

General Information:

Northwest Florida State College
 Niceville, FL
www.nwfsc.edu

We are a public college offering a mix of Baccalaureate and Associate's degrees. A summary of our fall 2019 enrollment, including credentials and disaggregated enrollment is included in Tables 1 and 2.

Table 1: NWFSC Enrollment percentage by Credential – Fall 2019

Credential Type	Enrollment	Percentage of Students
Associate of Arts	2367	41.7%
Associate of Applied Science	5	0.1%
Associate of Science	792	14.0%
Bachelor of Applied Science	294	5.2%
Bachelor of Science in Education	100	1.8%
Bachelor of Science in Nursing	84	1.5%
College Credit Certificate	108	1.9%
Non Degree-Seeking	1758	31.0%
Vocational Certificate	171	3.0%
TOTAL	5679	100%

Source: Institutional Data

Table 2: NWFSC Enrollment Disaggregated by Race/Ethnicity, Sex, and Pell Status.

	Enrollment	Percentage of Students
Overall	5679	100%
Male	2124	60.5%
Female	3434	37.4%
American Indian or Alaskan Native	23	0.4%
Asian	147	2.6%
Black or African American	460	8.1%
Hispanic	508	9.0%
Native Hawaiian or other Pacific Islander	23	0.4%
Two or More	343	6.0%
Unreported	937	16.5%
White	3238	57.0%
Pell	1363	24.0%
No Pell	4316	76.0%

Source: Institutional Data

Student Achievement Measures

Retention Rates

Each fall term, NWF State College enrolls around 800 First-Time-in-College (FTIC) students. National statistics show that a quarter of the incoming class will not return in the spring, and another quarter will not reenroll in the subsequent fall term. For this reason, the institution monitors both Fall-to-Spring and Fall-to-Fall Retention Rates.

Approximately 80% of students who enroll in the fall semester for the first time return for the spring semester and approximately 75% of those who return in the spring will continue to the subsequent fall semester (approximately 60% of the initial cohort). The retention rate for the past three fall cohorts is shown in Table 3.

Table 3: NWFSC Fall-to-Spring and Fall-to-Fall Retention Rates

Cohort	Headcount	Fall-to-Spring n	Fall-to-Spring %	Fall-to-Fall n	Fall-to-Fall %
Fall 2017	741	584	79%	435	59%
Fall 2018	814	651	80%	486	60%
Fall 2019	752	598	80%	N/A	N/A

Source: Institution Enrollment and Completion Data

The institutional target is to increase the Fall-to-Fall retention rate annually over the prior year rate. As can be seen, the college has not met this target each year. Strategies implemented to increase retention rate have included Transparent Assignment Design (Transparency in Learning and Teaching in HigherEd (TILT) Project) in which faculty committed to providing students with more transparent assignments in an effort to increase retention and student success.

Additional strategies have included a learning community design in which new students were enrolled in a common set of courses, including: English Composition (Gateway course), College Success, Public Speaking, Sociology, and Wellness. By enrolling students into these common classes, and providing additional support through the Student Navigators (advising) and the tutoring center, their likelihood of success increased.

Currently, the institution is undertaking an effort to increase student engagement in order to increase course success, retention and completion. In preparation for this effort, the institution administered the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE).

Graduation Rates

The College utilizes data from the IES to assess its graduation rates as it relates to regional peers. In 2017, the College selected 11 regional institutions as peers from Alabama (n=1), Florida (n= 6), Kentucky (n= 1), Mississippi (n=1), and Texas (n=2), and submitted these institutions to IPEDS as its official custom comparison group for the annual IPEDS Data Feedback Report. Each fall, the College receives an electronic copy of the published report, and this is posted to its internal SharePoint page and its public-facing webpage. Additionally, the Community College & Technical Center Management Information Systems (CCTCCMIS) provides graduation rates and data that allows comparisons with other Florida College System (FCS) institutions. Below, in Table 4, is an excerpt from the data extracted from the IPEDS feedback report that shows graduation rates for the College and an average of the eleven peers.

Table 4: Peer Comparison Graduation Rates

	2010 cohort	2011 cohort	2012 cohort
Peers	35%	35%	37%
NWFSC	35%	39%	35%
Variance	0%	4%	-2%

IPEDS Graduation Rates reports - 150% of normal time
First-time, full-time degree/certificate seeking students

Further, the College uses IPEDS graduation rates to monitor student achievements and disaggregate to identify gaps between groups. It is widely publicized that students from traditionally underserved communities often perform at lower rates than their counterparts. For this reason, the College pays special attention to racial/ethnic minorities, males, and Pell grant recipients. In support of this interest in helping to better serve our under-represented populations, the College joined ATD in an effort to strengthen its capacity for this work. Table 5 provides a summary of the data that is tracked and published to the College's website.

Table 5: NWFSC Graduation Rates Disaggregated by Race/Ethnicity, Sex, and Pell Status.

	2010 cohort		2011 cohort		2012 cohort	
	Rate	Variance	Rate	Variance	Rate	Variance
NWFSC Overall Rate	35%	--	39%	--	35%	--
Men	32%	-3%	37%	-2%	31%	-4%
Women	38%	3%	41%	2%	38%	3%
Asian	41%	6%	50%	11%	21%	-14%
Black/African American	18%	-17%	23%	-16%	28%	-7%
Hispanic/Latino	24%	-11%	31%	-8%	31%	-4%
White	38%	3%	40%	1%	36%	1%
Two or More Races	31%	-4%	48%	9%	41%	6%
Unknown	44%	9%	67%	28%	53%	18%
Pell	24%	-11%	30%	-9%	29%	-6%
No Pell	43%	8%	46%	7%	39%	4%

IPEDS Graduation Rates reports - 150% of normal time
First-time, full-time degree/certificate seeking students

Table 6 shows the comparator data from the Florida College System. In this table, we provide a four year graduation rate. Also shown is the four-year retention rate, which measures the retention of students to NWFSC. In this metric, the numerator consists of all students from the cohort who have graduated plus those who are still enrolled, including both those students in good standing and those who are not. In the Success Rate, which reflects those students who have been identified as being successful after four years, the numerator consists of those students who have graduated plus those still enrolled at NWFSC who remain in good standing plus those who successfully transferred to the State University System (SUS).

Table 6 Four-Year Graduation, Retention and Success Rates Peer Comparison

Graduation Rate-FCS	2016	2017	2018
	Entered Fall 2012	Entered Fall 2013	Entered Fall 2014
Northwest Florida State College	35%	38%	33%
System (FCS)	47%	41%	41%
Rate Variance	-13%	-4%	-8%
Retention Rate-FCS	Entered Fall 2012	Entered Fall 2013	Entered Fall 2014
Northwest Florida State College	57%	56%	48%
System (FCS)	70%	65%	64%
Rate Variance	-13%	-9%	-16%
Success Rate-FCS	Entered Fall 2012	Entered Fall 2013	Entered Fall 2014
Northwest Florida State College	76%	79%	77%
System (FCS)	86%	85%	86%
Rate Variance	-10%	-6%	-9%

Source: FLDOE Accountability Reports for 2015, 2016, 2017, and 2018.

The goal is for the College’s graduation rates to be equal to or greater than the regional peer average. As seen in table 4, we achieved that goal with the 2010 and 2011 cohorts, but did not achieve that goal with the 2012 cohort. In examining our data by demographic categories, we see that male students, students who are Black or Hispanic, and students on Pell do not perform as well as other students. To help improve the graduation rate among these populations, the institution has focused on diversity issues and awareness. The Student Government Association rolled out a peer mentoring program with members of the SGA serving as mentors. Additionally, the institution recently, as was discussed above, joined the Achieving the Dream initiative to help it identify best practices and work to reduce these performance gaps. Going forward, NWFSC believes that, by increasing engagement of students in these populations, as described in its QEP, the associated graduation rates will improve.

First Term GPAs

As an early measure of student performance, NWFSC considers the first semester GPA. Students who perform well in their first semester are more likely to be retained and continue to completion. Table 7 shows the First term GPA of students and includes performance by demographic group.

Table 7: First term GPA Disaggregated by Race/Ethnicity, Sex, and Pell Status

	Fall 2017		Fall 2018		Fall 2019	
	GPA	Variance	GPA	Variance	GPA	Variance
NWFSC Overall	2.36	--	2.54	--	2.64	--
Women	2.51	0.15	2.62	0.08	2.73	0.09
Men	2.16	-0.20	2.45	-0.09	2.52	-0.12
Black or African American	1.86	-0.50	2.56	0.02	2.52	-0.12
Hispanic	2.10	-0.26	2.56	0.02	2.71	0.07
White	2.43	0.07	2.53	-0.01	2.68	0.04
Pell	2.40	0.04	2.60	0.06	2.48	-0.16
No Pell	2.33	-0.03	2.51	-0.03	2.75	0.11

Source: Institutional Data

The target for this metric is a GPA of 2.50 with minimal performance gaps between demographic groups. The target has been met for the college overall in four of the past five fall semesters. Most recently, only students receiving a Pell award fell below the 2.5 target. The institution continues to focus on minimizing gaps.

One strategy designed to improve GPAs has been a focus on improving the quality of online instruction through the development of a Faculty Fellows training program based on the Quality Matters process established by the MarylandOnline, Inc. consortium. Additionally, the institution’s QEP is anticipated to have an impact on this metric.

Transfer-out rates

The majority of the students at NWFSC are seeking to complete an Associate of Arts degree with the intention of transferring. Because of this, we consider both the percentage of students who transfer out of the institution (Table 8) and the GPA earned in the first transfer semester by those students who opt to transfer to a sister institution in the State University System (SUS) of Florida (Table 9).

Table 8: Transfer-Out Rates Peer Comparison

	2010 cohort	2011 cohort	2012 cohort
Peers	13%	12%	13%
NWFSC	5%	19%	15%
Variance	-8%	7%	2%

IPEDS Graduation Rates reports - 150% of normal time
 First-time, full-time degree/certificate seeking students

Our transfer-out rates have increased notably over the past three cohorts reported, from 5% with the 2010 cohort to 15% with the 2012 cohort. When looking at NWFSC students in comparison to other FCS students upon transfer to a member of the SUS, NWFSC students perform well, outperforming their peers from other FCS colleges by an average of one tenth of a point on their first term GPAs.

Table 9: First term transfer GPAs Peer Comparison

	2016	2017	2018
NWFSC	2.99	3.11	3.04
Florida College System Peers	2.92	2.96	2.97
Rate Variance	0.07	0.15	0.07

The institutional goal for this metric is for NWFSC students to perform as well or better than their peers from other FCS colleges upon transfer to the State University System. In an effort to facilitate transfer for those students seeking that path, the College has worked with local universities to establish articulation agreements. By working with these sister institutions to establish an articulation agreement, the expectation is that the pathway will be streamlined for NWFSC students seeking to move on to a university.

Credential completion

The College considers completion of a credential to be of utmost importance. NWFSC monitors its performance relative to its peers around the southeast region through the use of the IPEDs database. Table 10 shares the number of earned awards by degree level (Bachelor's and Associate's degrees) for NWFSC and its peers around the southeast region.

Table 10: Completions Peer Comparison

	2015-2016	2016-2017	2017-2018
Peers - Bachelor's	101	119	128
NWFSC - Bachelor's	176	167	146
Variance	75	48	18
Peers - Associate's	894	996	1132
NWFSC - Associate's	990	901	1182
Variance	96	-95	50

IPEDS Completions reports - 150% of normal time

First-time, full-time degree/certificate seeking students

The target for credential completion at NWFSC is to meet or exceed the number of credentials awarded by our peer institutions. As can be seen in table 10, the College met its target for Bachelor's degree awards for each of the past three reported years. The College met its target for two of the past three reported years for Associate's Degree awards.

In an ongoing effort to improve the completion rate, the institution has streamlined the advising process by creating a one stop shop with Student Navigators. These Navigators are knowledgeable about all aspects of enrollment from classes and programs to financial aid processes. Students are encouraged to see their Navigator each semester as they prepare to register to be certain that they are on track.

Additionally, the institution regularly scans students' records to identify students who are eligible to graduate. The student is sent a letter from the College to invite them to apply for graduation. In this way, we seek to increase the number of awards given.

Going forward, the NWFSC QEP project focusing on student engagement is expected to have an impact on this metric.

Licensure rates

NWFSC currently has three health science related programs, one teacher training program and five emergency services programs which require the graduate to pass a licensure examination (See table 11). The target for licensure rates is 90% or higher.

Among the health sciences programs, two (Nursing and Radiography) have maintained a passing rate of over 95% for the past four years. Further information on the Nursing program's rates is available here: https://www.nwfsc.edu/wp-content/uploads/2019/11/ASN_Program_Outcome_Data_REV_10.15.2019.pdf. Further information on the Radiography program's rates is available here: <https://www.nwfsc.edu/wp-content/uploads/2019/02/Program-Effectiveness-Data-2014-2018.pdf>. Dental Assisting has struggled with an average pass rate of only 84% over the past four years and reached the target in two of those four years. The program has a new director and is currently working to ensure a strong curriculum in order to afford its graduates the opportunity to successfully earn their license.

Table 11: NWFSC Programmatic Licensure Rate

	2016-2017	2017-2018	2018-2019
	Percent Passing Rate	Percent Passing Rate	Percent Passing Rate
Nursing - RN: First time	93.6%	98.6%	98.7%
Nursing-RN: Overall	97.9%	100.0%	98.7%
Radiography: First time	100.0%	100.0%	91.6%
Radiography: Overall	100.0%	100.0%	91.6%
Dental Assisting	84.6%	90.0%	61.5%
Teacher Education	98.6%	98.2%	100.0%
Paramedic	52.6%	65.6%	38.5%
EMT	62.8%	51.9%	48.0%
Law Enforcement	82.8%	91.7%	87.7%
Corrections	91.3%	74.7%	82.0%
Fire	100.0%	93.3%	87.2%

Like Nursing and Radiography, the NWFSC Teacher Education program has maintained a high licensure pass rate (over 95% for the past four years). This continues to be a strong program.

As with Dental Assisting, the Emergency Services programs have struggled with their pass rates. The paramedic and EMT programs have average pass rates of 51% and 57% over the past four years, respectively. Each of the other programs have average pass rates of 83% to 89%. These programs have come under new leadership and are also working to ensure student success. The new program director is working to identify equipment that will need to be replaced and is also working to reinforce community partnerships to strengthen these programs.

Job placement and Entry-Level Wages

In partnership with the FCS, NWFSC is able to track and monitor its job placement rates and the average annual earnings of recent graduates. Table 12 shows a comparison of NWFSC performance to several peer institutions. The College continues to work to ensure that it offers relevant academic programming that enables NWFSC graduates to enter the workforce and be successful. A thorough review, by program, of these metrics is being conducted. Programs which no longer serve the community will be retired in favor of new programs with a strong demand such as the pending Airframe and Power plant programs being developed.

Table 12 Job Placement Rates Peer Comparison (2016-2017)

	Number of Completers	Number of Completers found Employed	Employed Percentage	Number of Employed in Jobs Relevant to Training	Relevancy Percentage	Average Earnings	Current Placement Rate
College of Central Florida	266	231	87%	171	74%	\$48,640	86%
Gulf Coast State College	289	233	81%	185	79%	\$47,892	92%
Pensacola State College	440	277	63%	179	65%	\$41,824	85%
Polk State College	401	355	89%	257	72%	\$47,108	90%
Saint Johns River State College	270	214	79%	146	68%	\$44,372	85%
Peer Average			79%		72%	\$45,967	88%
NWFSC	194	120	62%	79	66%	\$44,712	87%
Variance			-17%		-6%	(\$1,255)	-1%

Job Placement Rates for Associate of Science graduates 2016-2017

Florida College System Vocational Reports

<http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>

In Table 13, institutional data from the most recently reported three years is provided. Here, you can see that NWFSC holds as its target, an overall placement rate of 90%. This overall rate incorporates as successful, both those students who graduate and enter the workforce in a position relevant to their field of study and those whose plan is to continue their education. While the College has not met this target, it continues to pull closer to it with the variance decreasing from 8% in 2014-2015 to only 3% in the most recently reported year (2016-2017). In an effort to help improve performance on this metric, the College is working to restructure its career services unit.

Table 13: NWFSC Job Placement Rates for Associate of Science Graduates

	2014-2015	2015-2016	2016-2017
Number of Completers	198	170	194
Number of Completers found Employed	117	106	120
Employed Percentage	59%	62%	62%
Number of Employed in Jobs Relevant to Training	92	84	79
Relevancy Percentage	46%	49%	66%
Average Earnings	\$39,880	\$44,656	\$44,712
Current Placement Rate*	82%	84%	87%
Target Placement Rate	90%	90%	90%
Placement Rate Variance	-8%	-6%	-3%

*Current Placement Rate includes students who are employed in jobs relevant to their field and those who are continuing their education

Florida College System Vocational Reports

<http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>

Successful completion of gateway English and gateway math course by the end of the first academic year. Related to grade attainment, the College examines gateway course attempts and completions. Literature suggests that students who attempt and pass gateway English and math in their first academic year have a high probability of completing their credentials; therefore, the College tracks First-Time-in-College students' course-taking patterns in these gateway courses.

Table 14: Gateway Course Completion Peer Comparison

		2015-2016 % Students C or better	2016-2017 % Students C or better	2017-2018 % Students C or better
Communication	FCS overall	75.70%	75.80%	75.70%
	NWFSC Overall	75.40%	70.40%	72.60%
	Variance	-0.30%	-5.40%	-3.10%
Mathematics	FCS overall	67.80%	67.30%	68.10%
	NWFSC Overall	77.00%	72.40%	75.80%
	Variance	9.20%	5.10%	7.70%

Student performance at NWFSC in the gateway courses of English (communication) and Math is shown, in Table 8.1-15 above, in comparison to the average of all FCS institutions. Student performance, in general, is lower for the communication course, but higher for the math course.

As can be seen in Table 15, male students, those who are Black or Hispanic, and students receiving a Pell award perform worse in these courses than the average for the institution. The efforts to improve performance among these populations include the work being done for the Achieving the Dream initiative.

Table 15: Gateway Course Completion Disaggregated by Race/Ethnicity, Sex, and Pell Status.

		2015-2016 % Students C or better		2016-2017 % Students C or better		2017-2018 % Students C or better	
		Rate	Var	Rate	Var	Rate	Var
Communication	Overall	75.4%	--	70.4%	--	72.6%	--
	Black	54.4%	-21.0%	65.1%	-5.3%	62.1%	-10.5%
	Hispanic	79.1%	3.7%	65.0%	-5.4%	67.0%	-5.6%
	White	77.5%	2.1%	70.8%	0.4%	71.5%	-1.1%
	Men	70.3%	-5.1%	66.8%	-3.6%	67.9%	-4.7%
	Women	78.8%	3.4%	73.2%	2.8%	75.6%	3.0%
	Pell	66.8%	-8.6%	58.5%	-11.9%	69.2%	-3.4%
Mathematics	Overall	77.0%	--	72.4%	--	75.8%	--
	Black	71.4%	-5.6%	67.3%	-5.1%	66.7%	-9.1%
	Hispanic	69.6%	-7.4%	71.6%	-0.8%	76.0%	0.2%
	White	76.9%	-0.1%	71.0%	-1.4%	73.4%	-2.4%
	Men	72.4%	-4.6%	68.8%	-3.6%	78.1%	2.3%
	Women	79.6%	2.6%	74.8%	2.4%	72.5%	-3.3%
	Pell	73.4%	-3.6%	65.5%	-6.9%	73.4%	-2.4%

Source: Florida College System Gateway Course Report

The overall target for these metrics is for the success rate among NWFSC students to equal or exceed that of our FCS peers. Efforts to improve these rates have included the learning community project, described earlier, in which students were enrolled in a set of common courses including English Composition. The QEP is expected to have an impact on this metric as well.

ABC grade attainment

Successful course completion is critical to retention and timely completion of NWF State College’s students. Thus, grade attainment is another way in which the College monitors student achievement. Table 16 represents the disaggregated distribution of ABC grades, DFW grades and W grades for all students.

Table 16: NWFSC ABC Grade Attainment Disaggregated by Race/Ethnicity, Sex, and Pell Status.

Grade Attainment 2016													
	Overall	Black		Hispanic		White		Male		Female		Pell	
		Rate	Var	Rate	Var	Rate	Var	Rate	Var	Rate	Var	Rate	Var
ABC Rates	81.7%	74.1%	-7.6%	80.6%	-1.1%	82.6%	0.9%	79.6%	-2.1%	83.1%	1.4%	77.2%	-4.5%
DFW Rates	18.2%	25.6%	7.4%	19.4%	1.2%	17.3%	-0.9%	20.2%	2.0%	16.8%	-1.4%	22.5%	4.3%
W Rates	5.1%	5.9%	0.8%	5.4%	0.3%	5.1%	0.0%	5.1%	0.0%	5.1%	0.0%	6.3%	1.2%
Grade Attainment 2017													
	Overall	Black		Hispanic		White		Male		Female		Pell	
		Rate	Var	Rate	Var	Rate	Var	Rate	Var	Rate	Var	Rate	Var
ABC Rates	81.9%	73.8%	-8.1%	80.6%	-1.3%	92.8%	10.9%	79.5%	-2.4%	83.7%	1.8%	77.8%	-4.1%
DFW Rates	18.0%	26.0%	8.0%	19.2%	1.2%	17.0%	-1.0%	20.3%	2.3%	16.2%	-1.8%	22.0%	4.0%
W Rates	5.2%	6.5%	1.3%	5.0%	-0.2%	5.1%	-0.1%	5.7%	0.5%	4.9%	-0.3%	5.6%	0.4%
Grade Attainment 2018													
	Overall	Black		Hispanic		White		Male		Female		Pell	
		Rate	Var	Rate	Var	Rate	Var	Rate	Var	Rate	Var	Rate	Var
ABC Rates	80.8%	72.6%	-8.2%	77.5%	-3.3%	82.0%	1.2%	79.0%	-1.8%	82.1%	1.3%	78.2%	-2.6%
DFW Rates	19.1%	27.4%	8.3%	22.5%	3.4%	17.9%	-1.2%	21.0%	1.9%	17.9%	-1.2%	21.8%	2.7%
W Rates	5.5%	6.3%	0.8%	5.4%	-0.1%	5.3%	-0.2%	5.5%	0.0%	5.5%	0.0%	6.1%	0.6%

Source: Combined Course Success Power BI Dashboard for 2016, 2017, 2018

The target for ABC Grade Attainment is 80%. While this rate has been achieved overall and for some sections of the student population, there are some gaps that still exist. Male students, students who are Black or Hispanic and students who receive a Pell award all performed below the target rate. We do note that the ABC Grade Attainment rate has improved for Males and for students receiving a Pell award. As has been discussed, NWFSC believes that this metric will improve with the implementation of the institution’s QEP. Also, the Faculty Fellows training program based on the quality Matters process, described previously, is anticipated to have an impact.