2011 a different course will be used to measure this outcome
		<ul style="list-style-type: none"> ◆ SLO 4 ◆ No classes for this benchmark were taught during the 2009-10 period. ◆ Enrollment patterns have been monitored and appear to have shifted. In 2010-2011 a different course will be used to measure this outcome
		<ul style="list-style-type: none"> ◆ SLO 5 ◆ Benchmark not met at 80%. ◆ Low enrollments may distort the actual percentage measure ◆ Program redesign and reallocation of SLOs within the program will provide better data. ◆ New learning activities will also be implemented

<p>Nursing (ADN) Registered</p>	<ul style="list-style-type: none"> ◆ Consider purchasing a high-fidelity simulator specifically designed for nursing education ◆ Pursue grants and donations ◆ Continue to support online testing ◆ Continue to support teaching strategies that enhance critical thinking in patient care ◆ Continue to support measures to address the attrition rates in the LPN-RN student cohorts ◆ Consider merging LPN-RN students into a Nursing Process II course and increasing the enrollment from the traditional applicants' pool by adding a spring admissions cycle. ◆ Hire additional faculty if the program is expanded ◆ Pursue national accreditation 	<ul style="list-style-type: none"> ◆ SLO 1(a) ◆ Benchmark met with 96% student achievement. ◆ Faculty will continue to integrate more interactive student-focused activities (case studies, class discussions, concept mapping) in the coursework
		<ul style="list-style-type: none"> ◆ SLO 1 (b) ◆ Benchmark met with 98% student achievement. ◆ Case studies, simulation exercises, and concept mapping will be continued to strengthen students' understanding of the nursing process
		<ul style="list-style-type: none"> ◆ SLO 2 (a) ◆ Benchmark met with 92% student achievement. ◆ Faculty will continue to refine the concept mapping criteria to ensure that students practice critical thinking in relation to patient care.
		<ul style="list-style-type: none"> ◆ SLO 2 (b) ◆ Benchmark met with 96% student achievement. ◆ Faculty will continue to integrate more interactive student-focused activities (case studies, class discussions, concept mapping) in the coursework
		<ul style="list-style-type: none"> ◆ SLO 3 (a) ◆ Benchmark met with 85% student achievement. ◆ Faculty will continue to refine skills laboratory teaching and practice sessions to enhance student learning and ability to safely perform basic nursing skills
		<ul style="list-style-type: none"> ◆ SLO 3 (b) ◆ Benchmark met with 89% student achievement. ◆ Faculty will continue to refine skills laboratory teaching and practice sessions to enhance student learning and ability to safely perform basic and more complex nursing skills

		<ul style="list-style-type: none"> ◆ SLO 3 (c) ◆ Benchmark met with 96% student achievement. ◆ Faculty will continue to integrate a focus of teamwork and will continue to refine skills laboratory teaching and practice sessions to enhance student learning and ability to safely perform all nursing skills that are necessary for beginning nursing practice
		<ul style="list-style-type: none"> ◆ SLO 3 (d) ◆ 100% exceeds the established benchmark. ◆ Continue to seek employer satisfaction surveys at six and twelve months after students graduate from the program
		<ul style="list-style-type: none"> ◆ SLO 4 ◆ Benchmark met with 96% student achievement. ◆ Continue a standardized system for reporting patients' conditions to other healthcare professionals ◆ Continue activities that focus on communication skills (oral and written) throughout the program
		<ul style="list-style-type: none"> ◆ SLO 5 ◆ Benchmark met with 96% student achievement. ◆ Faculty will continue to model and discuss compassionate, caring, legal, and ethical patient care in both the classroom and clinical settings.
		<ul style="list-style-type: none"> ◆ SLO 6 ◆ Benchmark met with 96% student achievement. ◆ Faculty will continue to provide interactive student learning activities that enhance critical thinking (case studies, concept mapping, simulation, classroom discussion) to help students reach this benchmark.

Office Systems	<ul style="list-style-type: none"> ◆ Continue to work with Dean of Instructional Services and Professional Programs to develop programs that meet student and community need. ◆ Continue to work with the Career Resource Center to assist students with employability skills, internship opportunities, and in gaining relevant employment upon graduation ◆ Further explore and expand internship opportunities for students Office Administration programs, especially those interested in working in medical office/billing and coding positions 	<ul style="list-style-type: none"> ◆ SLO 1 ◆ 58% student mastery does not meet benchmark, but show increase over previous year. ◆ A variety of new practice applications will be added to selected courses as appropriate. ◆ New support and orientation materials will be provided for adjuncts teaching in this program
		<ul style="list-style-type: none"> ◆ SLO 2 ◆ 55% student mastery does not meet benchmark, but show increase over previous year. ◆ Faculty will increase vocabulary practice and application activities in course. ◆ New support and orientation materials will be provided for adjuncts teaching in this program
		<ul style="list-style-type: none"> ◆ SLO 3 ◆ Benchmark at 79% shows improvement, but was still below benchmark. ◆ Faculty will offer additional exercises and review in concepts of office systems. ◆ New support and orientation materials will be provided for adjuncts teaching in this program
		<ul style="list-style-type: none"> ◆ SLO 4 ◆ Benchmark not met with only 57% student mastery. ◆ Faculty will continue to offer additional practice sets and exercises in keyboarding and typing, but will monitor to see if success returns to previous years' levels course redesign may be needed.
		<ul style="list-style-type: none"> ◆ SLO 5 ◆ Benchmark not met with only 43% student mastery ◆ Faculty will offer upgraded practice sets and revised keyboard activities to increase skill levels. ◆ New support and orientation materials will be provided for adjuncts teaching in this program

		<ul style="list-style-type: none"> ◆ SLO 6 ◆ 89% exceeds the established benchmark.
SECTION III GENERAL EDUCATION		
THERE ARE NO PROGRAMS IN THIS CATEGORY THAT FALL INTO THE 3 YEAR REVIEW CYCLE THIS YEAR. HOWEVER, ALL GENERAL ED. PROGRAMS CONTINUE TO ASSESS STUDENT LEARNING OUTCOMES ANNUALLY.		
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SECTION IV ELECTIVE COURSE SUBJECT AREAS		
	Recommendations for Follow-up to Program Review (2010-1011)	Recommendations for Follow-up to Student Learning Outcomes review (2010-2011)
Dance	<ul style="list-style-type: none"> ◆ Explore funding possibilities for old and out of date sound equipment ◆ Explore funding possibilities for a curtain to cover mirrors in dance studio ◆ Plan for future additional space to expand course offerings ◆ Continue to provide students opportunities to work with guest artists ◆ Continue to offer scholarships to dance students 	<ul style="list-style-type: none"> ◆ SLO 1 ◆ Benchmark met ◆ If this trend continues, faculty will consider enhancing course requirements
		<ul style="list-style-type: none"> ◆ SLO 2 ◆ Benchmark met
		<ul style="list-style-type: none"> ◆ SLO 3 ◆ Benchmark met
		<ul style="list-style-type: none"> ◆ SLO 4 ◆ Benchmark met
ROTC	<ul style="list-style-type: none"> ◆ Increase classroom space for anticipated increase in students ◆ Upgrades AV in dedicated classroom ◆ Explore ways to keep the instructor on station 3-5 years to provide continuity and allow for program improvement and growth ◆ Explore establishing a required study hall period. 	<ul style="list-style-type: none"> ◆ SLO 1 ◆ Benchmark met for three consecutive years ◆ Tests are being updated to include additional items reflecting current skill requirements.
		<ul style="list-style-type: none"> ◆ SLO 2 ◆ Benchmark met for three consecutive years. ◆ Faculty will revise benchmark for 2010-1011.

		<ul style="list-style-type: none"> ◆ SLO 3 ◆ Benchmark met for three consecutive years ◆ Faculty will revise benchmark for 2010-1011.
		<ul style="list-style-type: none"> ◆ SLO 4 (a) ◆ Benchmark met ◆ If this becomes a trend, faculty will consider raising the difficulty level of physical activity and/or adding new assessment methods.
		<ul style="list-style-type: none"> ◆ SLO 4 (b) ◆ Benchmark met

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

Program/ Function/Site	Recommendations for Follow-up to Program Review (2010-11)
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ABE/GED/ ESOL	<p>Outcome 1</p> <ul style="list-style-type: none"> ◆ Outcome not met ◆ There was a slight decrease in Adult Basic Education enrollment. This may be due to the state of the economy <p>Follow-up recommendations:</p> <ul style="list-style-type: none"> ◆ Update recruitment materials as needed and work with Office of Marketing to increase program awareness ◆ Publicize "student success stories" ◆ Increase access efforts -- new locations for classes (e.g. South Walton Center) will increase accessibility ◆ Work with local businesses to identify workers in need of adult education opportunities
	<p>Outcome 2</p> <ul style="list-style-type: none"> ◆ Outcome not met ◆ There was a very slight (11 student) decrease in students enrolled in GED level courses <p>Follow-up recommendations</p> <ul style="list-style-type: none"> ◆ Same as for Outcome #1
	<p>Outcome 3</p> <ul style="list-style-type: none"> ◆ Outcome not met ◆ There was a decrease in ESOL enrollment. Due to the state of the economy in Florida many ESOL families have moved out of the area <p>Follow-up recommendations</p> <p>Same as for Outcome #1</p>

	<p>Outcome 4</p> <ul style="list-style-type: none"> ◆ Still trying to get the data from the FLDOE; it is unavailable at this time.
<p>Child Development and Education Center</p>	<p>Outcome 1</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ The Child Development and Education Center (CDEC) has maintained accreditation through the National Association for the Education of Young Children (NAEYC) since 1994 ◆ The results of the accreditation site visit and the annual report indicate substantial compliance with Accreditation Standards
	<p>Outcome 2</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ As more programs in the community have begun to offer VPK, the NWFSC VPK enrollment had decreased slightly. Staff will continue to advertise and market the VPK program
	<p>Outcome 3</p> <p>Outcome met in most VPK areas</p> <ul style="list-style-type: none"> ◆ CDEC scores are among the higher scores in the state. They are in the top 25% of Okaloosa County ◆ The CDEC serves all children including those with socio-economically disadvantaged families and those with special needs. Even those children who may not have scored ready upon entry into kindergarten made significant gains while enrolled at the CDEC in the areas assessed on the Kindergarten Readiness Screening. ◆ Since the public release of the focus of the Kindergarten Readiness Screening, the CDEC has tailored the VPK program to ensure that children have adequate exposure to classroom activities related to items on the screening.
	<p>Outcome 4</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ During the last three years all staff members have exceeded the minimum requirements for training.
	<p>Outcome 5</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ Surveys reflect a high level of satisfaction among families with the services provided at the CDEC.

<p>Continuing Education/ Prime Time/ Kids on Campus</p>	<p><u>Outcome 1</u></p> <ul style="list-style-type: none"> ◆ Outcome partially met ◆ Participation rate in Kids on Campus session 1 exceeded the previous year. Participation rate in Kids on Campus session 2 decreased. <p>Recommendations for Follow-up</p> <ul style="list-style-type: none"> ◆ Work with Office of Marketing to increase awareness of program re-evaluate timing of publicity <p><u>Outcome 2</u></p> <ul style="list-style-type: none"> ◆ Outcome not met ◆ Participation rates in the PRIME Time Program decreased from the previous year; economic concerns have affected fixed income seniors. <p>Recommendations for Follow-up</p> <ul style="list-style-type: none"> ◆ Expand program at new South Walton Center – this may ease transportation problems for snowbirds and increase overall enrollment ◆ PRIMETIME curriculum committee is considering new/revised offerings to capitalize on the most popular areas. <p><u>Outcome 3</u></p> <ul style="list-style-type: none"> ◆ Outcome met ◆ At least 85% of PRIME Time participants indicated a positive or highly positive rating of the program/courses <p>Outcome 4</p> <ul style="list-style-type: none"> ◆ This is a new outcome for 2010-2011. First data will be collected summer of 2010
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<p>Distance Learning / LTech</p>	<p>Outcome 1</p> <ul style="list-style-type: none"> ◆ Outcome met. ◆ Over 95% of student and faculty support requests were resolved within 24 hours. <p>Outcome 2</p> <ul style="list-style-type: none"> ◆ Outcome not met. ◆ At least 95% of faculty websites were current. Goal of 100% should be met next year. The college saw an increase of approximately 75% in the number of faculty and college web pages between fall 2008 and spring 2009. <p>Recommendations for Follow-up</p> <ul style="list-style-type: none"> ◆ Increase “advertizing” for the Friday open labs, to give faculty assistance in updating sites ◆ Issue faculty reminders at the start of each term <p>Outcome 3</p> <ul style="list-style-type: none"> ◆ Data collection methods are being revised. While attendance sheets have been collected and stored, during a recent filling overhaul, they were discarded. Therefore, only anecdotal reports of increased participation in training are available. <p>Outcome 4</p> <ul style="list-style-type: none"> ◆ 95% of training participants reported satisfaction with 2008-09 training sessions. <p>Outcome 5</p> <ul style="list-style-type: none"> ◆ Formal data collection on technology support has just been initiated. Faculty e-mails thanking LTech for technical support have indicated a high level of satisfaction among faculty. <p>Outcome 6</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ Comparison of Fall 2006 and Fall 2008 shows a 34.9% increase in Web supplemented course sections and a 45% increase in blended classes. These classes typically use D2L and some use Tegrity.
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<p>Facilities, Environment, and Safety</p>	<p>Outcome 1</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ 86%% of the students responding to the NWFSC Graduate Survey indicated a positive or highly positive rating with respect to the college computer labs. <p>Outcome 2</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ At least 80% of the students responding to the NWFSC Graduate Survey will indicate a positive or highly positive rating with respect to classroom facilities. <p>Outcome 3</p> <ul style="list-style-type: none"> ◆ Outcome not met. ◆ Student satisfaction rates with respect to the college athletic facilities decreased slightly from the previous year. <p>Recommendations for Improvement</p> <ul style="list-style-type: none"> ◆ The opening of the new Community Services Center, which will include new state of the art athletic facility, should lead to increased satisfaction rates in the future. <p>Outcome 4</p> <ul style="list-style-type: none"> ◆ Outcome met. ◆ Student satisfaction rates with respect to personal security and safety at the college exceeded those of the previous year. <p>Outcome 5</p> <ul style="list-style-type: none"> ◆ Outcome met. ◆ Student satisfaction rates with respect to college study areas exceeded those of the previous year. <p>Outcome 6</p> <ul style="list-style-type: none"> ◆ Outcome met. ◆ Student satisfaction rates with respect to the college student union (K Building) exceeded those of the previous year. <p>Outcome 7</p> <ul style="list-style-type: none"> ◆ Outcome met. ◆ Student satisfaction rates with respect to the general condition and appearance of the buildings and grounds exceeded those of the previous year. <p>Outcome 8</p> <ul style="list-style-type: none"> ◆ Outcome met in most areas. ◆ Crime statistics remained the same as previous years with the exception of one additional theft report. <p>Outcome 9</p> <ul style="list-style-type: none"> ◆ Outcome met. ◆ Annual fire and safety inspections are reported to the Board of Trustees annually at the June Board Meeting.
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<p>Marketing and Public Relations</p>	<p>Outcome 1</p> <ul style="list-style-type: none"> ◆ Outcome not met ◆ 57% of students in 2007-08 and 57 % of students in 2008-09 responses on the Graduate Survey indicated a positive or highly positive rating with respect to the college's website <p>Recommendations for Improvement</p> <ul style="list-style-type: none"> ◆ Staff will consider focus groups of users to determine factors affecting ratings <p>Outcome 2</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ Student satisfaction rates with respect to the college catalog and information publications met those of the previous year. <p>Outcome 3</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ The annual combined audiences for the NWFSC Arts Center exceeded that of the previous year. <p>Outcome 4</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ The annual number of external inquiries to the college website exceeded that of the previous year <p>Outcome 5</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ The college received 29 publication awards in national, southeast regional , state and local competition and 2008 and 2009. <p>Outcome 6</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ The college's Marketing and Public Relations office distributed press/media releases of all Board of Trustees' meetings/actions within twenty-four hours of occurrence.
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<p>Mattie Kelly Arts Center</p>	<p>Outcome 1</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ Student/Customer satisfaction rates with respect to cultural services exceeded the previous year <p>Outcome 2</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ Visits by patrons to the Gallery exceeded those of the previous year. <p>Outcome 3</p> <ul style="list-style-type: none"> ◆ Outcome not met ◆ Sponsorship for the Northwest Florida Symphony Orchestra decreased from the previous year, most likely in response to current economic conditions. <p>Recommendations for Follow-up</p> <ul style="list-style-type: none"> ◆ Restructure and increase sponsorship options to encourage greater participation ◆ Increase pursuit of grant opportunities to support NFSO <p>Outcome 4</p> <ul style="list-style-type: none"> ◆ TBA – additional data is pending, as figures for children’s show rentals were not available for this report, thus absolute comparison is not possible and with full data, benchmark is likely met. <p>Outcome 5</p> <ul style="list-style-type: none"> ◆ Outcome not met ◆ The number of hours volunteered by Gallery Docents and Theater Ushers decreased from the previous year. However, part of the change was purposeful, resulting from redesign of docent scheduling in the Arts Gallery—docents no longer work in pairs. Usher hours were higher in 08-09 due to increased number of events scheduled in the Mattie Kelly Arts Center. The number of 2009-10 events returned to level of prior years.
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<p>Student Financial Services</p>	<p>Outcome 1</p> <ul style="list-style-type: none"> ◆ Outcome not met ◆ Difference in comparison is not significant; student satisfaction rates remained about the same as previous years. <p>Outcome 2</p> <ul style="list-style-type: none"> ◆ Outcome not met, but difference is not significant ◆ Student satisfaction rates were slightly below (.09%) the national norms average, but well within acceptable range. <p>Outcome 3</p> <ul style="list-style-type: none"> ◆ Outcome not met ◆ Student satisfaction with Veteran's services decreased slightly from 2006-07 to 2007-08 <p>Recommendations for Follow-up</p> <ul style="list-style-type: none"> ◆ Add part-time staff member to reduce waiting time and permit faster responses to inquiries and problems ◆ Consider targeted student satisfaction survey seeking specific student needs if ratings do not improve next year <p>Outcome 4</p> <ul style="list-style-type: none"> ◆ Outcome not met, but difference is not significant ◆ Student satisfaction with Veteran's services exceeded the national norm in 2006-07 and was slightly below (.09) the national norm in 2007-08 but within acceptable range. <p>Recommendations for Follow-up</p> <ul style="list-style-type: none"> ◆ See Outcome 4 <p>Outcome 5</p> <p>Outcome not met</p> <ul style="list-style-type: none"> ◆ 75% of students responding to the graduation survey indicated at highly positive or positive rating of financial aid services, which is a strong positive given the economic circumstances and students need to impute their own financial concerns onto the Financial Aid Office. <p>Outcome 6</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ The number of students receiving one or more forms of financial aid exceeded that of the previous year <p>Outcome 7</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ The grade point averages of students receiving scholarships exceeded that of the previous year. <p>Outcome 8</p> <ul style="list-style-type: none"> ◆ Outcome met ◆ The federal cohort default rate of students receiving federally funded student loans at NWFSC is lower than the average for the Florida College System
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