



**NORTHWEST FLORIDA  
STATE COLLEGE**

**Program Accountability  
Plan**

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# NORTHWEST FLORIDA STATE COLLEGE

## **General Education Plans**

GENERAL EDUCATION

PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

Mission and Strategic Planning Goals

The General Education Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A)

The General Education Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

Program Goals

- To provide transferrable lower division courses to students who will ultimately pursue baccalaureate degrees.
- To provide a foundation of common knowledge and shared intellectual, cultural, and social experiences that will prepare students to succeed in future educational programs and to participate in their communities as informed, responsible citizens.

Program Outcomes

- *The student will demonstrate effective reading, writing and speaking skills.*
- *The student will apply reflection, analysis, synthesis, logical reasoning, and evaluation to formulate judgments, reach decisions, and solve problems.*
- *The student will understand and apply mathematical and scientific principles and methods.*
- *The student will find, evaluate, organize, and use information accurately and effectively.*
- *The student will participate actively as an informed and responsible citizen in social, cultural, global and environmental matters.*
- *The student success rates for any courses in this subject area taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.*

Learning Outcome	Benchmark and Assessment Method(s)
<i>The student will demonstrate accurate and effective expository writing skills.</i>	<i>At least 75% of students will score at least 75% on one or more original exemplification essays drawn from a common set of prompts assessed with common criteria/grading rubric required for use in all sections of the given English composition course.</i>

Learning Outcome	Benchmark and Assessment Method(s)
	<i>At least 85% of students will pass the writing and essay sections of the Florida CLAS Testing requirement</i>
	<i>At least 75% of students will demonstrate at least 75% proficiency on one or more original essays assessed with common criteria/grading rubric required for use in all sections of a given humanities course</i>
	<i>At least 85% of students will score at least 75% proficiency on one or more original essays assessed with common criteria/grading rubric required for use in all sections of the given social science writing-across-the-curriculum course.</i>
<i>The student will demonstrate effective public speaking skills.</i>	<i>At least 85% students will score at least 75% proficiency on one or more oral presentations assessed with common criteria/grading rubric required for use in all sections of the given speaking-across-the-curriculum course.</i>
<i>The student will demonstrate accurate and effective reading comprehension skills</i>	<i>At least 85% of students will pass the reading comprehension section of the Florida CLAS testing requirement</i>
<i>The student will demonstrate the effective synthesis of selected ideas, themes, and concepts present in the study of language, writing, and/or literature.</i>	<i>At least 75% of students will score at least 75% proficiency on one of more documented, research-based essays drawn from a common set of prompts assessed with common criteria/grading rubric required for use in all sections of the given English composition course.</i>
	<i>At least 85% of students will pass the writing and essay sections of the Florida CLAS Testing Requirement</i>

Learning Outcome	Benchmark and Assessment Method(s)
<p><i>The student will demonstrate proficiency in research and analytical skills.</i></p>	<p><i>At least 75% the students will score at least 75% proficiency on one or more documented, research-based essays drawn from a common set of prompts assessed with common criteria/grading rubric required for use in all sections of the given English composition course.</i></p>
	<p><i>At least 85% of students will pass the writing and essay sections of the Florida CLAS Testing Requirement</i></p>
<p><i>The student will demonstrate effective synthesis of selected ideas, themes, and concepts present in the study of the social sciences and/or psychology</i></p>	<p><i>At least 85% of students will score at least 75% proficiency on one of more original essays assessed with common criteria/grading rubric required for use in all sections of the given social science writing-across-the-curriculum course.</i></p>
	<p><i>At least 85% of students will score at least 75% proficiency on a written examination in the given social science course with questions selected from a common departmental question bank developed to target critical thinking skills.</i></p>
	<p><i>At least 75% of students will score at least 75% on the U.S. Citizenship Test administered as a pre and post-test activity in the given history course. (Added as new benchmark for 2010-2011)</i></p>
<p><i>The student will analyze data or numerical information to draw appropriate conclusions about real-world problems.</i></p>	<p><i>At least 70% of students will score at least 70% proficiency on a written final examination with common questions required in all sections of the math given course.</i></p>
	<p><i>At least 75% of students will score at least 75% on the capstone wellness</i></p>

Learning Outcome	Benchmark and Assessment Method(s)
	<i>statistical profile and plan. (Added as new benchmark for 2010-2011)</i>
	<i>At least 85% of students will pass the computation section of the Florida CLAS Testing requirement</i>
<i>The student will reason logically and use appropriate mathematical methods to draw sound conclusions.</i>	<i>At least 70% of students will score at least 70% proficiency on a written final examination with common questions required in all sections of the given math course.</i>
	<i>At least 85% of students will pass the computation sections of the Florida CLAS Testing requirement.</i>
<i>The student will demonstrate accurate and effective information literacy skills</i>	<i>At least 75% of students will score at least 75% proficiency on a written examination with common questions required in all sections of ENC 1101 and ENC 1102.</i>
	<i>At least 75% of students will score at least 75% proficiency on a written examination with common questions required in all sections of LIN 1670. (Added as new benchmark for 2010-2011)</i>
<i>The student will use appropriate technology (computers, graphing calculators, etc.) to find information and to solve problems.</i>	<i>At least 70% of students will score at least 70% proficiency on a written final examination with common questions required in all sections of the given math course.</i>
<i>The student will demonstrate an effective understanding of the history, values, and achievements of the humanities.</i>	<i>At least 75% of students will score at least 75% proficiency on one or more original essays assessed with common criteria/grading rubric required for use in all sections of the given humanities course.</i>
<i>The student will demonstrate an effective understanding of ideas, perspectives, beliefs, and practices from diverse cultures and civilizations.</i>	<i>At least 75% of students will score at least 75% proficiency on one or more original essays assessed with common criteria/grading rubric required for use in all sections of the given humanities course.</i>

Learning Outcome	Benchmark and Assessment Method(s)
<p><i>The student will demonstrate proficiency in computation.</i></p>	<p><i>At least 70% of students will score at least 70% proficiency on a written final examination with common questions required in all sections of the given math course.</i></p>
	<p><i>85% of students will pass the computation section of the Florida CLAS Testing requirement.</i></p>
<p><i>The student will demonstrate fundamental knowledge of the terminology, major concepts, and theories of one or more fields in the physical or biological sciences.</i></p>	<p><i>At least 70% of students will score at least 70% proficiency on a written final examination with common questions required in all sections of the given natural science course</i></p>
	<p><i>At least 70% of CHM 1045C and CHM 1046C students will score at least 70% on the American Chemical Society standardized exam</i></p>
<p><i>The student will distinguish among fact, scientific law, hypothesis, and theory, including the scientific method.</i></p>	<p><i>At least 70% of students will score at least 70% proficiency on a written final examination with common questions required in all sections of the given natural science course.</i></p>
	<p><i>At least 70% of CHM 1045C and CHM 1046C students will score at least 70% on the American Chemical society standardized exam.</i></p>

8/04; revised 2/05; revised 5/07; updated 7/09, updated 1/10

## SPEECH

### PROGRAM GOALS AND OUTCOMES

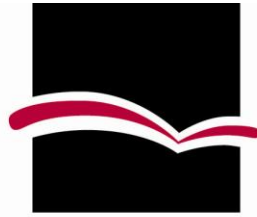
#### Mission and Strategic Planning Goals

The Speech Program contributes to achieving the following Strategic Goals: II(A), II(C), II(D), and III(A)

The Speech Program contributes to achieving the following Mission Goals: 3

Program Goals	
<ul style="list-style-type: none"><li>▪ To provide students with knowledge of and skills in public speaking.</li><li>▪ To provide a foundation in public speaking that will prepare and encourage students to further their education in the field.</li></ul>	
Program Outcomes	
<ul style="list-style-type: none"><li>▪ <i>The student success rate these courses will meet or exceed that of the prior review period.</i></li><li>▪ <i>The rate of student satisfaction with instruction in the courses will meet or exceed that of the prior review period.</i></li><li>▪ <i>The student success rates for any courses in this subject taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li></ul>	
Student Learning Outcomes	
Learning Outcomes	Benchmark and Assessment Method(s)
<i>The student will demonstrate effective informative public speaking skills.</i>	<i>At least 75% of students in SPC 1600 will demonstrate at least 75% proficiency in the development and delivery of an informative presentation scored with a departmental rubric.</i>
<i>The student will demonstrate effective persuasive public speaking skills.</i>	<i>At least 75% of students in SPC 1600 will demonstrate at least 75% proficiency in the development and delivery of a persuasive presentation scored with a departmental rubric.</i>

2/08; updated 7/09



# NORTHWEST FLORIDA STATE COLLEGE

## **Baccalaureate Degree Plans**

**BACHELOR OF APPLIED SCIENCE IN PROJECT MANAGEMENT**

**ACQUISITIONS TRACK**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Bachelor of Applied Science in Project Management Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Bachelor of Applied Science in Project Management Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with an associate degree can acquire the competencies necessary for success in an entry or midlevel project management or general management supervisory position.</li> <li>▪ To provide a foundation in project management, acquisitions, training and development/human resources, public service management, technology management and/or quality control that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rate in program core courses will meet or exceed rate for associate degree programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will identify and apply appropriate team development and leadership</i>	<i>At least 80% of MAN 3120 students will demonstrate 80% or higher proficiency in preparing recommendations in response to three team development and leadership-</i>

<i>strategies to the workplace setting.</i>	<i>oriented case analyses.</i>
<i>The student will demonstrate mastery of the acquisition management life cycle</i>	<i>At least 90% of MAN 4930 students will demonstrate 85% or higher proficiency on a comprehensive final exam.</i>
<i>The student will demonstrate effective analysis, synthesis, and application of the primary terms and concepts applicable to federal government contracting.</i>	<i>At least 85% of BUL 4333 students will demonstrate 85% or higher proficiency on completion of multiple critical thinking case studies.</i>

8/04; revised 2/05; revised 5/07; updated 7/09

**BACHELOR OF APPLIED SCIENCE IN PROJECT MANAGEMENT**  
**PROJECT MANAGEMENT TRACK**  
**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Bachelor of Applied Science in Project Management Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Bachelor of Applied Science in Project Management Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with an associate degree can acquire the competencies necessary for success in an entry or midlevel project management or general management supervisory position.</li> <li>▪ To provide a foundation in project management, acquisitions, training and development/human resources, public service management, technology management and/or quality control that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rate in program core courses will meet or exceed rate for associate degree programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate effective communication skills applicable to the</i>	<i>At least 80% MAN 3583 students will demonstrate 85% or higher proficiency with a 10-12 page written project on current project management issues</i>

<i>professional work setting.</i>	<i>At least 80% of MAN 3583 students will demonstrate 75% or higher proficiency on a 10-12 minute class presentation prepared to specific content and format standards.</i>
<i>The student will identify and apply appropriate team development and leadership strategies to the workplace setting</i>	<i>At least 80% of MAN 3120 students will demonstrate 80% or higher proficiency in preparing recommendations in response to three team development and leadership-oriented case analyses.</i>
<i>The student will demonstrate mastery of the project management life cycle.</i>	<i>At least 90% of MAN 4931 students will demonstrate 85% or higher proficiency on a comprehensive semester-long group applications project</i>
<i>The student will demonstrate effective analysis, synthesis, and application of the primary terms and concepts applicable federal government contracting.</i>	<i>At least 85% of BUL 4333 students will demonstrate 90% or higher proficiency on completion of multiple critical thinking case studies.</i>

8/04; revised 2/05; revised 5/07; updated 7/09

**BACHELOR OF APPLIED SCIENCE IN PROJECT MANAGEMENT  
PUBLIC SERVICE MANAGEMENT TRACK  
PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Bachelor of Applied Science in Project Management Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Bachelor of Applied Science in Project Management Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with an associate degree can acquire the competencies necessary for success in an entry or midlevel project management or general management supervisory position.</li> <li>▪ To provide a foundation in project management, acquisitions, training and development/ human resources, public service management, technology management, and/or quality control that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rate in program core courses will meet or exceed rate for associate degree programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>

<b>Program Specific Student Learning Outcomes</b>	
<i>The student will identify and apply appropriate team development and leadership strategies to the workplace setting.</i>	<i>At least 80% of MAN 3120 students will demonstrate 80% or higher proficiency in preparing recommendations in response to three team development and leadership-oriented case analyses.</i>
<i>The student will demonstrate the ability to compare and contrast the varying actors, patterns, and processes in intergovernmental relations, including national, state, and local powers</i>	<i>At least 80% of PAD 3003 students will demonstrate 75% or higher proficiency on a written examination of their ability to compare and contrast the varying actors, patterns, and processes in intergovernmental relations, including national, state, and local powers.</i>
<i>The student will analyze a current public service administration issue and recommend corrective measures.</i>	<i>At least 80% of PAD 3882 students will demonstrate at least 75% proficiency on two written briefs analyzing a current public service administration issue and recommending corrective measures.</i>

8/04; revised 2/05; revised 5/07; updated 7/09

**BACHELOR OF APPLIED SCIENCE IN PROJECT MANAGEMENT**

**QUALITY IMPROVEMENT TRACK**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Bachelor of Applied Science in Project Management Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Bachelor of Applied Science in Project Management Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with an associate degree can acquire the competencies necessary for success in an entry or midlevel project management or general management supervisory position.</li> <li>▪ To provide a foundation in project management, acquisitions, training and development/human resources, public service management, technology management, and/or quality control that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rate in program core courses will meet or exceed rate for associate degree programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>

**Program Specific Student Learning Outcomes**

<p><i>The student will apply the continual-improvement model (i.e. Assess-Plan-Implement-Evaluate) for improving a specific aspect of an organization's performance.</i></p>	<p><i>At least 80% of MAN 4520 students will demonstrate 75% or higher proficiency with a comprehensive five to ten-page guide for improving a specific aspect or an organization's performance (the guide must contain an assessment instrument and methodology, plan for improvement tied directly to the assessment, implementation strategy of the plan, and evaluation methodology to monitor and measure the effectiveness of the implementation).</i></p>
<p><i>The student will demonstrate the ability to prepare an organization for an ISO 9000 registration audit.</i></p>	<p><i>At least 80% of MAN 4555 students will demonstrate 75% or higher proficiency with a comprehensive eight to ten page plan for preparing a specific organization for an ISO 9000 registration audit in accordance with the criteria set forth in the latest edition of the ISO 9000 quality standard.</i></p>

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**BACHELOR OF APPLIED SCIENCE IN PROJECT MANAGEMENT**

**TECHNOLOGY MANAGEMENT TRACK**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Bachelor of Applied Science in Project Management Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Bachelor of Applied Science in Project Management Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

Program Goals	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with a associate degree can acquire the competencies necessary for success in an entry or midlevel technology management or general management supervisory position.</li> <li>▪ To provide a foundation in project management, acquisitions, training and development/human resources, public service management, technology management and/or quality control that will prepare and encourage students to further their education in the field.</li> </ul>	
Program Outcomes	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rate in program core courses will meet or exceed rate for associate degree programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
Student Learning Outcomes	
Learning Outcomes	Benchmark and Assessment Method(s)
General Education	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>

**Program Specific Student Learning Outcomes**

<p><i>The student will identify and apply appropriate team development and leadership strategies to the workplace setting.</i></p>	<p><i>At least 80% of MAN 3120 students will demonstrate 80% or higher proficiency in preparing recommendation in response to three team development and leadership-oriented case analyses.</i></p>
<p><i>The student will demonstrate an understanding of the terms and concepts in basic network structures</i></p>	<p><i>At least 80% of ISM 3220 students will demonstrate 80% or higher proficiency on a project in which students create a network for a business based on a given scenario.</i></p>
<p><i>The student will demonstrate an understanding of standard information security policies and particular policies specific to various environments.</i></p>	<p><i>At least 80% of ISM 3330 students will demonstrate 80% or higher proficiency on a project in which students create security policies for a business based on a given scenario.</i></p>

8/04; revised 2/05; revised 5/07; updated 7/09

**BACHELOR OF APPLIED SCIENCE IN PROJECT MANAGEMENT  
 TRAINING AND DEVELOPMENT/HUMAN RESOURCES TRACK  
 PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Bachelor of Applied Science in Project Management Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Bachelor of Applied Science in Project Management Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with a associate degree can acquire the competencies necessary for success in an entry or midlevel training and development/human resources management or general management supervisory position.</li> <li>▪ To provide a foundation in project management, acquisitions, training and development/ human resources, public service management and/or quality control that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rate in program core courses will meet or exceed rate for associate degree programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>

<b>Program Specific Student Learning Outcomes</b>	
<i>The student will identify and apply appropriate team development and leadership strategies to the workplace setting.</i>	<i>At least 80% of MAN 3120 students will demonstrate 80% or higher proficiency in preparing recommendations in response to three team development and leadership-oriented case analyses.</i>
<i>The student will demonstrate effective analysis, synthesis, and application of the primary terms and basic concepts applicable to the Human Resources field.</i>	<i>At least 80% of MAN 3310 students will demonstrate 80% or higher proficiency on completion of multiple critical thinking case studies..</i>
<i>The student will demonstrate effective training and development skills with reference to the real world setting.</i>	<i>At least 90% of MAN 3350 student will demonstrate 80% or higher proficiency with a 10-12 page written project on current training and development issues.</i>

8/04; revised 2/05; revised 5/07; updated 7/09

**BACHELOR OF SCIENCE IN NURSING**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Bachelor of Science in Nursing Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Bachelor of Science in Nursing Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To facilitate and encourage student scholarship in evaluating evidence-based research to determine its efficacy and applicability to nursing practice.</li> <li>▪ To provide students with an expanded knowledge base and broader skills sets to meet future career demands.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>At least 80% of the RN to BSN Program students will earn the baccalaureate degree in nursing within three years of initial enrollment.</i></li> <li>▪ <i>Within nine months of program completion, at least 80% of the BSN graduates will be employed in positions reflecting the role of the BSN, enrolled in further nursing education, or commissioned as a military officer.</i></li> <li>▪ <i>Within one year from graduation, at least 80% of the BSN graduates will report satisfaction with the RN to BSN Program.</i></li> <li>▪ <i>Within one year of graduation, at least 80% of employers hiring graduates of the RN to BSN Program will report satisfaction with the performance of those graduates.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>

<b>Program Specific Student Learning Outcomes</b>	
<i>The student will evaluate and use appropriate research findings in own evidence-based nursing practice.</i>	<i>At least 90% of students in NUR 3116 will demonstrate 75% or higher proficiency evaluating and using research in the patient safety research paper.</i>
<i>The student will demonstrate effective critical thinking skills (e.g., observations, analysis, and synthesis) through the nursing process to provide and direct quality care to diverse clients of all ages.</i>	<i>Through the Clinical Experience Log in NUR 3076L, at least 90% of students will demonstrate 75% or higher proficiency in critical thinking skills during the clinical experience.</i>
	<i>At least 90% of students in NUR 3076L will demonstrate 75% or higher proficiency in critical thinking skills on each of the three Health Interviews and Examinations.</i>
<i>The student will demonstrate effective written and oral communication as a member of an interdisciplinary healthcare team.</i>	<i>At least 90% of students in NUR 3827 will demonstrate 75% or higher proficiency in written and oral communication through the discussion and six critiques.</i>

2/08; updated 7/09

**BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Bachelor of Science in Elementary Education Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A)

The Bachelor of Science in Elementary Education Program contributes to achieving the following Mission Goals: 3, 4, 5, 8 and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students can acquire the competencies necessary for success in an elementary teaching position.</li> <li>▪ To provide a foundation in education that will prepare and encourage students to further their studies in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of satisfaction with completers among hiring principals will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The learning gains, as measured by standardized tests, of P-12 pupils taught by program completers will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for education baccalaureate programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate</i>	<i>At least 80% of students will pass the FTCE</i>

<p><i>knowledge essential to effective teaching including knowledge of subject matter; ethical conduct, law, and professional practice; and theories of learning and cognitive development.</i></p>	<p><i>Elementary Education (K-6) Subject Area Exam.</i></p>
	<p><i>At least 80% of students enrolled in EDE 4940 will demonstrate at least 75% proficiency in knowledge essential to effective teaching on specified items on the internship's summative evaluation rubric, which addresses ethics (4 items) and human development and learning (2 items).</i></p>
	<p><i>At least 80% of students will pass the FTCE Professional Education Exam.</i></p>
	<p><i>A least 80% of students enrolled in EDF 3214 will demonstrate at least 75% proficiency in knowledge essential to effective teaching on a written exam.</i></p>
<p><i>The student will demonstrate skills essential to effective teaching, including proficiency in oral and written communication, critical thinking, assessment, incorporation of technology into the curriculum, reflection, and the use of data for continuous improvement.</i></p>	<p><i>At least 80% of students enrolled in EDE 4940 will demonstrate at least 75% proficiency in the skills essential to effective teaching on specified items on the internship's summative evaluation rubric, which addresses communication (7 items), critical thinking (2 items), incorporation of technology into the curriculum (3 items), continuous improvement and reflection (3 items), and the use of assessment data (3 items).</i></p>
	<p><i>At least 80% of students in EDF 3430 will demonstrate at least 75% proficiency in skills essential to effective teaching on a comprehensive assessment design project.</i></p>
<p><i>The student will create a classroom environment that values diversity and is conducive to student learning gains.</i></p>	<p><i>At least 80% of students enrolled in EDE 4940 will demonstrate at least 75% proficiency in creating a classroom environment that values diversity and is conducive to P-12 student learning gains on specified items on the internship's summative evaluation rubric. (2 items).</i></p>
	<p><i>In reflective journals, as measured by departmental rubrics, at least 80% of students enrolled in MAE 3310C will demonstrate at least 75% proficiency in mastery of the concepts essential to creating a classroom environment conducive to P-12 student learning gains, including diversity.</i></p>
<p><i>The student will demonstrate the knowledge and characteristics of an effective and professional</i></p>	<p><i>At least 80% of students enrolled in EDE 4940 will demonstrate at least 75% proficiency in displaying the knowledge and characteristics of an effective</i></p>

<p><i>educator, including a commitment to professional development.</i></p>	<p><i>and professional educator with a score of 3 or 4 on specified questions on the internship's summative evaluation rubric.</i></p>
	<p><i>At least 80% of students in EDG 3410C will demonstrate at least 75% proficiency in knowledge of the characteristics of an effective and professional educator on a written exam.</i></p>
	<p><i>At least 80% of students enrolled in EDG 3410C will demonstrate with at least 75% proficiency the knowledge and characteristics on an effective and professional educator in a case study/simulation assignment.</i></p>
	<p><i>At least 80% of students enrolled in EDE 4930C will demonstrate at least 75% proficiency in the knowledge and characteristics on an effective and professional educator in creating a professional development plan.</i></p>

2/08; updated 7/09

**BACHELOR OF SCIENCE IN MIDDLE GRADES GENERAL SCIENCE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Bachelor of Science in Middle Grades General Science (5-9) Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A)

The Bachelor of Science in Middle Grades General Science (5-9) Program contributes to achieving the following Mission Goals: 3, 4, 5, 8 and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students can acquire the competencies necessary for success in a middle grades science teaching position.</li> <li>▪ To provide a foundation in education that will prepare and encourage students to further their studies in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of satisfaction with completers among hiring principals will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The learning gains, as measured by standardized tests, of P-12 pupils taught by program completers will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for education baccalaureate programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate</i>	<i>At least 80% of students will pass the FTCE Middle</i>

<p><i>knowledge essential to effective teaching including knowledge of subject matter; ethical conduct, law, and professional practice; and theories of learning and cognitive development.</i></p>	<p><i>Grades General Science (5-9) Subject Area Exam.</i></p>
	<p><i>At least 80% of students enrolled in SCE 4945 will demonstrate at least 75% proficiency in knowledge essential to effective teaching on specified items on the internship’s summative evaluation rubric, which addresses ethics (4 items) and human development and learning (2 items).</i></p>
	<p><i>At least 80% of students will pass the FTCE Professional Education Exam.</i></p>
<p><i>A least 80% of students enrolled in EDF 3131 will demonstrate at least 75% proficiency in knowledge essential to effective teaching on a written exam.</i></p>	
<p><i>The student will demonstrate skills essential to effective teaching, including proficiency in oral and written communication, critical thinking, assessment, incorporation of technology into the curriculum, reflection, and the use of data for continuous improvement.</i></p>	<p><i>At least 80% of students enrolled in SCE 4945 will demonstrate at least 75% proficiency in the skills essential to effective teaching on specified items on the internship’s summative evaluation rubric, which addresses communication (7 items), critical thinking (2 items), incorporation of technology into the curriculum (3 items), continuous improvement and reflection (3 items), and the use of assessment data (3 items).</i></p>
	<p><i>At least 80% of students in EDF 3430 will demonstrate at least 75% proficiency in skills essential to effective teaching on a comprehensive assessment design project.</i></p>
<p><i>The student will create a classroom environment that values diversity and is conducive to student learning gains.</i></p>	<p><i>At least 80% of students enrolled in SCE 4945 will demonstrate at least 75% proficiency in creating a classroom environment that values diversity and is conducive to P-12 student learning gains on specified items on the internship’s summative evaluation rubric. (2 items).</i></p>
	<p><i>In reflective journals, as measured by departmental rubrics, at least 80% of students enrolled in SCE 4940C will demonstrate at least 75% proficiency in mastery of the concepts essential to creating a classroom environment conducive to P-12 student learning gains, including diversity.</i></p>
<p><i>The student will demonstrate the knowledge and characteristics of an effective and professional</i></p>	<p><i>At least 80% of students enrolled in SCE 4945 will demonstrate at least 75% proficiency in displaying the knowledge and characteristics of an effective</i></p>

<p><i>educator, including a commitment to professional development.</i></p>	<p><i>and professional educator with a score of 3 or 4 on specified questions on the internship's summative evaluation rubric.</i></p>
	<p><i>At least 80% of students in EDG 3410C will demonstrate at least 75% proficiency in knowledge of the characteristics of an effective and professional educator on a written exam.</i></p>
	<p><i>At least 80% of students enrolled in EDG 3410C will demonstrate with at least 75% proficiency the knowledge and characteristics on an effective and professional educator in a case study/simulation assignment.</i></p>
	<p><i>At least 80% of students enrolled in EDE 4930C will demonstrate at least 75% proficiency in the knowledge and characteristics on an effective and professional educator in creating a professional development plan.</i></p>

2/08; updated 7/09

**BACHELOR OF SCIENCE IN MIDDLE GRADES MATHEMATICS**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Bachelor of Science in Middle Grades Mathematics Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A)

The Bachelor of Science in Middle Grades Mathematics Program contributes to achieving the following Mission Goals: 3, 4, 5, 8 and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students can acquire the competencies necessary for success in a middle grades mathematics teaching position.</li> <li>▪ To provide a foundation in education that will prepare and encourage students to further their studies in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of satisfaction with completers among hiring principals will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The learning gains, as measured by standardized tests, of P-12 pupils taught by program completers will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for education baccalaureate programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate</i>	<i>At least 80% of students will pass the FTCE Middle</i>

<p><i>knowledge essential to effective teaching including knowledge of subject matter; ethical conduct, law, and professional practice; and theories of learning and cognitive development.</i></p>	<p><i>Grades Mathematics (5-9) Exam.</i></p>
	<p><i>At least 80% of students enrolled in MAE 4945 will demonstrate at least 75% proficiency in knowledge essential to effective teaching on specified items on the internship’s summative evaluation rubric, which addresses ethics (4 items) and human development and learning (2 items).</i></p>
	<p><i>At least 80% of students will pass the FTCE Professional Education Exam.</i></p>
	<p><i>A least 80% of students enrolled in EDF 3131 will demonstrate at least 75% proficiency in knowledge essential to effective teaching on a written exam.</i></p>
<p><i>The student will demonstrate skills essential to effective teaching, including proficiency in oral and written communication, critical thinking, assessment, incorporation of technology into the curriculum, reflection, and the use of data for continuous improvement.</i></p>	<p><i>At least 80% of students enrolled in MAE 4945 will demonstrate at least 75% proficiency in the skills essential to effective teaching on specified items on the internship’s summative evaluation rubric, which addresses communication (7 items), critical thinking (2 items), incorporation of technology into the curriculum (3 items), continuous improvement and reflection (3 items), and the use of assessment data (3 items).</i></p>
	<p><i>At least 80% of students in EDF 3430 will demonstrate at least 75% proficiency in skills essential to effective teaching on a comprehensive assessment design project.</i></p>
<p><i>The student will create a classroom environment that values diversity and is conducive to student learning gains.</i></p>	<p><i>At least 80% of students enrolled in MAE 4945 will demonstrate at least 75% proficiency in creating a classroom environment that values diversity and is conducive to P-12 student learning gains on specified items on the internship’s summative evaluation rubric. (2 items).</i></p>
	<p><i>In reflective journals, as measured by departmental rubrics, at least 80% of students enrolled in MAE 4940C will demonstrate at least 75% proficiency in mastery of the concepts essential to creating a classroom environment conducive to P-12 student learning gains, including diversity.</i></p>
<p><i>The student will demonstrate the knowledge and characteristics of an effective and professional</i></p>	<p><i>At least 80% of students enrolled in MAE 4945 will demonstrate at least 75% proficiency in displaying the knowledge and characteristics of an effective</i></p>

<p><i>educator, including a commitment to professional development.</i></p>	<p><i>and professional educator with a score of 3 or 4 on specified questions on the internship's summative evaluation rubric.</i></p>
	<p><i>At least 80% of students in EDG 3410C will demonstrate at least 75% proficiency in knowledge of the characteristics of an effective and professional educator on a written exam.</i></p>
	<p><i>At least 80% of students enrolled in EDG 3410C will demonstrate with at least 75% proficiency the knowledge and characteristics on an effective and professional educator in a case study/simulation assignment.</i></p>
	<p><i>At least 80% of students enrolled in MAE 4930C will demonstrate at least 75% proficiency in the knowledge and characteristics on an effective and professional educator in creating a professional development plan.</i></p>

2/08; updated 7/09



**NORTHWEST FLORIDA  
STATE COLLEGE**

**A.S. and A.A.S Degree Plans**

**ACCOUNTING TECHNOLOGY A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Accounting Technology A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III (A), and IV(D)

The Accounting Technology A. S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9.

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel accounting position</li> <li>▪ To provide a foundation in accounting that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<p><i>The student will demonstrate mastery of all general education outcomes.</i></p>	<p><i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i></p>

<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of the basic accounting cycle for the sole-proprietorship.</i>	<i>At least 80% of the students in ACG 2001 will achieve at least 75% proficiency on a sole-proprietorship practice set, including posting transactions, adjusting entries, closing entries, and trial balance.</i>
<i>The student will demonstrate an understanding of the purpose and use of the Balance Sheet, Income Statement, and Statement of Owners' Equity.</i>	<i>At least 80% of the students in ACG 2001 will demonstrate 75% mastery of the three financial statements on a written examination requiring preparation and/or interpretation of all or selected parts of the three financial statements.</i>
<i>The student will demonstrate mastery of the basic accounting operations for a corporation.</i>	<i>At least 80% of the students in ACG 2011 will achieve at least 75% proficiency on a corporate practice set, including posting transactions, adjusting entries, closing entries, and trial balance.</i>
<i>The student will demonstrate mastery of the organizational role of the management accountant</i>	<i>At least 80% of the students in ACG 2071 will achieve at least 75% proficiency on a written exam set that uses a job order cost system and covers the organizational role of the management accountant</i>
<i>The student will demonstrate mastery of general business vocabulary.</i>	<i>At least 80% of the students in GEB 1011 will demonstrate at least 75% proficiency on a written examination of general business terms and concepts.</i>
<i>The student will demonstrate knowledge in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i>	<i>80% of the students in CGS 1100 will demonstrate at least 80% proficiency in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i>

**ARCHITECTURAL DESIGN & CONSTRUCTION TECHNOLOGY A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Architectural Design & Construction Technology A.A.S. program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III (A), and IV(D)

The Architectural Design & Construction Technology A.A.S. program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel architectural position.</li> <li>▪ To provide a foundation in architectural design and construction that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of the terminology and methods of construction for various geometric figures.</i>	<i>At least 80% of the students in ETD 1102 will demonstrate at least 75% proficiency on a written examination of terminology and methods of construction for various geometric figures.</i>

<p><i>The student will demonstrate mastery of the principles of axonometric projections to sketch solid forms in isometric, diametric, and trimetric pictorial projections and drawings.</i></p>	<p><i>At least 80% of the students in ETD 1102 will demonstrate at least 75% proficiency in drawing examinations that use the principles of axonometric projections to sketch forms in isometric, diametric, and trimetric pictorial projections and drawings.</i></p>
<p><i>The student will demonstrate mastery of the AutoCAD interface, accessing commands, using of the help menu to set up drawing entities.</i></p>	<p><i>At least 80% of the students in ETD 1320C will demonstrate at least 75% proficiency on practical exercises that relate to the AutoCAD interface, accessing commands, and using the help menu to set up drawing entities.</i></p>
<p><i>The student will demonstrate mastery of the terminology related to construction.</i></p>	<p><i>At least 80% of the students in BCN 1230 will demonstrate at least 75% proficiency on a written examination of terminology related to construction.</i></p>
<p><i>The student will demonstrate mastery in reading, designing, and constructing residential floor plans.</i></p>	<p><i>At least 80% of the students in TAR 2121C will demonstrate at least 75% proficiency on a practical application examination that includes reading, designing, and constructing residential floor plans.</i></p>

2/08; updated 7/09

**BUSINESS ADMINISTRATION A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Business Administration A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Business Administration A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel business administration position.</li> <li>▪ To provide a foundation in business administration that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of general business vocabulary.</i>	<i>At least 80% of the students in GEB 1011 will demonstrate at least 75% proficiency on a written examination of general business terms and concepts.</i>

<i>The student will demonstrate knowledge in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i>	<i>At least 80% of the students in CGS 1100 will demonstrate at least 80% proficiency in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i>
<i>The student will demonstrate mastery of the basic accounting cycle for the sole-proprietorship.</i>	<i>At least 80% of the students in ACG 2001 will demonstrate at least 75% proficiency on a sole-proprietorship practice set, including posting transactions, adjusting entries, closing entries, and trial balance.</i>
<i>The student will demonstrate an understanding of the purpose and use of the Balance Sheet, Income Statement, and Statement of Owners' Equity.</i>	<i>At least 80% of the students in ACG 2001 will demonstrate 75% mastery of the three financial statements on a written examination requiring preparation and/or interpretation of all or selected parts of the three financial statements.</i>
<i>The student will demonstrate mastery of the basic accounting operations for a corporation.</i>	<i>At least 80% of the students in ACG 2011 will achieve at least 75% proficiency on a corporate practice set, including posting transactions, adjusting entries, closing entries, and trial balance.</i>
<i>The student will demonstrate mastery of the organizational role of the management accountant.</i>	<i>At least 80% of the students in ACG 2071 will achieve at least 75% proficiency on a written exam that uses a job order cost system and includes the organizational role of the management accountant.</i>
<i>The student will demonstrate mastery of the basic management functions and the sequence of performing management functions.</i>	<i>At least 80% of the students in MAN 2021 will achieve at least 75% proficiency on practical learning activities relating to the basic management functions and the sequence of performing management functions.</i>

2/08; updated 7/09

**COMPUTER ENGINEERING TECHNOLOGY A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Computer Engineering Technology A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Computer Engineering Technology A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel computer engineering position.</li> <li>▪ To provide a foundation in computer engineering that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge of basic data types, local and global variables,</i>	<i>At least 80% of the students in COP 1006 will demonstrate at least 75% proficiency on a written examination of basic data types, local and global variables, operators, functions,</i>

<i>operators, functions, and expressions.</i>	<i>and expressions.</i>
<i>The student will demonstrate knowledge of the concepts of basic programming structures: sequential, selection, and iteration.</i>	<i>At least 80% of the students in COP 1006 will demonstrate at least 75% proficiency on a written examination of basic programming structures.</i>
<i>The student will demonstrate knowledge of basic problem solving techniques using application software.</i>	<i>At least 80% of the students in COP 1006 will demonstrate at least 75% proficiency on a written examination of basic problem solving techniques.</i>
<i>The student will demonstrate knowledge of network services to include hardware and software.</i>	<i>At least 80% of the students in CTS 2134 will demonstrate at least 75% proficiency on a written examination of network services to include hardware and software.</i>
<i>The student will demonstrate mastery of the three basic elements of a network.</i>	<i>At least 80% of the students in CTS 2134 will demonstrate at least 75% proficiency on a written examination of the basic elements of a network.</i>
<i>The student will demonstrate mastery of a working concept of information systems and computer science to include data representation, operating systems, and programming languages.</i>	<i>At least 80% of the students in CIS 1000 will demonstrate at least 75% proficiency on a written examination covering a working concept of information systems and computer science to include data representation, operating systems, and programming languages.</i>
<i>The student will demonstrate mastery of operating system commands.</i>	<i>At least 80% of the students in CET 2173C will demonstrate at least 75% proficiency on an examination of operating system commands.</i>

2/08; updated 7/09

**COMPUTER INFORMATION ADMINISTRATOR A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Computer Information Administrator A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Computer Information Administrator A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel computer field position.</li> <li>▪ To provide a foundation in personal computer skills and programming that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge in assigned computer activities which develop and enhance</i>	<i>At least 80% of the students in CGS 1100 will demonstrate at least 80% proficiency in assigned computer activities which develop and enhance basic personal computing skills using</i>

<p><i>basic personal computing skills using PowerPoint and other application software.</i></p>	<p><i>PowerPoint and other application software.</i></p>
<p><i>The student will demonstrate knowledge of basic data types, local and global variables, operators, functions, and expressions.</i></p>	<p><i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on performance tasks of basic data types, local and global variables, operators, functions, and expressions.</i></p>
<p><i>The student will demonstrate knowledge of the concepts of basic programming structures: sequential, selection, and iteration.</i></p>	<p><i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on technology-facilitated lab assignments covering basic programming structures.</i></p>
<p><i>The student will demonstrate knowledge of basic problem solving techniques using problem-solving tools.</i></p>	<p><i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on an examination of basic problem solving techniques using problem solving tools.</i></p>

**COMPUTER PROGRAMMING AND ANALYSIS A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Computer Programming and Analysis A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Computer Programming and Analysis A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel computer programming position.</li> <li>▪ To provide a foundation in computer programming and analysis that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge of basic data types, local and global variables, operators,</i>	<i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on performance tasks of basic data types, local and global variables, operators, functions, and</i>

<i>functions, and expressions.</i>	<i>expressions.</i>
<i>The student will demonstrate knowledge of the concepts of basic programming structures: sequential, selection, and iteration.</i>	<i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on technology-facilitated lab assignments covering basic programming structures.</i>
<i>The student will demonstrate knowledge of basic problem solving techniques using problem solving tools.</i>	<i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on an examination of basic problem solving techniques.</i>
<i>The student will demonstrate knowledge of network services to include hardware and software.</i>	<i>At least 80% of the students in CTS 2134 will demonstrate at least 75% proficiency on an examination of network services to include hardware and software.</i>
<i>The student will demonstrate mastery of setting up a home page using HTML</i>	<i>At least 80% of the students in CGS 1550 will demonstrate at least 75% proficiency on a comprehensive home page project prepared to a specific format and content standards.</i>

**CRIMINAL JUSTICE TECHNOLOGY A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Criminal Justice Technology A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Criminal Justice Technology A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel position in the criminal justice field.</li> <li>▪ To provide a foundation in criminal justice that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge of the philosophical and historical background of</i>	<i>At least 80% of the students in CCCJ 1020 will demonstrate at least 70% or higher proficiency on a written examination of the philosophical and historical background of United States law enforcement, the courts, and correctional</i>

<i>United States law enforcement, the courts, and correctional system.</i>	<i>systems.</i>
<i>The student will demonstrate knowledge of the nature and causes of crime and delinquency.</i>	<i>At least 80% of the students in CCJ 1000 will demonstrate at least 70% or higher proficiency on a written examination of the nature and causes of crime and delinquency.</i>
<i>The student will demonstrate knowledge of the fundamentals of criminal law.</i>	<i>At least 80% of the students in CJL 1000 will demonstrate at least 70% or higher proficiency on a written examination of the fundamentals of criminal law.</i>
<i>The student will demonstrate knowledge of the fundamentals of constitutional, criminal and civil law.</i>	<i>At least 80% of the students in CJL 1400 will demonstrate at least 70% or higher proficiency on a written examination of the fundamentals of constitutional, criminal, and civil law.</i>
<i>The student will demonstrate knowledge of the major structures and basic legal concepts of the American criminal court system.</i>	<i>At least 80% of the students in CJL 2500 will demonstrate at least 70% or higher proficiency on a written examination of the major structures and basic legal concepts of the American criminal court system.</i>

**CUSTOMER RELATIONSHIP MANAGEMENT A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Customer Relationship Management A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Customer Relationship Management A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel customer relationship management position.</li> <li>▪ To provide a foundation in customer relationship management that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of general business vocabulary.</i>	<i>At least 80% of the students in GEB 1011 will demonstrate at least 75% proficiency on a written examination of general business terms and concepts.</i>

<p><i>The student will demonstrate knowledge in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i></p>	<p><i>At least 80% of the students in CGS 1100 will demonstrate at least 80% proficiency in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i></p>
<p><i>The students will demonstrate mastery of setting up a home page using HTML.</i></p>	<p><i>At least 80% of the students in CGS 1550 will demonstrate at least 75% proficiency on a comprehensive home page project prepared to specific format and content.</i></p>
<p><i>The student will demonstrate mastery of legal, moral, and societal issues of ethical conduct in the business environment.</i></p>	<p><i>At least 80% of the students in GEB 2430 will correctly demonstrate 75% proficiency in applying recommendations and solutions in tow case/simulation exercises related to ethical conduct in the business environment.</i></p>

2/08; updated 7/09

**DATABASE TECHNOLOGY A.A.S./A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Database Technology Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Database Technology Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel level database technology position.</li> <li>▪ To provide a foundation in database technology that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>This new program is still under development; FLDOE curriculum frameworks and professional licensure standards will guide specific Student Learning Outcomes</i>	<i>TBA</i>

**DIGITAL MEDIA/MULTIMEDIA TECHNOLOGY A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Digital Media/Multimedia Technology A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Digital Media/Multimedia Technology A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

Program Goals	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel digital media/multimedia position.</li> <li>▪ To provide a foundation in digital media/multimedia that will prepare and encourage students to further their education in the field.</li> </ul>	
Program Outcomes	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
Student Learning Outcomes	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of complex imagery based on manipulations of</i>	<i>At least 80% of the students in ART 2602C will demonstrate at least 75% proficiency on projects targeting specific skills of manipulating photographs or traditional</i>

<i>photographs or traditional drawings with an industry-standard image editing/manipulation software.</i>	<i>drawings with an industry-standard image editing/manipulation software.</i>
<i>The student will demonstrate mastery of an industry standard digital video editing application and the aesthetic and technical considerations involved in content acquisition.</i>	<i>At least 80% of the students in GRA 2140C will demonstrate at least 75% proficiency on practical exams targeting an industry standard digital video editing application and the aesthetic and technical considerations involved in content acquisition.</i>
<i>The student will demonstrate mastery of the development of websites using XHTML and CSS.</i>	<i>At least 80% of the students in GRA 2142C will demonstrate at least 75% proficiency on a web site project developed with XHTML and CSS that includes a carefully produced site plan, web graphics, and illustrations.</i>
<i>The student will demonstrate mastery of using an industry standard page layout including the combination of typography and imagery using an industry standard page layout software application.</i>	<i>At least 80% of the students in GRA 2190C* (GRA 1121C) will demonstrate at least 75% proficiency on a practical examination using an industry standard page layout software application.</i>
<i>The student will demonstrate mastery of procedures and aesthetic concerns relating to photography and digital image production.</i>	<i>At least 80% of the students in PGY 1801C will demonstrate at least 75% proficiency on the technical and aesthetic concerns of their creative work produced during the course relating to photography and digital image production.</i>

\* Course was changed prior to fall semester 2009 to realign curriculum and to conform more closely with industry standard vernacular.

**2/08; updated 7/09**

**DRAFTING AND DESIGN TECHNOLOGY A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Drafting and Design Technology A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Drafting and Design Technology A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel drafting and design position.</li> <li>▪ To provide a foundation in drafting and design that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of the terminology and methods of construction</i>	<i>At least 80% of the students in ETD 1102 will demonstrate at least 75% proficiency on a written examination of terminology and methods of construction for various</i>

<i>for various geometric figures.</i>	<i>geometric figures.</i>
<i>The student will demonstrate mastery of the principles of axonometric projections to sketch solid forms in isometric, diametric, and trimetric pictorial projections and drawings.</i>	<i>At least 80% of the students in ETD 1102 will demonstrate at least 75% proficiency in drawing examinations that use the principles of axonometric projections to sketch forms in isometric, diametric, and trimetric pictorial projections and drawings.</i>
<i>The student will demonstrate mastery of the AutoCAD interface, accessing commands, and using the help menu to set up drawing entities.</i>	<i>At least 80% of the students in ETD 1320C will demonstrate at least 75% proficiency on practical exercises that relate to the AutoCAD interface, accessing commands, and using the help menu to set up drawing entities.</i>
<i>The student will demonstrate mastery of orthographic projections, space relationship of points, lines, planes, and revolution of objects.</i>	<i>At least 80% of the students in ETD 1355C(formerly 1350C) will demonstrate at least 75% proficiency on practical exercises that relate to orthographic projections, space relationship of points, lines, planes, and revolution of objects.</i>
<i>The student will demonstrate mastery of the principles of surface generation, intersections, wire modeling, and solid modeling techniques.</i>	<i>At least 80% of the students in ETD 1355 C (formerly 1350C) will demonstrate at least 75% proficiency on practical exercises that relate to the principles of surface generation, intersections, wire modeling, and solid modeling techniques.</i>

2/08; updated 7/09

**EARLY CHILDHOOD EDUCATION A.S.  
EARLY CHILDHOOD EDUCATION A.A.S.  
PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Early Childhood Education A.S. and Early Childhood Education A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Early Childhood Education A.S. and Early Childhood Education A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, and 8

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a program through which students will develop the competencies necessary for success in an early childhood teacher position or child care director position.</li> <li>▪ To provide a foundation in early childhood education that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of satisfaction with completers among employers will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for early childhood education associate degree programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	

<p><i>The student will demonstrate knowledge essential to maintaining a safe, healthy, learning environment for young children.</i></p>	<p><i>At least 80% of students enrolled in CHD2322 and TCHD2810 will demonstrate at least 75% proficiency in knowledge essential to health and safety on a written exam.</i></p>
<p><i>The student will demonstrate skills essential to effective teaching in an early childhood setting.</i></p>	<p><i>At least 80% of students enrolled in CHD2432A and CHD2332A and CHD2334A and CHD2337 and CHD1312 will demonstrate at least 75% proficiency in the skills essential to effective teaching on a written exam.</i></p>
<p><i>The student will demonstrate skills essential to effective developmental assessment of young children.</i></p>	<p><i>At least 80% of students enrolled in CHD1430 will demonstrate at least 75% proficiency in knowledge essential to developmental assessment of young children on a written exam.</i></p>
<p><i>The student will demonstrate guidance skills essential to classroom management.</i></p>	<p><i>At least 80% of students enrolled in DEP2100 and CHD1223 and CHD1531 will demonstrate at least 75% proficiency in the guidance skills essential to classroom management on a written exam.</i></p>
<p><i>The student will demonstrate skills in program management.</i></p>	<p><i>At least 80% of students enrolled in CHD1800 will demonstrate at least 75% proficiency in knowledge essential to program management on a written exam.</i></p>

**EMERGENCY ADMINISTRATION AND MANAGEMENT A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Emergency Administration and Management A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Emergency Administration and Management A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide students the emergency management skills, natural and social science knowledge, administrative and managerial proficiency, and technical and personal competencies required to be successful professionals in emergency management and related fields.</li> <li>▪ To develop students who will contribute to the continued professionalization of the emergency management community.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate an in-depth understanding of past and current civil defense and</i>	<i>At least 80% of FFP 1881 students will demonstrate an in-depth understanding of past and current civil defense and emergency management</i>

<i>emergency management programs.</i>	<i>programs by achieving at least 75% proficiency on a written examination.</i>
<i>The student will demonstrate the ability to identify and develop risk assessment programs in local communities.</i>	<i>At least 80% of FFP 2841 students will demonstrate the ability to identify and develop risk assessment programs in local communities by achieving at least 75% proficiency on a project involving research on companies providing Business Impact Analysis services. They will identify strengths and weaknesses of services provided.</i>
<i>The student will develop a business plan/continuity of operations plan.</i>	<i>At least 80% of FFP 2841 students will demonstrate at least 75% proficiency on a 6-8 page private sector emergency operations/continuity of operations plan.</i>
	<i>At least 85% of FFP 2841 students will demonstrate at least 75% proficiency on the characteristics of a business plan/continuity of operations plan through the Federal Emergency Management Agency IS-547 written exam.</i>
<i>The student will demonstrate knowledge of emergency management related warning and communications equipment.</i>	<i>At least 80% of DSC 1030 students will demonstrate knowledge of emergency management related warning and communications equipment by achieving at least 75% average proficiency on a combination of three written assignments focused on discussions of emergency management related warning and communications equipment.</i>
<i>The student will demonstrate knowledge of the activities that should occur during each phase of a disaster.</i>	<i>At least 80% of FFP 1881 students will demonstrate knowledge of the activities that should occur during each phase of a disaster by achieving at least 75% or higher proficiency specified examination questions.</i>
<i>The student will demonstrate the ability to deliver emergency management public education programs.</i>	<i>At least 80% of FFP 1800 students will demonstrate the ability to deliver emergency management public education programs by achieving 75% or higher proficiency on a written examination.</i>

2/08; updated 7/09

**EMERGENCY MEDICAL SERVICES A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Emergency Medical Services A.S. Program contributes to achieving the following Strategic Goals: II(A), II(C), II(D), and III(A), and IV(D)

The Emergency Medical Services A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide graduates of the program with the knowledge, skills, and competencies required of a pre-hospital care professional.</li> <li>▪ To facilitate the development of professional attitudes, behaviors, and ethics within its students so that graduates of the program will exhibit characteristics appropriate of pre-hospital care professionals.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>At least 85% of students will obtain Florida State Bureau of EMS licensure within one year of course completion.</i></li> <li>▪ <i>Within two years of graduation, at least 80% of program graduates will complete requirements for National Registry Certification.</i></li> <li>▪ <i>Within six months of program completion, at least 70% of graduates will be employed in pre-hospital care.</i></li> <li>• <i>Within one year of graduation, at least 80% of employers will report satisfaction with the performance of graduates.</i></li> <li>• <i>Within one year of graduation, at least 80% of graduates will report satisfaction with the programs.</i></li> <li>• <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>The student will demonstrate mastery of all general Education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Section of the General Education Program Review.</i>

<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of psychomotor skills.</i>	<i>At least 90% of EMS 1119C/2435L students will demonstrate at least 80% proficiency on all mandatory skills stations on the National Registry Skills Examination</i>
<i>The student will demonstrate mastery of appropriate Emergency Medical Services program theory.</i>	<i>At least 90% of EMS 1119C/2435L students will demonstrate at least 75% proficiency on EMS program theory on a written final examination</i>
<i>The student will demonstrate effective emergency vehicle operations skills.</i>	<i>At least 90% of EMS 1335 students will demonstrate at least 80% proficiency of emergency vehicle operations skills on a driving proficiency test.</i>
<i>The student will apply written/practical knowledge that is appropriate to a clinical setting.</i>	<i>At least 90% of EMS 1119C students will complete the clinical phase of training with a minimum earned score of 75% on a standard rubric.</i>
<i>The student will apply written/practical knowledge that is appropriate to a clinical setting during a clinical internship.</i>	<i>At least 90% of EMS 2435L students will complete a clinical internship as a team leader on an Advanced Life Support (ALS) Ambulance with a minimum earned score of 75% on a standard rubric.</i>

2/08; updated 7/09

**GRAPHIC ARTS TECHNOLOGY A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Graphic Arts Technology A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Graphic Arts Technology A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel graphic arts position.</li> <li>▪ To provide a foundation in graphic arts that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of complex imagery based on manipulations of</i>	<i>At least 80% of the students in ART 2602C will demonstrate at least 75% proficiency on projects targeting specific skills of manipulating photographs or traditional drawings with an</i>

<i>photographs or traditional drawings with an industry-standard image editing/manipulation software.</i>	<i>industry-standard image editing/manipulation software.</i>
<i>The student will demonstrate mastery of using an industry standard page layout software application.</i>	<i>At least 80% of the students in GRA 2190C* (formerly GRA 1121C) will demonstrate at least 75% proficiency on a practical examination using an industry standard page layout software application.</i>
<i>The student will demonstrate mastery of procedures and aesthetic concerns relating to photography and digital image production.</i>	<i>At least 80% of the students in PGY 1801C will demonstrate at least 75% proficiency on the technical and aesthetic concerns of their creative work produced during the course relating to photography and digital image production.</i>
<i>The student will demonstrate mastery of basic technical and conceptual skills with a focus on an industry/standard vector based drawing program.</i>	<i>At least 80% of the students in GRA 1151C*(formerly ART 1600C) will demonstrate at least 75% proficiency on a practical examination using an industry standard vector based drawing program.</i>

**\* Courses were changed fall semester 2009 to realign curriculum and to conform more closely with industry standard vernacular.**

**2/08; updated 7/09**

**HEALTH SERVICES MANAGEMENT A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Health Services Management A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Health Services Management A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel health services management position.</li> <li>▪ To provide a foundation in health services management that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>

<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of a working medical vocabulary based on body systems.</i>	<i>At least 85% of the students in HSC 1531 will demonstrate at least 75% proficiency on a written examination of a working medical vocabulary based on body systems.</i>
<i>The student will demonstrate mastery of the structures and functions of the human body with emphasis on system integrations.</i>	<i>At least 80% of the students in BSC 2020C will demonstrate at least 75% proficiency on a written examination of the structures and functions of the human body with emphasis on system integrations.</i>
<i>The student will demonstrate an understanding of major health issues and trends.</i>	<i>At least 70% of students in HSC 1100 will demonstrate at least 70% proficiency on a written exam covering major health issues and trends.</i>

2/08; updated 7/09

**INDUSTRIAL MANAGEMENT TECHNOLOGY A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Industrial Management Technology A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Industrial Management Technology A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel industrial management position.</li> <li>▪ To provide a foundation in management and supervision that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>

<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of the terms and concepts common to supervision in the workplace.</i>	<i>At least 85% of the students in GEB 1241 will demonstrate at least 80% proficiency on a written examination of supervision terms and concepts.</i>
<i>The student will demonstrate accurate and effective writing skills necessary for effective supervision.</i>	<i>At least 80% of the students in GEB 1241 will demonstrate at least 80% proficiency in preparation of a project/portfolio addressing workplace correspondence common to supervision.</i>
<i>The student will identify appropriate supervisory strategies applicable to solving typical workplace problems.</i>	<i>At least 80% of the students in GEB 1241 will demonstrate at least 75% proficiency on at least two case analyses related to workplace supervision.</i>
<i>The student will identify appropriate leadership/managerial strategies applicable to addressing typical employer-employee relationships.</i>	<i>At least 80% of the students in MNA 1345 will demonstrate 75% proficiency in applying recommendations and solutions two case/simulation exercises related to workplace supervision and management .</i>
<i>The student will identify appropriate leadership/managerial strategies applicable to addressing typical employer-employee relationships.</i>	<i>At least 80% of the students in MNA 1345 will demonstrate 75% proficiency in correctly applying recommendations and solutions on three case/simulation exercises related to employer-employee relationships.</i>

2/08; updated 7/09

**IT SECURITY A.A.S./A.S**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The IT Security Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The IT Security Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel level IT security position.</li> <li>▪ To provide a foundation in IT security that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>This new program is still under development; FLDOE curriculum frameworks and professional licensure standards will guide</i>	<i>TBA</i>

<i>specific Student Learning Outcomes</i>	
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**MANUFACTURING TECHNOLOGY A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Manufacturing Technology A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Manufacturing Technology A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel manufacturing position.</li> <li>▪ To provide a foundation in manufacturing that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>

<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of the terms and concepts common to Quality Tools.</i>	<i>At least 85% of the students in ETI 2110 will demonstrate at least 80% proficiency on a written examination of the terms and concepts common to Quality Tools.</i>
<i>The student will demonstrate mastery in occupational safety and health topics to include theories of accident causation, workplace hazards and prevention, accident reporting, and OSHA.</i>	<i>At least 85% of the students in ETI 1710 will demonstrate at least 80% proficiency on a written examination of occupational safety and health topics to include theories of accident causation, workplace hazards and prevention, accident reporting, and OSHA.</i>
<i>The student will demonstrate mastery in shop safety, program preparation, milling, drilling, subroutines, and coordinate systems in the numeric and computer numeric control of various machining processes.</i>	<i>At least 85% of the students in ETI 1411 will demonstrate at least 80% proficiency on an examination of shop safety, program preparation, milling, drilling, subroutines, and coordinate systems in the numeric and computer numeric control of various machining processes.</i>
<i>The student will demonstrate mastery in the basic properties of materials, principles, and processes in the metal working and plastics field.</i>	<i>At least 85% of the students in ETI 1420 will demonstrate at least 80% proficiency on an examination of the basic properties of materials, principles, and processes in the metal working and plastics field.</i>
<i>The student will demonstrate mastery in the basic knowledge and skills in dimensioning and tolerancing practices and techniques.</i>	<i>At least 85% of the students in ETD 1217 will demonstrate at least 80% proficiency on a written examination of the basic knowledge and skills in dimensioning and tolerancing practices and techniques.</i>

2/08; updated 7/09

**MUSIC PRODUCTION TECHNOLOGY A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Music Production Technology A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), IV(B), IV(C), and IV(D)

The Music Production Technology A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a training program through which students with specific skills can acquire the competencies necessary for success in an entry or midlevel position in the music production industry.</li> <li>▪ To provide a foundation in music production technology that will both prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>

<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate proficiency in application of basic theory and techniques of music production.</i>	<i>At least 75% of students in all music production core courses will demonstrate at least 75% (C or better) proficiency in the application of basic theory and techniques music production.</i>
<i>The student will demonstrate proficiency in the use of the basic skills applicable to one of the theater arts.</i>	<i>At least 75% of students in all music production core courses will demonstrate at least 75% (C or better) proficiency in the use of the basic skills applicable to one of the theater arts.</i>
<i>The student will demonstrate effective synthesis of selected ideas, themes, and concepts present in the study of music production core courses in a written assignment or project.</i>	<i>In a written assignment and/or project, at least 75% of students in all music production core courses will demonstrate at least 75% (C or better) proficiency in the synthesis of selected ideas, themes, and concepts present in the study of the theater arts.</i>

2/08; updated 7/09

**NETWORKING ADMINISTRATOR A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Networking Administrator A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Networking Administrator A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel networking administration position.</li> <li>▪ To provide a foundation in networking administration that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of a working concept of information systems and</i>	<i>At least 80% of the students in CIS 1000 will demonstrate at least 75% proficiency on the final examination covering a working concept of information systems and computer</i>

<i>computer science to include data representation, operating systems, and programming languages.</i>	<i>science to include data representation, operating systems, and programming languages.</i>
<i>The student will demonstrate knowledge of basic data types, local and global variables, operators, functions, and expressions.</i>	<i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on technology-facilitated lab assignments covering basic data types, local and global variables, operator, functions, and expressions.</i>
<i>The student will demonstrate knowledge of the concepts of basic programming structures: sequential, selection, and iteration.</i>	<i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency an examination of basic programming structures.</i>
<i>The student will demonstrate knowledge of basic problem solving techniques using problem solving tools.</i>	<i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on an examination of basic problem solving techniques using problem solving tools</i>
<i>The student will demonstrate knowledge in network services to include hardware and software.</i>	<i>At least 80% of the students in CTS 2134 will demonstrate at least 75% proficiency on an examination of network services to include hardware and software.</i>
<i>The student will mastery of setting up a home page using HTML</i>	<i>At least 80% of the students in CGS 1550 will demonstrate at least 75% proficiency on a comprehensive home page project prepared to specific format and content standards.</i>

2/08; updated 7/09

**ASSOCIATE OF SCIENCE IN NURSING (RN)**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Associate of Science in Nursing (RN) Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Associate of Science in Nursing (RN) Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

**Program Goals**

- Graduates of the program will demonstrate the knowledge, skills, and competencies required of an entry-level registered nurse.
- The program will facilitate the development of professional attitudes, behaviors, and ethics within its students so that graduates of the program will exhibit characteristics appropriate of a healthcare practitioner.

**Program Outcomes**

- *Pass rates on the national Registered Nurse licensure examination for graduates will meet or exceed the state and national rate.*
- *Of those graduates pursuing employment in the field, at least 80% will be gainfully employed within 6 months of graduation.*
- *Within one year of graduation, at least 80% of employers will report satisfaction with the performance of those graduates.*
- *At least 80% of students admitted to the nursing program who wish to continue in the program will complete the program of study within six semesters in which core nursing courses are offered.*
- *Within one year of graduation, at least 80% of graduates will report satisfaction with the Nursing AS Program.*
- *The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.*

**Student Learning Outcomes**

Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General</i>

<i>education outcomes.</i>	<i>Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will apply the nursing process to assist patients in diverse settings to meet health goals.</i>	<i>At least 90% of students enrolled in NUR 2241C will demonstrate at least 75% proficiency in integrating all steps of the nursing process in patient care on specific questions of course examinations as well as on specific sections of a standardized, commercially-prepared examination.</i>
	<i>At least 100% of students enrolled in NUR2241L will meet 100% of the critical criteria on the final clinical performance evaluation focused on integrating all steps of the nursing process.</i>
<i>The student will use knowledge derived from the biophysical and psychosocial sciences in applying critical thinking in safe nursing practice.</i>	<i>At least 90% of students enrolled in NUR 2241L will demonstrate proficiency in applying knowledge derived from the biophysical and psychosocial sciences as well as critical thinking skills by achieving passing evaluations on individualized, comprehensive patient care concept map assignments using standardized rubrics.</i>
	<i>At least 90% of students enrolled in NUR 2241C will demonstrate the potential to pass the national Registered Nurse licensure examination by achieving the desirable benchmark (at least 850) on a standardized, commercially-prepared comprehensive exit examination that measures critical thinking in nursing practice.</i>
<i>The student will demonstrate the core competencies of the Associate Degree Nurse (as published by the National League for Nursing).</i>	<i>At least 80% of the students enrolled in NUR 1021L will demonstrate competency in safe performance of basic nursing skills in acute and long-term care settings by achieving satisfactory ratings during skills laboratory evaluations and on the final clinical performance evaluation.</i>
	<i>At least 80% of students enrolled in NUR 1750L and NUR 2233L will demonstrate competency in safe performance of basic and more complex nursing skills by achieving satisfactory ratings during skills laboratory evaluations and on the final clinical performance evaluation.</i>
	<i>At least 90% of students enrolled in NUR 2241L and NUR 2811L will demonstrate competency in safe performance of all skills required for beginning nursing practice to include managing care for a group of clients as a member of a team by achieving satisfactory ratings on the final clinical performance evaluation.</i>

	<i>On postgraduate surveys, at least 80% of the employers will report satisfaction with level of performance shown by the NWFSC AS Nursing graduates in the core competencies of the Associate Degree Nurse.</i>
<i>The student will demonstrate effective, therapeutic communication skills in laboratory and clinical settings.</i>	<i>At least 90% of the students enrolled in NUR 2811L will demonstrate proficiency in communication skills in a clinical setting by achieving satisfactory ratings related to communication skills on performance evaluations.</i>
<i>The student will provide nursing care in a compassionate, caring, and ethical-legal manner</i>	<i>At least 90% of the students enrolled in NUR 2811L will achieve a satisfactory evaluation on criteria addressing the student's provision of care in a compassionate, caring, legal, and ethical manner on performance evaluations.</i>
<i>The student will demonstrate mastery of nursing program theory.</i>	<i>At least 90% of the students enrolled in NUR 2241C will demonstrate at least 85% proficiency in nursing program theory on a standardized, commercially-prepared comprehensive exit examination.</i>

**OFFICE ADMINISTRATION A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Office Administration A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Office Administration A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel office administration position.</li> <li>▪ To provide a foundation in office administration that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>

<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i>	<i>80% of the students in CGS 1100 will demonstrate at least 80% proficiency in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i>
<i>The student will demonstrate mastery of general business vocabulary.</i>	<i>At least 80% of the students in GEB 1011 will demonstrate at least 80% proficiency on a written examination of general business terms and concepts.</i>
<i>The student will demonstrate mastery of methods and systems of filing used in business offices, filing equipment, and time-and-motion skills.</i>	<i>At least 85% of the students in OST 1355 will demonstrate at least 80% proficiency in specific projects involving methods and systems of filing used in business offices, filing equipment, and time-and-motion skills.</i>
<i>The student will demonstrate mastery of basic keyboarding.</i>	<i>At least 85% of the students in OST 1107 will demonstrate at least 80% proficiency in five minute timed writings with a minimum of 30 words per minute and a maximum of five errors.</i>
<i>The student will demonstrate mastery of creating, saving, and other word processing functions.</i>	<i>At least 85% of the students in OST 1107 will demonstrate at least 80% proficiency in specific projects involving creating, saving, and other word processing functions.</i>
<i>The student will demonstrate mastery of practices and procedures in the modern office.</i>	<i>At least 85% of the students in OST 2401 will demonstrate at least 80% proficiency on an examination relating to the practices and procedures in the modern office.</i>

2/08; updated 7/09

**RADIOGRAPHY A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Radiography A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Radiography A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ Graduates of the program will demonstrate the knowledge, skills, and competencies required of an entry-level radiographer.</li> <li>▪ The program will facilitate the development of professional attitudes, behaviors, and ethics within its students so that graduates of the program will exhibit characteristics appropriate of healthcare practitioner.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>• <i>80% of graduates will pass the ARRT national certification on their first attempt.</i></li> <li>• <i>Of those graduates pursuing employment in the field, 80% will be gainfully employed within 6 months of graduation.</i></li> <li>• <i>Within one year of graduation, at least 80% of employers will report satisfaction with the performance of those graduates.</i></li> <li>• <i>Within one year of graduation, at least 80% of graduates will report satisfaction with the Radiography AS Program.</i></li> <li>• <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate appropriate patient care</i>	<i>At least 80% of students in RTE 1111(1<sup>st</sup> semester) will demonstrate at least 80% proficiency in appropriate patient care on a written exam.</i>

<i>and safety.</i>	<i>At least 80% of students in RTE 1834L (4<sup>th</sup> semester) will demonstrate at least 75% proficiency in appropriate patient care and safety during a performance evaluation.</i>
<i>The student will demonstrate knowledge of the appropriate positioning procedures.</i>	<i>At least 80% of students in RTE 2061 (5<sup>th</sup> semester) will demonstrate at least 80% proficiency in positioning procedures on computer-based positioning an procedures exam</i>
	<i>At least 80% of students in RTE 2844L (5<sup>th</sup> semester ) will demonstrate at least 80% proficiency in positioning procedures on the first attempt during a terminal performance-based competency exam.</i>
<i>The student will demonstrate effective technical factor selection and equipment manipulation.</i>	<i>At least 80% of the students in RTE 1824L (3<sup>rd</sup> semester) will demonstrate at least 80% proficiency in a technical factor selection and equipment manipulation on a pocket guide assignment.</i>
	<i>At least 80% of students in RTE 2523C (3<sup>rd</sup> semester) will score 80% or higher on a technical factor selection and equipment manipulation technique chart assignment.</i>
<i>The student will demonstrate effective communication skills in laboratory and clinical setting.</i>	<i>At least 80% of the students in RTE 1824L (3<sup>rd</sup> semester) will demonstrate at least 80% proficiency in communication skills in a laboratory and clinical setting during a performance evaluation.</i>
	<i>At least 80% of the students in RTE 1513C (2<sup>nd</sup> semester) will demonstrate at least 80% proficiency in communication skills during a laboratory “demo-back” demonstration evaluation.</i>
<i>The student will apply critical thinking and problem solving skills as it relates to radiography.</i>	<i>At least 80% of the students RTE 1824L (3<sup>rd</sup> semester) will demonstrate at least 75% proficiency in critical thinking and problem solving skills as related to radiography on a student performance evaluation.</i>
	<i>At least 80% of the students in RTE 1814L (2<sup>nd</sup> semester) will demonstrate at least 80% proficiency in critical thinking and problem solving skills as related to radiography on a clinical competency evaluation.</i>
<i>The student will practice appropriate radiation safety and protection for the clinical setting.</i>	<i>At least 80% of the students in RTE 2385 (4<sup>th</sup> semester) will demonstrate at least 80% proficiency in appropriate radiation safety and protection for the clinical setting on a written final exam.</i>

<i>The student will demonstrate mastery of radiography program theory.</i>	<i>At least 80% of the students in RTE 2061(5<sup>th</sup> semester) will demonstrate at least 80% proficiency in radiography program theory on a simulated national certification exam.</i>
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**RECREATION TECHNOLOGY A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Recreation Technology A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Recreation Technology A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry or midlevel recreation position</li> <li>▪ To provide a foundation in recreation and health technology that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate an understanding of current trends and issues in health education.</i>	<i>At least 70% of students in PET 1000 will demonstrate at least 70% proficiency on a written exam covering current trends and issues in health education.</i>

<p><i>The student will demonstrate an understanding of major health issues and trends.</i></p>	<p><i>At least 70% of students in HSC 1100 will demonstrate at least 70% proficiency on a written exam covering major health issues and trends.</i></p>
	<p><i>At least 80% of students in HUN 2201 will demonstrate knowledge of the effect of nutrition, drugs, and supplements at a proficiency level of at least 75% on a written test.</i></p>
<p><i>The student will demonstrate a mastery of understanding of the effects of personal lifestyle attitudes and behaviors.</i></p>	<p><i>At least 80% of students in HLP 1081 will demonstrate at least 75% proficiency on a written exam covering key elements of a healthy lifestyle.</i></p>
<p><i>The student will demonstrate proficiency in the care and prevention of athletic injuries.</i></p>	<p><i>At least 80% of students in PET 2622 will demonstrate at least 75% proficiency on the knowledge of the proper treatment of injuries, as evidenced on a written exam.</i></p>
<p><i>The student will demonstrate proficiency in administering proper First Aid treatment for critical incidents.</i></p>	<p><i>At least 80% of student in HSC 1400 will demonstrate 75% proficiency in the knowledge of emergency treatment of specified injuries on a written test.</i></p>

2/08; updated 7/09

**THEATER AND ENTERTAINMENT TECHNOLOGY A.A.S.**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Theater and Entertainment Technology A.A.S. Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), IV(B), IV(C), and IV(D)

The Theater and Entertainment Technology A.A.S. Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

**Program Goals**

- To provide a career-ladder program through which students with specific skills can acquire the competencies necessary for success in an entry or midlevel position in the theater or entertainment industry.
- To provide a foundation in theater and entertainment technology that will prepare and encourage students to further their education in the field.

**Program Outcomes**

- *The student success rate in program core courses will meet or exceed that of the prior review period.*
- *The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.*
- *The job placement rate will meet or exceed that of the prior review period.*
- *The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.*
- *The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.*

**Student Learning Outcomes**

**Learning Outcomes**

**Benchmark and Assessment Method(s)**

**General Education**

*The student will demonstrate mastery of all general education outcomes.*

*Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.*

**Program Specific Student Learning Outcomes**

<p><i>The student will demonstrate proficiency in application of basic theory and techniques of one of the theater arts.</i></p>	<p><i>At least 75% of students in TPP 2110, DAA 1200, and MVK classes will demonstrate at least 75% proficiency in the application of basic theory and techniques of one of the theater arts in a performance-based assessment using standard departmental criteria.</i></p>
<p><i>The student will demonstrate proficiency in the use of the basic skills applicable to one of the theater arts.</i></p>	<p><i>At least 75% of students in TPP 2110, DAA 1200, and MVK classes will demonstrate at least 75% proficiency in the use of the basic skills applicable to one of the theater arts in a performance-based assessment using standard departmental criteria.</i></p>
<p><i>The student will demonstrate effective synthesis of selected ideas, themes, and concepts present in the study of the theater arts in a written assignment and/or presentation of his/her own work.</i></p>	<p><i>In a written assignment and/or presentation, at least 75% of students in TPP 2110, DAA 1200, and MVK classes will demonstrate at least 75% proficiency in a written assignment demonstrating synthesis of selected ideas, themes, and concepts present in the study of the theater arts using standard departmental criteria.</i></p>

2/08; updated 7/09



**NORTHWEST FLORIDA  
STATE COLLEGE**

**Certificate and Applied  
Technology Diploma Plans**

**ACCOUNTING TECHNOLOGY MANAGEMENT-CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Accounting Technology Management Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III (A), and IV(D)

The Accounting Technology Management Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9.

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level accounting position</li> <li>▪ To provide a foundation in accounting that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of the basic accounting cycle for the sole-proprietorship.</i>	<i>At least 80% of the students in ACG 2001 will achieve at least 75% proficiency on a sole-proprietorship practice set, including posting transactions, adjusting entries, closing entries, and trial balance.</i>

<i>The student will demonstrate an understanding of the purpose and use of the Balance Sheet, Income Statement, and Statement of Owners' Equity.</i>	<i>At least 80% of the students in ACG 2001 will demonstrate 75% mastery of the three financial statements on a written examination requiring preparation and/or interpretation of all or selected parts of the three financial statements.</i>
<i>The student will demonstrate mastery of the basic accounting operations for a corporation.</i>	<i>At least 80% of the students in ACG 2011 will achieve at least 75% proficiency on a corporate practice set, including posting transactions, adjusting entries, closing entries, and trial balance.</i>
<i>The student will demonstrate mastery of the organizational role of the management accountant</i>	<i>At least 80% of the students in ACG 2071 will achieve at least 75% proficiency on a written exam set that uses a job order cost system and covers the organizational role of the management accountant</i>
<i>The student will demonstrate mastery of general business vocabulary.</i>	<i>At least 80% of the students in GEB 1011 will demonstrate at least 75% proficiency on a written examination of general business terms and concepts.</i>
<i>The student will demonstrate knowledge in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i>	<i>80% of the students in CGS 1100 will demonstrate at least 80% proficiency in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i>

**AUDIO TECHNOLOGY (RECORDING ARTS) CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Audio Technology Certificate contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Audio Technology Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a training program through which students with specific skills can acquire the competencies necessary for success in an entry level position in the music production industry.</li> <li>▪ To provide a foundation in music production technology that will both prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate proficiency in application of basic theory and techniques of music production.</i>	<i>At least 75% of students in all music production core courses will demonstrate at least 75% (C or better) proficiency in the application of</i>
<i>The student will demonstrate proficiency in</i>	<i>At least 75% of students in all music</i>

<p><i>the use of the basic skills applicable to one of the theater arts.</i></p>	<p><i>production core courses will demonstrate at least 75% (C or better) proficiency in the use of the basic skills applicable to one of the theater arts.</i></p>
<p><i>The student will demonstrate effective synthesis of selected ideas, themes, and concepts present in the study of music production core courses in a written assignment or project.</i></p>	<p><i>In a written assignment and/or project, at least 75% of students in all music production core courses will demonstrate at least 75% (C or better) proficiency in the synthesis of selected ideas, themes, and concepts present in the study of the theater arts.</i></p>

2/08; updated 7/09

**AUTOCAD FOUNDATIONS CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Autocad Foundations Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Autocad Foundations Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level drafting and design position.</li> <li>▪ To provide a foundation in drafting and design that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of the terminology and methods of construction for various geometric figures.</i>	<i>At least 80% of the students in ETD 1102 will demonstrate at least 75% proficiency on a written examination of terminology and methods of construction for various geometric figures.</i>
<i>The student will demonstrate mastery of the</i>	<i>At least 80% of the students in ETD 1102 will</i>

<p><i>principles of axonometric projections to sketch solid forms in isometric, diametric, and trimetric pictorial projections and drawings.</i></p>	<p><i>demonstrate at least 75% proficiency in drawing examinations that use the principles of axonometric projections to sketch forms in isometric, diametric, and trimetric pictorial projections and drawings.</i></p>
<p><i>The student will demonstrate mastery of the AutoCAD interface, accessing commands, and using the help menu to set up drawing entities.</i></p>	<p><i>At least 80% of the students in ETD 1320C will demonstrate at least 75% proficiency on practical exercises that relate to the AutoCAD interface, accessing commands, and using the help menu to set up drawing entities.</i></p>
<p><i>The student will demonstrate mastery of orthographic projections, space relationship of points, lines, planes, and revolution of objects.</i></p>	<p><i>At least 80% of the students in ETD 1355C(formerly 1350C) will demonstrate at least 75% proficiency on practical exercises that relate to orthographic projections, space relationship of points, lines, planes, and revolution of objects.</i></p>
<p><i>The student will demonstrate mastery of the principles of surface generation, intersections, wire modeling, and solid modeling techniques.</i></p>	<p><i>At least 80% of the students in ETD 1355 C (formerly 1350C) will demonstrate at least 75% proficiency on practical exercises that relate to the principles of surface generation, intersections, wire modeling, and solid modeling techniques.</i></p>

2/08; updated 7/09

**AUXILARY LAW ENFORCEMENT OFFICER BASIC-VOCATIONAL CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**This program began fall 2009. Initial data collection on Student Learning Outcomes will be in the 2010-2011 year.**

**Mission and Strategic Planning Goals**

The Auxiliary Law Enforcement Officer Basic – Vocational Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Auxiliary Law Enforcement Officer Basic – Vocational Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

Program Goals	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills acquire the competencies necessary for success as an auxiliary law enforcement officer.</li> <li>▪ To provide a foundation in criminal justice that will prepare and encourage students to further their education in the field.</li> </ul>	
Program Outcomes	
<ul style="list-style-type: none"> <li>▪ <i>The student completion rate will meet or exceed that the previous year.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> </ul>	
Student Learning Outcomes	
Learning Outcomes	Benchmark and Assessment Method(s)
General Education	
<i>General Education is not required for certificate programs.</i>	
Program Specific Student Learning Outcomes	
<i>The student will demonstrate knowledge of the values and ethics required of law enforcement officers.</i>	<i>At least 90% of the students in CJK 0240 will demonstrate 80% or higher proficiency on a written examination of the values and ethics required of law enforcement officers.</i>
<i>The student will demonstrate the ability to use force appropriately to respond to subject</i>	<i>At least 90% of the students in CJK 0051 will demonstrate 80% or higher proficiency on a written examination on the use of</i>

<i>resistance and situational factors.</i>	<i>appropriate levels of force to respond to subject resistance and situational factors.</i>
	<i>At least 90% of the students in CJK 0051 will demonstrate 90% proficiency in all proficiency skills required to appropriately use force to respond to subject resistance and situational factors.</i>
<i>The student will demonstrate the ability to respond to a call, approach a suspect, make an arrest, and process a prisoner at a detention facility.</i>	<i>At least 90% of the students in CJK 0241 will demonstrate 80% or higher proficiency on a written examination of the proper methods for responding to a call, approaching a suspect, making an arrest, and processing a prisoner at a detention facility.</i>
	<i>At least 90% of the students in CJK 0241 will successfully complete at least three role-play practical demonstrating the ability to respond to a call, approach a suspect, make an arrest, and process a prisoner at a detention facility.</i>

**BUSINESS MANAGEMENT CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Business Management Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Business Management Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

**Program Goals**

- To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level business administration position.
- To provide a foundation in business administration that will prepare and encourage students to further their education in the field.

**Program Outcomes**

- *The student success rate in program core courses will meet or exceed that of the prior review period.*
- *The student completion rate will meet or exceed that of the previous year.*
- *The job placement rate will meet or exceed that of the prior review period.*
- *The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period*
- *The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.*

**Student Learning Outcomes**

**Learning Outcomes**

**Benchmark and Assessment Method(s)**

**General Education**

*General Education is not required for certificate programs.*

**Program Specific Student Learning Outcomes**

*Student Learning Outcomes for this certificate are embedded within the Business Administration A.A.S. degree.*

*The student will demonstrate mastery of general business vocabulary.*

*At least 80% of the students in GEB 1011 will demonstrate at least 75% proficiency on a written examination of general business terms and concepts.*

<p><i>The student will demonstrate knowledge in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i></p>	<p><i>At least 80% of the students in CGS 1100 will demonstrate at least 80% proficiency in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i></p>
<p><i>The student will demonstrate mastery of the basic accounting cycle for the sole-proprietorship.</i></p>	<p><i>At least 80% of the students in ACG 2001 will demonstrate at least 75% proficiency on a sole-proprietorship practice set, including posting transactions, adjusting entries, closing entries, and trial balance.</i></p>
<p><i>The student will demonstrate an understanding of the purpose and use of the Balance Sheet, Income Statement, and Statement of Owners' Equity.</i></p>	<p><i>At least 80% of the students in ACG 2001 will demonstrate 75% mastery of the three financial statements on a written examination requiring preparation and/or interpretation of all or selected parts of the three financial statements.</i></p>
<p><i>The student will demonstrate mastery of the basic management functions and the sequence of performing management functions.</i></p>	<p><i>At least 80% of the students in MAN 2021 will achieve at least 75% proficiency on practical learning activities relating to the basic management functions and the sequence of performing management functions.</i></p>

2/08; updated 7/09

**CHILD CARE CENTER MANAGEMENT CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Child Care Center Management Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Child Care Center Management Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8 and 9.

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a program through which students will develop the competencies necessary for success in an early childhood teacher position or child care director position.</li> <li>▪ To provide a foundation in early childhood education that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of satisfaction with completers among employers will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous years.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>General Education is not required for certificates.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>Student Learning Outcomes for this certificate are embedded in the Early Childhood A.A.S. degree.</i>	
<i>The student will demonstrate knowledge essential to maintaining a safe, healthy, learning environment for young children.</i>	<i>At least 80% of students enrolled in CHD2322 will demonstrate at least 75% proficiency in knowledge essential to</i>

	<i>health and safety on a written exam.</i>
<i>The student will demonstrate skills essential to effective teaching in an early childhood setting.</i>	<i>At least 80% of students enrolled in CHD2432A will demonstrate at least 75% proficiency in the skills essential to effective teaching on a written exam.</i>
<i>The student will demonstrate guidance skills essential to classroom management.</i>	<i>At least 80% of students enrolled in DEP2100 and CHD1223 will demonstrate at least 75% proficiency in the guidance skills essential to classroom management on a written exam.</i>
<i>The student will demonstrate skills in program management.</i>	<i>At least 80% of students enrolled in CHD1800 will demonstrate at least 75% proficiency in knowledge essential to program management on a written exam.</i>

**CHILD DEVELOPMENT/EARLY INTERVENTION CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Child Development/Early Intervention Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Child Development/Early Intervention Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8 and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a program through which students will develop the competencies necessary for success in an early childhood teacher position.</li> <li>▪ To provide a foundation in early childhood education that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of satisfaction with completers among employers will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>General Education is not required for certificates.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge essential to maintaining a safe, healthy, learning environment for young children.</i>	<i>At least 80% of students enrolled in CHD2322 will demonstrate at least 75% proficiency in knowledge essential to health and safety on a written exam.</i>
<i>The student will demonstrate skills essential</i>	<i>At least 80% of students enrolled in</i>

<p><i>to effective teaching in an early childhood setting.</i></p>	<p><i>CH2432A will demonstrate at least 75% proficiency in the skills essential to effective teaching on a written exam.</i></p>
<p><i>The student will demonstrate skills essential to effective developmental assessment of young children.</i></p>	<p><i>At least 80% of students enrolled in CHD1430 will demonstrate at least 75% proficiency in knowledge essential to developmental assessment of young children on a written exam.</i></p>
<p><i>The student will demonstrate guidance skills essential to classroom management.</i></p>	<p><i>At least 80% of students enrolled in DEP2100 and CHD1223 and CHD1531 will demonstrate at least 75% proficiency in the guidance skills essential to classroom management on a written exam.</i></p>

**CISCO CCNA**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The CISCO CCNA Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The CISCO CCNA Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry computer engineering position.</li> <li>▪ To provide a foundation in computer engineering that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificates.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of OSI model functionality and protocols.</i>	<i>At least 80% of the students in CET1600C, Cisco Network Fundamentals, will demonstrate at least 70% proficiency on an examination of OSI model functionality and protocols.</i>
<i>The student will demonstrate mastery of cabling, configuring and testing a</i>	<i>At least 80% of the students in CET1600C, Cisco Network Fundamentals, will demonstrate at least 70% proficiency on a skills examination of cabling, configuring and testing a</i>

<i>basic network.</i>	<i>basic network.</i>
<i>The student will demonstrate mastery of dynamic routing protocols.</i>	<i>At least 80% of the students in CET1610C, Cisco Router Theory, will demonstrate at least 70% proficiency on an examination of dynamic routing protocols.</i>
<i>The student will demonstrate mastery of cabling, configuring and testing a basic network using dynamic routing protocols.</i>	<i>At least 80% of the students in CET1610C, Cisco Router Theory, will demonstrate at least 70% proficiency on a skills examination of cabling, configuring and testing a basic network using dynamic routing protocols.</i>
<i>The student will demonstrate mastery of link-state routing protocols.</i>	<i>At least 80% of the students in CET2615C, Cisco Switching Basics, will demonstrate at least 70% proficiency on an examination of link-state routing protocols.</i>
<i>The student will demonstrate mastery of cabling, configuring and testing a basic network using link-state routing protocols.</i>	<i>At least 80% of the students in CET2615C, Cisco Switching Basics, will demonstrate at least 70% proficiency on a skills examination of cabling, configuring and testing a basic network using link-state routing protocols.</i>
<i>The student will demonstrate mastery of WAN protocols.</i>	<i>At least 80% of the students in CET2620C, Cisco WAN Technologies, will demonstrate at least 70% proficiency on an examination of WAN protocols.</i>
<i>The student will demonstrate mastery of cabling, configuring and testing a basic network using WAN protocols.</i>	<i>At least 80% of the students in CET2620C, Cisco WAN Technologies, will demonstrate at least 70% proficiency on a skills examination of cabling, configuring and testing a basic network using WAN protocols.</i>

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## COMPUTER PROGRAMMING CERTIFICATE

### PROGRAM GOALS AND OUTCOMES

#### Mission and Strategic Planning Goals

The Computer Programming Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Computer Programming Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

Program Goals	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level computer programming position.</li> <li>▪ To provide a foundation in computer programming and analysis that will prepare and encourage students to further their education in the field.</li> </ul>	
Program Outcomes	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
Student Learning Outcomes	
Learning Outcomes	Benchmark and Assessment Method(s)
General Education	
<i>General Education is not required for certificate programs.</i>	
Program Specific Student Learning Outcomes	
<i>The student will demonstrate mastery of a working concept of information systems and computer science to include data representation, operating systems, and</i>	<i>At least 80% of the students in CIS 1000 will demonstrate at least 75% proficiency on the final examination covering a working concept of information systems and computer science to include data representation, operating systems, and programming languages.</i>

<i>programming languages.</i>	
<i>The student will demonstrate knowledge of basic data types, local and global variables, operators, functions, and expressions.</i>	<i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on performance tasks of basic data types, local and global variables, operators, functions, and expressions.</i>
<i>The student will demonstrate knowledge of the concepts of basic programming structures: sequential, selection, and iteration.</i>	<i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on technology-facilitated lab assignments covering basic programming structures.</i>
<i>The student will demonstrate knowledge of basic problem solving techniques using problem solving tools.</i>	<i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on an examination of basic problem solving techniques.</i>
<i>The student will demonstrate knowledge of network services to include hardware and software.</i>	<i>At least 80% of the students in CTS 2134 will demonstrate at least 75% proficiency on an examination of network services to include hardware and software.</i>
<i>The student will mastery of setting up a home page using HTML</i>	<i>At least 80% of the students in CGS 1550 will demonstrate at least 75% proficiency on a comprehensive home page project prepared to specific format and content standards.</i>

**COMPUTER PROGRAMMING SPECIALIST CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Computer Programming Specialist Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Computer Programming Specialist Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level computer programming position.</li> <li>▪ To provide a foundation in computer programming and analysis that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge of basic data types, local and global variables, operators, functions, and expressions.</i>	<i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on performance tasks of basic data types, local and global variables, operators, functions, and expressions.</i>

<p><i>The student will demonstrate knowledge of the concepts of basic programming structures: sequential, selection, and iteration.</i></p>	<p><i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on technology-facilitated lab assignments covering basic programming structures.</i></p>
<p><i>The student will demonstrate knowledge of basic problem solving techniques using problem solving tools.</i></p>	<p><i>At least 75% of the students in COP 1006 will demonstrate at least 75% proficiency on an examination of basic problem solving techniques.</i></p>
<p><i>The student will demonstrate mastery of setting up a home page using HTML</i></p>	<p><i>At least 80% of the students in CGS 1550 will demonstrate at least 75% proficiency on a comprehensive home page project prepared to a specific format and content standards.</i></p>

**COMPUTER SPECIALIST (MSCE/MCSA)**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Computer Specialist (MSCE/MCSA) Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Computer Specialist (MSCE/MCSA) Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level computer programming position.</li> <li>▪ To provide a foundation in computer programming and analysis that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The students will demonstrate mastery of basic Windows functionality and the Windows boot process.</i>	<i>At least 80% of the students in CET 2178C, PC Operating Systems A+, will demonstrate at least 75% proficiency on an examination of a Windows operating systems and boot process.</i>
<i>The student will demonstrate</i>	<i>At least 80% of the students in, processors and CPU's. CET</i>

<i>mastery of planning a Windows OS upgrade and/or clean OS install.</i>	<i>2178C , PC Operating Systems A+, will demonstrate at least 75% proficiency on a lab assignment planning a Windows OS upgrade and/or clean OS install.</i>
<i>The student will demonstrate understanding of the function of computer motherboards, processors and CPU's.</i>	<i>At least 80% of the students in CET 2171C, PC Hardware A+, will demonstrate at least 75% proficiency on an examination of the function of motherboards, processors and CPU's.</i>
<i>The student will demonstrate mastery of selecting and installing computer motherboards, drive connections, I/O connections, CPU sockets and processors.</i>	<i>At least 80% of the students in CET 2171C, PC Hardware A+, will demonstrate at least 75% proficiency on a lab assignment of identifying and installing computer a motherboard, drive connections, I/O connections, CPU socket and processor.</i>
<i>The student will demonstrate mastery of network vulnerabilities and defenses.</i>	<i>At least 80% of the students in CET 1660, Security +, will demonstrate at least 70% proficiency on an examination of network vulnerabilities and defenses.</i>
<i>At least 80% of the students in CET 1660, Security +, will demonstrate at least 70% proficiency on an examination of network vulnerabilities and defenses.</i>	<i>At least 80% of the students in CET 1660, Security +, will demonstrate at least 70% proficiency on an examination of wireless security and access control fundamentals.</i>
<i>The student will demonstrate knowledge of network services to include hardware and software</i>	<i>At least 80% of the students in CDA 2500 will demonstrate at least 75% proficiency on an examination of network services to include hardware and software.</i>
<i>At least 80% of the students in CDA 2500 will demonstrate at least 75% proficiency on an examination of network services to include hardware and software.</i>	<i>At least 80% of the students in CDA 2500 will demonstrate at least 75% proficiency on an examination of network services to include hardware and software.</i>

**CORRECTIONS BASIC – VOCATIONAL CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Correctional Officer Basic Recruit Program – Vocational Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Correctional Officer Basic Recruit Program – Vocational Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success as State of Florida Certified Correctional Officer.</li> <li>▪ To provide a foundation in criminal justice that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The percentage of graduates passing the Florida State Officer Certification Examination within one year of program completion will meet or exceed the state average for similar programs.</i></li> <li>▪ <i>The percentage of graduates who, within two years of graduation, are either state certified correctional officers or working toward attaining a higher level of education will meet or exceed the state average.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge of inmate rights and responsibilities.</i>	<i>At least 90% of the students in CJK 0270 and CJK 0285 will demonstrate 80% or higher proficiency on a written examination of the rights and responsibilities of inmates.</i>

<p><i>The student will demonstrate the ability to communicate properly and effectively using a two-way radio system.</i></p>	<p><i>At least 90% of the students in CJK 0286 will demonstrate 80% or higher proficiency on a written examination of the proper and effective use of a two-way radio communications system.</i></p>
	<p><i>At least 90% of the students in CJK 0286 and CJK 0031 will successfully complete a two-way radio communication.</i></p>
<p><i>The student will demonstrate knowledge of the fundamentals of Constitutional law.</i></p>	<p><i>At least 90% of the students in CJK 0285 will demonstrate 80% or higher proficiency on a written examination of the fundamentals of Constitutional law.</i></p>
<p><i>The student will demonstrate proficiency on the CJSTC basic firearms course.</i></p>	<p><i>At least 90% of the students in CJK 0040 will demonstrate 80% or higher proficiency on the CJSTC basic firearms course. The course must be completed during both daytime and nighttime lighting conditions.</i></p>
<p><i>The student will demonstrate the ability to use force appropriately to respond to subject resistance and situational factors.</i></p>	<p><i>At least 90% of the students in CJK 0051 will demonstrate 80% or higher proficiency on a written examination on the use of appropriate levels of force to respond to subject resistance and situational factors.</i></p>

2/08; updated 7/09

**CUSTOMER SERVICE TECHNOLOGY-APPLIED TECHNOLOGY DIPLOMA**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Customer Service Technology- ATD Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Customer Service Technology-ATD Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level customer relationship management position.</li> <li>▪ To provide a foundation in customer relationship management that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for Applied Technology Diploma Programs</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of general business vocabulary.</i>	<i>At least 80% of the students in GEB 1011 will demonstrate at least 75% proficiency on a written examination of general business terms and concepts.</i>

<i>The student will demonstrate knowledge in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i>	<i>At least 80% of the students in CGS 1100 will demonstrate at least 80% proficiency in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i>
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**2/08; updated 7/09**

**DENTAL ASSISTING – VOCATIONAL CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Dental Assisting – Vocational Certificate Program contributes to achieving the following Strategic Goals: I (B), II(A), II(C), II(D), and III(A), and IV(D)

The Dental Assisting – Vocational Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ Graduates of the program will demonstrate the knowledge, skills, and competencies required of an entry level dental assistant.</li> <li>▪ The program will facilitate the development of professional attitudes, behaviors, and ethics within its students so that graduates of the program will exhibit characteristics appropriate of a healthcare practitioner.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The rate of graduates passing the Dental Assisting National Board Exam on their first attempt will meet or exceed the state average in all three categories.</i></li> <li>▪ <i>The rate of employer satisfaction with program graduates will meet or exceed that of the previous year.</i></li> <li>▪ <i>The rate of graduate satisfaction with the program will meet or exceed the previous year.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge and skill in systematic diagnostic data collection.</i>	<i>90% of students in DEA 0020L will demonstrate at least 75% proficiency in the knowledge and skill of systematic data collection of patient information and assessment of Competencies 26.2 and 26.3 on the Skills Competency Assessment Sheet</i>
	<i>90% of students in DES0100L, DEA 0803L and DEA 0852L will demonstrate at least 75% proficiency in</i>

	<p><i>taking preliminary impressions.</i></p> <p><i>90% of students in DEA 0803L and DEA 0852L will demonstrate at least 75% proficiency in obtaining a minimum of two diagnostic records in a dental office.</i></p>
<p><i>The student will demonstrate knowledge of appropriate infection control procedures.</i></p>	<p><i>90% of students in DEA 0020L will demonstrate at least 75% proficiency in knowledge of appropriate infection control procedure, as measured through performance-based assessments (Skills Competency Assessment).</i></p>
	<p><i>90% of students in DEA 0936 will demonstrate at least 75% proficiency in knowledge of appropriate infection control procedures, as measured in a written exam.</i></p>
	<p><i>90% of students in DEA 0803LL, DEA 0852L, and DEA 0851L, will earn a score of 3/3 (Excellent) in all three categories of Section 2 on Clinical Performance Evaluation, testing student knowledge of appropriate infection control procedures.</i></p>
<p><i>The student will demonstrate knowledge of the names and proper use of various basic pieces of dental equipment and common instruments.</i></p>	<p><i>90% of students in DES 100L and DEA 0020L will demonstrate at least 75% proficiency in knowledge of the names and proper use of various basic pieces of dental equipment and common instruments, as measured through performance-based assessments (Skills Competency Assessment).</i></p>
	<p><i>90% of students in DEA 0020L and DES 0830L will demonstrate at least 75% proficiency in knowledge of the names and proper use of various basic pieces of dental equipment and common instruments, as measured through written exams.</i></p>
<p><i>The student will practice appropriate clinical radiation safety.</i></p>	<p><i>90% of students in DES 0200 and DES 0201L will demonstrate at least 75% proficiency in appropriate clinical radiation as measured through performance-based Skill Competency Assessment.</i></p>
<p><i>The student will perform legal clinical expanded functions.</i></p>	<p><i>90% of students in DEA 0851L will receive a minimum score of (2) on a three-point scale for expanded functions performed in a clinical setting.</i></p>

2/08; updated 7/09

**DIGITAL MEDIA/MULTIMEDIA AUTHORIZING CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Digital Media/Multimedia Authoring Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Digital Media/Multimedia Authoring Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level digital media/multimedia position.</li> <li>▪ To provide a foundation in digital media/multimedia that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>Student Learning Outcomes for this certificate are embedded within the Digital Media/Multimedia Technology A.A.S.</i>	
<i>The student will demonstrate mastery of complex imagery based on manipulations of photographs or traditional drawings with an industry-standard image</i>	<i>At least 80% of the students in ART 2602C will demonstrate at least 75% proficiency on projects targeting specific skills of manipulating photographs or traditional</i>

<i>editing/manipulation software.</i>	<i>drawings with an industry-standard image editing/manipulation software.</i>
<i>The student will demonstrate mastery of the development of websites using XHTML and CSS.</i>	<i>At least 80% of the students in GRA 2142C will demonstrate at least 75% proficiency on a web site project developed with XHTML and CSS that includes a carefully produced site plan, web graphics, and illustrations.</i>
<i>The student will demonstrate mastery of procedures and aesthetic concerns relating to photography and digital image production.</i>	<i>At least 80% of the students in PGY 1801C will demonstrate at least 75% proficiency on the technical and aesthetic concerns of their creative work produced during the course relating to photography and digital image production.</i>

**2/08; updated 7/09**

**DIGITAL MEDIA/MULTIMEDIA PRESENTATION CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Digital Media/Multimedia Presentation Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Digital Media/Multimedia Presentation Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level digital media/multimedia position.</li> <li>▪ To provide a foundation in digital media/multimedia that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>Student Learning Outcomes for this certificate match those of the Digital Media/Multimedia Technology A.A.S.</i>	
<i>The student will demonstrate mastery of complex imagery based on manipulations of photographs or traditional drawings with an industry-standard image</i>	<i>At least 80% of the students in ART 2602C will demonstrate at least 75% proficiency on projects targeting specific skills of manipulating photographs or traditional</i>

<i>editing/manipulation software.</i>	<i>drawings with an industry-standard image editing/manipulation software.</i>
<i>The student will demonstrate mastery of an industry standard digital video editing application and the aesthetic and technical considerations involved in content acquisition.</i>	<i>At least 80% of the students in GRA 2140C will demonstrate at least 75% proficiency on practical exams targeting an industry standard digital video editing application and the aesthetic and technical considerations involved in content acquisition.</i>
<i>The student will demonstrate mastery of the development of websites using XHTML and CSS.</i>	<i>At least 80% of the students in GRA 2142C will demonstrate at least 75% proficiency on a web site project developed with XHTML and CSS that includes a carefully produced site plan, web graphics, and illustrations.</i>
<i>The student will demonstrate mastery of procedures and aesthetic concerns relating to photography and digital image production.</i>	<i>At least 80% of the students in PGY 1801C will demonstrate at least 75% proficiency on the technical and aesthetic concerns of their creative work produced during the course relating to photography and digital image production</i>

**2/08; updated 7/09**

**DRAFTING CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Drafting Certificate program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III (A), and IV(D)

The Drafting Certificate program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level architectural position.</li> <li>▪ To provide a foundation in architectural design and construction that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of the terminology and methods of construction for various geometric figures.</i>	<i>At least 80% of the students in ETD 1102 will demonstrate at least 75% proficiency on a written examination of terminology and methods of construction for various geometric figures.</i>
<i>The student will demonstrate mastery of the principles of axonometric projections to sketch solid forms in isometric, diametric,</i>	<i>At least 80% of the students in ETD 1102 will demonstrate at least 75% proficiency in drawing examinations that use the</i>

<p><i>and trimetric pictorial projections and drawings.</i></p>	<p><i>principles of axonometric projections to sketch forms in isometric, diametric, and trimetric pictorial projections and drawings.</i></p>
<p><i>The student will demonstrate mastery of the AutoCAD interface, accessing commands, and using the help menu to set up drawing entities.</i></p>	<p><i>At least 80% of the students in ETD 1320C will demonstrate at least 75% proficiency on practical exercises that relate to the AutoCAD interface, accessing commands, and using the help menu to set up drawing entities.</i></p>

2/08; updated 7/09

**EMERGENCY ADMINISTRATOR AND MANAGER CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Emergency Administrator and Manager Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Emergency Administrator and Manager Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide students the emergency management skills, natural and social science knowledge, administrative and managerial proficiency, and technical and personal competencies required to be successful professionals in emergency management and related fields.</li> <li>▪ To develop students who will contribute to the continued professionalization of the emergency management community.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate an in-depth understanding of past and current civil defense and emergency management programs.</i>	<i>At least 80% of FFP 1881 students will demonstrate an in-depth understanding of past and current civil defense and emergency management programs by achieving at least 75% proficiency on a written examination.</i>

<p><i>The student will demonstrate knowledge of the activities that should occur during each phase of a disaster.</i></p>	<p><i>At least 80% of FFP 1881 students will demonstrate knowledge of the activities that should occur during each phase of a disaster by achieving at least 75% or higher proficiency specified examination questions.</i></p>
<p><i>The student will demonstrate the ability to deliver emergency management public education programs.</i></p>	<p><i>At least 80% of FFP 1800 students will demonstrate the ability to deliver emergency management public education programs by achieving 75% or higher proficiency on a written examination.</i></p>

2/08; updated 7/09

**EMERGENCY MEDICAL TECHNICIAN CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Emergency Medical Technical Certificate Program contributes to achieving the following Strategic Goals: I (B), II(A), II(C), II(D), and III(A), and IV(D)

The Emergency Medical Technician Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide graduates of the program with the knowledge, skills, and competencies required of a pre-hospital care professional.</li> <li>▪ To facilitate the development of professional attitudes, behaviors, and ethics within its students so that graduates of the program will exhibit characteristics appropriate of pre-hospital care professionals.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>At least 85% of students will obtain Florida State Bureau of EMS licensure within one year of course completion.</i></li> <li>▪ <i>Within two years of graduation, at least 80% of program graduates will complete requirements for National Registry Certification.</i></li> <li>▪ <i>Within six months of program completion, at least 70% of graduates will be employed in pre-hospital care.</i></li> <li>• <i>Within one year of graduation, at least 80% of employers will report satisfaction with the performance of graduates.</i></li> <li>• <i>Within one year of graduation, at least 80% of graduates will report satisfaction with the programs.</i></li> <li>• <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	

<i>The student will demonstrate mastery of psychomotor skills.</i>	<i>At least 90% of EMS 1119C students will demonstrate at least 80% proficiency on all mandatory skills stations on the National Registry Skills Examination</i>
<i>The student will demonstrate mastery of appropriate Emergency Medical Services program theory.</i>	<i>At least 90% of EMS 1119C students will demonstrate at least 75% proficiency on EMS program theory on a written final examination</i>
<i>The student will demonstrate effective emergency vehicle operations skills.</i>	<i>At least 90% of EMS 1335 students will demonstrate at least 80% proficiency of emergency vehicle operations skills on a driving proficiency test.</i>
<i>The student will apply written/practical knowledge that is appropriate to a clinical setting.</i>	<i>At least 90% of EMS 1119C students will complete the clinical phase of training with a minimum earned score of 75% on a standard rubric.</i>

2/08; updated 7/09

**FIREFIGHTING BASIC**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Firefighting Basic Program contributes to achieving the following Strategic Goals: 1 (B), II(A), II(C), II(D), and III(A), and IV(D)

The Firefighting Basic Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide graduates of the program with the knowledge, skills, and competencies required of a professional firefighter.</li> <li>▪ To facilitate the development of professional attitudes, behaviors, and ethics so students who graduates the program will exhibit characteristics appropriate of firefighter professionals.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>• <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>• <i>The student success rate on the Florida State Fire College Certification Exam will meet or exceed the previous year.</i></li> <li>• <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The college is currently awaiting approval by the Florida Fire College to finalize Student Learning Outcomes.</i>	

2/08; updated 7/09

**GRAPHIC DESIGN PRODUCTION CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Graphic Design Production Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Graphic Design Production Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level graphic arts position.</li> <li>▪ To provide a foundation in graphic arts that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of complex imagery based on manipulations of photographs or traditional drawings with an industry-standard image editing/manipulation software.</i>	<i>At least 80% of the students in ART 2602C will demonstrate at least 75% proficiency on projects targeting specific skills of manipulating photographs or traditional drawings with an industry-standard image editing/manipulation software.</i>

<p><i>The student will demonstrate mastery of using an industry standard page layout software application.</i></p>	<p><i>At least 80% of the students in GRA 2190C* (formerly GRA 1121C) will demonstrate at least 75% proficiency on a practical examination using an industry standard page layout software application.</i></p>
<p><i>The student will demonstrate mastery of procedures and aesthetic concerns relating to photography and digital image production.</i></p>	<p><i>At least 80% of the students in PGY 1801C will demonstrate at least 75% proficiency on the technical and aesthetic concerns of their creative work produced during the course relating to photography and digital image production.</i></p>
<p><i>The student will demonstrate mastery of basic technical and conceptual skills with a focus on an industry/standard vector based drawing program.</i></p>	<p><i>At least 80% of the students in GRA 1151C*(formerly ART 1600C) will demonstrate at least 75% proficiency on a practical examination using an industry standard vector based drawing program.</i></p>

**\* Courses were changed fall semester 2009 to realign curriculum and to conform more closely with industry standard vernacular.**

**2/08; updated 7/09**

**GRAPHIC DESIGN SUPPORT CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Graphic Design Support Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Graphic Design Support Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level graphic arts position.</li> <li>▪ To provide a foundation in graphic arts that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of complex imagery based on manipulations of photographs or traditional drawings with an industry-standard image editing/manipulation software.</i>	<i>At least 80% of the students in ART 2602C will demonstrate at least 75% proficiency on projects targeting specific skills of manipulating photographs or traditional drawings with an industry-standard image editing/manipulation software.</i>

<p><i>The student will demonstrate mastery of using an industry standard page layout software application.</i></p>	<p><i>At least 80% of the students in GRA 2190C* (formerly GRA 1121C) will demonstrate at least 75% proficiency on a practical examination using an industry standard page layout software application.</i></p>
<p><i>The student will demonstrate mastery of basic technical and conceptual skills with a focus on an industry/standard vector based drawing program</i></p>	<p><i>At least 80% of the students in GRA 1151C*(formerly ART 1600C) will demonstrate at least 75% proficiency on a practical examination using an industry standard vector based drawing program.</i></p>

**\* Courses were changed fall semester 2009 to realign curriculum and to conform more closely with industry standard vernacular.**

**2/08; updated 7/09**

**HOMELAND SECURITY EMERGENCY MANAGER CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Homeland Security Emergency Manager Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Homeland Security Emergency Manager Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide students the emergency management skills, natural and social science knowledge, administrative and managerial proficiency, and technical and personal competencies required to be successful professionals in emergency management and related fields.</li> <li>▪ To develop students who will contribute to the continued professionalization of the emergency management community.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of previous year.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>Student Learning Outcomes for this certificate match those of the Emergency Administration and Management A.S. S. Degree.</i>	

2/08; updated 7/09

**INFANT/TODDLER CERTIFICATE  
PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Infant/Toddler Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Infant/Toddler Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5,8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a program through which students will develop the competencies necessary for success in an early childhood teacher (birth-3) position.</li> <li>▪ To provide a foundation in early childhood education that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of satisfaction with completers among employers will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificates.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>Student Learning Outcomes for this certificate are embedded within the Early Childhood A.S. and A.A.S.</i>	
<i>The student will demonstrate knowledge essential to maintaining a safe, healthy, learning environment for young children.</i>	<i>At least 80% of students enrolled in CHD2322 will demonstrate at least 75% proficiency in knowledge essential to</i>

	<i>health and safety on a written exam.</i>
<i>The student will demonstrate skills essential to effective teaching in an early childhood setting.</i>	<i>At least 80% of students enrolled in CH2432A and CHD1312 will demonstrate at least 75% proficiency in the skills essential to effective teaching on a written exam.</i>
<i>The student will demonstrate guidance skills essential to classroom management.</i>	<i>At least 80% of students enrolled in DEP2100 will demonstrate at least 75% proficiency in the guidance skills essential to classroom management on a written exam.</i>

**INFORMATION TECHNOLOGY MANAGEMENT CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Information Technology Management Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Information Technology Management Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level computer field position.</li> <li>▪ To provide a foundation in personal computer skills and programming that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge in network services to include hardware and software.</i>	<i>At least 80% of the students in CTS 2134 will demonstrate at least 75% proficiency on an examination of network services to include hardware and software.</i>
<i>The student will mastery of setting up a home page using HTML</i>	<i>At least 80% of the students in CGS 1550 will demonstrate at least 75% proficiency on a comprehensive home page project prepared to specific format and content standards</i>

**INFORMATION TECHNOLOGY TECHNICIAN CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Information Technology Technician Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Information Technology Technician Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry computer field position.</li> <li>▪ To provide a foundation in personal computer skills and programming that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge in network services to include hardware and software.</i>	<i>At least 80% of the students in CTS 2134 will demonstrate at least 75% proficiency on an examination of network services to include hardware and software.</i>
<i>The student will mastery of setting up a</i>	<i>At least 80% of the students in CGS 1550 will</i>

<i>home page using HTML</i>	<i>demonstrate at least 75% proficiency on a comprehensive home page project prepared to specific format and content standards</i>
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**LAW ENFORCEMENT BASIC RECRUIT PROGRAM – VOCATIONAL CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Law Enforcement Basic Recruit – Vocational Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Law Enforcement Basic Recruit – Vocational Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills acquire the competencies necessary for success as a State of Florida Certified Law Enforcement Officer.</li> <li>▪ To provide a foundation in criminal justice that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The percentage of graduates passing the Florida State Officer Certification Examination within one year of program completion will meet or exceed the state average for similar programs.</i></li> <li>▪ <i>The percentage of graduates who, within two years of graduation, are either state certified law enforcement officers or working toward attaining a higher level of education will meet or exceed the state average.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	

<p><i>The student will demonstrate knowledge of the values and ethics required of law enforcement officers.</i></p>	<p><i>At least 90% of the students in CJK 0007* will demonstrate 80% or higher proficiency on a written examination of the values and ethics required of law enforcement officers.</i></p>
<p><i>The student will demonstrate knowledge of what constitutes a lawful arrest.</i></p>	<p><i>At least 90% of the students in CJK 0008* will demonstrate 80% or higher proficiency on a written examination of the requirements of a lawful arrest.</i></p>
	<p><i>At least 90% of the students in CJK 0008 will successfully complete at least four role-play practica demonstrating their ability to affect a lawful arrest.</i></p>
<p><i>The student will demonstrate knowledge of the fundamental components of a law enforcement offense report.</i></p>	<p><i>At least 90% of the students in CJK 0017 will demonstrate 80% or higher proficiency on a written examination of the fundamental components of a law enforcement offense report.</i></p>
	<p><i>At least 90% of the students in CJK 0017 will demonstrate proficiency by completing at least two law enforcement offense reports with fewer than three errors per report.</i></p>
<p><i>The student will demonstrate the ability to respond to a crisis situation, identify the type of crisis, and determine the appropriate crisis management intervention for resolving the crisis.</i></p>	<p><i>At least 90% of the students in CJK 0011 will demonstrate 80% or higher proficiency on a written examination on how to respond to a crisis situation, identify the type of crisis, and determine the appropriate crisis management intervention for resolving the crisis.</i></p>
	<p><i>At least 90% of the students in CJK 0011 will successfully complete at least three role-play practica demonstrating the ability to respond to a crisis situation, identify the type of crisis, and determine the appropriate crisis management intervention for resolving the crisis.</i></p>
<p><i>The student will demonstrate the ability to respond to a call, approach a suspect, make an arrest, and process a prisoner at a detention facility.</i></p>	<p><i>At least 90% of the students in CJK 0061 will demonstrate 80% or higher proficiency on a written examination of the proper methods for responding to a call, approaching a suspect, making an arrest, and processing a prisoner at a detention facility.</i></p>
	<p><i>At least 90% of the students in CJK 0061 will successfully complete at least three role-play</i></p>

	<i>practica demonstrating the ability to respond to a call, approach a suspect, make an arrest, and process a prisoner at a detention facility.</i>
<i>The student will demonstrate the ability to conduct preliminary and follow-up criminal investigations.</i>	<i>At least 90% of the students in CJK 0071 will demonstrate 80% or higher proficiency on a written examination of the proper methods for conducting preliminary and follow-up criminal investigations.</i>
	<i>At least 90% of the students in CJK 0071 will successfully complete at least two role-play practica demonstrating the ability to conduct preliminary and follow-up criminal investigations.</i>
<i>The student will demonstrate the skills required to safely and properly drive an emergency vehicle.</i>	<i>At least 90% of the students in CJK 0020 will demonstrate 80% or higher proficiency on a written examination of requirements of safe and proper operation of an emergency vehicle.</i>
	<i>At least 90% of the students in CJK 0020 will demonstrate 80% or higher proficiency of 21 skills on a driving proficiency practical test. The test must be completed during both day and night driving conditions.</i>
<i>The student will demonstrate proficiency on the CJSTC basic firearms course.</i>	<i>At least 90% of the students in CJK 0040 will demonstrate 80% or higher proficiency on the CJSTC basic firearms course. The course must be completed during both daytime and nighttime lighting conditions.</i>
<i>The student will demonstrate the ability to use force appropriately to respond to subject resistance and situational factors.</i>	<i>At least 90% of the students in CJK 0051 will demonstrate 80% or higher proficiency on a written examination on the use of appropriate levels of force to respond to subject resistance and situational factors.</i>
	<i>At least 90% of the students in CJK 0051 will demonstrate 100% proficiency in all proficiency skills required to appropriately use force to respond to subject resistance and situational factors.</i>

*\* CJK 0007 and CJK 0008 were previously combined as CJK 0006.*

**MARKETING OPERATIONS CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Marketing Operations Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Marketing Operations Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level marketing position.</li> <li>▪ To provide a foundation in business administration that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of general business vocabulary.</i>	<i>At least 80% of the students in GEB 1011 will demonstrate at least 75% proficiency on a written examination of general business terms and concepts.</i>
<i>The student will demonstrate knowledge in assigned computer</i>	<i>At least 80% of the students in CGS 1100 will demonstrate at least 80% proficiency in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint</i>

<i>activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i>	<i>and other application software.</i>
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2/08; updated 7/09

**MEDICAL CODER/BILLER –APPLIED TECHNOLOGY DIPLOMA**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Medical Coder/Biller – Applied Technology Diploma Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Medical Coder/Biller – Applied Technology Diploma Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level medical coder/biller position.</li> <li>▪ To provide a foundation in medical coding/billing that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>The student will demonstrate mastery of all general education outcomes.</i>	<i>Assessment of general education outcomes is addressed in the Student Learning Outcomes Section of the General Education Program Review.</i>
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of a working medical vocabulary based on body</i>	<i>At least 85% of the students in HSC 1531 will demonstrate at least 75% proficiency on a written examination of a working medical vocabulary based on body systems.</i>

<i>systems.</i>	
<i>The student will demonstrate an understanding of major health issues and trends.</i>	<i>At least 70% of the students in HSC 1100 will demonstrate at least 70% proficiency on a written exam covering major health issues and trends.</i>
<i>The student will demonstrate mastery of computerized medical billing and reimbursement through various payors.</i>	<i>At least 85% of the students in HIM 1273C will demonstrate at least 75% proficiency on a practice set of computerized medical billing and reimbursement through various payors.</i>

**2/08; updated 7/09**

**MEDICAL OFFICE MANAGEMENT CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Medical Office Management Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Medical Office Management Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level medical office administration position.</li> <li>▪ To provide a foundation in office administration that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other</i>	<i>80% of the students in CGS 1100 will demonstrate at least 80% proficiency in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i>

<i>application software.</i>	
<i>The student will demonstrate mastery of basic keyboarding.</i>	<i>At least 85% of the students in OST 1107 will demonstrate at least 80% proficiency in five minute timed writings with a minimum of 30 words per minute and a maximum of five errors.</i>
<i>The student will demonstrate mastery of creating, saving, and other word processing functions.</i>	<i>At least 85% of the students in OST 1107 will demonstrate at least 80% proficiency in specific projects involving creating, saving, and other word processing functions.</i>
<i>The student will demonstrate mastery of practices and procedures in the modern office.</i>	<i>At least 85% of the students in OST 2401 will demonstrate at least 80% proficiency on an examination relating to the practices and procedures in the modern office.</i>

2/08; updated 7/09

**MICROSOFT CERTIFIED SYSTEMS DEVELOPER CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Microsoft Certified Systems Developer Certificate Program contributes to achieving the following Strategic Goals: I (B), II (A), II (C), II(D), III(A), IV (D)

The Microsoft Certified Systems Developer Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary in an entry level position requiring skills in Microsoft applications.</li> <li>▪ To provide a foundation in Microsoft applications that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>General Education is not required in certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>This new program is still under development; FLDOE curriculum frameworks and professional licensure standards will guide specific SLO's.</i>	<i>TBA</i>

2/08; updated 7/09

## MICROCOMPUTER REPAIR/INSTALLER

### PROGRAM GOALS AND OUTCOMES

#### Mission and Strategic Planning Goals

The Microcomputer Repair/Installer Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and IV(D)

The Microcomputer Repair/Installer Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

Program Goals	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry computer engineering position.</li> <li>▪ To provide a foundation in computer engineering that will prepare and encourage students to further their education in the field.</li> </ul>	
Program Outcomes	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the Florida System completion rate for career-technical programs.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
Student Learning Outcomes	
Learning Outcomes	Benchmark and Assessment Method(s)
General Education	
<i>General Education is not required for certificate programs.</i>	
Program Specific Student Learning Outcomes	
<i>The student will demonstrate mastery of PC components and how computer components interconnect.</i>	<i>At least 80% of the students in CET 2172C (formerly CET 2173C), Microcomputer Servicing, will demonstrate at least 75% proficiency on an examination of PC components and how computer components interconnect.</i>
<i>The student will demonstrate</i>	<i>At least 80% of the students in CET 2172C (formerly CET</i>

<i>mastery of fault analysis of PC defects.</i>	<i>2173C), Microcomputer Servicing, will demonstrate at least 75% proficiency on a lab assignment of PC fault analysis.</i>
<i>The student will demonstrate mastery of basic Windows functionality and the Windows boot process.</i>	<i>At least 80% of the students in CET 2179C (formerly CET 2178C), PC Operating Systems A+, will demonstrate at least 75% proficiency on an examination of a Windows operating systems and boot process.</i>
<i>The student will demonstrate mastery of planning a Windows OS upgrade and/or clean OS install.</i>	<i>At least 80% of the students in CET 2179C (formerly CET 2178C), PC Operating Systems A+, will demonstrate at least 75% proficiency on a lab assignment planning a Windows OS upgrade and/or clean OS install.</i>
<i>The student will demonstrate knowledge of the function of computer motherboards, processors and CPUs.</i>	<i>At least 80% of the students in CET 2182C (formerly CET 2171C), PC Hardware A+, will demonstrate at least 75% proficiency on an examination of motherboards, processors and CPUs.</i>
<i>The student will demonstrate mastery of selecting and installing computer motherboards, drive connections, I/O connections, CPU sockets and processors.</i>	<i>At least 80% of the students in CET 2182C (formerly CET 2171C), PC Hardware A+, will demonstrate at least 75% proficiency on a lab assignment of identifying and installing computer a motherboard, drive connections, I/O connections, CPU socket and processor.</i>

2/08; updated 7/09

**OFFICE MANAGEMENT CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Office Management Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Office Management Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level office administration position.</li> <li>▪ To provide a foundation in office administration that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge in assigned computer activities which develop and enhance basic personal</i>	<i>80% of the students in CGS 1100 will demonstrate at least 80% proficiency in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application</i>

<i>computing skills using PowerPoint and other application software.</i>	<i>software.</i>
<i>The student will demonstrate mastery of basic keyboarding.</i>	<i>At least 85% of the students in OST 1107 will demonstrate at least 80% proficiency in five minute timed writings with a minimum of 30 words per minute and a maximum of five errors.</i>
<i>The student will demonstrate mastery of creating, saving, and other word processing functions.</i>	<i>At least 85% of the students in OST 1107 will demonstrate at least 80% proficiency in specific projects involving creating, saving, and other word processing functions.</i>
<i>The student will demonstrate mastery of practices and procedures in the modern office.</i>	<i>At least 85% of the students in OST 2401 will demonstrate at least 80% proficiency on an examination relating to the practices and procedures in the modern office.</i>

2/08; updated 7/09

**OFFICE SPECIALIST CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Office Specialist Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), and IV(D)

The Office Specialist Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level office administration position.</li> <li>▪ To provide a foundation in office administration that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate knowledge in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other</i>	<i>80% of the students in CGS 1100 will demonstrate at least 80% proficiency in assigned computer activities which develop and enhance basic personal computing skills using PowerPoint and other application software.</i>

<i>application software.</i>	
<i>The student will demonstrate mastery of basic keyboarding.</i>	<i>At least 85% of the students in OST 1107 will demonstrate at least 80% proficiency in five minute timed writings with a minimum of 30 words per minute and a maximum of five errors.</i>
<i>The student will demonstrate mastery of creating, saving, and other word processing functions.</i>	<i>At least 85% of the students in OST 1107 will demonstrate at least 80% proficiency in specific projects involving creating, saving, and other word processing functions.</i>
<i>The student will demonstrate mastery of practices and procedures in the modern office.</i>	<i>At least 85% of the students in OST 2401 will demonstrate at least 80% proficiency on an examination relating to the practices and procedures in the modern office.</i>

2/08; updated 7/09

**PARAMEDIC CERTIFICATE**  
**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Paramedic Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Paramedic Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide graduates of the program with the knowledge, skills, and competencies required of a pre-hospital care professional.</li> <li>▪ To facilitate the development of professional attitudes, behaviors, and ethics within its students so that graduates of the program will exhibit characteristics appropriate of pre-hospital care professionals.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>At least 85% of students will obtain Florida State Bureau of EMS licensure within one year of course completion.</i></li> <li>▪ <i>Within two years of graduation, at least 80% of program graduates will complete requirements for National Registry Certification.</i></li> <li>▪ <i>Within six months of program completion, at least 70% of graduates will be employed in pre-hospital care.</i></li> <li>• <i>Within one year of graduation, at least 80% of employers will report satisfaction with the performance of graduates.</i></li> <li>• <i>Within one year of graduation, at least 80% of graduates will report satisfaction with the programs.</i></li> <li>• <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>General Education is not required for certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate mastery of psychomotor skills.</i>	<i>At least 90% of EMS 2435L students will demonstrate at least 80% proficiency on all mandatory skills stations on the National</i>

	<i>Registry Skills Examination</i>
<i>The student will demonstrate mastery of appropriate Emergency Medical Services program theory.</i>	<i>At least 90% of EMS 2435L students will demonstrate at least 75% proficiency on EMS program theory on a written final examination</i>
<i>The student will apply written/practical knowledge that is appropriate to a clinical setting during a clinical internship.</i>	<i>At least 90% of EMS 2435L students will complete a clinical internship as a team leader on an Advanced Life Support (ALS) Ambulance with a minimum earned score of 75% on a standard rubric.</i>

2/08; updated 7/09

**PRESCHOOL CERTIFICATE  
PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Preschool Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A), and IV(D)

The Preschool Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a program through which students will develop the competencies necessary for success in an early childhood teacher position.</li> <li>▪ To provide a foundation in early childhood education that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of satisfaction with completers among employers will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
Learning Outcomes	Benchmark and Assessment Method(s)
<b>General Education</b>	
<i>General Education is not required for certificates.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>Student Learning Outcomes for this certificate are embedded in the Early Childhood A.A.S. degree.</i>	
<i>The student will demonstrate knowledge essential to maintaining a safe, healthy, learning environment for young children.</i>	<i>At least 80% of students enrolled in CHD2322 will demonstrate at least 75% proficiency in knowledge essential to health and safety on a written exam.</i>

<p><i>The student will demonstrate skills essential to effective teaching in an early childhood setting.</i></p>	<p><i>At least 80% of students enrolled in CH2432A will demonstrate at least 75% proficiency in the skills essential to effective teaching on a written exam.</i></p>
<p><i>The student will demonstrate skills essential to effective developmental assessment of young children.</i></p>	<p><i>At least 80% of students enrolled in CHD1430 will demonstrate at least 75% proficiency in knowledge essential to developmental assessment of young children on a written exam.</i></p>
<p><i>The student will demonstrate guidance skills essential to classroom management.</i></p>	<p><i>At least 80% of students enrolled in DEP2100 will demonstrate at least 75% proficiency in the guidance skills essential to classroom management on a written exam.</i></p>

**STAGE TECHNOLOGY CERTIFICATE**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The Stage Technology Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), IV(B), IV(C), and IV(D)

The Stage Technology Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific skills can acquire the competencies necessary for success in an entry level position in the theater or entertainment industry.</li> <li>▪ To provide a foundation in theater and entertainment technology that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>General Education is not required in certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>The student will demonstrate proficiency in the use of basic skill sets applicable in beginning technical theatre work.</i>	<i>At least 75% of students in TPA 1210 will demonstrate at least 70% proficiency in the use of basic skill sets applicable in beginning technical theatre work in a timed exam.</i>
<i>The student will demonstrate proficiency in</i>	<i>At least 75% of students in TPA 2220 will</i>

<i>application of design theory and techniques in lighting design.</i>	<i>demonstrate at least 70% proficiency in the application of design theory and techniques in lighting design in the creation on an original work.</i>
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**2/08; updated 7/09**

**UNIX SYSTEM ADMINISTRATOR**

**PROGRAM GOALS AND OUTCOMES**

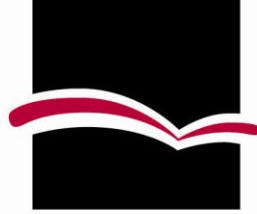
**Mission and Strategic Planning Goals**

The UNIX System Administrator Certificate Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), III(A), IV(D)

The UNIX System Administrator Certificate Program contributes to achieving the following Mission Goals: 3, 4, 5, 8, and 9

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide a career-ladder program through which students with specific technical skills can acquire the competencies necessary for success in an entry level position programming on the UNIX platform.</li> <li>▪ To provide a foundation for computer programming in UNIX that will prepare and encourage students to further their education in the field.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate in program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student completion rate will meet or exceed that of the previous year.</i></li> <li>▪ <i>The job placement rate will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in the program core courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>General Education</b>	
<i>General Education is not required in certificate programs.</i>	
<b>Program Specific Student Learning Outcomes</b>	
<i>This new program is still under development; FLDOE curriculum frameworks and professional licensure standards will guide specific Student Learning Outcomes</i>	<i>TBA</i>

2/08; updated 7/09



# NORTHWEST FLORIDA STATE COLLEGE

## **Non-College Credit Plans**

**ADULT GENERAL EDUCATION**  
**PROGRAM GOALS AND OUTCOMES PLAN**

The Adult Education Program of the college contributes to the following Strategic Goals: I (A), I (B)

The Adult Education Program contributes to achieving the following Mission Goals: 1, 2, 3, 6

<b>Program Goals</b>
<ul style="list-style-type: none"><li>▪ To provide adult basic education instruction and services to the community</li><li>▪ To provide ESOL instruction and services to the community</li><li>▪ To provide GED preparation and services to the community</li><li>▪ To provide transition programs and services for students progressing from Adult Education Programs to college classes</li></ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"><li>▪ <i>The number of students enrolled in ABE, GED, and ESOL classes will meet or exceed those of the previous year</i></li><li>▪ <i>The number of students who attain a GED will meet or exceed the previous year</i></li><li>▪ <i>The number of students who complete or advance a level in ABE or ESOL will meet or exceed the previous year.</i></li><li>▪ <i>The number of students entering postsecondary education will meet or exceed the previous year</i></li></ul>

**COLLEGE PREP**

**PROGRAM GOALS AND OUTCOMES**

**Mission and Strategic Planning Goals**

The College Prep Program contributes to achieving the following Strategic Goals: I(B), II(A), II(C), II(D), and III(A)

The College Prep Program contributes to achieving the following Mission Goals: 3 and 6

<b>Program Goals</b>	
<ul style="list-style-type: none"> <li>▪ To provide developmental courses in math, reading, and writing for students needing remediation in these areas</li> <li>▪ To provide a foundation in math, reading, and writing that will prepare and encourage students to further their education in these fields.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>▪ <i>The student success rate these courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rate on state exit exams for these courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The rate of student satisfaction with instruction in developmental courses will meet or exceed that of the prior review period.</i></li> <li>▪ <i>The student success rates for any courses in this program taught via distance learning will meet or exceed the student success rate for the traditional versions of those courses.</i></li> </ul>	
<b>Student Learning Outcomes</b>	
<b>Learning Outcomes</b>	<b>Benchmark and Assessment Method(s)</b>
<b>College Prep Math</b>	
<i>The student will demonstrate proficiency in computation.</i>	<i>At least 70% of MAT 0024 students will demonstrate 70% proficiency in computation skills on the State Exit Exam.</i>
<i>The student will reason logically and use appropriate mathematical methods to draw sound conclusions.</i>	<i>At least 70% of MAT 0024 students will demonstrate 70% proficiency in reasoning skills on the State Exit Exam.</i>

<i>The student will analyze data or numerical information to draw appropriate conclusions about real-world problems.</i>	<i>At least 70% of MAT 0024 students will demonstrate 70% proficiency in analyzing data or numerical information to draw appropriate conclusions about real-world problems on the State Exit Exam.</i>
<b>College Prep English</b>	
<i>The student will demonstrate proficiency on paragraph development.</i>	<i>At least 75% of ENC 0080 students will demonstrate at least 75% proficiency in paragraph development on an in-class timed writing assignment.</i>
<i>The student will demonstrate proficiency in basic grammar and punctuation skills.</i>	<i>At least 75% of ENC 0080 students will demonstrate minimum of 75% proficiency in basic grammar and punctuation skills on the State Exit Exam.</i>
<b>College Prep Reading</b>	
<i>The student will demonstrate comprehension of a text written at the college level.</i>	<i>At least 75% of REA 0002 students will demonstrate at least 72% proficiency in comprehension of a passage written at the college level on the State Exit Exam.</i>

2/08; updated 7/09



# NORTHWEST FLORIDA STATE COLLEGE

## **Support Services Plans**

**ENROLLMENT SERVICES (ADMISSIONS, ADVISING, RECRUITMENT, ORIENTATION AND REGISTRATION)**

**PROGRAM GOALS AND OUTCOMES PLAN**

The Admissions, Advising, Orientation, Recruitment, and Registration functions of the college contribute to achieving the following Strategic Goals: I(A), II(C), III(A), III(B), and V(B)

The Admissions, Advising, Orientation, Recruitment, and Registration functions of the college contribute to achieving the following Mission Goals: 1, 2, and 9

<b>Program Goals</b>
<ul style="list-style-type: none"><li>▪ To provide new students with a comprehensive orientation to college programs, services, and resources</li><li>▪ To provide new and returning students with academic advising that will encourage student success</li><li>▪ To provide new and returning students with academic advising that will facilitate timely program completion</li><li>▪ To provide focused advising for selected student populations including college prep students, athletes, and students with special needs</li></ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"><li>▪ <i>At least 95% of newly admitted degree-seeking students will complete the college orientation program prior to completion of the first term of enrollment.</i></li><li>▪ <i>At least 80% of the students responding to the NWFSC Graduate Survey will indicate a positive or highly positive rating course/schedule advising services.</i></li><li>▪ <i>At least 80% of the students responding to the NWFSC Graduate Survey will indicate a positive or highly positive rating on registration services.</i></li><li>▪ <i>Student satisfaction rates with respect to the college orientation will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to the college orientation program will meet or exceed national norms. (ACT Survey).</i></li><li>▪ <i>Student satisfaction rates with respect to advising services will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to advising services will meet or exceed national norms. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to the college catalog and other admissions publications will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to the college catalog and other admissions publications will meet or exceed national norms. (ACT Survey)</i></li></ul>

- *Student satisfaction rates with respect to the college's registration procedures will meet or exceed those of the previous year. (ACT Survey)*
- *Student satisfaction rates with respect to the college's registration procedures will meet or exceed national norms. (ACT Survey)*
- *Student Participation in the Go Higher recruitment initiative will meet or exceed the previous year.*
- *The number of students attending Go Higher recruitment initiative who enroll at NWFSC will meet or exceed the previous year.*
- *The percentage of district area high school students enrolling at NWFSC within one year of high school graduation should meet or exceed the average percentage for the Florida College System.*

## ACADEMIC SUCCESS CENTER/TUTORIAL SERVICES

### PROGRAM GOALS AND OUTCOMES PLAN

The Academic Success Center/Tutorial Services function of the college contributes to achieving the following Strategic Goals: II(D)

The Academic Success Center/Tutorial Services function of the college contributes to achieving the following Mission Goals: 1, 2, and 9

Program Goals
<ul style="list-style-type: none"><li>▪ To provide students with face-to-face tutorial assistance in specific subject areas as well as in writing, reading, and general study skills</li><li>▪ To provide students with access to a variety of individual and group learning activities to support classroom success</li><li>▪ To assist faculty members in the development and support of instructor-made learning support resources</li><li>▪ To serve as an alternate testing site for routine course assessments</li><li>▪ To provide a quiet and supportive environment for student study</li></ul>
Program Outcomes
<ul style="list-style-type: none"><li>▪ <i>Student satisfaction rates with respect to the college learning support services will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to the college learning support services will meet or exceed national norms. (ACT Survey)</i></li><li>▪ <i>Student participation rates in online tutorial services (e.g. “Smarthinking”) will meet or exceed that of the previous year.</i></li><li>▪ <i>Student participation in Academic Success Center services will meet or exceed the previous year.</i></li><li>▪ <i>Course grades for students enrolled in ENC, MAT and MAC courses who use online tutorials (i.e. “Smarthinking”) will exceed grades for those students not using the service.</i></li><li>▪ <i>At least 80% of the students responding to the NWFSC Graduate Survey will indicate a highly positive or positive rating of tutoring/learning support services.</i></li><li>▪ <i>At least 80% of the students responding to the NWFSC Graduate Survey will indicate a highly positive or positive rating of tutoring/learning support services.</i></li></ul>

**CAREER RESOURCE CENTER**  
**PROGRAM GOALS AND OUTCOMES PLAN**

The Career Resource Center contributes to achieving the following Strategic Goals: IV(A), IVC, and IV(D).

The Career Resource Center contributes to achieving the following Mission Goals: 1, 2, 5, and 9

<b>Program Goals</b>
<ul style="list-style-type: none"> <li>▪ To provide career assessment services for students</li> <li>▪ To provide students with resources and training on job search skills</li> <li>▪ To provide students with job placement and internship services</li> <li>▪ To provide a venue for employers to post position openings and recruit employees</li> <li>▪ To promote workforce opportunities through career fairs and related activities</li> </ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"> <li>▪ <i>Student satisfaction rates with respect to the college’s career resource services will meet or exceed those of the previous year. (ACT Survey)</i></li> <li>▪ <i>Student satisfaction rates with respect to the career resource services will meet or exceed national norms. (ACT Survey)</i></li> <li>▪ <i>Employer participation rates in college-sponsored career fairs will meet or exceed that of the previous year.</i></li> <li>▪ <i>Student/job-seeker participation rates in college-sponsored career fairs will meet or exceed that of the previous year.</i></li> <li>▪ <i>Student participation rates in job skills workshops will meet or exceed the previous year.</i></li> <li>▪ <i>Student participation in “CareerScope” and/or other career assessment options will meet or exceed that of the previous year.</i></li> <li>▪ <i>At least 80% of the respondents on the NWFSC Graduate Survey will rate the career advising services as positive or highly positive.</i></li> <li>▪ <i>At least 80% of the respondents on the NWFSC Graduate Survey will rate the job placement services as positive or highly positive.</i></li> </ul>

**CHILD DEVELOPMENT AND EDUCATION CENTER**

**PROGRAM GOALS AND OUTCOMES PLAN**

The Child Development and Education Center (CDEC) contributes to achieving the following Strategic Goals:  
IV(D)

The Child Development and Education Center (CDEC) contributes to achieving the following Mission Goals:  
1 and 2

<b>Program Goals</b>
<ul style="list-style-type: none"><li>▪ To provide quality care and education for young children, ages 2-5</li><li>▪ To provide NWFSC students, faculty, staff, and the community with a quality child development and education center</li><li>▪ To provide an instructional field experience site for NWFSC students pursuing teacher education and early childhood education programs</li><li>▪ To provide a quality Voluntary Pre-K program for Okaloosa County</li></ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"><li>▪ <i>The CDEC will meet at least 90% of all NAEYC accreditation standards.</i></li><li>▪ <i>Participation rates in the Voluntary Pre-K Program will meet or exceed the previous year.</i></li><li>▪ <i>Kindergarten readiness rates for children enrolled in the Florida Voluntary Pre-Kindergarten Program at the CDEC will meet or exceed those of the previous year.</i></li><li>▪ <i>CDEC staff will meet or exceed training requirements for professional development established by the Child Care Licensing Office of the Florida Department of Children and Families.</i></li><li>▪ <i>At least 85% of parent respondents will indicate a satisfaction rate on 100 percent of the services provided at the CEDC.</i></li></ul>

**CONTINUING EDUCATION**

**PROGRAM GOALS AND OUTCOMES PLAN**

The Continuing Education contributes to achieving the following Strategic Goals: II(A), IV(C), and IV(D)

The Continuing Education contributes to achieving the following Mission Goals: 7, 8, and 9

<b>Program Goals</b>
<ul style="list-style-type: none"><li>▪ To provide lifelong learning and enrichment courses and activities for seniors through the PRIME Time Program</li><li>▪ To provide lifelong learning and enrichment courses and activities for all college constituencies</li><li>▪ To provide continuing workforce education short courses</li><li>▪ To provide summer enrichment activities for children grades 3-8 through the Kids on Campus Program</li></ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"><li>▪ <i>Participation rates in the Kids on Campus Program will meet or exceed those of the previous year.</i></li><li>▪ <i>Participation rates in the PRIME Time Program will meet or exceed those of the previous year.</i></li><li>▪ <i>At least 85% of PRIME Time participants will indicate a positive or highly positive rating of the program/courses.</i></li><li>▪ <i>At least 85% of Kids on Campus participant parents will indicate a positive or highly positive rating of the program/courses. (This is a new outcome for 2010-2011. First data will be collected summer of 2010)</i></li></ul>

**INTERCOLLEGIATE ATHLETICS**  
**PROGRAM GOALS AND OUTCOMES PLAN**

The Intercollegiate Athletics Function of the College contributes to achieving the following Strategic Goals: II(B) and IV(C)

The Intercollegiate Athletics Function of the College contributes to achieving the following Mission Goals: 1, 2, and 7

<b>Program Goals</b>
<ul style="list-style-type: none"><li>▪ To provide students with access to higher education through scholarships</li><li>▪ To provide students with opportunities to participate in collegiate athletics</li><li>▪ To promote a collegial environment through athletic events</li><li>▪ To support the full experience of college life through athletic activities</li></ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"><li>▪ <i>The number of FCCAA Academic All-State team members shall meet or exceed that of the previous reporting period.</i></li><li>▪ <i>At least 80% of student athletes will graduate with an associate's degree.</i></li><li>▪ <i>The program will meet all Title IX Federal requirements.</i></li></ul>

## LEARNING RESOURCES CENTER

### PROGRAM GOALS AND OUTCOMES PLAN

#### Mission and Strategic Planning Goals

The Learning Resources Center function of the college contributes to achieving the following Strategic Goals: II(D), IV(C), and V(C)

The Learning Resources Center function of the college contributes to achieving the following Mission Goals: 1, 2, and 9

#### Program Goals

- Promote access to information resources and services for the college community
- Enhance student success by providing appropriate materials and services to meet curricular needs
- Enrich information literacy opportunities through library instruction and liaison activities
- Foster a positive learning environment for both individual and group study

#### Program Outcomes

- *The ratio of LRC materials to student FTE should meet or exceed the statewide Florida College System ratio of library materials to student FTE.*
- *The use of LRC services and collections per student FTE should meet or exceed the use rate of the previous year.*
- *At least 90% of students responding to NWFSC Graduation Survey will indicate a positive or highly positive rating on library services.*
- *Satisfaction rates that meet or exceed that of the previous year.*
- *User satisfaction rates with respect to library services will meet or exceed statewide norms. (FCS/CCLA survey)*
- *Average daily attendance in the Niceville LRC will meet or exceed that of the previous year.*
- *Ratio of library instruction in formal institutional settings to student FTE will meet or exceed that of the previous year.*
- *At least 50% percent of staff will be involved in college activities and community programs to promote access to the college learning resources and to enhance services.*

## LEARNING TECHNOLOGIES

### PROGRAM GOALS AND OUTCOMES PLAN

The Learning Technologies functions of the college contribute to achieving the following Strategic Goals: I(B), II(A), II(B), II (C), and V(A)

The Advising, Orientation, Recruitment, and Registration functions of the college contribute to achieving the following Mission Goals: 1, 2, and 9

<b>Program Goals</b>
<ul style="list-style-type: none"><li>▪ To provide access to e-learning resources and technical support to encourage student success</li><li>▪ To provide training and support for faculty and staff in the use of learning technologies</li><li>▪ To provide technology to assist faculty</li><li>▪ To facilitate faculty innovation in the use of learning technologies</li><li>▪ To identify and inform the college community about trends in instructional technology</li></ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"><li>▪ <i>At least 95% of support requests will be resolved within 24 business hours.</i></li><li>▪ <i>100% of faculty websites will be current and contain appropriate information for students.</i></li><li>▪ <i>Participation rates in technology training will meet or exceed that of the previous year.</i></li><li>▪ <i>Faculty satisfaction rates with respect to technology training, either in groups or one-on-one sessions, will meet or exceed those of the previous year.</i></li><li>▪ <i>Faculty satisfaction rates with respect to technology support will meet or exceed those of the previous year.</i></li><li>▪ <i>Integration of significant technologies, i.e., Desire2Learn or Tegrity, into the curriculum will meet or exceed that of the previous year.</i></li></ul>

OFFICE OF SERVICES FOR STUDENTS WITH SPECIAL NEEDS

PROGRAM GOALS AND OUTCOMES PLAN

The Office of Services for Students with Special Needs contributes to achieving the following Strategic Goals: I(A), II(C), III(A), III(B), and V(B)

The Office of Services for Students with Special Needs contributes to achieving the following Mission Goals: 1 and 2.

<b>Program Goals</b>
<ul style="list-style-type: none"><li>▪ To provide guidance and support for students with special needs</li><li>▪ To provide a welcome and encouraging environment for students seeking assistance for their special needs</li><li>▪ To assist in the processing of course substitutions, program adjustments, and appeals related to special needs</li><li>▪ To serve as a resource for faculty and staff to ensure compliance with laws, policies, and regulations related to students with special needs</li></ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"><li>▪ <i>At least 80% of students surveyed will indicate a highly positive or positive rating of services received through the Office.</i></li><li>▪ <i>At least 80% of faculty/staff members attending professional development/orientation workshops related to serving students with special will indicate a highly positive or positive rating the presentations.</i></li><li>▪ <i>Student satisfaction rates with respect to the personal counseling services (personal concerns and problems) will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to the personal counseling services (personal concerns and problems) will meet or exceed national norms. (ACT Survey)</i></li></ul>

## STUDENT ACTIVITIES

### PROGRAM GOALS AND OUTCOMES PLAN

The Student Activities Function of the College contributes to achieving the following Strategic Goals: I(A), III(A), III(B), IV(B), and IV(C)

The Student Activities Function of the College contributes to achieving the following Mission Goals: 1, 2, and 7

Program Goals
<ul style="list-style-type: none"><li>▪ To provide students with opportunities to participate in college governance through the Student Government Association</li><li>▪ To provide students with opportunities to participate in a variety of special interest clubs and activities</li><li>▪ To promote a collegial environment through student celebrations and events</li><li>▪ To provide students with opportunities for co-curricular activities (e.g. Forensics, Brain Bowl)</li><li>▪ To support the full experience of college life through the social and service activities</li></ul>
Program Outcomes
<ul style="list-style-type: none"><li>▪ <i>Student satisfaction rates with respect to college-sponsored social activities will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to college-sponsored social activities will meet or exceed national norms. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to cultural programs and activities will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to cultural programs and activities will meet or exceed national norms. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to opportunities for personal involvement in college activities will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to personal involvement in college activities will meet or exceed national norms. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to student government will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to student government will meet or exceed national norms. (ACT Survey)</i></li><li>▪ <i>Student participation rates in student activities will meet or exceed that of the previous year</i></li><li>▪ <i>At least 80% of the students responding to the NWFSC Graduate Survey will indicate a highly positive or positive rating of student activities</i></li></ul>

- *Student participation in the SGA will meet or exceed that of the previous year*
- *Participation in the annual college blood drive will meet or exceed that of the previous year*

**STUDENT FINANCIAL SERVICES/FINANCIAL AID**

**PROGRAM GOALS AND OUTCOMES PLAN**

The Student Financial Services function of the college contributes to the following Strategic Goals: II(C), III(A), and V (B)

Student Financial Services contributes to achieving the following Mission Goals: 1, 2, and 9

<b>Program Goals</b>
<ul style="list-style-type: none"><li>▪ <b>To assist students in securing financial support for attending college</b></li><li>▪ <b>To assist veterans in securing Veterans Administration support for attending college</b></li><li>▪ <b>To advise students on the wise choice and use of financial resources available to support attending college</b></li><li>▪ <b>To help ensure that the college's student aid resources are used equitably and effectively</b></li></ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"><li>▪ <i>Student satisfaction rates with respect to financial aid services will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to financial aid services will meet or exceed national norms. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to veterans services will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to veterans services will meet or exceed national norms. (ACT Survey)</i></li><li>▪ <i>At least 80% of the students responding to the NWFSC Graduate Survey will indicate a highly positive or positive rating of financial aid services.</i></li><li>▪ <i>The number of students receiving one or more forms of financial aid should meet or exceed that of the previous year.</i></li><li>▪ <i>The total annual funding awarded in financial aid programs should meet or exceed that of the previous year.</i></li><li>▪ <i>The grade point average of students receiving scholarships to NWFSC should meet or exceed that of the previous year.</i></li><li>▪ <i>The federal cohort default rate of students receiving federally funded student loans at NWFSC should be the same as or lower than the average for the Florida College system.</i></li></ul>

**WOMEN'S RESOURCE CENTER**  
**PROGRAM GOALS AND OUTCOMES PLAN**

The Women's Resource Center contributes to achieving the following Strategic Goals: I(A), II(B), III(A), III(B), IV(C), and V(C)

The Women's Resource Center contributes to achieving the following Mission Goal: 2

<b>Program Goals</b>
<ul style="list-style-type: none"> <li>▪ To provide support and guidance for displaced homemakers, displaced workers, and socio-economically disadvantaged students enrolling at NWFSC</li> <li>▪ To provide referral information to students in need of counseling, medical aid or related social services</li> <li>▪ To provide a welcome and encouraging environment for students unaccustomed or reluctant to seek assistance</li> <li>▪ To assist students in securing the resources necessary for continued enrollment and success</li> <li>▪ To serve as a resource for faculty and staff in assisting displaced homemakers, displaced workers, and socio-economically disadvantaged students enrolling at NWFSC</li> </ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"> <li>▪ <i>The number of students receiving assistance through the Center will meet or exceed that of the previous year.</i></li> <li>▪ <i>The support resources (scholarships, textbooks, supplies, etc.) available to students through the Center will meet or exceed that of the previous year.</i></li> <li>▪ <i>At least 80% of students surveyed will indicate a highly positive or positive rating of services received through the Center.</i></li> <li>▪ <i>Student satisfaction rates with respect to the personal counseling services (personal concerns and problems) will meet or exceed those of the previous year. (ACT Survey)</i></li> <li>▪ <i>Student satisfaction rates with respect to the personal counseling services (personal concerns and problems) will meet or exceed national norms. (ACT Survey)</i></li> </ul>



# NORTHWEST FLORIDA STATE COLLEGE

## **Functional Unit Plans**

## FACILITIES, ENVIRONMENT, AND SAFETY

### UNIT GOALS AND OUTCOMES PLAN

The Facilities, Environment and Safety functions of the college contribute to achieving the following Strategic Goal: V(D)

The Facilities, Environment and Safety functions of the college contribute to achieving the following Mission Goal: 1

Unit Goals
<ul style="list-style-type: none"><li>▪ To provide a comfortable learning/working environment for students and employees</li><li>▪ To provide a safe learning/working environment for students and employees</li><li>▪ To provide clean, welcoming building and grounds at all college locations</li></ul>
Unit Outcomes
<ul style="list-style-type: none"><li>▪ <i>At least 80% of the students responding to the NWFSC Graduate Survey will indicate a positive or highly positive rating with respect to the college computer labs.</i></li><li>▪ <i>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.</i></li><li>▪ <i>Student satisfaction rates with respect to personal security and safety at the college will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to the college athletic facilities will meet or exceed national norms. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to college study areas will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to the college student union (K Mall) will meet or exceed national norms. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to the general condition and appearance of the buildings and grounds will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>The crime statistics reported to the Federal Government will indicate the same or lesser level of activity than the previous year.</i></li><li>▪ <i>100% of the annual fire and safety inspections will be completed and reported to the Board of Trustees in a timely manner.</i></li></ul>

**FINANCIAL SERVICES**

**UNIT GOALS AND OUTCOMES PLAN**

The Financial Services function of the college contributes to achieving the following Strategic Goals: II(A), II(B), and V(C)

The Financial Services function of the college contributes to achieving the following Mission Goals: 2 and 9

<b>Unit Goals</b>
<ul style="list-style-type: none"><li>▪ To develop and implement a fiscally sound college budget reflective of the Board of Trustees goals</li><li>▪ To process all college financial transactions and reports in a timely manner</li><li>▪ To process all college financial transactions and reports in accordance with applicable local, state, and federal regulations</li><li>▪ To operate a fiscally sound college store that is responsive to student needs</li><li>▪ To operate fiscally sound food services function that is responsive to college-wide needs</li></ul>
<b>Unit Outcomes</b>
<ul style="list-style-type: none"><li>▪ <i>At least 80% of the students responding to the NWFSC Graduate Survey will indicate a positive or highly positive rating with respect to college food services.</i></li><li>▪ <i>Student satisfaction rates with respect to college food services will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>Student satisfaction rates with respect to the college store will meet or exceed national norms. (ACT Survey)</i></li><li>▪ <i>100% of college financial reports will be submitted in accurate and timely fashion.</i></li><li>▪ <i>The annual financial audit by the Florida Auditor General’s Office will result in a positive report free, of material findings.</i></li><li>▪ <i>The periodic compliance audit by the Florida Auditor General’s Office will result in a positive report, free of material findings.</i></li><li>▪ <i>At least 90% of the college’s annual financial/budget measures will be met.</i></li></ul>

**HUMAN RESOURCES**

**UNIT GOALS AND OUTCOMES PLAN**

The Human Resources function of the college contributes to achieving the following Strategic Goals: III(A) and V(B)

The Human Resources function of the college contributes to achieving the following Mission Goals: 2 and 9

<b>Unit Goals</b>
<ul style="list-style-type: none"><li>▪ To inform, promote, and monitor equity and diversity</li><li>▪ To facilitate the college's employee recruitment and hiring processes</li><li>▪ To facilitate the college performance evaluation process</li><li>▪ To inform and educate the college community regarding human resource policies, employee rights, employee privileges, and related personnel matters</li><li>▪ To assist in the resolution of personnel-related problems and concerns</li></ul>
<b>Unit Outcomes</b>
<ul style="list-style-type: none"><li>▪ <i>100% of employee evaluations will be completed per the established schedule.</i></li><li>▪ <i>85% of the goals and measures of the annual equity plan will be met.</i></li><li>▪ <i>100% of employees will respond to the annual policy information dissemination process.</i></li><li>▪ <i>100% of personnel recruitment and hiring committees will comply with established equity procedures.</i></li><li>▪ <i>100% of local, state, and federal personnel reports will be submitted in an accurate and timely manner.</i></li><li>▪ <i>100% of newly hired employees will complete a benefits orientation.</i></li></ul>

**INFORMATION TECHNOLOGY**  
**UNIT GOALS AND OUTCOMES PLAN**

The Information Technology function of the college contributes to achieving the following Strategic Goals: I I(A), IV(D), V(B)

The Information Technology function of the college contributes to achieving the following Mission Goals: 9

<b>Unit Goals</b>
<ul style="list-style-type: none"> <li>▪ To position traditional mainframe computer functions to meet current services and anticipate future needs.</li> <li>▪ To ensure comprehensive and consistent access to learning technologies.</li> <li>▪ To employ technology to improve planning, evaluation, and decision-making across the College.</li> <li>▪ To ensure securer and efficient college-wide computer services.</li> <li>▪ To employ technology to enhance communication with and services to students and external constituencies.</li> <li>▪ To apply technology to improve internal operations, communication, and services across the College.</li> </ul>
<b>Unit Outcomes</b>
<ul style="list-style-type: none"> <li>▪ <i>The Florida DOE requires colleges to have a technology plan. A consulting firm from the Northeast (BDMP, Inc.) worked for 18 months with a team of college faculty and staff to develop a comprehensive strategic plan for technology. The IT department will use this plan in assessing unit outcomes.</i></li> </ul>

## MARKETING AND PUBLIC RELATIONS

### UNIT GOALS AND OUTCOMES PLAN

The Marketing and Public Relations function of the college contributes to achieving the following Strategic Goals: I(A), II(B), III(B), and IV (A-C)

The Marketing and Public Relations function of the college contributes to achieving the following Mission Goals: 1, 5, and 9

Unit Goals
<ul style="list-style-type: none"><li>▪ To maintain an attractive, informative and easily navigated college website</li><li>▪ To coordinate the production of an appealing, accurate, and user-friendly college catalog and student handbook and class schedule booklet</li><li>▪ To assist departments and functional units in the production of publications, including informational items and recruitment materials</li><li>▪ To support the promotion of college events and activities with a full range of marketing strategies</li><li>▪ To provide college-wide graphic services for the production of instructional materials, marketing materials, reports, and related publications</li><li>▪ To provide staffing and other assistance in the support of college-wide events and celebrations</li><li>▪ To ensure the local media is apprised of college actions and activities</li></ul>
Unit Outcomes
<ul style="list-style-type: none"><li>▪ <i>At least 80% of the students responding to the NWFSC Graduate Survey will indicate a positive or highly positive rating with respect to the college website.</i></li><li>▪ <i>Student satisfaction rates with respect to the college catalog and information publications will meet or exceed those of the previous year. (ACT Survey)</i></li><li>▪ <i>The annual or combined audiences for the NWFSC Arts Center public events should meet or exceed that of the previous year.</i></li><li>▪ <i>The annual number of external inquiries to the college website should meet or exceed that of the previous year.</i></li><li>▪ <i>The college publications submitted to state and regional professional entities for review and award should be rated favorably in comparison to publications from other institutions.</i></li><li>▪ <i>Press/media releases for all Board of Trustees meetings/actions will be distributed as appropriate within twenty-four hours of occurrence.</i></li></ul>



# NORTHWEST FLORIDA STATE COLLEGE

## **Public Service Plans**

**CHOCTAWHATCHEE BASIN ALLIANCE**

**PROGRAM GOALS AND OUTCOMES PLAN**

The Choctawhatchee Basin Alliance contributes to the following Strategic Goals: IV (C)

The Choctawhatchee Basin Alliance contributes to achieving the following Mission Goals: 7

<b>Program Goals</b>
<ul style="list-style-type: none"><li>• Provide baseline water chemistry data for water resource managers at the federal, state, and local level.</li><li>• Conduct volunteer events within the watershed for improvement of habitat and community-based education concerning the local water resources.</li><li>• Coordinate with Okaloosa and Walton County K-12 Schools to develop environmental education curriculum and field trips to local water resources.</li><li>• Partner with municipalities (e.g. implementation of their National Pollution Discharge Elimination System (NPDES) permit) and regional research organizations such as military organization (e.g. Jackson Guard), state universities (e.g. Florida State University), state organizations (e.g. Northwest Florida Water Management District), federal organizations (e.g. U.S. Fish and Wildlife Service).</li><li>• Provide revenue for various community restoration projects identified by water chemistry monitoring.</li><li>• Partner with the Mattie Kelly Environmental Institute on community events and research projects</li></ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"><li>▪ <i>The number of sampling sites within the watershed used to provide water chemistry data to the Federal and State STOage RETrival system (STORET) for use by water resource managers in the management of local water resources will meet or exceed that of previous years.</i></li><li>▪ <i>The number of participants in the Choctawhatchee Basin Alliance water chemistry monitoring will meet or exceed that of the previous year.</i></li><li>▪ <i>The number of volunteer events dedicated to improving the habitat and providing community-based education will meet or exceed that of the previous year.</i></li><li>▪ <i>The number of local schools coordinating with the Choctawhatchee Basin Alliance in developing environmental curriculum or participating in field trips to local water resources will meet or exceed that of the previous year.</i></li><li>▪ <i>The number of partnerships entered into by the Choctawhatchee Basin Alliance will meet or exceed that of the previous year.</i></li><li>▪ <i>The number of restoration sites completed will meet or exceed that of the previous year.</i></li></ul>

**LEADERSHIP INSTITUTE**

**PROGRAM GOALS AND OUTCOMES PLAN**

The Leadership Institute contributes to the following Strategic Goals: IV(A), IV(C), and IV(D)

The Leadership Institute contributes to achieving the following Mission Goals: 5 and 8.

<b>Program Goals</b>
<ul style="list-style-type: none"><li>• Provide a series of ongoing professional development programs for senior management and executive professionals</li><li>• Conduct skill-building workshops for middle management professionals and potential leaders</li><li>• Assist organizations in the development of customized strategic plans and training</li><li>• Support community-based strategic partnerships such as emergency management, public safety, sustainability, and military transition</li><li>• Provide the venue for various community meetings and special events</li></ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"><li>▪ <i>The number of participants in Leadership Institute seminars and training programs will meet or exceed that of the previous year.</i></li><li>▪ <i>The number of Leadership Institute client organizations will meet or exceed that of the previous year</i></li><li>▪ <i>Total amount of revenue generated by the Leadership Institute will meet or exceed that of the previous year</i></li><li>▪ <i>At least 85% of the Leadership Institute seminar/training event participants responding to the LI Program Evaluation Survey will indicate a positive or highly positive rating of the event.</i></li></ul>

**MATTIE KELLY ARTS CENTER**  
**PROGRAM GOALS AND OUTCOMES PLAN**

The Mattie Kelly Arts Center function of the college contributes to the following Strategic Goals:

II (A), IV (B)

The Mattie Kelly Arts Center contributes to achieving the following Mission Goals: 1 and 7

<b>Program Goals</b>
<ul style="list-style-type: none"> <li>▪ To provide the community with access to art, music, and theater activities and events.</li> <li>▪ To serve as a regional center for cultural enrichment.</li> <li>▪ To promote student and community participation in the arts.</li> </ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"> <li>▪ <i>Customer satisfaction rates with respect cultural services will meet or exceed those of the previous year (ACT Survey).</i></li> <li>▪ <i>Visits by patrons to the Gallery will meet or exceed those of the previous year.</i></li> <li>▪ <i>Sponsorship for the Northwest Florida Symphony Orchestra will meet or exceed the previous year.</i></li> <li>▪ <i>The annual combined audience for the Mattie Kelly Arts Center public events (e.g. Broadway Series, Artist’s Series, Children’s Series, and student productions) should meet or exceed that of the previous year.</i></li> <li>▪ <i>The number of hours volunteered by Gallery Docents and Theater Ushers will meet or exceed that of the previous year.</i></li> </ul>

MATTIE M. KELLY CULTURAL AND ENVIRONMENTAL INSTITUTE

PROGRAM GOALS AND OUTCOMES PLAN

The Mattie M. Kelly Cultural and Environmental Institute contributes to the following Strategic Goals: II (A), IV (C)

The Mattie M. Kelly Cultural and Environmental Institute contributes to achieving the following Mission Goals: 2, 7, 9

<b>Program Goals</b>
<ul style="list-style-type: none"><li>• Conduct scientific research related to regional environmental issues.</li><li>• Coordinate with the Choctawhatchee Basin Alliance on outreach projects.</li><li>• Provide scientific research opportunities to Northwest Florida State College students.</li><li>• Promote student and community awareness and knowledge of relevant environmental issues.</li></ul>
<b>Program Outcomes</b>
<ul style="list-style-type: none"><li>▪ <i>Conduct at least one class field trip per semester which focuses on the local environment for Northwest Florida State College students and/or local educators</i></li><li>▪ <i>The number of lectures open to the public and to the college community will meet or exceed that of the previous year</i></li><li>▪ <i>Participation by the community in the Choctawhatchee Estuary Family Festival will meet or exceed that of the previous year</i></li><li>▪ <i>The number of participants at the Symposium on Choctawhatchee Bay will meet or exceed that of the previous year.</i></li><li>▪ <i>The number of student interns working on research projects with the Mattie M. Kelly Cultural and Environmental Institute will meet or exceed that of the previous year.</i></li><li>▪ <i>Present at least one public seminar on Mattie M. Kelly Cultural and Environmental Institute research every two years.</i></li><li>▪ <i>Present Mattie M. Kelly Cultural and Environmental Institute research at national scientific meeting once every two years.</i></li></ul>